



Pragmatic Language Style Found in Hotel Industry in Labuanbajo: A Cyberspace Linguistics Study

Polce Aryanto Bessie¹, Yohana Etheldreda Ine Dae², Gregorius Antariksa Beybe³, Dewi Sartika Umul⁴

Politeknik Elbajo Commodus, Labuanbajo, Indonesia.

Article Info

Article history:

Received: 31,May,2024

Accepted: 05,June,2024

Published: 30,June,2024

Keywords:

Cyberspace Linguistics

Pragmatics

Lexical Meaning

ABSTRACT

It is acceptable if educators who utilize ESC sources as teaching aids continue to center their efforts on ESP. However, people's thought patterns and linguistic behaviors have changed in step with shifts in people's mindsets, particularly those of hotel service consumers who are experts in hotel services. This article focuses on analyzing the lexical meanings and language styles that the hotel business frequently utilizes to market its goods and services online. In addition, the way that hotel visitors write in their remarks on Tripadvisor. The ultimate goal of this research is to give vocational schools the knowledge they need to teach language in a way that corresponds with the forms and styles of communication that are now in use in the hotel sector. This study's methodology is qualitative, employing an ethnographic technique approach to the research design. Zgusta's (1971) lexical meaning was the theoretical frameworks employed in this research. The findings of the study indicate that informative language forms are more frequently employed than contentious ones. Presupposed meaning, evoked meaning, expressive meaning and propositional meaning are the three forms of lexical meaning that are frequently employed in hotel industry and guests' comments.

Corresponding Author:

Polce Aryanto Bessie,

Email: polcearyanto6885@gmail.com

1. INTRODUCTION

The execution of policies through laws passed by a government and policy changes are closely related to the evolution of human civilization. Indonesia, being a nation with a legal framework, has standard laws that dictate the government's operations and the obligations of community groups. A certain facet of human endeavor, namely tourism, has experienced remarkable expansion. The development of a tourism city in Labuanbajo, East Nusa Tenggara, is one instance. In order for tourism to flourish, the administration and community of Labuan Bajo must take into account and handle a number of factors of the city's development as a tourism destination. The language used in public spaces is discussed

in this article, which also describes the community's preparedness for sustainable tourism as a goal and for those who implement it.

The statute states that Labuanbajo is a popular tourist attraction. The creation of a special priority tourism city hasn't really made a difference, though. The development of the infrastructure in this city has changed significantly. The hotel and resort industry is still expanding. The goal of policy laws is also to promote tourism, which attracts investors. In Indonesia's East Nusa Tenggara province sits the fishing village of Labuanbajo. It is located on the large island of Flores' westernmost point. West Manggarai Regency, one of Flores' eight principal administrative divisions, has its capital there. Formerly a sleepy fishing village, Labuan Bajo (also spelled Labuhanbjo and Labuanbajo) is today a popular tourist destination and the official seat of the regional government. The entrance to Komodo National Park's surroundings, which include Rinca Island and Komodo Island—both of which are home to the fabled Komodo dragons—is located in Labuanbajo. One of its islands is a popular water destination with views beneath the surface and a variety of interesting aquatic life. The island has a remarkable natural charm.

There have been significant infrastructure improvements in Labuan Bajo City. But a careful examination uncovers a host of issues that the public and local governments are ignorant of. The regional government still prioritizes infrastructure that is readily apparent to the unaided eye, but it has paid little attention to language development in human beings. Local governments and the general public still have limited understanding of tourism development plans. If you pay attention, the community is directly involved in the growth of tourism activities, which is facilitated by the regional government. Researchers found that there has been ineffective implementation of language policies in public places, especially in Labuan Bajo City. The dearth of public space literature serves as evidence of this, since it has elevated the locals' opinion of their self-declaration as a top tourist destination. Language-based resources that encourage moral tourism are not used to promote tourist destinations. Only upper middle class business actors utilize language as a means of linguistic dignity, according to polls. Small and medium-sized enterprises haven't been significantly impacted by this in the interim.

In order to encourage local governments, as holders of authority and policy, to consider this strategy and encourage local communities to play an active role in the world, in tourism itself, and even as a promotional agent for tourism potential in Labuanbajo, we will address the hotel industry's use of language in both offline and online public spaces in this article. The tourist sector starts with how a product is prepared as an item to be promoted, and

it talks about more than simply the goods and services offered to customers. This suggests that language is an essential tool for communication. Linguists assert that language use has the potential to benefit society while also harming it. This makes the use of language as a communication tool in advertising very important.

In order for the speaker's cognition to be consistent with the listener's comprehension, Roam's book states that a communicant must use language in communication that precisely depicts every act that the interlocutor or communicator can envision. Business actors need to be able to bring the products they want to sell closer to their target market even while using sales tactics. This makes it possible for owners of goods and services or merchants to more effectively target the interests of potential clients. The sole goal is to sell the goods and services offered.

Advertisements play a big part in people's life, according to Widyahening (2024). It has evolved into a generator of social culture. Promoting is among the most crucial things to perform. By linking appearance and ideology, it can affect consumers' societal demand for the product. Advertisements use language or symbol systems associated with moral principles to create the product's image ideology. One kind of ideology that is occasionally referred to as a sign language or promotional language is gender ideology. It focuses on how women are used as a system of symbols. It may be argued that many adjectives used in advertising have meanings that allude to the exploitation of women, such as disparaging, delicate, or sexual. This is due to the fact that many commercials usually feature women as change agents and the target market for their products. Advertisements therefore have several interpretations in sign language, acting as a tool for product promotion as well as a way to learn sign language.

According to Widyahening (2024) earlier article, one of the reasons linguistic systems are so effective is because they are adept at disguising ideologies. Setting within the third wave of modernity gives settings more substantive weight because ideology is an essential part of language. The power of words has grown and is now hidden in commercials, forming a vastly influential social infrastructure. It is amazing how language may affect social perspectives, conduct, attitude, and perception.

According to Landry and Bourhis (1997), it was the languages' prominence and visibility on public and commercial signage within a certain area or territory. The linguistic landscape has been described as the point of convergence for sociolinguistics, sociology, social psychology, geography, and media studies. In sociolinguistics, this concept is used to examine how languages are used visually in multilingual groups, from the Amazon to large

cities. For example, several public signs in Jerusalem are written in Hebrew, Arabic, and English (Spolsky and Cooper 1991, Ben-Rafael et al., 2006).

We engage in the process of comprehending and interacting with several cultures in the contemporary globalized period. This process results in changes to the language, such as the emergence of a large number of foreign words (borrowings), the application and usage of these borrowings by native speakers (mother-tongue speakers), and the rapid fixation of these borrowings in the national language of the country (De Oliveira et al., 2006; Przymus & Kohler, 2018). The notion that cultural identity is an essential part of one's national, societal, and personal self-identification has gained increased relevance in the era of globalization. As people integrate into the global job market, boundaries between political, regional, social, and cultural groupings are routinely crossed. Consequently, it is critical to understand the processes that lead to the transformation of the cultural identities of migrants and recipients' representatives.

According to Chandler and Munday (2011), the Oxford Dictionary of Media and Communication defines stereotyping as the definition of groups or individuals (by themselves or by others) in terms of cultural or subcultural categories (including ethnicity, nationality, language, religion, and gender). In stereotyping, this is framed in terms of difference or otherness. Thus, in our study, we will look at the sociolinguistic component of cultural identity and how, in the case of sociolinguistic migration and other factors brought about by globalization processes that are happening all over the world, it either brings people together based on a shared cultural mindset, language, lifestyle, traditions, etc. or makes them become estranged from their original social and cultural communities.

In this context, landscape values transmit a social construction of human-landscape linkages and suggest the significance assigned to landscape components that embody and symbolize human socio-cultural needs, desires, ideas, and conceptions (Stephenson, 2008). Public language downplays the significance of some languages while delivering symbolic messages about the relevance, power, influence, and importance of others (Shohamy, 2006:115).

Based on the thesis put forward by Landri and Bourhis (1997), which states that the language spoken in public spaces makes up the linguistic landscape, the article is titled Language use in public space (Linguistic Landscape Study in Shopping Centers in Makassar City). The thesis of Ben Rafael (2006) states that landscape linguistics can be divided into two categories: top-down and bottom-up. Consequently, the researcher concludes that the three shopping centers under investigation—Ratu Indah Mall, Panakukang Mall, and Nipah

Mall—display linguistic diversity. These languages are Indonesian, Chinese, Korean, and English. These languages are used in both top-down and bottom-up linguistic landscape categories.

Two five-star hotels in Labuanbajo are the subject of this study. Think about the hotels Meurora and Ayana. Due to their fulfillment of certain requirements—such as Meurora being a state-owned company and Ayana being a privately owned hotel—these two hotels were selected as study object representatives. When it comes to policymakers and law enforcement on a regional scale, these two hotels' use of language need to set an example for other hotels in the area. As a result, the problem formulation this paper presents consists of: 1) What are the lexical meaning found in hotels' advertisement and hotel guest comments in Labuanbajo? 2) What are the effective method in teaching English for vocational students in terms of English specific purposes for hotel industry?

2. RESEARCH METHOD

Ethnographic methods were applied in this investigation. Texts from physical and online public spaces, like cyberspace, were gathered for the survey. The hotel created the materials it gathered with the goal of offering goods and services to prospective customers. In addition, writings about public spaces in cities are used as a reference. Following the collection of text documents in the image format, the information is arranged linguistically. Apart from that, another crucial factor to take into account while classifying data is the usage of local terminology. Semantic maps, mixed theory, and language picture theory are used to process linguistic data. The intention behind these three theories is to explain to the general audience the importance of a published work. Finding the best English language teaching strategy for Labuanbajo vocational school students comes after learning about the language style employed in hotelier-created tourism marketing as well as language usage in public areas.

3. RESULTS AND DISCUSSIONS

We think that the source of something defines its meaning. Although the word or symbol used here does not have the same meaning as it had in the image before it (glass, plate, etc.), it is still a recognized symbol. The meaning of this term is depends on how individuals interpret it. This shows that meaning is produced by people, not by reality. Furthermore, the people who live in reality shape it. Works of literature frequently do this. The poetry is understood only by the poet. Not just poetry, but novels, plays, short stories, and so forth. The literary works' implied meaning is known only to the creator. This means that the products of literary works are real; the plot is contrived, but the interpretation that results is the author's alone.

The relevance of a meaning can also be determined by the way it is communicated. For instance, one can determine the meaning of a speech by observing how the idea is expressed. If a speaker delivers their speech indirectly, they will interpret it differently than if they tell it directly. In conclusion, how meaning is communicated determines whether or not comprehension may be attained. Moreover, the meaning is influenced by the phrase structure. This kind of meaning, which is founded on structuralism's understanding of meaning, has been studied by numerous academics. This is an example of pragmatic language meaning.

Understanding someone's method of expressing meaning requires us to comprehend the motivation behind it as well. A statement or phrase's intention is evident when it is spoken. Thus, meaning is influenced by the objective. Moreover, meaning may have a stronger power to change something worthless into something useful. Let's say a man is in a romantic mood. He wants to tell the girl he loves him how he feels. This is how much effort the man puts into finding words that make sense when he speaks them. In this case, examining the words themselves is not necessary; rather, we must assess the meaning that lies behind the words.

A line like "you make embrace the wind as if you know how much I love you" might not make sense to us because we are not familiar with the context of the sentence. But when it comes from someone who has actually gone through what's stated in that phrase, it will make sense. Another instance of meaning serving as the means of expressing an aim is abuse language. A visitor from the West who travels to Timor Island, Indonesia, will not understand the meaning of "anjing Kurangajar!" The sentence makes no sense to him, even if it is addressed to him. Because the phrase "anjing kurangajar!" does not conjure up a whole lot of significance for him.

If the speech is addressed to someone who can comprehend and utilize the expression in his own tongue, then things will be different. That being said, the reaction won't be the same as that of Westerners. It's possible that the Westerner won't acknowledge he was held accountable for the error and will continue to say and do as he pleases. Conflict may arise, nevertheless, because the individual who is aware of the expression must be furious. We can conclude that meaning in this situation is different from other phenomena based on this argument. This context emphasizes that a sentence's meaning cannot be solely symbolized; rather, a person's expression resulting from the sentence's sense is the sentence's meaning. This is referred to as perlocution in pragmatics.

The public space text of Labuan Bajo is distinct. It doesn't seem like the text on signboards for businesses, hotels, restaurants, and government agencies presents Labuan Bajo as a tourist destination in accordance with standards. The produced texts don't seem to show the same language usage in public settings. Texts that are multilingual, bilingual, and monolingual are available. Thus, this exhibits linguistic irregularity in accordance with public place linguistic requirements. By fostering cultural values and a sense of local identity that enhance Labuan Bajo City's tourism appeal, this promotes social resilience within the community. Examine the information provided below.

Monolingual Text



Figure 1 – Monolingual Text

An English sentence structure is used in the writing in the image above. The term "Komodo Lodge" is a noun. In the text, the term Lodge serves as the grammatical head, and the word Komodo fulfills the function of an adjective or identifier. It is a little difficult for the people who live in Labuan Bajo to understand how the text is constructed linguistically. It appears that the author of the book is just concerned with his foreign clients or those who are learning the language. Texts of this nature allow for multiple interpretations in social cognition. It might be understood by the locals as a gathering spot for dragons, a location to discuss dragons, etc. Regretfully, visitors recognize this as a venue called Komodo Lodge where they can purchase meals and beverages.

It is now commonplace to speak regional dialects at the Ayana Labuanbajo and Meurora Labuanbajo hotels. Nearly all service descriptions have distinctive, regionally pertinent language that draws clients' and potential tourists' attention to the accessible tourism attractions.

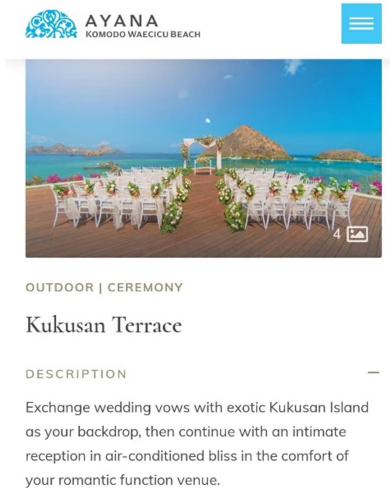


Figure 2 – Local Terms in Hotel Cyberspace

[<https://www.bridestory.com/id/ayana-resort-and-spa-bali/projects/kukusan-terrace>] Access on 2 May 2024

The picture up top captures the atmosphere of the Ayana hotel's restaurant, which overlooks the chain of islands. From the restaurant's vantage point, the island is known as Kukusan Island. Because it faces the island directly in the distance, the terrace is known as Kukusan Terrace. Other than that, there are other titles that use words from the native tongue. For instance, the Spa at the Ayana Hotel offers a type of treatment known as Bajawa.

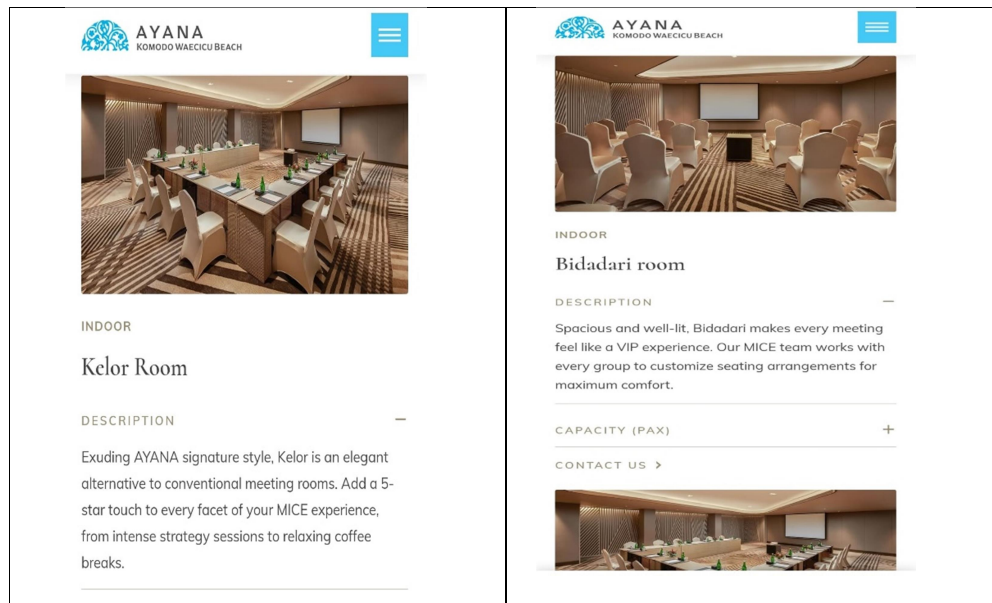


Figure 3 – Local terms in Hotel Cyberspace Linguistics

[<https://www.ayana.com/labuan-bajo/komodo/meetings/>] Access on 2 May 2024

The green and red marungga varieties of Moringa have been registered with NTT by the Center for Protection and Registration of Plant Varieties in 2019. In fact, that same year the NTT Provincial Government set out to export 1,000 tons of moringa leaves to Africa per year. Furthermore, one of the MSMEs exported 1000 bundles of wrapped moringa leaves to Japan and brought samples of the plant to Bangkok.



Figure 4 – Moringa

[<https://rri.co.id/index.php/daerah/177514/miliki-banyak-manfaat-daun-kelor-ntt-tembus-pasar-global>] Access on 2 May 2024

Moringa is one type of food that grows well in the East Nusa Tenggara region. This plant can be found growing almost anywhere. People from the area usually eat a range of prepared

cuisine. This vegetable has long been loved by the local population. Because of the high nutritional value of moringa, the local government has also shown interest in researching and developing a processing method for the plant that will satisfy the demands of the community. The decision to name one of the conference rooms "kelor" indicates that the management of the Ayana Hotel is well aware of the need to preserve and disseminate information about the diversity of the local culture, including language and scenic beauty. Given that it's likely that hotel customers will be curious as to why the meeting space has its own name, naming the rooms is a useful and effective advertising strategy. The name of the conference room might also act as a reminder to hotel visitors who might have heard about moringa from locals while traveling. This could involve picking up knowledge about the cuisine at a banquet or even through firsthand encounters.

There might be a similar circumstance in the Bidadari conference room. This name originates from Labuanbajo, one of the neighboring islands. When Bidadari Island was a Dutch colony, it was known as Sick Island. In the seventeenth century, the Dutch government banished and treated lepers who were sent to the island of Hospital. During the time of independence, the island of Pain was abandoned and deserted. After renovations in the 1970s, Pain Island is now a popular tourist destination called Bidadari Island. Two more islands that provided inspiration for the name Bidadari Island are Putri Island and Nirvana Island.

There are some unique features on the island of Bidadari itself. There are uncommon species such as peace and black wood trees. Apart from it, there's a fort called Fort Martello on Bidadari Island. This is an old defense fort from Dutch colonialism. Bidadari Island has been more well-liked by travelers since the 1970s because of its unique qualities, gorgeous beaches, and variety of visitor activities. This suggests that making use of the Bidadari meeting room will help to remind hotel patrons of the island's natural splendors, and the name alone will probably catch people off guard and entice them to pay Bidadari Island a visit.

3.1 Type of Lexical Meaning in Hotels' Guest Comments

Zgusta (1971:67) A word's or lexical unit's lexical meaning can be conceptualized as the unique value it possesses inside a given language system and the "personality" it develops via usage within that system. Because language is so complicated, it is rarely possible to break down a word, pattern, or structure into its individual meaning components. However, in order to comprehend language's intricacies and improve one's ability to deal with them over time, it might occasionally be helpful to momentarily downplay them.

When expressing their happiness with the service they received at the hotel, clients at the Ayana Hotel Labuanbajo, for instance, employ emotive meaning in their TripAdvisor remarks. One cannot declare an expressive meaning to be true or false. This is thus because, as opposed to what words and utterances allude to, expressive meaning is related to the speaker's emotions or attitude. It could be shown in the following data.

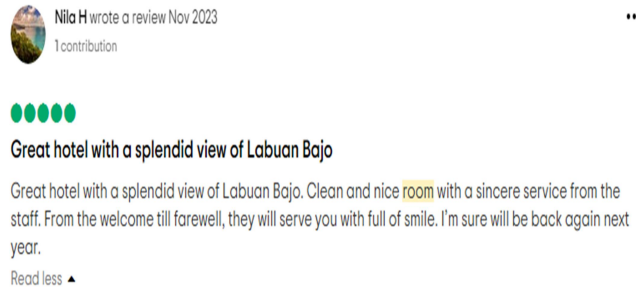


Figure 5 – Guest Comment

[https://www.tripadvisor.com/Hotel_Feature-g1777483-d20087264-zft1-Meruorah_Komodo_Labuan_Bajo.html#REVIEWS]

The aforementioned screenshot demonstrates that grammar is not required while speaking in professional English. The language style employed is primarily conversational in nature. In addition, the expression of praise through words uses body metaphor to convey expressive lexical meaning.



Figure 5 – Guest Comment

From [https://www.tripadvisor.com/Hotel_Review-g1777483-d25192430-Reviews-Parlezo_Hotel-Labuan_Bajo_Flores_East_Nusa_Tenggara.html#REVIEWS] taken 3 May 2024.

Pressuposed meaning, or limitations on the words or expressions we anticipate seeing before or after a specific lexical unit, give birth to presumed meaning. There are two kinds of these limitations:

- 1) Selectional limitations: these stem from a word's propositional meaning. For the word *studious*, we anticipate a human subject, while for the adjective *geometrical*, an inanimate one. Figurative language is one area where selectional limits are purposefully broken, but they are otherwise closely adhered to.
- 2) Collocational limits are arbitrary semantic restrictions that don't make sense given the propositional meaning of a word. For example, although laws are breached in Arabic, they are 'contradicted' in English.

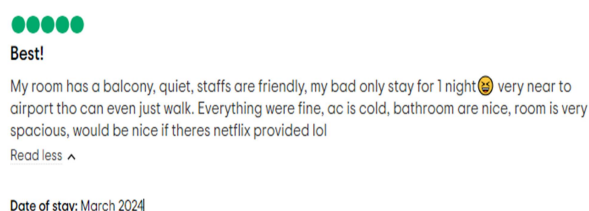


Figure 6 – Guest Comment for Parlezo Hotel

From [https://www.tripadvisor.com/Hotel_Review-g1777483-d25192430-Reviews-Parlezo_Hotel-Labuan_Bajo_Flores_East_Nusa_Tenggara.html#REVIEWS] taken 3 May 2024.

Laugh out loud, or *lol*, is represented by the morpheme *lol* in the screenshot text above. When someone writes something on social media, they most frequently utilize *LOL* as an acronym. Many societal circles are familiar with this morpheme form, particularly among social media users. Variations in dialect and register lead to evoked meaning. A dialect is a language variant that is used exclusively by members of a particular community or speaker group. It could be categorized based on any of the following criteria:

- 1) Regional (such as a Scottish dialect or American English as opposed to British English; see the distinction between an elevator and a lift, for example);
- 2) Temporal (e.g., terms and morphologies utilized by individuals of various ages in a community, or terms employed at various points in a language's history; see, for example, *truly* and *really*);
- 3) Social (words and phrases used by people from various social classes; see, for example, *fragrance* and *aroma*, *napkin* and *serviette*).



Figure 7 Guest Comment Experience in Parlezo

From [https://www.tripadvisor.com/Hotel_Review-g1777483-d25192430-Reviews-Parlezo_Hotel-Labuan_Bajo_Flores_East_Nusa_Tenggara.html#REVIEWS] Acces 3 May 2024

The adjective "*slouch*" in the aforementioned guest remarks indicates that the amenities and services offered by the hotel are on par with those of other five-star establishments. The term "*slouch*" conveys to the reader the sense that the service can visualize the bending or slouching event. This word's usage suggests that evoked meaning is the lexical meaning type being applied.



Figure 8 Guest Comment for Parlezo Hotel

From [https://www.tripadvisor.com/Hotel_Review-g1777483-d25192430-Reviews-Parlezo_Hotel-Labuan_Bajo_Flores_East_Nusa_Tenggara.html#REVIEWS] Access 3 May 2024

Since the words used in the guest remarks above have denotative meanings, it seems sense that they fall under the category of propositional meaning, which is when language is used to describe a reality that an individual or group of individuals experiences.

3.2 Teaching Method

As stated by Power (2000: 30). In several nations, globalization has led to faster economic growth; nevertheless, it has also increased competition. Hence, the fundamental difficulty facing the globalized economy is the need to adapt and thrive in a setting that is changing quickly. Thus, developing a creative, innovative, and adaptable staff is essential to competing in the knowledge era. Globalization has contributed to the emergence of new issues in the knowledge society, including the disparity between scientific and technological advancements and the educational system. One of the parts of education that deals most directly with acquiring the knowledge and skills needed for the profession is vocational education. According to Power (2000: 30), 21st-century vocational education needs to be tailored to the needs of the "knowledge society."

With reference to Indonesia's educational framework, the phrase "vocational education" has two distinct meanings: it refers to education at the secondary and higher education levels. Higher education institutions such as universities or polytechnics typically offer vocational education, whereas secondary education institutions known as "*Sekolah Menengah Kejuruan (SMK)*" (Vocational Secondary High School, or VSHS) are the sites for secondary education vocational education. In a nutshell, VSHS seeks to equip its graduates for the workforce. A secondary vocational high school is meant to be understood when the phrase "vocational education" is used in the discussion that follows in this paper.

As is well known, teaching may be seen as both a science and an art in addition to a career. According to Orlich et al. (2007: 12), teaching is a profession with its own body of knowledge, methods, internal structure, and code of ethics. Ethics, as well as a science as it necessitates technical understanding and an art since it involves making decisions. The setting of education cannot be divorced from teaching. The social, emotional, educational, and collegial contexts are the four regions into which Orlich et al. (2007: 9–11) have divided the important context of schooling. It implies that external factors, particularly technological advancements that have ushered in a new era, might likewise have an impact on education.

The educational process in vocational education should be aligned with the changes in the workforce and in technology. Teaching in a multicultural society, teaching for the construction of meaning, teaching for active learning, teaching and technology, teaching with new perspectives about abilities, teaching and choice, and teaching and accountability are

among the seven challenges facing educators in the twenty-first century, according to Arends (2004:8–17). Teaching in a multicultural community is typically impacted by demographic considerations. The demographic trends in Indonesia are relevant to teaching and pre-teachers in three key areas: poverty, social and economic issues, and racial and ethnic issues. Given that Indonesia has thousands of islands and hundreds of different cultures, as we all know, it is the nation with multicultural society.

3.2.1 Spaced Repetition Method

Activities are the various ways in which these methods can be put into practice, whilst teaching methods are the more general strategies utilized to assist students in meeting learning objectives. Teaching strategies assist students in: mastering the course material. Discover how to use the information in specific situations. Regardless of the subject or issue, accurately recalling and applying previously taught material is a major part of the learning process. There are always a lot of things to keep in mind when learning a new language, including word ordering, pronunciation, grammar structures, and vocabulary. The list is endless. It should come as no surprise that a lot of focus has been placed on figuring out how to help pupils remember and retain information. The technique of spaced repetition has been shown to be very successful in language learning. A memory technique called spaced repetition is going over and reviewing material again at certain intervals until it is retained at the necessary level. Because it helps pupils retain the information longer, this method aids in increasing the amount of information that they can recall.

When we talk about knowledge retention, we must emphasize the context in which memorizing took place. The human brain is among the greatest creations, despite its importance. Any harm to the brain will have an impact on the body. There are commercials that tout the advantages of eating specific meals or using various supplements to improve memory. Additionally, humans have pushed the boundaries of their brain's capacity by competing in memory tests, for example. "We are creatures of information gathering, humans" (Garcia, 2014). For example, babies are like sponges. From birth to age six, a child's brain functions considerably differently from an adult's. Their mind is like a sponge at this age, and they tend to imitate and absorb a vast amount of information from their surroundings. Ebbinghaus (1885) distinguished between three categories of human memory: sensory, short-term, and long-term memory. For instance, as we learn, we absorb information through our senses—hearing, taste, smell, touch, and vision. Once activated, the sensory memory can store a limited quantity of objects. However, short-term memory is credited with making data temporary storage simple (Baddeley, 2012). Once the information is deemed

significant, it will undergo revision and subsequently be retained in the long-term memory (Ebbinghaus, 1885).

Later, Baddeley (1974) presents a working memory model and coined the word to describe technology that can manipulate as well as temporarily store information. Working memory functions as a mechanism to carry out complicated tasks, such as understanding, learning, and thought processes. Later, in order to emphasize the connection between working memory and long-term memory, Baddeley (2002) suggested multi-component models of working memory. These elements are the central executive, the visuospatial sketchpad, and the phonological loop. When teaching vocabulary, for example, a teacher might begin the lesson by demonstrating a few terms and then invite the class to participate in activities that maximize the use of the words they are learning. Another way to develop a mental image for targeted words is to use them in sentences. Students may study different subjects in their regular sessions, but they will also have plenty of opportunities to review what they have already learned.

Any form of learning that requires a high level of memorization has been evaluated in a wide range of contexts (Davey, 2014). Having spaced practices that are spaced out throughout time is the most crucial aspect of spaced learning. There are other options for students to space out their lessons. A student must first review the materials before moving on to the new topic once they have effectively retained the last lesson. If not, they must be studied afresh with the addition of fresh data. Secondly, a student may own all the material in one go and review it at a later date. According to research, while cramming practice immediately before an exam can be a useful tactic, most people will quickly forget what they have learned (Willingham, 2014). Less knowledge will be retained in the long-term memory of the pupils, despite the fact that this type of strategy appears to be helpful and some of them did fairly well on their test. Shortly after knowledge is acquired, within 30 seconds, it can be stored in short-term memory. Rehearsals allow for the retention of a restricted quantity of knowledge for as long as the individual desires (Atkinson & Shiffrin, 1968). Therefore, the fundamental issue facing everyone is how to prevent forgetting and whether or not the human mind can retain information for a longer amount of time.

Spacing exercises are far more beneficial for longer retention (Patac, 2013; Gluckman et al., 2014; Silayo et al., 2014; Willingham, 2014; Kang, 2016). Hermann Ebbinghaus (1885) was the first psychologist to publish experimental evidence on the advantages of spaced learning for memory retention, and his work is largely cited in the literature currently in existence about the relevance of spaced learning and memory studies. Ebbinghaus has

experimented on himself numerous times to learn more about the functioning of the brain. Since his contributions, the issue has been extensively researched, and many different arguments have been presented on the advantages of spaced learning.

Spatial repetition is also beneficial for vocabulary development. Amir Reza Lotfolahi and Hadi Salehi (2017) studied children who were studying English as a foreign language in one of their studies. The study finds that students in the spaced condition fared better than those in the massed condition, using an English Time Series as the source of vocabulary knowledge and a structured learning session (spaced repetition).

The use of spaced repetition is no longer limited to chalk and board because online applications like the Communicative Language Learning (CALL) tool are becoming more and more popular. Hudilainen & Klepikova (2016) conducted a study to determine how well CALL taught foreign language vocabulary to 22 cadets enrolled in an EFL class. In a different study, pupils' vocabulary increases improved when they received several repeats on time (Hudilainen & Klepikova, 2016). In his research that was evaluated, Garcia (2014) demonstrated the many advantages of spaced learning. The first benefit is that it directly affects brain activity, which improves memory function and reduces neural repetition subdual. Secondly, it enhances the ability to recollect information by stimulating episodic memory, leading to greater item recognition and extended memory retention. Third, practice makes it possible to strengthen the traces or nodes, which improves information retrieval capabilities. Finally, if students receive enough spaced practice and feedback, repetition fosters and improves their capacity to learn.

3.2.2 Blended Learning Method

Teachers in Indonesia are now expected to be able to use the internet as a source of positive learning media to help the teaching and learning process due to the rapid expansion of technology, communication, and information. Teachers and students can access resources and engage in face-to-face instruction through the use of media technology, and they can also use online platforms to learn outside of the classroom. Furthermore, media technology allows students to participate in educational activities anywhere, creating what is known as the "ubiquitous learning environment" (Hwang & Chen, 2017). For instance, one benefit of Internet technology is that it allows students to talk and work together to solve problems both within and outside of the classroom (Halili, et al., 2015).

Furthermore, typical classroom activities like homework, exams, and lecturing can be moved to websites or Learning Management Systems (LMSs) through the use of technology in education (Fu, 2013). Furthermore, technology is crucial because it makes it easier for

students to communicate with one another and with professors outside of the classroom (Fisher, 2009). In the student-centered learning approach, which encourages students to study actively and independently rather than relying solely on their teachers for information, technology also plays a significant role (Gebre et al., 2014). One-way communication is frequently used to practice lecture techniques, forcing students to sit through lectures while pretending to understand what is being said. Instead of using critical debate to solve problems, this lecture model learning is typically more focused on the oral delivery of the content and the asking and responding of questions (Dalsgaard & Godsk, 2007). Put differently, traditional classroom-based learning methods like lectures typically place more emphasis on the instructor's knowledge than on the development of learners' knowledge. Since the conventional technique does not rely on media technology, it is comparatively less expensive, but it still has a lot of drawbacks and is out of date with regard to modern learning methodologies. For instance, a drawback of traditional lecturing is that learning materials primarily concentrate on textbooks, which forces students to use one source at a time. In fact, journal articles—which are real sources created to address current issues—are likewise infrequently used as teaching tools in various Indonesian colleges. Indonesian institutions should encourage the use of websites and videos as learning materials in addition to text media like books and journals. Subsequently, traditional learning typically results in low levels of student involvement and a lack of focus on the material being studied (Carini, et al., 2006).

Technology's rapid progress has drastically changed how teaching and learning are viewed. The Internet, online learning, computer-assisted learning (CAL), web-based distance learning (WBDL), and other new media technologies have all benefited education. Blended learning, which combines traditional methods with multimedia technology-based methods, is an alternate approach that is particularly relevant to the contemporary digital era. It is thought that in the current digital era, traditional education, which prioritizes teachers as information sources, is out of date and should be supplemented by technology-based media (Wang & Heffernan, 2010).

One approach to education in the information era is blended learning, in which instructors serve as mentors, advisers, motivators, and facilitators. In addition, teachers act as "classmates," exchanging ideas and information with their charges. Through experiential learning, this blended or hybrid approach stresses that students should learn freely, be adaptable when necessary, think critically to solve problems, and connect the empirical world with practical application (Zainuddin & Attaran, 2015). In order to exchange new ideas,

students are also encouraged to investigate, inquire, find, create, and work together. They must also employ a variety of auxiliary media technologies as a dynamic channel for engagement, such as computers and the Internet.

Some people believe that students' social interaction processes will be compromised by the usage of technology in blended learning. This misconception is completely untrue because blended learning encourages student interaction both inside and outside of the classroom via internet connections. Either offline during class or online after school, discussion exercises are conducted. Furthermore, discussions are held between students and professors as well as inside the student body. As a result, student contact with the hybrid technique is unlimited and can take place seven hours a day, seven days a week (Kuo et al., 2014).

In order to overcome the drawbacks of both in-person instruction and remote learning, blended learning emerges as a significant substitute strategy (Graham, 2005). Teaching-learning activities have been transformed from teacher-centered to student-centered by blended learning. In addition to being more active than passive lectures, student learning activities provide them with more chances to build their own solutions to problems that already exist. According to a number of scientists and practitioners, adult learners at universities will find the learning process more engaging, approachable, and productive if traditional and online learning are combined (Zainuddin, 2017).

The way that technology is developed has a significant impact on how people learn. Consequently, it is necessary for educators to be able to incorporate technology into the process of teaching and learning (Erdem & Kibar, 2014). Several Indonesian universities have the potential to adopt blended learning as a teaching method. This is consistent with the advancement of ICT and the spread of auxiliary applications like the internet in all Indonesian colleges.

4. CONCLUSION

Based on the review above, it can be concluded that the use of language in the tourism sector in Labuanbajo City is still said to be minimal because there are not many public space texts placed in tourist visiting places. Even if there is use of language that is right on target in terms of advertising the cultural value and tourism potential of Labuanbajo, it is still dominated by the private sector, namely five-star hotels. The results of the scientific study above show that the use of language in cyberspace by the hotel industry, especially in advertising tourism services, is still oriented towards local cultural values. There are four

types of lexical meaning such as Presupposed meaning, evoked meaning, expressive meaning and propositional meaning. Therefore, we provide a solution in learning English that when the learning process occurs in vocational schools, especially in Labuanbajo, two types of learning methods can be implemented, namely: the *Spaced Learning method* and the *Blended theory method* where students are given the opportunity to see real lingual phenomena. occurs in the tourism industry. In this way, learning achievements can be seen. Apart from that, learning based on the use of language (English Specific Purposes) is conveyed well to students. Students can learn directly about the use of language in the Hotel Guest comments on the TripAdvisor page too.

REFERENCES

- Arends, R. (2009). Learning to teach (8th ed.). New York: McGraw-Hill.
- Arends, R. I. (2004). Learning to teach, 6th edition. New York: McGraw-Hill.
- Asfar, N., & Zainuddin, Z. (2015). Secondary students' perceptions of information, communication, and technology (ICT) use in promoting self-directed learning in Malaysia. *The Online Journal of Distance Education and E-Learning*, 3(4), 67–82.
- Atkinson, R. C., & Shiffrin, R. M. (1968). Human Memory: A Proposed System and its Control Processes. *Psychology of Learning and Motivation - Advances in Research and Theory*, 2(C), 89– 195. [https://doi.org/10.1016/S0079-7421\(08\)60422-3](https://doi.org/10.1016/S0079-7421(08)60422-3)
- Atkinson, Richard C., & Shiffrin, R. M. (1968). Human Memory: A proposed system and its control processes BT - *The Psychology of Learning and Motivation*. *The Psychology of Learning and Motivation*, 2(5), 89–195.
- Baddeley, A. (1992). Is working memory working? the fifteenth bartlett lecture. *The Quarterly Journal of Experimental Psychology Section A*, 44(1), 1–31. <https://doi.org/10.1080/14640749208401281>
- Baddeley, A. (2012). Working Memory: Theories, Models, and Controversies. *Annual Review of Psychology*, 63(1), 1–29. <https://doi.org/10.1146/annurev-psych-120710-100422>
- Ben-Rafael, E., Shohamy, E., Amara, M. H., & Trumper-Hecht, N. (2006). Linguistic Landscape as Symbolic Construction of the Public Space: The Case of Israel. *International Journal of Multilingualism*, 3(1), 7–30.
- Carini, R. M., Kuh, G. D., & Klein, S. P. (2006). Student engagement and student learning: Testing the linkages. *Research in Higher Education*, 47(1), 1–32.
- Candler, D. (2017). *Semiotics: The Basic*. 3rd ed. London: Routledge Taylor and Francis Group.

- Dalsgaard, C., & Godsk, M. (2007). Transforming traditional lectures into problem-based Blended learning: challenges and experiences. *Open Learning*, 22(1), 29–42
- Davey, E. (2014). Spaced Learning Applied to Teaching Biology.
- Ebbinghaus, H. (1885). Memory: A Contribution to Experimental Psychology. *Annals of Neurosciences*, 20(4), 155–156. <https://doi.org/10.5214/ans.0972.7531.200408>
- Erdem, M., & Kibar, P. N. (2014). Students' opinions on Facebook supported blended learning environment. *TOJET: The Turkish Online Journal of Educational Technology*, 13(1), 199-206.
- Fu, J. S. (2013). ICT in Education: A Critical Literature Review and Its Implications. *International Journal of Education & Development using Information & Communication Technology*, 9(1), 112–125.
- Garcia, D. (2014). Spaced Learning: Its Implications in the Language Classroom. 241–258
- Gebre, E., Saroyan, A., & Bracewell, R. (2014). Students' engagement in technology-rich classrooms and its relationship to professors' conceptions of effective teaching. *British Journal of Educational Technology*, 45(1), 83–96.
- Gluckman, M., Vlach, H. A., & Sandhofer, C. M. (2014). Spacing Simultaneously Promotes Multiple Forms of Learning in Children's Science Curriculum. 273(January), 266–273.
- Graham, C. R., Henrie, C. R., & Gibbons, A. S. (2005). Developing models and theory for Blended learning research. In A. G. Picciano, C. D. Dziuban, & C. R. Graham (Eds.), *Blended learning: Research perspectives*, volume 2 (pp.13–33). New York, NY: Routledge.
- Halili, S. H., & Zainuddin, Z. (2015). Flipping the Classroom: What we know and what we don't. *The Online Journal of Distance Education and e Learning*, 3(1), 28–35.
- Halili, S. H., Razak, R. A., & Zainuddin, Z. (2015, December). Exploring the use of 'Wiggio' to support online collaborative learning for adult learners. In *Economics, Social Sciences and Information Management: Proceedings of the 2015 International Congress on Economics, Social Sciences and Information Management (ICCESSIM 2015)*, 28–29 March 2015, Bali, Indonesia (p. 15). CRC Press.
- Hwang, G. J., & Chen, C. H. (2017). Influences of an inquiry based ubiquitous gaming design on students' learning achievements, motivation, behavioral patterns, and tendency towards critical thinking and problemsolving. *British Journal of Educational Technology*, 48(4), 950–971.
- Jaworski, A. (2015). Welcome: Synthetic Personalization and Commodification of Sociability in the Linguistic Landscape of Global Tourism. In B. Spolsky, O. Inbar-Lourie, & T. Michal (eds.), *Challenges for Language Education and Policy: Making Space for People* (pp. 214–232). London: Routledge.
- Kang, S. H. K. (2016). Spaced Repetition Promotes Efficient and Effective Learning: Policy Implications for Instruction. <https://doi.org/10.1177/2372732215624708>

- Kuo, Y. C., Belland, B. R., Schroder, K. E., & Walker, A. E. (2014). K-12 teachers' perceptions of and their satisfaction with interaction type in Blended learning environments. *Distance Education*, 35(3), 360–381.
- Landry, R., & Bourhis, R. Y. (1997). Linguistic Landscape and Ethnolinguistic Vitality: An Empirical Study. *Journal of Language and Social Psychology*, 16(1), 23–49
- Orlich, D. C., Harder, R. J., Callahan, R. C., Trevisan, M. S., & Brown, A. H. (2010). *Teaching Strategies: A Guide to Effective Instruction*, Ninth Edition. Wadsworth, Cengage Learning
- Patac, P. (2013). The Analysis of Two Teaching Programs: Massed and Distributed. 6(March), 59–72.
- Przymus, S. D., & Kohler, A. T. (2017). SIGN: Uncovering the Mechanisms by Which Messages in The Linguistic Landscape influence Language/race ideologies and educational opportunities: *Linguistics and Education*. *Linguistics and Education* Vol. 4 (p. 58 – 68) 2017. <https://doi.org/10.1016/j.linged.2017.10.002>
- Shohamy, E. (2016). *Linguistic Landscape in City*. Bristol: Multilingual Matters.
- Wang, S., & Heffernan, N. (2010). Ethical issues in Computer-Assisted Language Learning: Perceptions of teachers and learners. *British Journal of Educational Technology*, 41(5), 796–813.
- Willingham, D. T. (2014). Strategies That Make Learning Last Four Good Ways to Learn. 1–5.
- Zainuddin, Z. (2015). Exploring the Potential of Blended learning and Learning Management Systems (LMS) for Higher Education in Aceh. *English Journal*, 2(2), 70–85.
- Zainuddin, Z. (2017). First-Year College Students' Experiences in the EFL Flipped Classroom: A Case Study in Indonesia. *International Journal of Instruction*, 10(1), 133–150.
- Zainuddin, Z., & Attaran, M. (2015). Malaysian Students' Perceptions of Flipped Classroom: A Case Study. *Innovations in Education and Teaching International*, 53(6), 660–670.
- Zatyko, K. (2007), Commentary: Defining Digital Forensics. *Forensic Magazine* (Feb/March): 1-5.
- Zgusta, L. (1971). *Manual of Lexicography*. The Hague: Mouton