

EXPLORING THE ROLE OF 'ENGLISH CLUB' EXTRACURRICULAR ACTIVITIES IN IMPROVING STUDENTS' SPEAKING SKILLS AT SMKN 2 KINTAMANI

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ABSTRACT

Limited curricular time and high levels of language anxiety in formal classrooms often hinder the mastery of English for Specific Purposes (ESP)-based speaking skills for vocational high school students in tourism areas. This descriptive qualitative study aims to explore the multidimensional role of English Club extracurricular activities in improving students' speaking skills at SMK Negeri 2 Kintamani. Data were collected through passive participant observation, in-depth interviews with instructors, teachers, and students, as well as documentation study. The data were validated using triangulation techniques and subsequently analyzed using the interactive model of Miles, Huberman, and Saldaña. The results indicate that the English Club, optimized during the Happy Friday program, successfully acts as a safe space that effectively reduces students' affective anxiety and triggers intrinsic motivation to communicate confidently. Theoretical discussion proves that this program successfully bridges the ESP needs of the Hospitality Accommodation Department through functional role-play methods, constructs sociolinguistic competence through the transformation of local culture into English 3S, and empowers students as subjects of sustainable tourism through local storytelling based on the potential of the Batur Geopark landscape and *Tri Hita Karana* cosmology.

Keywords: English Club; Speaking Skills; Vocational Education

INTRODUCTION

In the 21st century era of global transformation and interconnectivity, mastering English has shifted from a mere academic prerequisite into a vital instrument for economic and professional mobility. As a global *lingua franca*, English plays a central role in facilitating information exchange, technology adoption, and cross-cultural communication. In the modern educational landscape, the orientation of foreign language teaching is demanded to move dynamically from passive grammatical understanding toward the mastery of active communicative competence. Among all

language skills, speaking skills occupy the most crucial yet challenging position, as an individual's linguistic performance is directly measured through their ability to articulate ideas, negotiate, and respond to interlocutors spontaneously in real-world situations (Richards, 2015).

The urgency of mastering these oral skills is redoubled when confronted with the context of Vocational High Schools (SMK). Unlike general secondary education institutions, vocational schools are specifically designed with a pragmatic orientation to produce graduates who are work-ready, independent, and highly

competitive in the Workplace, Business, and Industrial World (*DUDI*). The curriculum in the vocational realm requires a precise alignment (*link and match*) between classroom teaching materials and field competence standards. For study programs that interface directly with the service and hospitality sectors, oral communication proficiency is no longer just an added value, but a core competency that determines the employability of graduates in the global job market, particularly when facing job interview sessions and business presentations (Sulastri & Yopi, 2025). Therefore, strengthening the capacity for these practical skills is urgently and continuously required within vocational school environments (Firmansyah et al., 2026; Nabung & Nadur, 2023).

This competency alignment challenge feels increasingly real and pressing for vocational education institutions operating in strategic international tourism areas, such as SMK Negeri 2 Kintamani. Located in Banjar Yeh Panes, Songan Village, Kintamani District, Bangli Regency, this school is situated amidst a region rich in iconic natural potential, namely Mount and Lake Batur. This geographical condition has transformed the surrounding area into one of the primary destinations for foreign

travelers in Bali. The massive and continuous wave of interaction with penutur asing in the surrounding environment automatically sets high competence standards for the local human resources, where the ability to converse fluently in English becomes an absolute prerequisite in the local tourism economy (Spillane, 2021).

As a vocational education institution, SMK Negeri 2 Kintamani responds to the region's potential by offering several expertise programs, one of which is Hospitality Accommodation (APH). In this specialization, English mastery can no longer be taught as General English, but must instead lean toward an English for Specific Purposes (ESP) approach so that teaching materials are contextual and adaptive to the real needs of the industry (Upa et al., 2023). Hospitality students are required to master highly specific and contextual oral skills in accordance with real hospitality industry standards (Blue & Harun, 2003). These skills encompass the ability to speak during guest reception procedures at the front office, practicing the etiquette of greeting guests, to verbal communication agility when handling customer complaints at the mock-up hotel managed by the school.

Despite the high demand for ESP-based speaking competency in the

hospitality sector, the reality of formal learning implementation is frequently confronted with space and time constraints. At SMK Negeri 2 Kintamani, main curricular activities or in-class learning processes are limited to Monday through Thursday. With such a dense time allocation, the classroom focus is often entirely consumed by fulfilling theoretical material targets, completing national curriculum administration, and preparing for competency-based examinations. Consequently, the portion of time allocated for students to practice speaking skills actively, interactively, and profoundly becomes remarkably minimal and limited.

In addition to curricular time allocation constraints, significant barriers to improving vocational students' speaking skills are rooted in psychological or affective aspects. Many learners experience high language anxiety and a severe crisis of self-confidence when asked to speak English in formal classroom settings (Horwitz et al., 1986; Suli et al., 2025). Rigid classroom conditions and a tendency to focus on instant grammar error correction often trigger a fear of making mistakes in front of teachers and peers alike. As a result, even though students theoretically understand vocabulary or sentence structures, they tend to choose passivity and face communication

stuttering when confronted with oral conversation situations that demand spontaneity.

Responding to the gap between industrial demands and the limitations of formal classrooms, the management of non-curricular activities at school plays a highly strategic role. SMK Negeri 2 Kintamani implements a routine weekly program known as *Happy Friday* on Fridays. This Friday allocation is specifically optimized by the school to organize co-curricular and extracurricular activities aimed at developing learners' talents, interests, and character outside official school hours. This is where the English Club extracurricular activity steps in as a crucial complement to the formal curriculum, designed specifically to bridge the need for an interactive English practice space for students, which is simultaneously effective in developing students' speaking fluency potential (Wulandari et al., 2016).

As a forum for self-development, the English Club extracurricular at SMK Negeri 2 Kintamani is capable of presenting a more casual, flexible learning environment with minimal academic pressure compared to formal classes. This approach aligns with the main direction of the school's educational administration as stated in its vision, which is to realize graduates who are "Innovative" and

"Independent". Through a relaxed yet well-directed atmosphere on Fridays, the English Club acts as a safe space capable of lowering students' psychological tension when attempting to speak a foreign language. When the mental burden of fearing mistakes is reduced, students' intrinsic motivation will emerge, encouraging them to be more courageous, confident, and independent in exploring their conversational abilities.

The operational uniqueness of the English Club at this school lies in its ability to integrate the local cultural values developed by the institution. SMK Negeri 2 Kintamani consistently applies the 3S culture (*Senyum, Salam, Sapa* / Smile, Greet, Say Hello) as part of daily positive habituation practices. Through the English Club extracurricular program, this behavioral culture is adapted into global communication as "English 3S" (Smile, Greet, Say Hello). Through this integrated habituation cluster, students are not only trained in terms of linguistic fluency, but are also habituated to using polite English expressions. This psychological conditioning prepares students to be naturally welcoming, polite, and prompt when greeting or interacting directly with foreign tourists visiting the Kintamani tourism area.

Furthermore, the presence of the English Club is a tangible manifestation of the school's encouragement for students to utilize their spare time by engaging in beneficial and productive activities. Rather than allowing students to spend their time aimlessly after school hours or on Fridays, joining this extracurricular directs them toward dynamic peer-learning activities. The activity format is designed through active oral communication-based teaching methods, such as hospitality operational simulation role-plays, group discussions, and interactive language games. This method effectively converts students' spare time into minutes of active and collaborative English speaking practice.

Another distinctive aspect of the educational ecosystem at SMK Negeri 2 Kintamani is its strong commitment to local cultural preservation, which is reflected in the obligation to wear Balinese traditional attire every Thursday, *Purnama* (Full Moon), and *Tilem* (New Moon), as well as the school's vision based on the Tri Hita Karana principles. This cultural commitment is adopted by the English Club as core material in honing students' speaking skills through local storytelling methods and tour guide simulations. Students are trained not only to talk about Western culture, but are taught to present local narratives, the history of Songan

Village, the natural potential of Batur, and the philosophical value of harmonious relations between humans and God (*Parhyangan*), fellow humans (*Pawongan*), and the environment (*Palemahan*) to the outside world using English.

Although studies regarding the contribution of English Clubs to students' speaking abilities have been widely published by previous researchers, the majority of these studies focus on general secondary education institutions and measure language performance improvement generically. There remains a scarcity of literature that profoundly explores the multidimensional role of an English Club integrated as a hub for ESP competence (Hospitality Accommodation), school character habituation (3S), and local storytelling media for tourism based on Tri Hita Karana in a mountainous vocational school. The novelty of this study lies in its comprehensive analysis of this non-formal ecosystem in shaping the oral competence of vocational students in a tourist area. Based on this background, this descriptive qualitative study aims to deeply explore the role of English Club extracurricular activities in improving the speaking skills of students at SMK Negeri 2 Kintamani.

RESEARCH METHODS

Based on the background description above, the research question of this study is focused on one primary point: How does the English Club extracurricular activity play its role in improving the speaking skills of students at SMK Negeri 2 Kintamani when comprehensively integrated through the fulfilment of English for Specific Purposes (ESP) needs for the Hospitality Accommodation department, the internalization of the local 3S cultural character, and the promotion of regional tourism potential based on Tri Hita Karana values?

This study employs a qualitative approach with a descriptive method to explore in-depth the role of English Club extracurricular activities in improving students' speaking skills at SMK Negeri 2 Kintamani. The descriptive qualitative approach was selected as it is deemed the most relevant for capturing social phenomena, communicative interactions, and students' psychological dynamics within a natural setting without any intervention or manipulation of statistical variables. The research location was determined purposively at SMK Negeri 2 Kintamani, Bangli Regency, considering its geographical position within a strategic international tourism area, as well as the uniqueness of their *Happy Friday* program

and the integration of local culture into their extracurricular activities. The research subjects or key informants were determined using a purposive sampling technique, consisting of the English Club instructor, English teachers of the Hospitality Accommodation (APH) expertise program, and extracurricular student participants who are actively involved in the activities. Data collection techniques in this study combine three main methods to ensure the depth and validity of information, namely passive participant observation, in-depth interviews, and documentation study. Observations were conducted directly during the English Club activities on Fridays to observe students' oral performance when performing hotel service role-plays, English 3S practices, and local storytelling simulations. Semi-structured in-depth interviews were conducted with the instructor and students to delve into their affective perspectives regarding the reduction of language anxiety and the alignment of materials with industry needs (English for Specific Purposes). Meanwhile, the documentation study was applied through the analysis of English Club activity modules, school work program documents, and supporting learning achievement records. To guarantee the trustworthiness and reliability of the collected data, the researcher implemented

source triangulation techniques (comparing interview data among teachers, the instructor, and students) and method triangulation (cross-checking interview data with actual findings on field observation sheets).

All field data that passed the trustworthiness verification process were subsequently processed using the interactive data analysis model developed by Miles, Huberman, and Saldaña. The analysis phase began with data condensation, in which the researcher summarized, sorted, and discarded irrelevant information from interview transcripts and field notes, then focused the data on aspects of hospitality ESP materials, affective anxiety, and local wisdom-based content. The second phase is data display, where the condensed qualitative data were organized narratively, systematically, and grouped into thematic clusters according to the research question so that the patterns could be easily understood. The final phase is conclusion drawing and verification, in which the researcher linked meanings from empirical relationship patterns in the field with a solid theoretical framework (conceptualization) to produce a comprehensive and valid answer regarding the actual role of the English Club at the school.

FINDINGS AND DISCUSSION

4.1 The Role of the English Club as a Bridge to Fulfilling English for Specific Purposes (ESP) in the Hospitality Accommodation Department

Based on the observations of facilities and infrastructure at SMK Negeri 2 Kintamani, the school possesses representative supporting facilities for the Hospitality Accommodation (APH) department, such as the APH Practicum Room, Front Office, and Reception Room. The scope of conventional English learning in classrooms is often limited to fulfilling general cognitive aspects. Therefore, the English Club extracurricular activity serves as a crucial forum for hospitality students to practice oral communication skills that are contextual and functional.

Through the English Club work program, students are intensively trained using interactive role-play methods that simulate real work situations in the front office area. The following are the details of the activities along with evidence of students' oral performance based on field practice scenarios:

1) Role-Play as a Front Office Receptionist: Students take turns assuming the roles of a receptionist and a guest. They learn to manage the communication flow at the reception desk, ranging from the check-in process

and reservation confirmation to check-out. Laboratory documentation evidence shows that this exercise utilizes the Front Office and Reception desk facilities to build an authentic work atmosphere.

2) Training Oral Expressions for Greeting Guests: In this session, the primary focus is the cultivation of hospitality language through warm, polite, and professional oral expressions. The training focus encompasses intonation, clarity of articulation, and precision of diction.

Results of Oral Expression Practice

Interviews/Observations:

- "Good morning, welcome to our resort. How may I assist you today, Sir/Ma'am?"
- "Certainly, let me check your reservation in our system. May I have your ID card, please?"

3) Handling Complaints: Advanced training in the English Club involves problem-solving scenarios. Students' abilities are tested to remain calm, show empathy, and employ diplomatic language structures when handling guest complaints (for instance, issues regarding a broken air conditioner or service delays).

Results of Complaint Handling Practice

Interviews/Observations:

- *"I deeply apologize for the inconvenience caused regarding*

your room, Sir. I will status this immediately to our engineering team to have it fixed."

- *"Please rest assured, Mam, we are transferring you to another room right away to ensure your comfort."*

When linked to the theoretical perspective of English for Specific Purposes (ESP), the learning phenomenon within the English Club at SMK Negeri 2 Kintamani highly aligns with the concept of Hospitality Language proposed by Blue & Harun (2003). According to them, English language teaching within the hospitality context must not become trapped in the introduction of abstract and theoretical grammar structures. Conversely, language must be positioned as a real-world working tool that is laden with specific interactional and transactional functions.

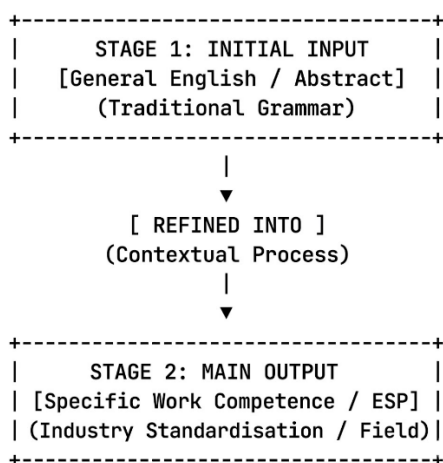


Chart 1

The chart above shows that students no longer mechanically memorize tense formulas; instead, they directly internalize

these language functions into concrete actions—such as selecting vocabulary that demonstrates a high level of politeness, which serves as the core spirit of the tourism industry. The instructional conditioning within the English Club is designed to directly address the standards of the Workplace, Business, and Industrial World (DUDI). The ability to handle guests through fluent bilingual communication is an absolute prerequisite for a competitive and work-ready vocational school graduate profile. The English Club extracurricular activity at SMK Negeri 2 Kintamani has successfully fulfilled its role as a solid bridge to facilitating the ESP needs of the Hospitality Accommodation Department. By integrating physical simulations in the Front Office laboratory with the application of functional language theory, this forum effectively converts normative linguistic knowledge into practical vocational skills that hold high market value in the global hospitality industry.

4.2 Optimizing Happy Friday and English Club as Safe Spaces to Reduce Language Anxiety

The psychological condition of students at SMK Negeri 2 Kintamani reveals a significant contrast between their behavior in formal classrooms and their participation in non-formal linguistic

ecosystems. In the formal classroom setting, students are frequently overwhelmed by performance anxiety. The rigid classroom structure, pressure for cognitive grades, and the teacher's direct correction of grammatical errors construct a thick mental barricade. Consequently, students choose to remain passive out of fear of triggering negative evaluation from their peers and surroundings. Conversely, the atmosphere cultivated through the Happy Friday program and the English Club extracurricular activity completely reverses this situation. In these environments, interactions are designed to be fluid and centered around functional communication.

The following is descriptive data gathered through interview excerpts with students during the field observation period:

"In regular classes, I often break out in a cold sweat whenever I'm called to go up front because I'm afraid of making grammar mistakes and getting laughed at by my friends. But during English Club on Fridays, it feels completely different. We are much more relaxed and just focus on having fun. The instructor doesn't immediately interrupt us to correct our grammar—what matters most is that we have the courage to speak up first and

convey our meaning. So, I'm not afraid of making mistakes anymore."

---- Ni Putu Eka Devi Ariyanti, student of Class X SMK Negeri 2 Kintamani-----

These data prove that the absence of aggressive corrective intervention instantly reduces students' predictive anxiety, liberates them from the fear of being ridiculed, and triggers the courage to actively explore their speaking skills. This psychological barrier phenomenon can be deeply analyzed using the Foreign Language Classroom Anxiety theory formulated by Horwitz et al. (1986). Horwitz maps language anxiety into three main components:

1. Communication apprehension (fear of communication),
2. Test anxiety (anxiety regarding academic evaluation), and
3. Fear of negative evaluation (fear of negative social evaluation).

In formal classrooms, these three components of anxiety operate at their highest levels because the instructional structure places students in a position of constant "evaluation." When the school optimizes the Happy Friday and English Club programs as a safe space, it intentionally eliminates the test anxiety component and lowers the fear of negative evaluation. When the instructor refrains

from immediately interrupting to correct grammar mistakes, that action validates the student's identity as a developing communicator rather than a subject of a clinical language test. This safe space lowers the Affective Filter (Krashen, 1982)—in line with Horwitz's perspective—thereby drastically reducing the students' mental tension.

In tandem with the reduction of anxiety, the learning orientation shifts from mere mastery of grammatical structures toward the achievement of true communicative competence. Jack C. Richards (2015) emphasizes that the core essence of Communicative Language Teaching (CLT) is prioritizing fluency over accuracy in the early stages of speaking development. Communicative competence involves the ability to use language contextually and meaningfully in real-world situations.

Through the Friday English Club, activities are designed to reflect the needs of the vocational workforce (such as hospitality service simulations or visual presentations) without the pressure of scoring. This reduction in mental tension automatically carves out a space for intrinsic motivation to flourish. When students realize that English is a functional communication tool—rather than a mere memorization of tense formulas—they will

be independently and innovatively driven to practice their speaking skills without being forced.

The optimization of Happy Friday and the English Club is not just an entertainment agenda or a curricular supplement, but a crucial psychological intervention strategy. By mitigating language anxiety through the creation of a safe space, SMK Negeri 2 Kintamani can accelerate the cultivation of graduates who embody the school's vision—Competitive and Innovative—through the mastery of adaptive, industry-ready English communication.

4.3 Internalizing Local Character Through the Transformation of the 3S Culture into English 3S

In the vocational education ecosystem, a dichotomy often exists between strengthening local character and mastering global skills. However, at SMK Negeri 2 Kintamani, the positive habituation of the 3S culture (*Senyum, Salam, Sapa / Smile, Greet, Say Hello*) is not eliminated in order to adopt a foreign culture; instead, it is reinforced and transformed into productive linguistic activities through the concept of *English 3S* (Smile, Greet, Say Hello). This transformation is tangibly realized through the English Club extracurricular program.

Through this approach, the affective aspect of Balinese local wisdom is integrated with the cognitive-linguistic aspect of the English language.

Smile: Students are trained to build hospitality awareness through warm facial expressions. In pairwork exercises, they habituate themselves to offering a sincere smile before initiating verbal interaction, mimicking the operational standards of the international service industry.

Greet: This activity focuses on internalizing a variety of polite expressions based on time dimensions and social contexts. Instead of merely delivering mechanical greetings, students practice variations such as:

"Good morning, Sir. Welcome to our school." or "Good afternoon, Ma'am. How may I assist you today?"

Say Hello: Students participate in simulations where they encounter others, teachers, school guests, and potential native speakers in public areas or the school's hospitality practice laboratories. They are taught polite small talk techniques to break the ice without breaching privacy boundaries.

Theoretically, the integration of the local 3S culture into *English 3S* manifests the communicative competence model (Canale & Swain, 1980; Celce-Murcia, 2007). Language competence must not stop

at the level of linguistic competence (grammar mastery) or mere fluency alone. A far more crucial aspect of intercultural interaction is sociolinguistic competence, which is the ability to select language forms appropriate to the social context, the status of the interlocutor, and norms of politeness (appropriateness).

When students of SMK Negeri 2 Kintamani practice *English 3S*, they are learning how to construct utterances that are not only phonetically fluent but also ethically superior. This linguistic politeness ensures that the messages conveyed do not trigger cultural misunderstandings (pragmatic failure), which often stand as the primary obstacle in international communication.

The transformation of the 3S culture into *English 3S* at SMK Negeri 2 Kintamani proves that local wisdom can serve as the primary fuel for accelerating global competence. This integration pattern successfully develops vocational graduates who are not only capable of communicating internationally but also remain deeply rooted in Eastern values of politeness—an asset that guarantees high competitiveness in the modern job market.

4.4 Local Storytelling Activities Based on Tri Hita Karana as a Medium for

Cultural Preservation and Kintamani Tourism Promotion

SMK Negeri 2 Kintamani possesses a unique linguistic learning content that directly capitalizes on its geographical potential. Located in the cool mountainous foothills of Songan Village, Kintamani, the school is surrounded by a geopark landscape that serves as an international tourist destination. To align this natural potential with students' competency needs—particularly within the Hospitality Accommodation (APH) expertise program—the English Club extracurricular activities are designed to transcend conventional text-based learning. Students are intensively trained through tour guide simulations.

In these local storytelling activities, the instructional materials do not draw upon Western fictional narratives; instead, they elevate the rich local narratives of the land where the school stands. The storytelling material data produced and presented by the students encompasses three main pillars:

- 1) The History and Mythology of Songan Village: Students construct English narratives regarding the origins of Songan Village and its surrounding sacred sites.
- 2) The Geographical Landscape of Mount and Lake Batur: Students are trained to describe the geological processes and

the visual beauty of the Batur caldera to foreign tourists in a manner that is both scientific and poetic.

- 3) The Implementation of the Tri Hita Karana Cosmology: Through linguistic narratives, students articulate the concept of harmony in Balinese life to the outside world. The relationship between humans and God (*Parhyangan*) is explained through the presence of temples around the caldera; the relationship with fellow humans (*Pawongan*) through the *gotong royong* (mutual cooperation) system and communal warmth of the village; and the relationship with the environment (*Palemahan*) which is manifested through the environmental conservation of Batur and the positive habituation of the school's CLEAN movement.

If the data from these English Club activities are cross-referenced with the tourism economics theory by James J. Spillane (2021), it becomes clearly evident that the linguistic program at SMK Negeri 2 Kintamani has made a functional leap. Spillane emphasizes that sustainable tourism must not position local communities merely as objects or spectators of the industry; instead, they must act as the primary subjects who hold control over their cultural capital. Healthy tourism requires the supporting capacity of

human resources capable of articulating the uniqueness of their region without losing their authentic identity. Through this Tri Hita Karana-based local storytelling platform, the English Club at SMK Negeri 2 Kintamani has acted as a highly effective empowerment agent. This program successfully breaks the chain of tourism narrative dependency on external parties. Students are equipped with international linguistic skills not to uproot them from their cultural heritage, but to grant them a "voice" so they can authentically voice their own regional narratives. When students explain the meaning of Tri Hita Karana within the context of the Batur landscape, they are not memorizing commercial brochures; rather, they are campaigning for cultural and ecological conservation values to the global tourism ecosystem

CONCLUSION AND SUGGESTIONS

Conclusion

This study concludes that the English Club extracurricular activity at SMKN 2 Kintamani plays a highly strategic, multidimensional role in enhancing students' speaking skills. Through the optimization of the Happy Friday program, this platform successfully serves as a bridge to fulfil English for Specific Purposes (ESP) needs, converting general English into practical vocational

competencies such as front office operational simulations and handling hotel guest complaints. Furthermore, the non-formal atmosphere provided is proven to effectively act as a safe space that can reduce students' language anxiety, foster intrinsic motivation, and prioritize speaking fluency over grammatical accuracy. The role of the English Club becomes increasingly distinctive as it successfully integrates global sociolinguistic values through the transformation of the local 3S culture into English 3S (Smile, Greet, Say Hello), while simultaneously acting as a medium for sustainable tourism empowerment through local storytelling methods based on the Batur Geopark potential and the Tri Hita Karana cosmology.

Suggestions

Based on these findings, it is recommended that the school management and extracurricular instructors maintain the consistency of the Happy Friday ecosystem and continuously update the teaching modules to ensure ongoing alignment with the standardization of the Hospitality Industry and Workforce (DUDI). For students, it is suggested to utilize this non-formal interaction space optimally to erode mental barricades and the fear of making mistakes during communication. Lastly, for future researchers, it is recommended to

expand this study toward a quantitative approach or Classroom Action Research (CAR) to numerically and statistically measure the effectiveness of the English Club program's achievements in improving students' speaking skill scores.

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