

Tourism English Manner in Guest Complaint Handling: Hospitality Students' On-the-Job Training Experiences

Ni Made Ayu Sulasmini^{1*}, Denok Lestari², Naniana N. Benu³

¹Institut Pariwisata dan Bisnis Internasional, Bali, Jl. Gatot Subroto Tim. Jl. Kecak No.12, Tonja, Kec. Denpasar Utara, Kota Denpasar, Bali 80239, Indonesia

²Institut Pariwisata dan Bisnis Internasional, Bali, Jl. Gatot Subroto Tim. Jl. Kecak No.12, Tonja, Kec. Denpasar Utara, Kota Denpasar, Bali 80239, Indonesia

³Universitas Kristen Artha Wacana, Jl. Adi Sucipto No.147, Oesapa, Kec. Klp. Lima, Kota Kupang, Nusa Tenggara Timur, Indonesia

Corresponding author, email: ayu.sulasmini@ipb-intl.ac.id

Received: Jan 1, 2026

Revised: April 15, 2025

Accepted: August 25, 2026

Published: August 29, 2026

ABSTRACT

Effective guest complaint handling in hospitality requires the integration of linguistic competence, emotional awareness, politeness, and professional service behavior. However, these competencies are often examined separately, resulting in a fragmented understanding of hospitality communication. This study explores Tourism English Manner (TEM) as an integrative framework comprising three dimensions: Reflective, Utter, and Serve. Using a mixed-method case study, the research involved 79 hospitality students from Institut Pariwisata dan Bisnis Internasional (IPBI) Bali who had completed On-the-Job Training (OJT). Data were collected through questionnaires and focus group interviews, with qualitative data analyzed thematically and survey results used to support interpretation.

The findings reveal that students demonstrated three interconnected communication practices when handling guest complaints. First, they showed awareness of guest dissatisfaction but limited engagement in deeper reflective processes such as emotional regulation and critical self-evaluation. Second, they frequently employed polite English expressions, empathy, and negotiation strategies to maintain positive interactions. Third, they demonstrated strong service recovery skills through problem-solving actions and professional responses. The study positions TEM as a holistic communication model and highlights the need to strengthen reflective learning in hospitality English education.

Keywords: *complaint handling; communicative competence; hospitality education; tourism English; tourism English manner*

INTRODUCTION

Bali is internationally recognized as one of the world's leading tourism destinations, where a significant proportion of the population is engaged in tourism-related sectors requiring both technical competence and high standards of interpersonal communication (Ramadhani et al., 2024; Suyadnya et al., 2025). In this global tourism context, English functions as the primary medium of interaction between service providers and international guests, making English proficiency an essential professional skill in hospitality settings (Basri et al., 2022; Ozer, 2018; Zhang et al., 2022). However, linguistic competence alone is insufficient to ensure effective service delivery, particularly in sensitive situations such as handling guest complaints.

From a multidisciplinary perspective, tourism involves complex interactions among tourists, service providers, and institutions, where communication is shaped by both verbal and non-verbal behavior (Eggl & Wattanacharoensil, 2025; Păcurar & Mihele, 2020; Röhrer et al., 2021; Amaya et al., 2020; Doan et al., 2025). Effective service encounters therefore require not only linguistic competence but also emotional awareness, intercultural sensitivity, and appropriate behavioral responses. Accordingly, Tourism English Manner (TEM) can be conceptualized as a holistic communication framework that integrates how hospitality practitioners think, speak, and act when interacting with guests,

particularly in situations involving service recovery and complaint handling (Bindawas, 2025; Simatupang & Supri, 2024).

In response to this limitation, the concept of Tourism English Manner (TEM) is proposed as an integrative communication framework that combines polite English expressions with appropriate professional behavior in tourism interactions (Elfiondri et al., 2021). TEM extends beyond grammatical accuracy by incorporating emotional intelligence, intercultural sensitivity, and professional etiquette, particularly in handling guest complaints (Shen et al., 2020). From a multidisciplinary perspective, tourism involves complex interactions among tourists, service providers, and institutions, where communication is shaped by both verbal and non-verbal behavior (Eggli & Wattanacharoensil, 2025; Păcurar & Mihele, 2020; Röhrer et al., 2021; Amaya et al., 2020; Doan et al., 2025). Accordingly, TEM can be conceptualized as a holistic framework that integrates how hospitality practitioners think, speak, and act in service encounters (Bindawas, 2025; Simatupang & Supri, 2024).

Rather than adopting an existing model, this study proposes Tourism English Manner (TEM) as a new integrative framework for understanding communication in hospitality complaint handling. TEM adapts and extends concepts from reflective thinking, politeness theory, and communicative competence by organizing them into three interconnected dimensions: Reflective, Utter, and Serve. These dimensions capture the cognitive, linguistic, and behavioral processes involved in effective guest communication and service recovery.

The Reflective dimension refers to cognitive awareness and emotional regulation prior to responding to guests, aligning with reflective thinking theory (Fu & Hali, 2025). The Utter dimension relates to the use of polite and contextually appropriate language, grounded in politeness theory (Mambetniyazova et al., 2024). Meanwhile, the Serve dimension focuses on behavioral responses and service actions, corresponding to communicative competence in real-life interaction (Whyte, 2019). While these theoretical perspectives have been widely discussed, empirical studies that integrate these dimensions into a single framework within hospitality education remain limited.

Importantly, these three dimensions are not independent; rather, they operate in a sequential and interrelated manner. Reflective processes influence how individuals interpret situations and regulate emotions, which

subsequently shape how they communicate (Utter). In turn, verbal communication guides behavioral responses (Serve) in service encounters. This integrated process forms a conceptual model of communication in which cognitive awareness, language use, and behavior collectively shape service outcomes, particularly in handling guest complaints.

Within hospitality education, students of the Institut Pariwisata dan Bisnis Internasional (IPBI) Bali are prepared through On-the-Job Training (OJT) programs that provide authentic opportunities to interact with guests and apply communication strategies in real workplace contexts. Previous studies indicate that English proficiency contributes to students' confidence and professionalism, while limitations in communication skills may lead to misunderstandings in service encounters (Ningsih, 2025; Yordudom et al., 2024; Marasabessy et al., 2025; Yogyanti et al., 2025). However, there is still a lack of empirical research examining how linguistic politeness, emotional regulation, and service behavior are integrated and applied simultaneously by students during such experiential learning.

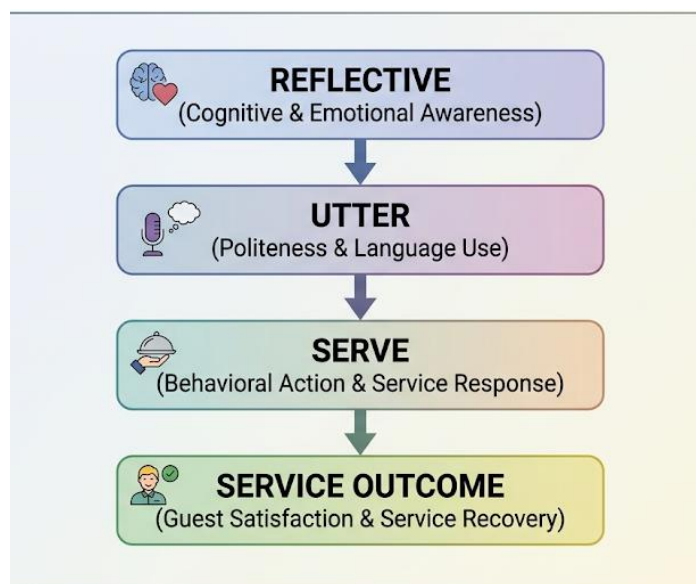


Figure 1. Conceptual Model of Tourism English Manner (TEM)

(Source: Researcher, 2026)

Addressing this gap, the present study investigates how students of Institut Pariwisata dan Bisnis Internasional (IPBI) Bali apply Tourism English Manner (TEM) during

their On-the-Job Training (OJT) experiences in handling guest complaints. Specifically, the study examines the extent to which students demonstrate the Reflective, Utter, and Serve dimensions across different hospitality departments. By doing so, this study contributes to applied linguistics and hospitality education by positioning TEM as an integrative communication framework and providing empirical insights into its application in authentic service settings.

METHODOLOGY

Research Design

This study employed an explanatory sequential mixed-method case study design. Quantitative data were collected first through a survey questionnaire administered to 79 hospitality students who had completed their On-the-Job Training (OJT). The survey aimed to identify general patterns in students' application of Tourism English Manner (TEM) across the Reflective, Utter, and Serve dimensions. Subsequently, Focus Group Interviews (FGIs) were conducted to explore and explain the survey findings in greater depth by examining students' experiences, perceptions, and communication strategies when handling guest complaints. The integration of survey and interview data enabled a more comprehensive understanding of how TEM was applied in authentic hospitality contexts.

Research Site and Participants

The study was conducted at Institut Pariwisata dan Bisnis Internasional (IPBI) Bali, a vocational higher education institution specializing in tourism and hospitality education. The participants consisted of 79 students who had completed their OJT placements in four departments: Front Office, Housekeeping, Food and Beverage Service, and Food and Beverage Product.

Participants were selected using purposive sampling based on their active involvement in guest interaction during OJT. This ensured that the data reflected authentic communication experiences in handling guest complaints. All participants provided informed consent, and pseudonyms were used to maintain anonymity.

Instruments and Data Collection

To enhance content validity, the questionnaire was reviewed by two experts in hospitality education and applied linguistics. Based on their feedback, several revisions were made, including simplifying ambiguous

wording, improving the clarity of instructions, refining items related to the Reflective, Utter, and Serve dimensions, and ensuring consistency between questionnaire items and the conceptual framework of Tourism English Manner (TEM). A pilot test involving a small group of hospitality students was subsequently conducted to assess item clarity and comprehensibility before the instrument was distributed to the full sample.

Data Analysis

Data analysis was conducted using both quantitative and qualitative approaches. Survey data were analyzed using descriptive statistics to identify general trends and patterns in the application of TEM across different departments. The results were presented in the form of percentages and frequency distributions. Qualitative data from FGIs were analyzed using thematic analysis following Braun and Clarke's (2006) six-step procedure: (1) data familiarization, (2) initial coding, (3) theme development, (4) theme review, (5) theme definition, and (6) report writing. The analysis focused on identifying patterns related to the Reflective, Utter, and Serve dimensions.

To enhance the trustworthiness of the findings, data triangulation was applied by comparing survey results and interview data. In addition, member checking and researcher reflexivity were employed to ensure credibility and consistency of interpretation.

Ethical Considerations

Ethical approval for this study was obtained from the Academic Board of IPBI Bali. Participants were informed about the purpose of the study, their rights, and confidentiality measures prior to participation. Participation was voluntary, and all data were anonymized and used solely for academic purposes.

RESULT AND DISCUSSION

Results

This section presents the findings on the application of Tourism English Manner (TEM) among hospitality students during their On-the-Job Training (OJT), particularly in handling guest complaints. The analysis focuses on the three dimensions of TEM across four hospitality departments: Front Office (FO), Housekeeping (HK), Food and Beverage Service (FBS), and Food and Beverage Product (FBP). Survey findings are presented to

illustrate patterns of TEM application, while focus group interview data are used to provide contextual insights into students' experiences and communication practices in authentic hospitality settings.

Figure 2 illustrates the extent to which the Training Evaluation Model (TEM) was applied to the On-the-Job Training (OJT) program in the Front Office (FO) Department, focusing on three core aspects: Serve, Utter, and Reflective.

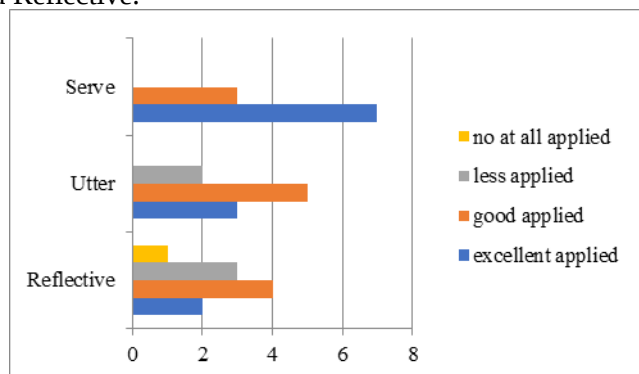


Figure 2. The Application of TEM to OJT Program in FO Department
 (Source: Researcher, 2026)

The findings reveal that the Serve component achieved the highest level of implementation, with the majority of respondents indicating it was “excellent applied,” followed by a smaller proportion rating it as “good applied.” The Utter aspect, while also showing strong application, received a balanced distribution between “good applied” and “excellent applied,” suggesting moderate to high integration within the training process. Conversely, the Reflective component demonstrated a more varied response, with relatively lower frequencies across all application levels, including a minor indication of “no at all applied.” Overall, the data indicate that while the OJT program in the FO Department effectively incorporates the Serve and Utter elements of TEM, there remains room for improvement in fostering reflective practices among trainees.

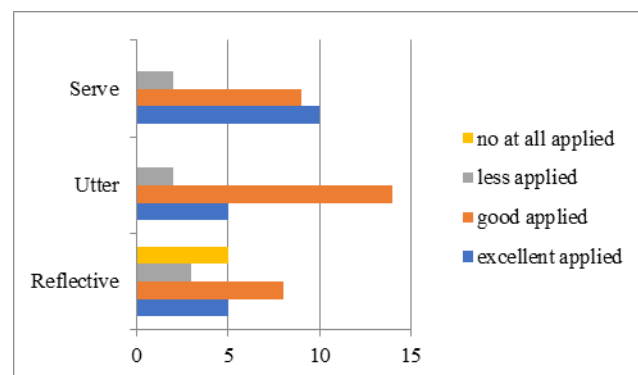


Figure 3. The Application of TEM to OJT Program in HK Department
 (Source: Researcher, 2026)

Figure 3 illustrates the implementation of the Training Evaluation Model (TEM) within the On-the-Job Training (OJT) program in the Housekeeping (HK) Department, focusing on the three TEM components: Serve, Utter, and Reflective. The data indicate that the Utter component achieved the highest level of application, with a dominant number of respondents rating it as *good applied*, followed closely by *excellent applied*. This suggests that communication and verbal interaction skills were strongly emphasized during the OJT process in the HK Department. The Serve component also demonstrated a high level of implementation, showing a balanced distribution between *good applied* and *excellent applied* categories, which reflects effective practice of service delivery and operational skills among trainees. Conversely, the Reflective component recorded comparatively lower results, with several respondents indicating *less applied* or *not applied at all*, highlighting limited engagement in reflective learning activities. Overall, the findings suggest that while the OJT program in the HK Department has effectively implemented the Serve and Utter elements of TEM, there remains a need to enhance reflective practices to promote deeper learning and self-assessment among trainees.

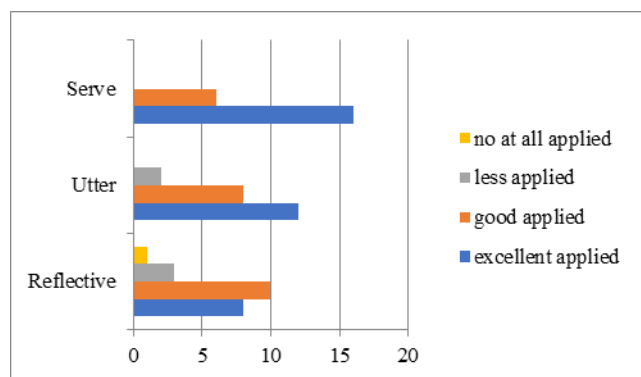


Figure 4. The Application of TEM to OJT Program in FBS Department
(Source: Researcher, 2026)

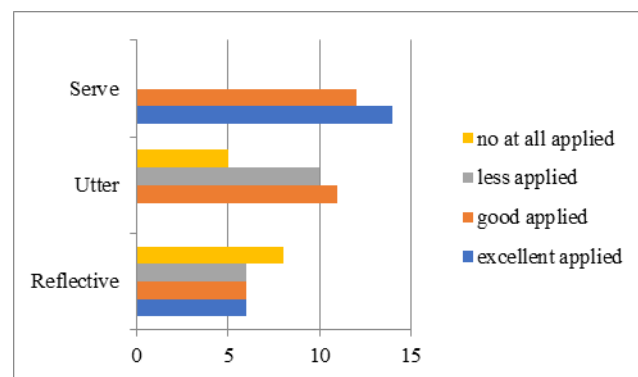


Figure 5. The Application of TEM to OJT Program in FBP Department
(Source: Researcher, 2026)

Figure 4 presents the implementation of the Training Evaluation Model (TEM) in the On-the-Job Training (OJT) program within the Food and Beverage Service (FBS) Department, encompassing three key aspects: Serve, Utter, and Reflective. The results indicate that the Serve component reached the highest level of application, with the majority of participants identifying it as *excellent applied*. This demonstrates that service delivery skills were highly integrated and effectively practiced by trainees during the OJT process. The Utter component also showed strong application, predominantly rated as *excellent applied* and *good applied*, suggesting that communication and interaction competencies were well-implemented in the service context. Meanwhile, the Reflective component, though relatively lower than the other two, still received considerable recognition in the *good applied* category, indicating moderate incorporation of self-evaluation and reflective practices. Only a minimal number of respondents classified it as *less applied* or *not at all applied*. Overall, the data imply that the OJT program in the FBS Department successfully applied TEM principles, particularly in enhancing service performance and communication skills, while continued emphasis on reflective learning could further strengthen the program's holistic impact.

Figure 5 demonstrates the implementation level of the Training Evaluation Model (TEM) within the On-the-Job Training (OJT) program in the Food and Beverage Product (FBP) Department, focusing on three major elements: Serve, Utter, and Reflective. The data reveal that the Serve component attained the highest degree of application, with a substantial number of respondents rating it as *excellent applied* and *good applied*. This suggests that trainees in the FBP Department effectively applied service-oriented skills and demonstrated strong task performance during their training. The Utter aspect displayed a more balanced distribution, with the majority of responses falling into the *good applied* and *less applied* categories, indicating that while communication and verbal expression skills were moderately integrated, further improvement is still needed to enhance consistency in professional dialogue. In contrast, the Reflective component scored the lowest overall, showing higher frequencies in *no at all applied* and *less applied*, which highlights limited engagement in reflective practices such as self-evaluation or critical review of work performance. In summary, the figure suggests that while the OJT program in the FBP Department has successfully embedded TEM principles related to service execution, greater emphasis on reflective and communicative dimensions could further strengthen the holistic quality of training outcomes.

The results of this survey are supported by the results of interviews with students involved as participants in this study. Following were the results of the interview:

FGI # FO 1

"I received complaints from guests in the third week when I was OJT at a hotel as a front office. Guest

complaints were guest's reserved room had a strong smell of cigarettes. Then guests got angry at the front office. I thought how come this reserved room was missed to be cleared up? Then I carefully apologize to the guest. I offer another room that has the same facilities or a room with better facilities but the price is the same. I use polite English so as not to offend in this case. After the guest agreed, I immediately asked the porter to escort the guest to the selected room."

FGI # HK 2

"I once received a complaint from a hotel guest who was about to check out. His complaint was about one of his suitcase wheels missing. He demanded that the hotel provide compensation because the loss of one of the wheels of his suitcase was caused by the magic service program at our hotel. Magic service is a room cleaning service that is occupied by guests when guests leave their rooms (rooms are empty). However, the procedure here is that we only clean the room without changing or moving a single object in the room. I explain using English politely, being careful so that the guest doesn't get even angrier. Because the guest insisted on asking for compensation, our manager finally gave a discount on the room rate. Out of curiosity, the hotel staff tried to check the CCTV footage in front of the hotel room. It was for finding out who had been in charge of carrying out magic services in the room the guest ordered. We found the guest deliberately damaged one of the wheels of his suitcase and put it in his. But it's all too late."

FGI # FBS 4

"I encountered guest complaints when carrying out OJT. It was the wrong food delivery. As a new person in a restaurant, it is difficult for me so much to memorize the table where guests sit to order food. The restaurant where I carried out the OJT did not use a table number, but the table was given a name. So there was an error when I delivered the food. Even though the guest who ordered the food had been waiting for a very long time, I had to go back and forth to the kitchen, asking which guest at the table had the order that I should be delivering. For this mistake, I can only apologize and provide additional dessert for free to quell guest anger."

FGI # FBP 5

"I have never experienced complaints directly; the complaints are always through the waiter or waitress. There was once an incident where I complained about the food I made, but the waiter, who was my senior, helped provide a solution. The guest ordered chicken steak with

mushroom sauce, but the guest said that the order was wrong. Even though the waiter on duty had already reread what was wrong in front of the guests. According to him, the chicken wasn't cooked, and the mushroom sauce I made was called black pepper sauce. Finally, the order was replaced with a new one, and my senior made the food. Then I learned to cook food according to the restaurant's standards from this incident. And I can avoid guest complaints."

Discussion

This section presents the findings on how students applied Tourism English Manner (TEM) during their On-the-Job Training (OJT) experiences, particularly in handling guest complaints. The analysis focuses on the three dimensions of TEM, namely Reflective, Utter, and Serve, across four departments: Front Office (FO), Housekeeping (HK), Food and Beverage Service (FBS), and Food and Beverage Product (FBP). The findings are interpreted using both survey data and qualitative insights from focus group interviews.

1. Overall Pattern of TEM Application

The findings indicate that students were generally able to apply all three dimensions of TEM in handling guest complaints. However, the level of application varied across dimensions. The **Serve** dimension emerged as the most dominant, followed by the Utter dimension, while the Reflective dimension was consistently less developed. This pattern suggests that students tend to prioritize visible service actions and immediate problem-solving over engaging in deeper cognitive and emotional reflection before responding. This finding aligns with communicative competence theory, where behavioral performance is often more observable and emphasized in practical settings (Whyte, 2019). However, the relatively weaker Reflective dimension indicates a gap in students' ability to regulate emotions and critically evaluate situations before responding.

2. Cross-Department Comparison

A comparative analysis across departments reveals distinct patterns in the application of TEM. Students in Front Office (FO) and Food and Beverage Service (FBS) demonstrated stronger performance in the Utter and Serve dimensions. These departments involve direct and frequent interaction with guests, requiring students to use

polite language, manage complaints in real time, and provide immediate solutions. As a result, students in these departments showed higher communicative adaptability and responsiveness.

In contrast, students in Housekeeping (HK) and particularly Food and Beverage Product (FBP) exhibited relatively lower performance in the Utter and Reflective dimensions. This can be attributed to the nature of their roles, which involve limited direct interaction with guests. In the FBP department, for example, complaints were often mediated by waiters or supervisors, reducing students' opportunities to develop communication strategies independently.

This finding highlights the importance of interactional exposure in developing communication competence. It also suggests that experiential learning environments play a crucial role in shaping how students internalize and apply TEM.

3. Analysis of the Reflective Dimension

The Reflective dimension was the least developed across all departments. Although students demonstrated basic awareness of guest dissatisfaction, deeper reflective practices, such as emotional regulation, self-evaluation, and anticipatory thinking, were less evident.

Interview data reveal that students often responded to complaints by focusing immediately on service recovery rather than engaging in deeper reflection on the underlying causes of the problem. This tendency toward reactive communication was evident in the Front Office OJT account (FGI # FO 1), where the student immediately apologized and offered an alternative room after receiving a complaint about cigarette odor. Although the response successfully resolved the issue, little attention was given to examining how the room assignment problem had occurred or how similar situations could be prevented in the future. This finding suggests that students prioritize immediate guest satisfaction over reflective evaluation and anticipatory problem-solving. While this response was effective in resolving the issue, it indicates a tendency toward reactive rather than reflective communication.

This finding is consistent with reflective thinking theory, which emphasizes that professional competence involves not only action but also critical reflection before and after decision-making (Fu & Hali, 2025). The limited development of this dimension suggests that reflective learning strategies are not yet fully embedded in hospitality training practices.

4. Analysis of the Utter Dimension

The Utter dimension was generally well demonstrated, particularly in students' use of polite English expressions, empathy, and negotiation strategies. The Utter dimension was demonstrated through students' use of polite language, empathy, and negotiation strategies when responding to guest complaints. For example, the Front Office participant (FGI # FO 1) described apologizing carefully and offering alternative accommodation options, while the Housekeeping participant (FGI # HK 2) emphasized explaining hotel procedures in polite English despite facing an insistent and dissatisfied guest. These accounts illustrate students' awareness of face-saving communication and their efforts to maintain positive guest relationships during service recovery encounters.

For instance, one student described using polite expressions to calm an angry guest and carefully explain alternative solutions. This reflects the application of politeness theory, where speakers aim to minimize face-threatening acts and maintain harmonious interaction (Mambetniyazova et al., 2024).

However, the data also indicate variability in the consistency and sophistication of language use. In some cases, students relied on memorized expressions rather than adapting language to specific contexts. This suggests that while students possess functional communication skills, further development is needed in pragmatic flexibility and contextual awareness.

5. Analysis of the Serve Dimension

The Serve dimension showed the strongest performance across all departments. The Serve dimension was particularly evident in students' implementation of practical service recovery actions. In FGI # FO 1, the student arranged an alternative room and coordinated with the porter to assist the guest. Similarly, the participant in FGI # FBS 4 responded to a food-delivery error by apologizing and providing a complimentary dessert, while the participant in FGI # FBP 5 described replacing a disputed food order and using the experience as a learning opportunity. These examples demonstrate how students translated communication into concrete service actions aimed at restoring guest satisfaction.

Examples include offering room changes, providing compensation, replacing incorrect food orders, and coordinating with other staff members to resolve issues efficiently. In some cases, students also provided

additional services, such as complimentary items, to enhance guest satisfaction.

This strong performance reflects the practical nature of hospitality training, where service actions are emphasized and directly evaluated. It also supports the notion that behavioral competence is often more easily developed through experiential learning compared to cognitive or reflective skills.

6. Integration of TEM Dimensions in Practice

An important finding of this study is that the three dimensions of TEM operate in an interconnected and sequential manner. Effective complaint handling typically begins with recognizing the problem (Reflective), followed by expressing appropriate responses (Utter), and finally implementing solutions (Serve).

However, the imbalance among these dimensions indicates that students tend to rely more on Utter and Serve, while underutilizing Reflective processes. This partial integration limits the effectiveness of communication, as insufficient reflection may lead to a superficial understanding of guest needs.

From a theoretical perspective, this finding extends politeness theory and communicative competence by demonstrating that effective hospitality communication requires not only appropriate language and behavior but also cognitive and emotional awareness as a foundational process.

7. Pedagogical Implications

The findings suggest that hospitality education should place greater emphasis on developing the Reflective dimension of TEM. While students are well-trained in communication and service delivery, they require structured opportunities to develop emotional regulation, critical thinking, and self-awareness.

Pedagogical strategies such as reflective journals, role-play simulations, and guided feedback sessions can help students internalize reflective practices. Integrating these approaches into English for Tourism curricula will support the development of more holistic communicative competence.

8. Theoretical Contribution

This study contributes to the literature by positioning Tourism English Manner (TEM) as an integrative communication model that bridges three theoretical domains: reflective thinking, politeness theory, and

communicative competence. Unlike previous studies that examine these elements separately, this study demonstrates how they interact dynamically in real hospitality contexts.

By proposing TEM as a unified framework, this study offers both a conceptual and empirical contribution to applied linguistics and hospitality education, particularly in understanding communication strategies in complaint handling.

CONCLUSION

This study examined the application of Tourism English Manner (TEM) among hospitality students during their On-the-Job Training (OJT), particularly in handling guest complaints. The findings demonstrate that students were able to apply the three core dimensions of TEM, namely Reflective, Utter, and Serve, in real service contexts. However, the application was not evenly distributed, with stronger performance observed in the Utter and Serve dimensions, while the Reflective dimension remained less developed.

The results indicate that students are generally capable of expressing politeness, empathy, and professional service behavior when responding to guest complaints. Nevertheless, their ability to engage in deeper cognitive awareness and emotional regulation before action is still limited. This imbalance suggests that current hospitality training tends to emphasize observable communication and service performance over reflective processes.

Theoretically, this study contributes by positioning TEM as an integrative communication model that connects reflective thinking, politeness strategies, and communicative competence within a unified framework. This model provides a more holistic understanding of how hospitality communication operates in authentic service encounters, particularly in complaint handling situations.

Practically, the findings highlight the need to strengthen reflective learning in hospitality education. Incorporating pedagogical strategies such as reflective journals, role-play simulations, and feedback-based learning can support the development of more balanced communicative competence among students.

This study is limited to a single institution and a specific group of hospitality students who participated in the On-the-Job Training (OJT) program, which may restrict the generalizability of the findings to other educational or cultural contexts. In addition, the quantitative data were

derived from self-reported questionnaires, which may be subject to social desirability bias. Participants may have overestimated their performance, particularly in the Utter and Serve dimensions, due to a tendency to present themselves as competent and professional hospitality practitioners. Future studies are encouraged to incorporate additional data sources, such as supervisor evaluations, workplace observations, or guest feedback, to provide a more comprehensive assessment of Tourism English Manner (TEM) in practice. Furthermore, future research should involve broader samples across multiple institutions and professional hospitality settings to enhance the transferability of findings.

ACKNOWLEDGMENTS

The author would like to express sincere gratitude to Institut Pariwisata dan Bisnis Internasional (IPBI) Bali for the institutional support provided during the completion of this study. Special appreciation is extended to the students who participated in this research and shared their experiences during the On-the-Job Training (OJT) program, as their contributions were invaluable to the findings of this study.

The author also acknowledges the cooperation and support of industry partners who facilitated the students' training and allowed access for observation and data collection. Appreciation is further extended to colleagues and reviewers who provided constructive feedback and academic insights that contributed to the improvement of this paper.

DECLARATIONS

The author(s) declare that there is no conflict of interest regarding the publication of this article.

ETHICAL APPROVAL

Ethical approval for this study was granted by the Academic Board of the Institut Pariwisata dan Bisnis Internasional (IPBI) Bali. The research procedures complied with institutional ethical guidelines governing research involving human participants. Before participation, all respondents provided informed consent and were informed of their rights, including confidentiality, anonymity, and voluntary participation without penalty.

INFORMED CONSENT

All participants provided informed consent before participating in this study. Participation was voluntary, and confidentiality and anonymity were guaranteed.

DATA AVAILABILITY

The data used in this study are available upon request from the corresponding author.

REFERENCES

- Aksoy, M., & Yilmaz, Ö. (2026). Consumer Complaints and Complaint Management in the Tourism Sector . In S. Grima, E. Öze, & I. Romānova (Eds.), *Managing Risk and Decision Making in Times of Economic Distress* (pp. 5–8). Emerald Publishing Limited. <https://doi.org/10.1108/S1569-37592022108A>
- Amaya, K. A., Stott, J. J., & Smith, K. S. (2020). Sign-tracking behavior is sensitive to outcome devaluation in a devaluation context-dependent manner: implications for analyzing habitual behavior. *Learning & Memory (Cold Spring Harbor, N.Y.)*, 27(4), 136–149. <https://doi.org/10.1101/lm.051144.119>
- Basri, M., Paramma, M. A., Hudriati, A., & Tamrin, D. . (2022). Communal Attitudes on English Educational Tourism in Eastern Indonesia. *International Journal of Language Education*, 6(2), 141–156. <https://doi.org/10.26858/ijole.v6i2.34210>
- Bindawas, A. M. (2025). Promoting Sustainable Tourism Through Employee Skills: Contextualizing Quality Education and the Human Resource Management Perspective (SDG-4). *Sustainability*, 17(2). <https://doi.org/10.3390/su17020748>
- Damayanti, D. A. N., Barustyawati, A. A. S., & Sudana, P. A. P. (2025). Language Functions and Expressions Used in Handling Guest Complaints in Emails at New Sunari Lovina Beach Resort. *Edu Society: Jurnal Pendidikan, Ilmu Sosial, Dan Pengabdian Kepada Masyarakat*, 5(2), 1577–1583. <https://jurnal.permapendis-sumut.org/index.php/edusociety>
- Dari, D. W., & Aprilia, F. (2025). Politeness Strategies and Gendered Language Use in Hospitality Discourse: A Case Study from an Urban Hotel in Jakarta Theoretical Framework The Theory of Politeness. *ENGLISH FRANCA: Academic Journal of English Language and Education*, 9(2), 237–248. <https://doi.org/10.29240/ef.v9i2>
- Doan, T., Tran, V., & Nguyen, M. (2025). Enhancing

- Tourists ' Responsible Consumption Behavior in Climate- Induced Areas: Insights From Tour Guides. *Journal of Travel Research*. <https://doi.org/10.1177/00472875251380175>
- Eggli, F., & Wattanacharoensil, W. (2025). Living with tourism : a fluid interplay of various actors within the urban tourism space. *Tourism Recreation Research*, 1–19. <https://doi.org/10.1080/02508281.2025.2559263>
- Elfiondri, Zaitul, & Rina, N. (2021). Tradition, cultural contact and English for tourism: the case of Mentawai, Indonesia. *Heliyon*, 7. <https://doi.org/10.1016/j.heliyon.2021.e07322>
- Fu, J., & Hali, A. U. (2025). The Role of the Reflective Thinking Scale for International Students in China Through Factor Analysis. *Behavioral Sciences*, 15(5). <https://doi.org/10.3390/bs15050651>
- Gangurde, D., & Pinto, R. (2023). An In-Depth Analysis of the 10 Most Common Hotel Guest Complaints. *International Journal of Advanced Research in Science, Communication and Technology (IJARSCT)*, 3(5), 342–348. <https://ijarsct.co.in/Paper13769.pdf>
- Hien, N. T., Su, Y., & Sann, R. (2022). Analysis of Online Customer Complaint Behavior in Vietnam ' s Hotel Industry. *Sustainability*, 14(7). <https://doi.org/10.3390/su14073770>
- Kgun, D. Y., Ay, E., & Çalik, A. Ö. (2022). Customer complaints in package tours and complaint management of tour guides. *Journal of Gastronomy, Hospitality and Travel*, 5(4), 1482–1494. <https://doi.org/10.20473/tijab.v9.i2.2025.68006>
- Laba, I. N., & Narlianti, N. P. V. (2025). English Communication in Tourism: A Qualitative Study on Applied Linguistics and Tour Guides. *Jurnal Sosial Dan Humaniora*, 15(1), 72–78. <https://ojs2.pnb.ac.id/index.php/SOSHUM/article/view/2249/1119>
- Mambetniyazova, A., Babaeva, G., Dauletbayeva, R., Paluanova, M., & Abishova, G. (2024). Linguistic and cultural analysis of the concept “ politeness .” *Semiotica*, 354, 73–91. <https://doi.org/10.1515/sem-2023-0141>
- Marasabessy, Y., Mustika, A., Indriyani, S., & Amelia, R. (2025). Hospitality English : Essential Phrases for Hotel and Tourism Professionals. *International Journal of Educational Research Excellence (IJERE)*, 04(01), 211–224. <https://doi.org/10.55291/ijere.v4i1.1303>
- Muturi, E. R. N., & Ongiti, O. K. (2018). Effects Of Customer Complaint Management On Revenue Within The Hospitality Industry In Kenya. *The Strategic Journal of Business & Change Management*, 5(3), 57–68. <https://www.strategicjournals.com/index.php/journal/article/view/804>
- Ningsih, W. (2025). Exploring the Relationship Between English Proficiency and Internship Performance of Hospitality Vocational Students in Indonesia. *Jurnal Sosial Humaniora Dan Pendidikan (JSHP)*, 9(2), 200–205. <https://doi.org/10.32487/jshp.v9i2.2590>
- Nkanu, O. O., Lawal, A. S., Ene, O. A., & Ogbu, O. J. (2025). Examining The Effectiveness Of Complaint Handling On Customer Satisfaction In Nigeria's Online Retail Market. *FULafia International Journal of Business and Allied Studies (FIJBAS)*, 3(2), 181–192.
- Owais, A., Al-abidi, S., & Taani, O. (2022). Teaching English manner adverbs to Arabic-speaking EFL learners, reflecting on Arabic prepositions [be shaklen]. *Journal of Language and Linguistic Studies*, 18(2), 1051–1067. <https://files.eric.ed.gov/fulltext/EJ1328355.pdf>
- Ozer, S. (2018). A Qualitative Study to Determine Expectations of Students Studying at a Faculty of Tourism from Vocational English Course. *International Journal of Progressive Education*, 14(4), 14–25. <https://doi.org/10.29329/ijpe.2018.154.2>
- Păcurar, E., & Mihele, R. (2020). Language Instruction In Tourism Education: Beyond The Vocational Field. *Romanian Review of Geographical Education*, 9(2), 5–22. <https://doi.org/10.24193/RRGE220201>
- Permana, R. M. T., & Pratama, R. A. R. J. (2020). Making Effectiveness Customer Complaint Handling. *Almana : Jurnal Manajemen Dan Bisnis*, 4(2), 237–243. <https://doi.org/10.36555/almana.v4i2.1398>
- Ramadhani, D. P., Alamsyah, A., Febrianta, M. Y., Zulfa, L., & Damayanti, A. (2024). Exploring Tourists ' Behavioral Patterns in Bali ' s Top-Rated Destinations : Perception and Mobility. *Journal of Theoretical and Applied Electronic Commerce Research*, 19(2), 743–773. <https://doi.org/10.3390/jtaer19020040>
- Ramphal, R. R. (2016). A Complaints Handling System for the Hospitality Industry. *African Journal of*

- Hospitality, Tourism and Leisure*, 5(2), 1–15. https://www.ajhtl.com/uploads/7/1/6/3/7163688/2016_article_29_vol_5_2_.pdf
- Röhrer, N., Vogelsang, B., & Fuchs, M. (2021). The region matters — for whom? The regional actor network for vocational education and training in tourism of Cancún (Mexico). *International Journal of Training and Development*, 25(3), 244-258. <https://doi.org/10.1111/ijtd.12217>
- Sam, K., Min, J., & Ryu, K. (2021). Listen to their heart : Why does active listening enhance customer satisfaction after a service failure? *International Journal of Hospitality Management*, 96(April), 102956. <https://doi.org/10.1016/j.ijhm.2021.102956>
- Shen, L., Qian, J., & Chen, S. C. (2020). Effective Communication Strategies of Sustainable Hospitality : A Qualitative Exploration. *Sustainability*, 12(17), 1–14. <https://doi.org/10.3390/su12176920>
- Simanjuntak, M. (2025). Intergenerational Dynamics of Consumer Complaint Behavior : The Impact of Self-Concept, Values, and Emotional Intelligence. *TIJAB (The International Journal of Applied Business)*, 9(2), 209–225. <https://doi.org/10.20473/tijab.v9.i2.2025.68006>
- Simatupang, E. C. . M., & Supri, I. Z. (2024). Fusing translanguaging with speaking technology in the hospitality industry : Improving English communicative competence. *Social Sciences & Humanities Open*, 10(September), 101166. <https://doi.org/10.1016/j.ssaho.2024.101166>
- Sudiarta, M., Santra, I. K., & Hakim, J. (2025). Effective guest complaint management for hotel front office staff : Active listening , prompt resolution , empathy , and consistent follow-up. *Journal of Commerce Management and Tourism Studies*, 4(3), 418–430. <https://doi.org/10.58881/jcmts.v3i2>
- Suebwongsuwan, W., & Nomnian, S. (2020). Thai hotel undergraduate interns ’ awareness and attitudes towards English as a lingua franca. *Indonesian Journal of Applied Linguistics*, 9(3), 704–714. <https://ejournal.upi.edu/index.php/IJAL/article/view/23221>
- Sulasmini, N. M. A. (2016). Management Style Of Hospitality And Tourism (A Case Study Of The International Bali Tourism Institute Of Denpasar). *Journal of Business on Hospitality and Tourism*, 02(1), 54–59. <https://doi.org/10.22334/jbhost.v2i1.39>
- Susanta, K. F., Andayani, N. L. H., & Dewi, L. P. T. A. (2025). Service Quality and Hotel Facilities as Determinants of Guest Satisfaction at Bali Nusa Dua Convention Center. *International Journal of Glocal Tourism*, 6(4). <https://doi.org/10.58982/injogt.v6i4.1070>
- Suyadnya, I. W., Cahyadi, R., Tirtayani, L. A., & Nuryani, A. F. (2025). Overtourism sensitivity and tourism development in Canggu, Bali. *Cogent Social Sciences*, 11(1). <https://doi.org/10.1080/23311886.2025.2521364>
- Whyte, S. (2019). Revisiting Communicative Competence in the Teaching and Assessment of Language for Specific Purposes. *Language Education & Assessment*, 2(1), 1–19. <https://doi.org/10.29140/lea.v2n1.33>
- Yogyanti, D. W., Iswahyuni, D., Bayu, A., & Sari, P. (2025). Hospitality Meets Language : Addressing English Communication Barriers in Indonesian Hotels Based on TripAdvisor Guest Reviews. *1st International Conference on Tourism and Hospitality Business (ICTHB 2025)*, 226. <https://doi.org/10.1051/shsconf/202522601018>
- Yordudom, T., Imjai, N., Usman, B., & Aujirapongpan, S. (2024). Unveiling the impact of social skills and financial literacy on internship performance : Insights from Thai generation Z hospitality students. *Social Sciences & Humanities Open*, 10. <https://doi.org/10.1016/j.ssaho.2024.101012>
- Zhang, W., Xiaoya, S., & Cheung, Y. L. (2022). Vocational English language education in multilingual context : the case of Singapore. *Research in Post-Compulsory Education*, 27(3), 436–453. <https://doi.org/10.1080/13596748.2022.2076056>