

TEACHING METHODS AND INSTRUCTIONAL MATERIALS AS PREDICTORS OF STUDENT SATISFACTION IN ENGLISH FOR HOTEL AND TOURISM COURSE

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ABSTRACT

Student satisfaction is increasingly recognised as a key measure of instructional quality in English for Specific Purposes (ESP), yet empirical studies examining its predictors in tourism education remain scarce. This study investigates how teaching methods and teaching materials relate to student satisfaction in an English for Hotel and Tourism course at a Indonesian Islamic university. Using a quantitative correlational design, data were gathered from 23 students within a small sample context through a Likert-scale questionnaire. Non-normal data distribution (Kolmogorov–Smirnov and Shapiro–Wilk, $p < 0.05$) warranted the use of Spearman Rank Correlation and Multiple Correlation Analysis. Results show strong correlations between teaching methods and student satisfaction ($r = 0.829$, $p < 0.05$), between teaching materials and student satisfaction ($r = 0.788$, $p < 0.05$), and a combined effect of $R = 0.838$. These findings indicate that contextualized pedagogy and industry-relevant materials are decisive drivers of learner satisfaction, with implications for ESP curriculum design in vocational tourism education.

Keywords: English for Specific Purposes, teaching methods, teaching materials, student satisfaction, tourism education.

INTRODUCTION

The increasing demand for English proficiency in the global tourism industry has positioned English for Specific Purposes (ESP) as an essential component of higher education curricula. Unlike general English instruction, ESP emphasizes learners' professional needs,

workplace communication skills, and contextualized language use (Hutchinson & Water, 1987; Anthony, 2018; Belcher, 2006).

In tourism education, instructional success is no longer measured solely by linguistic achievement but also by student

satisfaction, which reflects learners' perceptions of learning relevance, effectiveness, and professional preparedness. Student satisfaction has been widely associated with engagement, motivation, persistence, and learning outcomes. A supportive learning environment accompanied by adequate social support has been shown to enhance students' academic engagement and self-efficacy, which contribute significantly to meaningful learning experiences in higher education contexts (Wijayanti, Werdaningsih, & Othman, 2025).

In this context, English competence serves as a key professional tool for communicating with international guests and stakeholders, making instructional effectiveness in ESP courses directly consequential for learners' professional readiness (Li, Mayer, & Malmberg, 2024).

Prior research highlights that teaching methods significantly influence learner engagement and motivation. Learner-centered and communicative approaches promote active participation and meaningful learning experiences (Richards & Rodgers, 2014; Macaro et al., 2018; Zhang & Shao, 2024). Recent educational studies further demonstrate that technology-integrated instructional models implemented through digital learning platforms can significantly

enhance students' engagement and learning effectiveness in higher education settings (Indriyani, Jasmienti, Taufiq, Nofrahadi, & Manalu, 2025). Similarly, teaching materials play a crucial role because authentic and industry-based materials enhance perceived usefulness and learning transferability (Tomlinson, 2013; Gabdullina et al., 2024).

Previous educational studies also emphasize that ineffective learning environments and limited instructional support may reduce students' academic enrichment and engagement (Wijayanti et al., 2025). However, many ESP programs still experience a mismatch between instructional delivery and industry expectations. Teaching practices may remain teacher-centered, while materials often lack contextual authenticity. Moreover, empirical studies examining the combined influence of teaching methods and teaching materials on student satisfaction remain limited, especially within Indonesian English for tourism contexts. In other words, most previous research investigates teaching methods or materials in isolation, leaving their simultaneous association with student satisfaction in ESP contexts largely unexplored. This study therefore examines the concurrent relationship between teaching methods, teaching materials, and

student satisfaction within an ESP tourism context, integrating industry relevance, technology integration, and local values.

Three research questions are examined

1. Is there a correlation between teaching methods and student satisfaction?

2. Is there a correlation between teaching materials and student satisfaction?

3. Do teaching methods and teaching materials simultaneously correlate with student satisfaction?

REVIEW OF RELATED LITERATURES

2.1 English for Specific Purposes (ESP)

ESP focuses on designing instruction based on learners' target situations and professional communication needs, with needs analysis and contextual learning as central pedagogical principles (Basturkmen, 2010). According to Hutchinson and Waters (1987), ESP teaching should align language learning with occupational contexts to ensure practical language application. Recent studies further emphasize that ESP courses must integrate professional simulation tasks to enhance learners' employability skills (Ellis, 2018).

Building on these foundations, (Basturkmen, 2010) effective teaching approaches simulate workplace interaction, integrate technology, and develop communicative competence (Ellis, 2018).

2.2 Teaching Methods in ESP

Teaching methods shape how learners interact with knowledge and construct professional competence. Communicative Language Teaching, task-based learning, and technology-supported approaches promote active participation, authentic communication, and meaningful language use in ESP contexts. Effective ESP teaching methods simulate workplace interaction, integrate digital tools, develop communicative competence, and enhance professional readiness

Technology-enhanced instruction further improves learner engagement and satisfaction in modern ESP classrooms (Richards, 2001). Technology-enhanced instruction further improves learner engagement and satisfaction in modern ESP classrooms (Macaro et al., 2018).

2.3 Teaching Materials in ESP

Teaching materials operationalize curriculum goals into learning experiences.

Authentic materials reflecting workplace communication improve learner motivation and professional identity formation (Tomlinson, 2013). Recent research confirms that contextualized ESP materials significantly increase perceived learning usefulness (Nurmetov, Bakić-Mirić, & Chaklikova, 2025).

2.4 Student Satisfaction

Student satisfaction represents learners' evaluation of instructional quality and learning outcomes. High satisfaction levels are associated with motivation, confidence, and academic persistence (Gabdullina et al., 2024). In vocational education, satisfaction also relates to perceived work readiness and career relevance (Dinh et al., 2021).

METHODS

This study used a quantitative correlational research design (Sugiyono, 2015). The participants consisted of 23 students enrolled in an English for Hotel and Tourism course of UIN Bukittinggi, selected through total sampling as the entire available population in the class. Although the sample size is relatively small and limits the generalizability of findings, non-parametric analysis using Spearman Rank Correlation is considered appropriate for small samples with non-normal data distribution.

The instrument was in the form of a Likert-scale questionnaire measuring three variables using parallel structure: Teaching Methods (X1), comprising understanding ESP content, technology integration, international context exposure, skill

development, and industry relevance; Teaching Materials (X2), comprising industry relevance, student needs alignment, technology-based learning, and integration of Islamic values and local wisdom; and Student Satisfaction (Y), comprising satisfaction with learning, confidence in English use, work readiness, and perceived usefulness. The questionnaire was content validated through three English teachers, confirmed by CVI of 0,89 (highly valid) and reliability was assessed using Cronbach's alpha (0,72), confirming acceptable internal consistency prior to data collection .

Normality tests (Kolmogorov–Smirnov and Shapiro–Wilk) yielded Sig < 0.05 for all variables, confirming non-normal data distribution. Accordingly,

RQ1 and RQ2 which test bivariate relationships between each predictor and student satisfaction, were analysed using Spearman Rank Correlation, a non-parametric alternative to Pearson r

appropriate for ordinal and non-normally distributed data. RQ3, which examines the combined predictive effect of both variables simultaneously, was addressed through Multiple Correlation Analysis.

RESULTS AND DISCUSSION

4.1 Descriptive Statistics

Descriptive statistics were conducted to describe students' perceptions of teaching methods,

teaching materials, and student satisfaction in the English for Hotel and Tourism course of UIN Bukittinggi.

Table 1. Descriptive Statistics of Research Variables

Variable	N	Mean	Std. Deviation	Interpretation
Teaching Method	23	3.91	0.596	High
Teaching Material	23	4.00	0.674	High
Student Satisfaction	23	3.78	0.600	High

The results indicate that students generally perceived teaching methods and teaching materials positively. Student satisfaction also reached a high level, suggesting favourable learning experiences in the ESP classroom.

4.2 Normality Test

Normality testing was conducted using the Kolmogorov–Smirnov and Shapiro–Wilk tests to determine the appropriate statistical analysis.

Table 2. Normality Test Results

Variable	Kolmogorov–Smirnov Sig.	Shapiro–Wilk Sig.	Distribution
Teaching Method	.000	.000	Not Normal
Teaching Material	.000	.000	Not Normal
Student Satisfaction	.000	.000	Not Normal

Since all significance values were below 0.05, the data were not normally

distributed. Therefore, Spearman Rank Correlation was employed for hypothesis testing.

4.3 Relationship between Teaching Method and Student Satisfaction

Table 3. Correlation between Teaching Method and Student Satisfaction

Variables	Correlation Coefficient (r)	Sig. (2-tailed)	Strength
Teaching Method – Student Satisfaction	.829	.000	Very Strong

The correlation coefficient ($r = .829$) indicates a strong positive relationship between teaching methods and student satisfaction. The significance value ($p < .05$) confirms that the relationship is statistically significant. This finding suggests that improvements in teaching methods are associated with higher levels of student satisfaction.

Table 4. Correlation between Teaching Material and Student Satisfaction

Variables	Correlation Coefficient (r)	Sig. (2-tailed)	Strength
Teaching Material – Student Satisfaction	.788	.000	Very Strong

The correlation coefficient ($r = .788$) demonstrates a strong positive relationship between teaching materials and student satisfaction. The result indicates that relevant and contextualized instructional

Spearman Rank Correlation analysis was conducted to examine the relationship between teaching method and student satisfaction.

4.4 Relationship between Teaching Material and Student Satisfaction

Spearman Rank Correlation analysis was also conducted to examine the relationship between teaching materials and student satisfaction.

materials contribute significantly to students' positive learning experiences.

4.5 Simultaneous Relationship between Teaching Method, Teaching Material, and Student Satisfaction

Multiple correlation analysis was conducted to examine the simultaneous relationship between teaching methods and teaching materials with student satisfaction.

Table 5. Multiple Correlation Result

Model	R	Sig. Change F	Interpretation
Teaching Method & Teaching Material → Student Satisfaction	.838	.000	Very Strong

The multiple correlation coefficient ($R = .838$) indicates a strong simultaneous relationship between teaching methods and teaching materials with student satisfaction. The significant F-change value ($p < .05$) confirms that both variables jointly contribute to student satisfaction in the English for Hotel and Tourism course.

Teaching methods and teaching materials jointly show a strong relationship with student satisfaction. The correlation coefficient ($r = .829$) indicates a strong positive relationship, suggesting that improved teaching methods are associated with higher student satisfaction.

DISCUSSION

This study examined the relationship between teaching methods, teaching materials, and student satisfaction in an English for Hotel and Tourism course. The findings reveal that both instructional components demonstrate strong relationships with learners' perceived satisfaction, highlighting the importance of instructional alignment in ESP contexts.

Teaching Methods and Student Satisfaction

The results indicate a strong positive relationship between teaching methods and student satisfaction. This finding suggests that instructional delivery plays a crucial

role in shaping learners' perceptions of learning quality. When teaching methods facilitate understanding, integrate technology, and simulate professional communication contexts, students tend to perceive learning as meaningful and relevant.

This result supports learner-centered learning theory, which emphasizes active engagement as a key determinant of successful language learning (Richards & Renandya, 2002). Previous studies have shown that communicative and task-based instructional approaches increase learner motivation and classroom participation

(Macaro et al., 2018; Akbari et al., 2016). In ESP settings, teaching methods that reflect authentic workplace interaction enable students to connect language learning with real professional practices, thereby enhancing satisfaction levels.

This finding is also consistent with classroom interaction research (Putri & Putri, 2021) which highlights that meaningful teacher–student interaction and communicative instructional practices significantly influence students’ engagement and perceived learning effectiveness.

In the context of tourism education, teaching methods that expose learners to international communication scenarios appear particularly important. Students preparing for hospitality professions expect learning experiences that fit real service encounters. Therefore, instructional strategies functioning as professional simulations may strengthen learners’ confidence and perceived career readiness.

Teaching Materials and Student Satisfaction

The findings also demonstrate a strong relationship between teaching materials and student satisfaction. This confirms the central role of instructional materials in ESP learning environments. Unlike general English courses, ESP learners evaluate

materials primarily based on practicality and professional relevance.

This finding aligns with Tomlinson (2013), who argues that effective language learning materials should promote meaningful communication rather than isolated linguistic practice. Authentic and industry-based materials help learners visualize how English is used in real tourism workplaces, which increases perceived usefulness and engagement (Nurmetov et al., 2025). Similar findings have been reported by Amanda & Dewi (2021), indicating that learners’ awareness of learning strategies and meaningful material exposure contribute positively to students’ comprehension and learning satisfaction in EFL contexts.

Moreover, the integration of technology-based materials and contextual content appears to enhance students’ learning experiences (Roza et al., 2026). When materials reflect students’ needs and professional goals, learners develop stronger ownership of learning. The inclusion of Islamic values and local wisdom may further contribute to emotional engagement, as culturally responsive materials strengthen learners’ identity while developing global communication competence. Recent research in Indonesian teacher education contexts further demonstrates that integrating digital technology into

instructional practice enhances learner engagement and supports more interactive learning environments (Rahman & Sandra, 2024).

Simultaneous Influence of Teaching Methods and Teaching Materials

One of the most significant findings of this study is the strong simultaneous relationship between teaching methods and teaching materials with student satisfaction. This result indicates that instructional effectiveness cannot rely solely on either pedagogy or materials independently. Instead, learning quality emerges from the interaction between how teaching is delivered and what learning resources are used.

This finding supports instructional alignment theory, which emphasizes coherence among teaching strategies, learning content, and expected outcomes. Dinh et al. (2021) argue that student satisfaction increases when instructional components operate synergistically rather than separately.

In ESP classrooms, even well-designed materials may fail to produce meaningful learning outcomes if delivered through ineffective teaching methods. Conversely, innovative teaching strategies may lose impact without relevant learning materials. The present study therefore

highlights the importance of integrating pedagogical design and material development as complementary processes.

Implications

Several pedagogical implications can be drawn from this study. First, ESP instructors should adopt learner-centered and communicative teaching methods that simulate authentic workplace communication. Second, teaching materials should be continuously developed based on industry needs analysis to ensure professional relevance. Third, integrating local values and cultural perspectives may strengthen learner engagement while maintaining global communication competence.

Finally, curriculum designers should consider instructional alignment as a central principle in ESP course development, ensuring consistency between teaching methods, materials, and learning outcomes.

CONCLUSION

Both teaching methods and teaching materials show strong and significant relationships with student satisfaction in an English for Hotel and Tourism ESP course. The simultaneous analysis further confirms that instructional effectiveness emerges from the coherent alignment between

pedagogical strategies and learning resources.

These findings emphasize the need for ESP learning environments to prioritize contextualized teaching practices and industry-relevant materials, as student satisfaction serves as a meaningful indicator of instructional quality in vocational English education.

Future ESP course development should integrate technology-supported instruction, authentic professional tasks, and culturally responsive materials to create meaningful and sustainable learning experiences.

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AUTHORS CONTRIBUTIONS

Widya Syafitri has designed the instrument, collected and analyzed data, and drafted manuscript. Elsi Amiza has revised the instrument, analyzed data and approved final

Research Limitations and Future Research

This study has several limitations. First, the sample size was relatively small and limited to one academic context, which may affect generalizability. Second, the study employed a correlational design that does not establish causal relationships among variables.

Future research is recommended to involve larger samples across institutions, apply experimental or mixed-methods designs, and explore additional variables such as learning motivation, self-efficacy, engagement, or speaking performance outcomes in ESP learning environments.

feedback strengthened this work, and the institution for facilitating the English for Hotel and Tourism course in which this study was conducted.

manuscript. Khairiyati Wazaki has collected data. All authors read and approved the final manuscript.

AI DISCLOSURE STATEMENT

During the preparation of this manuscript, ChatGPT (OpenAI) and QuillBot were used for translation and language refinement purposes only. All research content, analyses, and conclusions are entirely the authors' own responsibility.

COMPETING INTERESTS STATEMENT

The authors declare no competing interests.

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