



## Refining Final Report Writing in English for Hospitality Communication through Genre-Specific Move, Service Lexicon Precision, and Contextual Register

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**Abstract** The research analyzed student writing samples to identify common challenges such as vague conclusions, overuse of passive voice, and syntactic fragmentation by focusing on three key pedagogical components: genre-specific rhetorical moves, service lexicon precision, and contextual register awareness. Findings revealed that students often lacked awareness of professional genre conventions, resulting in ineffective expression of experiential learning and accountability. Through targeted instruction that incorporated move-based modeling with lexical enhancement and discourse-level sensitivity, participants demonstrated significant improvement in clarity, coherence and professional tone. The research underscored the effectiveness of an integrated and genre-informed approach in elevating students' communicative competence in hospitality reporting tasks could offer implications for curriculum design in ESP contexts.

**Keywords:** English for Hospitality; Final Report Writing; Rhetorical Moves; Service Lexicon; Register Awareness.

**Abstrak** Penelitian ini menganalisis contoh tulisan mahasiswa untuk mengidentifikasi tantangan umum seperti kesimpulan yang tidak jelas, penggunaan kalimat pasif yang berlebihan, dan fragmentasi sintaksis. Temuan menunjukkan bahwa mahasiswa sering kali kurang menyadari konvensi genre profesional, yang menyebabkan penyampaian pengalaman belajar dan tanggung jawab yang kurang efektif. Melalui pengajaran terarah yang menggabungkan pemodelan berbasis langkah retorika, pengayaan leksikal, dan sensitivitas pada tingkat wacana, para peserta menunjukkan peningkatan signifikan dalam hal kejelasan, koherensi, dan nada profesional. Penelitian ini menegaskan efektivitas pendekatan terpadu yang berlandaskan genre dalam meningkatkan kompetensi komunikatif mahasiswa dalam tugas pelaporan di bidang perhotelan, serta memberikan implikasi penting bagi perancangan kurikulum dalam konteks ESP.

**Kata Kunci:** Bahasa Inggris untuk Perhotelan; Penulisan Laporan Akhir; Langkah Retoris; Leksikon Pelayanan; Kesadaran Ragam Bahasa

## INTRODUCTION

In Indonesia's dynamic and competitive hospitality and tourism industry, English proficiency functions as a fundamental professional requirement rather than a supplementary skill. Professionals in this sector such as hotel staff, guest relation officers, front office supervisors, and tourism service providers are routinely expected to compose formal, structured documents that communicate service-related events, client interactions, operational assessments, and departmental outcomes. Among these, final reports serve not only as administrative records but also as tools for conveying operational information across hierarchical levels and departments. However, existing English for Specific Purposes (ESP) instruction within Indonesian vocational and polytechnic institutions tends to emphasize spoken communication (Stevani et al., 2024), often neglecting the complexities of written professional discourse. This instructional imbalance has resulted in a gap between students' communicative needs in the workplace and their academic preparation, particularly in producing genre-bound, linguistically accurate, and contextually appropriate written texts. This research seeks to address that gap by refining students' ability to produce final reports through the integration of three interconnected components: genre-specific move identification, precision in service-related lexis, and contextual register.

Building upon the foundations of genre-based pedagogy in ESP, researchers have emphasized the need for learners to understand the rhetorical structures underlying professional documents (Stevani et al., 2025; Liu et al., 2024). In the hospitality domain, final reports adhere to identifiable genre structures that typically include contextual background, problem identification, actions taken, and subsequent recommendations. Students who lack awareness of these functional segments often produce disorganized or narrative-style texts that obscure critical information and undermine their effectiveness in institutional communication (Nguyen, 2024). Furthermore, lexical precision plays a central role in such writing, as hospitality discourse frequently relies on standardized, operational expressions such as *"guest dissatisfaction incident," "room not cleaned as scheduled,"* or *"front desk miscommunication."*

These terms are not only technical but also carry specific implications for service accountability and procedural follow-up. When students employ vague, overly general, or colloquial language, the clarity and professionalism of their reports are diminished.

This research introduces an additional yet frequently overlooked dimension in ESP writing: contextual register. While previous ESP writing research has addressed genre (Mirzamohammad, 2024) and lexis (Fraser et al., 2025), register is often treated as a peripheral element rather than a core instructional focus. In professional hospitality settings, register varies subtly depending on audience, hierarchy, and communicative purpose. A report submitted to a general manager may require a detached and analytical tone, whereas a maintenance report for a department supervisor may necessitate more procedural and operational language. In the Indonesian context, these shifts in register are complicated by students' multilingual backgrounds, cultural norms of politeness, and linguistic transfer from Bahasa Indonesia's honorific and indirect forms. This research investigates how students navigate these pragmatic and sociolinguistic expectations, and how explicit instruction in register awareness can enhance the appropriateness and professionalism of their written communication.

A significant gap exists in the literature on hospitality ESP writing, particularly in Indonesia. Researches by Dewi et al. (2025) and Idrissi & El Kandoussi (2025) have explored ESP instruction at the vocational level, but primarily focuses on spoken communication skills rather than the functional demands of professional writing. Although genre-based pedagogy, as proposed by Messerhi (2025), has been widely acknowledged in broader educational contexts, its application in Indonesian hospitality programs remains underdeveloped. Moreover, while lexical competence has been extensively studied in academic and business English (Nurjaxon & Nurova, 2025), limited research has investigated how hospitality students internalize and apply fixed service expressions and industry-specific collocations in writing. The lack of emphasis on register as a teachable component further contributes to this pedagogical

gap, resulting in texts that fail to align with the tone and formality expected in real-world settings.

In constructing its theoretical framework, this research adopts three contextually relevant models. First, Critical Genre Analysis (CGA) by Bhatia in 2004 offers a lens to understand how learners construct texts within institutional contexts and how professional conventions shape genre use (Feng & Zhang, 2024). CGA extends beyond surface-level structures to include socio-cognitive and organizational constraints that influence language choices. Second, genre-based pedagogy by Martin and Rose in 2008, grounded in Systemic Functional Linguistics, provides a structured approach to teaching genre moves through modeling, scaffolding, and staged writing support (Salamah, 2025). This framework enables instructors to guide learners from deconstruction of model texts to independent application. Third, theory of specific purpose language ability by Douglas in 2000 links learners' linguistic performance such as lexical precision and contextual register to specific communicative tasks (Ananta et al., 2025). Her model emphasizes that language ability in ESP contexts is task-driven and sensitive to situational variables, making it suitable for analyzing writing in the hospitality sector where audience expectations and purpose-specific tone are critical.

Prior research relevant to this field includes Kholturaeva's (2025) work on needs analysis and ESP curriculum design, which underscores the necessity of aligning instructional content with workplace genres. Sari et al. (2025) demonstrated that genre-based instruction in tourism writing improved learners' ability to articulate problems and propose solutions using accurate industry terminology. Within the Indonesian context, Putri (2025) identified that hospitality students often lack awareness of appropriate formality levels, frequently alternating between informal and excessively formal expressions. This mirrors findings from broader ESP research (Fadilah et al., 2024), which highlights the challenge students face in managing tone consistently. Despite these contributions, no previous research has empirically examined the combined effect of genre structure, lexical accuracy, and register control in the context of final report writing among Indonesian hospitality students.

Preliminary classroom data collected from two Indonesian state polytechnics, namely Politeknik Pariwisata Medan and Poltekpar Makassar revealed common weaknesses in students' final report writing. Essential genre moves such as background information and operational response were frequently omitted, resulting in fragmented reports. Lexical choices often lacked technical specificity, as seen in phrases like "*the guest was unhappy*," rather than more precise alternatives such as "*the guest expressed dissatisfaction regarding delayed luggage handling*." Register inconsistency was also observed, with students alternating between casual expressions and overly formal constructions within the same report. These deficiencies reflect broader instructional shortcomings, particularly the absence of integrated training in genre, lexis, and register.

Given the tourism sector's significant contribution to Indonesia's national economy – employing more than 12 million people and accounting for approximately 5.5% of GDP according to Central Bureau of Statistics in 2024 BPS (Putra & Mulyawan, 2024); there is an urgent need for ESP instruction to align with the communicative demands of the workplace. Final report writing is not a peripheral academic exercise but a critical professional skill that contributes to service quality, accountability, and interdepartmental coordination. Without targeted instruction in genre structure, lexical precision, and register sensitivity, students are unlikely to meet the writing standards required in hospitality settings. This research proposes a pedagogical intervention that integrates these three components into a cohesive instructional model, aiming to bridge the gap between academic writing practices and the communicative realities of the Indonesian hospitality industry. Thus, the research addresses the following problems: (1) How effectively do Indonesian hospitality students apply genre-specific moves in final report writing? (2) To what extent do they demonstrate lexical accuracy in using hospitality-specific terminology? (3) How do students manage register variations across hierarchical audiences in the report-writing process?

## METHOD

This research used a qualitative classroom-based research design combined with a targeted pedagogical intervention (Deshpande et al., 2024) to explore and improve the quality of final report writing in English for Hospitality Communication. The research was carried out over a five-week period in two Indonesian vocational higher education institutions specializing in tourism and hospitality: *Politeknik Pariwisata Medan* and *Politeknik Pariwisata Makassar*. The participants consisted of 19 second-year students who were enrolled in the English for Hospitality Communication course. All students had previously completed intermediate-level ESP (English for Specific Purposes) courses and were in the final stage of preparation for their industry internships. Prior hospitality experience varied, with 42.1% having no experience and the rest having participated in short practicums or extended industry placements. Participants were selected through purposive sampling based on their enrollment status and willingness to participate in a structured, writing-focused instructional program.

**Table 1. Demographic Profile of Research Participants**

Category	Sub-Category / Range	Count (n = 19)	Percentage
Institution	Politeknik Pariwisata Medan	10	52.6%
	Politeknik Pariwisata Makassar	9	47.4%
Gender	Male	7	36.8%
	Female	12	63.2%
	18–19 years	6	31.6%
	20–21 years	11	57.9%
Duration of English Study	22 years	2	10.5%
	6–8 years	4	21.1%
	9–10 years	9	47.4%
	11–12 years	6	31.6%
English Proficiency	450–500 (Low-Intermediate)	5	26.3%
	501–550 (Mid-Intermediate)	9	47.4%
	551–600 (Upper-Intermediate)	5	26.3%

Category	Sub-Category / Range	Count (n = 19)	Percentage
Prior Hospitality Experience	No prior experience	11	57.9%
	≤ 3 months (part-time / volunteer)	6	31.6%
	> 3 months (hotel / travel service traineeship)	2	10.5%

The core intervention was the implementation of *the GLeR Writing Model*, which stands for *Genre-specific Move, Lexical Precision, and Contextual Register* (Yim & Lee, 2024). This model was integrated into the regular curriculum and delivered in five instructional stages: (1) genre awareness and move identification, (2) lexical precision training, (3) register and politeness strategies, (4) integrated writing practice, and (5) reflection and self-assessment. Instruction was delivered through a combination of teacher modeling, guided writing, lexical drills, collaborative genre analysis, and scenario-based tasks. Learning materials included real-life hospitality reports, glossaries of service-related terminology, and hierarchical communication charts to aid register awareness.

Data collection was conducted through multiple instruments to ensure triangulation. First, students were required to submit three written hospitality reports throughout the research: a pre-intervention report, a mid-intervention draft, and a final post-intervention report (Hickey & Riddle, 2025). These reports served as the primary data sources and were analyzed for genre structure, lexical choices, and register appropriateness using a validated analytic rubric derived from the GLeR framework. Second, classroom observations were conducted weekly to document students' participation, response to activities, and challenges during the implementation of each stage. These observations were recorded using structured observation checklists and narrative field notes.

The qualitative data from student reports, classroom observations, and reflective journals were analyzed thematically using a grounded, inductive coding process (Yu et al., 2025). Analysis began with open coding to identify recurring features related to

move accuracy, lexical appropriateness, contextual register, and genre-specific performance. These initial codes were then refined through axial coding to detect relationships among patterns, particularly shifts in students' writing development across the five-week intervention. To ensure analytical rigor, two ESP instructors independently coded the full dataset using a shared analytic rubric. Inter-coder comparisons were conducted to check consistency, and discrepancies were resolved through iterative discussion until full agreement was reached. This analytic procedure enabled the study to capture both the micro-level linguistic changes and broader developmental trends, while simultaneously providing pedagogical insights for enhancing ESP writing instruction within Indonesian hospitality education.

To strengthen methodological transparency, this research followed a systematic, multi-step analytic procedure. First, all written reports and observational records were compiled, anonymized, and organized chronologically to facilitate longitudinal tracking. Each dataset was then subjected to iterative cycles of reading and re-reading to ensure familiarization before coding began. During open coding, meaningful units of analysis such as move realizations, lexical choices, misaligned registers, and revision patterns were labeled without imposing preset categories. Axial coding followed by grouping related codes into broader thematic clusters and linking them to specific stages of the GLeR intervention. Constant comparison techniques were used throughout the process to check code stability across students and time points. To further enhance credibility, analytic memos were maintained to document interpretive decisions and coding rationales. Triangulation across written reports, observations, and reflection journals ensured that themes were supported by multiple data sources, while peer debriefing sessions with external ESP instructors provided an additional layer of validation. This step-by-step analytic workflow ensured that findings were grounded in systematic evidence and aligned with the study's goal of improving ESP writing pedagogy in the hospitality context.

## RESULT AND DISCUSSION

To ensure systematic alignment between the findings and the three research questions, the results are presented under three major sub-headings: (1) genre-specific move application, (2) lexical accuracy in hospitality terminology, and (3) register management across hierarchical audiences. This structure provides clarity and coherence in linking empirical evidence to the core analytical goals of the study.

### 1. Application of Genre-Specific Moves in Final Report Writing

This subsection examines the extent to which students successfully applied genre-specific moves in the introduction section of their final reports. The analysis focuses on three core rhetorical components: contextual background, purpose statement, and structural outline. These elements represent the expected move structure for professional and academic hospitality reports. Preliminary patterns indicate that most students struggled to articulate complete moves, resulting in fragmented rhetorical organization. The following findings illustrate where misalignments occurred and how students' revisions reveal improved genre awareness. It will answer research question 1: How effectively do Indonesian hospitality students apply genre-specific moves in final report writing?

#### Move Structure Misalignment in Introduction Section

Table 2. Move Structure

Student	Move 1 (Context)	Move 2 (Purpose)	Move 3 (Outline)	Comment
S1	Missing	Present (vague)	Absent	Lacks genre awareness
S2	Present (short)	Absent	Present	Incomplete opening
S3	Absent	Present	Present (generic)	Weak contextual link

The table above shows that several of the 19 students produced introduction sections that lacked clear contextual background, purpose statements, or structural outlines, revealing a mismatch between expected rhetorical moves and actual output,

which reduced coherence and rhetorical strength. This report outlines various internship experiences of hospitality students, focusing on how their initial drafts evolved into more professional and discipline-specific writing through guided revisions. For instance, student 1 initially wrote, *"This report is about my internship at Grand Surya Hotel,"* which functions only at the clause level and lacks a broader discourse purpose. The revised version: *"This report outlines my professional internship experience at Grand Surya Hotel, Kediri, which took place over three months and aimed to develop my customer service and front office skills. It presents the tasks I completed, the challenges I faced, and the skills I acquired"* demonstrates enhanced ideological framing. Lexical items such as *"professional internship"* and *"develop skills"* highlight a discourse of professionalism, while syntactic subordination adds grammatical sophistication.

Similarly, student 2 initially wrote, *"This report is made to explain my work,"* a sentence marked by vague word choices like *"made"* and *"explain,"* and lacking thematic focus. The revision: *"This report presents my internship activities at Hotel Kristal Jakarta and explains how those tasks developed my front desk and customer care abilities in a real work environment"* shows improvement through the use of precise, action-oriented verbs and prepositional phrases that clarify the real-world relevance of the tasks performed.

Student 3, who originally wrote, *"I want to share what I did in my internship, such as helping the guest and checking room,"* displayed informal diction and simplistic coordination. The revised sentence: *"This report provides an overview of my internship responsibilities, including guest service assistance and room-check procedures, within the operational standards of the hotel"* employs nominalization and institutionally appropriate vocabulary, reinforcing alignment with professional hospitality discourse. These revisions collectively reveal a pedagogical progression toward genre awareness, lexical precision, and ideologically framed professional communication. This subsection highlights a mismatch between expected rhetorical moves and actual student output. Liu & Pan (2024) move-step model confirms that introductory segments in professional reports require context establishment, purpose articulation,

and preview of content. The students' lack of genre awareness results in incomplete rhetorical packaging and communicative inefficiency.

## 2. Lexical Accuracy in Hospitality-Specific Terminology

This subsection addresses students' mastery of hospitality-specific vocabulary, a key linguistic requirement for producing professional internship reports. The analysis investigates common error patterns such as mistranslation, incorrect collocation, and semantic misclassification. Lexical accuracy is critical because it determines whether students' descriptions of tasks and roles align with industry standards. The data show that students frequently relied on literal translation from Bahasa Indonesia, resulting in non-idiomatic and imprecise terminology. The following findings present the dominant error types and demonstrate how revised forms reflect improved lexical and semantic control. It will answer research question 2: To what extent do students demonstrate lexical accuracy in using hospitality-specific terminology?

### Inaccurate Lexicon Usage

Table 3. Lexicon Usage

Student	Incorrect Term		Intended Meaning	Revised Term	Explanation
S4	guest handle		<i>menangani tamu</i>	guest handling	Incorrect verb-noun morphology
S5	menu book		<i>daftar menu</i>	menu	Redundant collocation
S6	room service	clean	<i>layanan kebersihan kamar</i>	housekeeping	Semantic mislabeling

Many lexical errors stemmed from literal translation, incorrect collocation, and semantic misclassification as could be seen in the table above. Student 4's use of "guest handle" reflects a morpho-syntactic error where noun-verb order is inverted and lacks idiomatic accuracy. The corrected form, "guest handling," aligns with established hospitality jargon, offering both referential clarity and conformity to institutional role expectations. This adjustment enhances discourse cohesion and reflects professional practice.

In student 5's phrase, *"I help give the menu book to the guest,"* the term *"menu book"* appears to be a direct translation from Bahasa Indonesia. The revision: *"I assisted guests by providing the menu and explaining food recommendations"* achieves greater semantic precision, proper collocation, and syntactic elaboration, aligning better with service communication norms.

Student 6's sentence, *"I join room clean service every morning,"* is lexically incoherent. The improved version: *"Every morning, I was assigned to the housekeeping division where I cleaned and organized guest rooms"* employs appropriate terminology and reflects procedural task allocation through passive construction. This correction improves cohesion at the discourse level and ensures that the terminology aligns with professional practice. This supports Stevani (2024) and Le & Trinth (2024) confirm that mastery of high-frequency, domain-specific vocabulary is essential for functional language use in ESP, where lexical precision directly influences communicative effectiveness and task authenticity.

### **3. Register Management Across Hierarchical Audiences**

This subsection analyzes how effectively students adjusted their linguistic register when writing for professional contexts that involve hierarchical relationships. Register management is essential in hospitality communication, where tone, formality, and politeness strategies must align with workplace expectations. The examination focuses on inappropriate informal expressions, emotional language, and inconsistent tone in recounting workplace interactions. The results reveal that many students struggled to shift from conversational phrasing to professional reporting conventions. The following findings illustrate these register inconsistencies and highlight how revised formulations demonstrate stronger audience awareness. It will answer research question 3: How do students manage register variations across hierarchical audiences in the report-writing process?

## Register Inconsistency in Descriptive Narration

Table 4. Register in Students' Writing

Student	Informal Register	Intended Formal Register	Correction
S7	I hang out with my staff	I collaborated with my colleagues	Shift from social to occupational register
S8	the guest was mad	the guest expressed dissatisfaction	Interpersonal politeness strategy

Register inconsistency in student writing often arises from blending casual expressions with formal workplace communication. For example, Student 7 wrote, "*I hang out with my staff*," reflecting a social register unsuitable for professional reporting. The revision, "*I collaborated with my colleagues*," shifts the tone to a task-oriented occupational register. This change is both lexical and ideological, reframing the student's role from a passive participant in informal contexts to an active team member in a professional setting.

Likewise, student 8's phrase, "*the guest was mad*," uses emotionally charged, informal language that weakens the professional tone required in hospitality narratives. The revision, "*the guest expressed dissatisfaction*," applies a politeness strategy that reframes subjective emotion into objective service feedback. This rephrasing demonstrates an awareness of interpersonal diplomacy and mitigates the risk of misrepresenting client interactions in formal documentation. These cases illustrate a common trend of register misalignment that, if uncorrected, may undermine the credibility of students' final reports. Therefore, instruction must address not just grammar and vocabulary, but also discourse sensitivity aligned with occupational genres. This supports Halliday's theory of register in 1978, which emphasizes that language choices should adapt systematically to field, tenor, and mode to make register awareness vital for professional communication (Basturkmen, 2025).

## Disconnected Chronological Narrative in Experience Section

Table 5. Students' Chronological Writing

Student	Original Phrase	Issue	Revision
S9	First I check in the guest, later I clean room, then help	Verb tense and sequencing error	First, I assisted the front office during guest check-ins. Later, I joined the housekeeping unit to clean rooms and provide logistical support.

Chronological clarity is crucial when recounting internship experiences in the hospitality industry, as the sequence of service tasks reflects the operational workflow. Student 9's original phrase: *"First I check in the guest, later I clean room, then help"* exhibits temporal incoherence and grammatical issues. The inconsistent use of past tense (e.g., *"check"* instead of *"checked"*) and the vague verb *"help"* weaken the clarity of the narrative. Moreover, while temporal markers like *"first," "later,"* and *"then"* are present, they are not syntactically integrated, resulting in a fragmented recount. These issues may stem from L1 interference, particularly from Bahasa Indonesia, which allows more flexible sequencing without strict tense marking.

The revised version: *"First, I assisted the front office during guest check-ins. Later, I joined the housekeeping unit to clean rooms and provide logistical support"* resolves these problems through consistent tense usage, specific lexical choices, and clearer temporal transitions. Coordination and subordination are employed to connect ideas smoothly, ensuring logical progression that mirrors real-world task flow. This revision demonstrates competence in tense control, narrative cohesion, and discourse sequencing. Such improvements align with Alenizy et al. (2024) view that temporal markers and chronological sequencing are essential for coherence in task-based recounts.

## Redundant Sentence Construction

Table 6. Students' Sentence Construction

Student	Original Sentence	Redundant Element	Revision
S10	I greet the guest in the morning and also say hello to the guest.	greet = say hello	Each morning, I greeted guests at the lobby.
S11	I do cleaning the room and clean the toilet.	"cleaning" vs. "clean"	I cleaned guest rooms, including toilets, every morning.

Redundancy in sentence construction reflects limited lexical range and weak syntactic control, which can diminish clarity and professional tone in hospitality report writing. Student 10's original sentence: *"I greet the guest in the morning and also say hello to the guest"* shows semantic repetition, as *"greet"* and *"say hello"* convey the same meaning. This duplication adds no value and reduces readability. The revised version: *"Each morning, I greeted guests at the lobby"* condenses the idea by integrating time, location, and action in one concise clause, improving lexical economy and coherence.

Likewise, student 11's sentence: *"I do cleaning the room and clean the toilet"* repeats the cleaning action using different forms, disrupting syntactic parallelism. The improved version: *"I cleaned guest rooms, including toilets, every morning"* combines both tasks clearly in a single clause, enhancing precision and tone. These examples show that redundancy often results from direct translation or overemphasis in learner writing. Addressing this requires targeted training in lexical variation and sentence structure to promote concise, fluent, and professional writing. This supports Romadhon (2025) view that effective vocabulary use, particularly avoiding redundancy, is essential for genre-appropriate second language writing.

**Overuse of Passive Voice without Functional Purpose****Table 7. Students' Passive Voice**

<b>Student</b>	<b>Passive Usage</b>	<b>Issue</b>	<b>Recommended Active Form</b>
S12	The towels were delivered by me	Agent suppression	I delivered the towels to the guest rooms.
S13	Breakfast was served by me at 6 am	Unnatural voice	I served breakfast to guests at 6 am.

Although the passive voice is grammatically correct and appropriate in certain genres, its overuse, especially in experiential recounts, can obscure agency and reduce narrative engagement. In hospitality report writing, where clarity of responsibility and action flow is crucial, excessive passivization weakens the communicative impact. For example, student 12 wrote, "The towels were delivered by me," which unnecessarily suppresses the agent and disrupts the natural subject-verb-object order, making the sentence sound overly formal. The active form, "I delivered the towels to the guest rooms," restores clarity, emphasizes agency, and suits the personal recount style of internship reflections.

Similarly, student 13's sentence, "Breakfast was served by me at 6 am," is grammatically correct but sounds awkward in a context that demands subject-driven actions. The revised version, "I served breakfast to guests at 6 am," creates a clearer and more cohesive flow. Both examples reveal a common misconception among second-language learners that formal writing must avoid the first person (Swales & Feak, 2004). In hospitality English, where roles and tasks matter, the active voice conveys competence, ownership, and clarity: which are essential traits of professional communication.

Thus, passive constructions should be used purposefully, such as to highlight the object, hide the agent, or maintain neutrality, rather than as a default (Lubis et al., 2024). ESP writing instruction must help learners discern when passive voice enhances clarity and when it obstructs it.

## Ineffective Conclusion Strategies

Table 8. Students' Conclusion Writing

Student	Conclusion	Problem	Revision
S14	I learned many things and hope I get better.	Vague and non-specific	This internship improved my communication, time management, and conflict resolution skills, preparing me for roles in hotel front office operations.
S15	I finish my internship and I'm happy.	Personal but lacks reflection	Completing the internship gave me valuable exposure to the hospitality industry and deepened my practical understanding of guest service procedures.

Conclusion writing in final hospitality reports plays a vital evaluative role by providing not only closure but also insight into the writer's experiential learning and professional growth. However, many students do not use this section effectively. For instance, student 14 wrote, *"I learned many things and hope I get better,"* a vague statement lacking concrete details about what was learned or how improvement is envisioned. The absence of specific outcomes or role-related skills reflects limited engagement with reflective practice. In contrast, the revised version: *"This internship improved my communication, time management, and conflict resolution skills, preparing me for roles in hotel front office operations"* clearly identifies key competencies gained and links them to future professional readiness. This sentence integrates self-evaluation with career focus, aligning personal learning outcomes with institutional and industry expectations.

Similarly, student 15's original statement: *"I finish my internship and I'm happy"* expresses personal satisfaction but fails to fulfill the evaluative function of a conclusion. It lacks reference to the learning process, skill application, or critical

reflection. The revision: *"Completing the internship gave me valuable exposure to the hospitality industry and deepened my practical understanding of guest service procedures"* demonstrates clearer outcomes and a direct link between experience and operational knowledge, strengthening the student's professional identity.

These issues suggest a gap in students' understanding of genre moves, particularly the evaluative and summative roles in reflective writing. Drawing on Hyland's (2004) genre theory in 2004 (Kosasih et al., 2024), effective conclusions in academic reports should not only mark closure but also reflect on learning, demonstrate development, and project future application. In the context of hospitality ESP, students must move beyond emotional closure and treat conclusions as rhetorical spaces to assert authority, articulate growth, and anticipate professional engagement. Therefore, instruction should incorporate explicit teaching of conclusion-writing models and genre-based move analysis to support students in meeting these rhetorical expectations.

### Lack of Cohesive Devices

**Table 9. Students' Cohesive in Writing**

Student	Original	Issue	Revision
S16	I take guest order. I bring food.	Disconnected ideas	After taking the guest's order, I immediately brought the food to their table.
S17	I clean the room. I go to reception.	Abrupt transition	After finishing room cleaning, I reported to the front desk for my next task.

Cohesion is a key element in writing that ensures logical flow and textual unity. In final hospitality reports, the absence or misuse of cohesive devices such as conjunctions, transitional adverbs, and reference markers often results in fragmented narratives and reduced clarity. This issue is evident in student 16's sentence: *"I take guest order. I bring food."* The statements are presented in isolation, lacking temporal or

causal links, which makes the sequence abrupt and underdeveloped. The revised version: *"After taking the guest's order, I immediately brought the food to their table"* uses "after" to establish temporal cohesion, "immediately" to indicate promptness, and "their table" to clarify the referent, thus enhancing narrative flow and reflecting professional service procedures.

Similarly, student 17's sentence: *"I clean the room. I go to reception"* lacks a transitional element, causing an abrupt shift in topic and disjointed reading. The improved version: *"After finishing room cleaning, I reported to the front desk for my next task"* uses a temporal clause and purpose-driven phrase to create procedural and thematic continuity. This not only strengthens sentence-level cohesion but also aligns with the genre's expectations for task sequencing in report writing.

Sudar (2025) emphasizes that cohesion involves semantic ties that hold a text together, realized through reference, substitution, ellipsis, conjunctions, and lexical cohesion. In ESP writing for hospitality, cohesive devices are essential for conveying task progression, duty transitions, and procedural logic. Without them, texts become structurally incoherent and fail to meet communicative goals. Therefore, explicit instruction in cohesive marker usage through genre-based pedagogy is crucial to help students understand how to construct coherent texts that function as unified wholes, not fragmented sentences.

### Inappropriate Sentence Fragments

**Table 10. Students' Sentence Fragment**

Student	Fragment	Problem	Revision
S18	While cleaning the room.	Dependent clause only	While cleaning the room, I ensured all items were restocked and beds were properly arranged.
S19	Because the guest complained.	Subordinate clause	Because the guest complained, I apologized and offered a complimentary drink.

Sentence fragments such as syntactically incomplete clauses can disrupt clarity and reduce the formality expected in hospitality report writing. These fragments often lack a subject or finite verb, or consist solely of subordinate clauses, hindering logical flow and textual fluency. For example, student 18's phrase, *"While cleaning the room"* is a dependent clause that leaves the action unresolved. This creates ambiguity and weakens the professional tone. In contrast, the revised sentence: *"While cleaning the room, I ensured all items were restocked and beds were properly arranged"* completes the thought, improves coherence, and aligns with the procedural style expected in hospitality reporting.

Likewise, student 19 wrote, *"Because the guest complained,"* a fragment that fails to convey the response or outcome. In formal hospitality reports, especially those addressing guest interactions, accountability must be clearly expressed. The improved version: *"Because the guest complained, I apologized and offered a complimentary drink"* completes the clause and illustrates an appropriate conflict resolution strategy. This not only clarifies the student's actions but also aligns with professional genre conventions.

Such fragment use often stems from spoken discourse habits, where meaning is inferred through context and intonation. However, written genres demand explicit syntactic completion for clarity and accountability. As noted by Noori (2025), mastering clause relationships and subordination is essential for advanced grammar proficiency. Instruction should therefore emphasize clause combination strategies such as embedding, coordination, and subordination within functional writing tasks. Strengthening full sentence construction enables learners to express actions, reasoning, and results with the precision required in professional hospitality communication.

The first research question examined how effectively students applied genre-specific moves in their hospitality reports. The findings demonstrate that many students struggled to produce complete rhetorical structures, particularly goal statements, task summaries, problem-response sections, and reflective conclusions. These omissions echo findings from Djuwari & Susetyo (2024), who reported that ESP learners frequently produce incomplete genre realizations when the communicative

purpose of each move is not explicitly understood. Similarly, Kosasih et al. (2025) noted that students tend to rely on general academic writing patterns rather than task-specific move structures when genre instruction is insufficient. In this research, students who lacked move awareness produced fragmented or linear recounts that failed to highlight service procedures, decision points, or problem-solving actions, which were the components essential in hospitality reporting. Conversely, students who received targeted feedback demonstrated notable improvements, especially in articulating experiential outcomes and reflective insights. These results confirm that move-based instruction substantially increases rhetorical clarity and functional coherence in professional writing.

The second research question addressed students' accuracy in using hospitality terminology. The analysis reveals frequent misuse of domain-specific terms, including literal translations from Indonesian (e.g., *menu book*, *guest handle*) and inaccurate compound forms (e.g., *room clean service*). Such patterns align with Jiang & Lu (2024), who found that ESP learners tend to overgeneralize everyday vocabulary when lacking exposure to field-specific lexical input. Additionally, lexical deviations observed here are consistent with Deng et al. (2025), who highlight the influence of L1 transfer in shaping word choice and semantic precision. The Indonesian-English lexical interference seen in the data underscores the need for corpus-informed vocabulary instruction that exposes learners to conventional hospitality terms.

The third research question concerned students' ability to manage register differences appropriate for hierarchical audiences (e.g., supervisors, managers, hotel departments). The findings show that many students used emotionally loaded, informal, or conversational expressions such as *the guest was mad* or *I hang out with my staff*. These patterns mirror results from Herlina & Simatupang (2024), who stress that contextual register is fundamental to appropriate pragmatic performance, especially in service industries where politeness, diplomacy, and neutrality are critical. By shifting such phrases to more formal alternatives (e.g., *"the guest expressed dissatisfaction"*), students not only improved linguistic appropriateness but also demonstrated a more professional representation of interpersonal events.

Another critical insight emerging from the data is the impact of L1 (first language) transfer, particularly from Bahasa Indonesia, on structural coherence and temporal sequencing in English writing. As seen in several student samples, the influence of Indonesian's relatively flexible clause structures leads to fragmented or disorganized narration in English, especially in recounting sequences of events. For example, students often omitted necessary temporal connectors or shifted tenses inconsistently within the same paragraph. This confirms Deng et al. (2025) about theory on language transfer, which asserts that syntactic features from a learner's native language can significantly shape and sometimes hinder second language production. Thus, without explicit instruction on discourse sequencing and tense cohesion in English, ESP students may struggle to achieve narrative clarity, even if they are functionally competent in spoken interaction.

In addition, the overuse of passive voice in personal recounts suggests a misunderstanding of grammatical appropriateness in relation to communicative function. While passive constructions are often perceived as markers of formal academic tone, their misuse, particularly in recount genres, removes the focus from the actor and weakens the dynamic flow of experience-based narration. This aligns with Lubis et al. (2024), who emphasize that grammar instruction in ESP should prioritize functional appropriateness over formality for its own sake. The shift from *"Breakfast was served by me"* to *"I served breakfast to guests at 6 am"* demonstrates how agency, clarity, and accountability are better achieved through controlled use of active voice in professional service writing.

Moreover, ineffective conclusion strategies further reflect students' limited familiarity with genre expectations in professional reporting. As discussed earlier, many students conclude their reports using vague personal sentiments such as *"I'm happy"* or *"I hope I get better,"* which, while sincere, fail to fulfill the evaluative and summative role of a conclusion in this genre. Drawing from Swales' concept of rhetorical moves in 1990, a conclusion in professional writing should summarize experiential outcomes, reflect on growth, and project relevance to future work contexts (Kosasih et al., 2025). In this research, students who applied this framework (e.g.,

highlighting improvements in communication or time management) produced more purposeful and persuasive closing sections. This reinforces the value of explicit genre modeling and move-based training in improving rhetorical awareness.

These results also validate the pedagogical value of genre-based instruction in ESP, as advocated by Putri (2025) and later expanded by Fadilah et al. (2024). Explicitly teaching rhetorical move structures, professional lexical sets, and register variation enables learners to internalize the social and communicative purposes of their writing. What is needed in this research is an integrated approach that addresses linguistic form, rhetorical function, and discourse-level organization simultaneously. This is consistent with Sari's et al. (2025) argument that genre-based instruction must be contextual, form-function focused, and informed by authentic texts. The students in this research, when exposed to targeted feedback, demonstrated improvements in organizing ideas, selecting task-specific vocabulary, and adjusting formality based on communicative context. The students' measurable improvement following targeted feedback in this research provides strong evidence that such an approach is not only theoretically sound but also pedagogically effective in preparing learners for real-world communication in the hospitality industry. These gains confirm that instruction integrating genre analysis, lexical modeling, and register training can significantly enhance ESP writing outcomes.

In conclusion, the convergence of the research findings with established research underscores the necessity of a threefold pedagogical approach: move-based genre training, explicit service lexis refinement, and contextual register awareness. These components must be integrated systematically within the ESP hospitality curriculum to prepare learners for real-world professional communication. Future curriculum development should include genre-based tasks, corpus-informed vocabulary instruction, and situational role-play writing to reinforce these skills in authentic contexts.

## CONCLUSION

This research has demonstrated that improving final report writing in English for Hospitality Communication requires a targeted pedagogical approach that integrates genre-specific move identification, service lexicon precision, and contextual register. Through detailed analysis of student drafts and revisions, it was evident that many Indonesian learners face challenges related to redundancy, register inconsistency, passive overuse, and fragmented narrative structures: issues often rooted in L1 transfer, limited genre awareness, and lack of exposure to authentic hospitality texts. The implementation of focused feedback and genre-based instruction significantly enhanced students' linguistic accuracy, rhetorical clarity, and professional tone. Furthermore, students showed notable improvement in their ability to align language choices with professional expectations, indicating the potential of genre-based ESP instruction for real-world application. In particular, explicit teaching of rhetorical structure and vocabulary refinement enabled learners to represent their service experiences more accurately and persuasively. However, this research is limited by its small sample size, localized institutional context, and the short duration of instructional intervention, which may restrict the generalizability of findings across broader ESP contexts and other hospitality settings. Additionally, the research did not measure long-term retention of improved writing performance, which could be critical in evaluating the sustainability of genre-based training. Future research should expand to include longitudinal studies, more varied learner demographics, and comparative approaches that integrate corpus-based modeling or workplace simulation to examine how sustained instructional support influences genre mastery in workplace-oriented writing.

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