

## CHAPTER II

### REVIEW OF LITERATURE

This chapter provides an overview of the research body on the subject of need analysis and English language proficiency for food and beverage service staff. It also examines previous studies in the field to provide insightful information about the significance and applicability of doing a requirements analysis.

#### 2.1 Definition of English for Specific Purpose (ESP)

In this research study, comprehending the concept of English for Specific Purposes (ESP) is crucial to contributing to the perfection of a tailored English training program for food and beverage service staff. As mentioned by Puspa et al. (2020), ESP is tailored according to the situation, content, and learning goals because these are crucial aspects of it. This means that instead of providing a universal method of language learning, ESP requires adapting language courses to the specific goals, needs, and interests of the learners. This may involve utilizing real-world context and authentic resources related to the individual language demands of the learners. Also, Dudley-Evans and St. John (1999) state that ESP is a type of English that is specifically tailored for academic studies or vocational purposes. Therefore, the ESP course must be designed based on the needs and goals of the learners in their field of work.

ESP has emerged as a response to the growing need for effective communication in today's globalized world. According to Santoso (2016), ESP is not about sentence structure and grammar, but ESP is about what people cannot get in General English, and that is why people have to learn ESP. It is designed to meet the specific needs of learners who require English as a means of communication, rather than simply mastering grammatical and lexical structures. In terms of hotel food and beverage,

this can mean identifying the language skills and knowledge required for effective communication. For example, needs analysis may reveal that hotel food and beverage staff need to improve their English communication skills for their duties and responsibilities such as menu recommendations, customer service, or handling special requirements such as food allergies and preferences (Phannukit, 2022).

In this era of globalization, English is not only essential for international communication but also for career development and advancement. Therefore, English language courses must relate to the specific needs, goals, and contexts of the learners. According to Phannukit (2022), in the case of food and beverage service hotel staff, the methodology used in ESP training can be customized to meet their specific needs and job requirements. For example, the training may focus on practical communication skills used in hospitality, such as handling guest inquiries, taking orders, or providing information. Thus, group discussions and workshop training are appropriate learning approaches to simulate actual work environments and improve students' ability to communicate effectively in their job roles.

## **2.2 Definition of Need Analysis**

Many studies state that Need Analysis (NA) is one of the first crucial steps in the teaching process. Pushpanathan (2013) states, that NA was used as the initial process to identify behavioral objectives and to collect more details on this aspect and was incorporated as one of the tools to design syllabuses. According to Pranoto & Suprayogi (2020), NA has developed and is regarded as one of the main instruments in the language learning process, either general English or ESP. As mentioned by Martins (2017) NA has an important role in English for Specific Purposes (ESP) and Communicative Language Teaching (CLT) regarding their development. Need analysis helps instructors to understand educational

needs and learning potential (Pongganta, 2020). Needs analysis can also serve as an important implement for identifying, evaluating, and meeting the needs of learners who are associated with a particular course. To conclude, need analysis refers to a set of procedures used to collect data about the learners and their language needs to create an effective curriculum.

Garcia-Ponce (2020) believes that NA is useful for evaluating English programs and, if necessary, changes can be implemented to match learners' needs and language course achievement. The purpose of NA is to enable language instructors to interpret the students' needs into linguistic and pedagogical terms to teach an effective course (Sabarun & Qadir, 2022).

In terms of the hotel industry, Richards (2001) emphasizes the importance of conducting a Need Analysis to reach various goals. These involve evaluating the staff members' current language proficiency, estimating the number of employees who need language training, identifying any language-related barriers that employees face in the course of their jobs and their interactions with guests, and identifying the specific kinds of tasks or interactions in which employees use English language (Phannukit, 2022).

### **2.2.1 Concept of Need Analysis**

The word "needs" refers to the capability to comprehend and or generate the linguistic features of the target situation, for example, the capability to use English in fieldwork. Zahedphisheh et. al (2017) state that people who are required to use English at work for tourism and hospitality purposes need to improve their communicative abilities, language fluency, and accuracy. According to Hutchinson and Waters in Sabarun and Qadir (2022), there are two types of needs namely Target needs and learning needs.

### **2.2.1.1 Target Needs**

Target needs refer to what the learner needs to do in the target situation. In the same way, Phannukit (2022) defines target needs refer to what the learner needs to obtain to be able to complete tasks in the target situation. There are three terms of target situation, including necessities, lacks, and wants.

#### **2.2.1.1.1 Necessities**

The requirements are those that are imposed by the current situation. Yamin (2021) says in this need, the focus is on what learners should know to have a proper performance in the target situation. The information and abilities that people need to have to function well in a particular environment are referred to as necessities. For instance, in the context of waiters, they must understand how to communicate with customers, especially those from other cultures (foreign). In the same words, necessities are what is needed and possessed by learners to develop and operate effectively in assigned situations. For example, hotel food and beverage staff should have linguistic knowledge of the items listed on the menu and be aware of food allergies. This knowledge is essential to effective communication in delivering customer service.

#### **2.2.1.1.2 Lacks**

According to Nation and Macalister (2010) in Santoso (2016) lack itself means the necessities that the learners do not have. Moreover, lacks are the gap present between what learners already know and what they need to know to function in a target situation. Thus, it is crucial to know what the learners lack. For example, food and beverage service hotel staff might lack upselling techniques. This illustrates that the staff may have a gap in their skills or knowledge. Therefore, course designers should recognize what the learners know already so that it is easier to decide

what should be taught based on the gap between the necessities and the learner's language skills (Yamin, 2021).

#### **2.2.1.1.3 Wants**

According to Yamin (2021) wants is the view from learners' perspective? Also, it shows the learners' demand for the course based on what their needs are. Nation & Macalister (2010) also defines "wants" as what the learners view about what they need and what they think is useful for them. Learners' affective needs include their feelings and expectations. These are the things that learners want and anticipate. For example, the desires of hotel food and beverage staff may include a desire to improve their English communication skills to provide exceptional customer service and increase guest satisfaction. As a result, the learner is most interested in the subject of wants. The target needs are only in an objective sense with the actual learners playing a non-active role.

#### **2.2.1.2 Learning Needs**

Learning needs refer to what the learner needs to do to learn. According to Phannukit (2022), learning needs refer to the knowledge or abilities that the learner requires to learn or perform in the target situation. Learning needs involve the motivation for learners to acquire a language, the learning methods they want to, the learning style, and resources available for learning. It involves a variety of factors such as learning background, age, gender, existing knowledge, and skill.

### **2.3 Definitions of the Language Need**

The word "needs" refers to the capability to comprehend and or generate the linguistic features of the target situation, for example, the capability to use English in fieldwork. Zahedphisheh et. al (2017) state that people who are required to use English at work for tourism and hospitality purposes need to improve their communicative abilities, language fluency,

and accuracy. According to Pongganta (2020), the situation affects communication including what language functions to use to communicate, the manner, gestures, etc. Communication is one of the many essential needs that human beings have. By communicating, people can share their experiences and gain knowledge from other people (Pongganta, 2020). At the same time, effective communication skills are crucial for individuals to engage positively with others. Nevertheless, communication can be affected by the setting, the role, and the topic. In this case, three terms of target situation can be used for analyzing the language need namely necessities, lacks, and wants.

#### **2.4 The Importance of English Language in the Hospitality Industry**

Prima et al (2022) stated that in the hospitality and tourism sectors, English language skill is commonly regarded as important in Indonesia, a country in which English is spoken as a foreign language. According to Zahedphisheh et al (2017), English for tourism is known as one of the attractive subjects since many of the people will be a tourist at least once in their lifetime. Also, Malini et al (2022) say in their study that the use and needs of English remain high for hotel workers. Therefore, English proficiency such as speaking, listening, etc. provides significant opportunities for individuals in the hospitality industry to advance their careers.

English proficiency improves a hotel employee's ability to comprehend and address a variety of customer demands in addition to facilitating successful communication with foreign visitors. These abilities are essential for answering inquiries, addressing issues rapidly, and offering excellent customer service. Furthermore, employees with strong English language proficiency will be more equipped to take part in training courses, have access to international hospitality resources, and interact

with international colleagues, creating opportunities for career advancement and leadership positions in the sector.

## **2.5 The Food and Beverage Service Department of the Hotel**

This section defines the definition and function of the food and beverage service department in a hotel. It also outlines the English language proficiency requirements that apply to staff members working in this department.

### **2.5.1 The Definition and Function of The Food and Beverage Service Department**

Food and Beverages (FnB) are a sector of the hospitality industry encompassing establishments that serve or sell food, such as restaurants, cafes, and catering businesses (The Working Centre, 2023). Also, A hotel's food and beverage service department is in charge of preparing, serving, and managing the food and beverages provided to guests to make sure they have a memorable dining experience during their stay. The employees in this department, which is in charge of serving the hotel with professional service and food and beverage presentation, are crucial to the department's success (Rahmawati & Wulandari, 2020). Therefore, food and beverage service employees also must have strong English language skills to effectively communicate with foreign guests. According to Sulastri (2023), the best service and creating a memorable experience for consumers are the goals of a hotel to achieve. Thus, the food and beverage service department has a crucial function in achieving these goals.

Generally, the food and beverage service department has functions such as responsible in conserving high-quality food and service, food costing, managing restaurants, bars, etc. (Puspa et al., 2020). All employees must have good performance to get good feedback from consumers. Abdullah et al (2023) state that consumers evaluate the value of services depending on how satisfied they are overall with the experience

and how good the products and services are. Therefore, hotels have to pay attention to the employees' performance. Kasmir (2016) in Sulastri (2023) say performance is the result of work and work behavior shown in fulfilling the tasks and responsibilities given within a certain period. Therefore, the good performance of employees will also have a good impact on the hotel.

In conclusion, the Food and Beverages (FnB) sector, including restaurants and cafes, is crucial in hospitality. Hotel food and beverage departments ensure guests have memorable dining experiences through high-quality service and food. Employees need strong English skills to communicate effectively with foreign guests. Their performance is truly important for guest satisfaction and the hotel's success. Therefore, hotels must prioritize excellent employee performance to achieve their goals and receive positive feedback from consumers.

### **2.5.2 English Language Proficiency of The Food and Beverage Service Department**

English is viewed as an essential tool for hotel employees to enhance their job efficiency. Those proficient in the language can contribute to increased profitability for the organization (Erazo et al., 2019). Furthermore, English proficiency is the cornerstone of effective communication in the Food and Beverage (FnB) service department. Proficiency in four skills speaking, listening, writing, and reading play a crucial role in ensuring high-quality service and operational efficiency. This section details the importance of each skill.

#### **2.5.2.1 Speaking Skills**

Communication skills are very important for food and beverage (FnB) service departments in hotels, especially when communicating in English. Employees in this department frequently interact with guests from a variety of backgrounds and must effectively convey menu choices, take

orders, and resolve any problems or requests (Riyantika et al., 2020). Proficient English skills enable staff to provide clear and courteous communication, enhancing the guest experience. This includes the use of polite language, correct intonation, and correct pronunciation. Strong English-speaking skills not only improve the quality of service but also help build good relationships with international guests, thereby contributing to their overall satisfaction and the hotel's reputation. Therefore, investing in language training for FnB staff is critical to maintaining high service standards and ensuring a positive dining experience for all guests.

#### **2.5.2.2 Listening Skills**

Listening skills are essential for food and beverage (FnB) service departments in hotels, especially in the context of English communication. Effective listening ensures that staff accurately understand and respond to guest requests, preferences, and feedback. This includes understanding various accents and speech patterns, as well as picking up on non-verbal cues. Good listening skills help prevent misunderstandings and errors in orders, resulting in better service and higher guest satisfaction (Riyantika et al., 2020). Additionally, attentive listening shows respect and concern, making guests feel valued and enhancing their overall experience. Therefore, training FnB staff in active listening techniques and English comprehension is critical to providing exceptional service and fostering positive guest relations.

#### **2.5.2.3 Reading Skills**

According to Lertchalermtipakoon et al. (2021), reading is a passive skill that typically develops synchronously with a learner's listening and speaking skills. Reading helps enhance a learner's language proficiency in several ways. A learner's vocabulary can grow and their listening comprehension can get better with increased reading. Increasing

reading motivation by providing choices and selecting relevant material is an effective strategy to foster interest in reading and promote authentic literacy (Pardo, 2004). By allowing students to choose their reading material and providing interesting and meaningful texts, educators can create a more dynamic and motivating reading environment. Therefore, reading is one of the skills that is still needed by the food and beverage service employee to improve their vocabulary knowledge. In the context of food and beverage service, this could involve reading menus, recipes, industry articles, and customer reviews to enhance their understanding of culinary terminology and improve their ability to communicate effectively with both colleagues and customers.

#### **2.5.2.4 Writing Skills**

Lertchalermtipakoon et al. (2021) state that Writing is one of the most challenging language skills because it integrates several aspects of a language into a single activity. In hotel food and beverage service departments, effective writing skills are essential for a variety of tasks. Employees must be able to write clear and concise menus, accurate order records, and detailed reports on customer feedback. Additionally, crafting well-written promotional materials and internal communications ensures smooth operations and improves the overall guest experience. Thus, improving writing skills is essential for food and beverage service employees to perform their roles effectively and maintain high service standards.