

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed some literature and theories related to the study which involve the following topics: The Significance of Conversation-based English Instruction for Tourism Vocational High School (VHS) Students.

2.1 Definition of Speaking Skills

Speaking skill is a person's ability to communicate orally or verbally with other people. This speaking skill includes the ability to make sounds. Speaking skills also belong to productive language skills as a medium for conveying various kinds of information and expressing oneself and also to broaden students' knowledge and insight into various fields of life (Widiastuti et al., 2022). In the context of learning language skills, speaking skills are one of the four main language skills which also include listening, reading, and writing. Speaking skills are an important part of everyday communication in formal and informal situations. In this speaking skill, some aspects are included in it including grammar, vocabulary, fluency, pronunciation, and comprehension (Angyuningsih, 2013).

- a) Grammar is a sentence-making machine that drives language users accurately, meaningfully, and appropriately. Grammar is the set of structural rules governing

the composition of clauses, phrases, and words in any given language, essential for effective communication and understanding (Börjars & Burridge, 2019).

- b) Vocabulary, is a key element in language learning and involves more than just knowing the meaning of words. Learners need to understand various aspects of words, including how they are pronounced, and spelled, connotative meanings, and the appropriate contexts in which they are used. In addition, vocabulary involves both productive skills (such as speaking and writing) and receptive skills (such as listening and reading) (Laufer & Nation, 2012).
- c) Fluency, the ability to speak or read easily and be able to pronounce it and be easily understood by others (Biancarosa & Shanley, 2016).
- d) Pronunciation, is an act to produce the sound into meaningful words, including articulation, emphasis, and intonation (Rahmania & Mandasari, 2021).
- e) Comprehension, the ability of a person to understand something is not just from absorbing information but also by how the event is truly known and remembered allows individuals to understand meaning by recognizing relationships and contexts in narratives (historical or fictional) (Mink, 2022).

Speaking skills are an important aspect of language learning, especially for cross-cultural and professional communication. By developing good speaking skills, a person can become more confident and effective in communicating with others, as well as better in social and professional situations.

2.2 Learning English Skills-Based Conversation

Learning English-based conversation is an approach to learning English that focuses on the actual use of language in conversational situations. Previous studies Мілова, (2015) have highlighted the importance of implementing conversation-based learning to improve students' speaking skills. In conversation-based English learning, students are encouraged to practice using language actively in real-life situations, such as speaking with classmates, teachers, or strangers in social contexts. The main goal is to help students develop their English-speaking skills naturally and spontaneously so that they can communicate fluently in real-life.

In the context of the importance of learning English skill-based conversation for vocational students especially in hospitality industry is clearly reflected. This learning approach provides an excellent opportunity for students to easily remember and apply every important aspect of the conversation, strengthening their English communication skills in an inspiring and fun way. The important points of learning English-based conversation among others;

- 1) Use of Real Context, conversation-based English learning emphasizes the use of grammatical rules that are learned separately. Therefore, students will be more familiar with the actual situation in which the language is used.

- 2) Focus on Speaking and Listening Skills, speaking and listening skills are central points in conversation. Students are invited to actively speak, practice dialogue, and develop listening skills to understand other people in conversation.
- 3) Natural Vocabulary Development, students will acquire new vocabulary naturally from conversation context, using vocabulary in real situations will be more relevant and useful.
- 4) Focus on Effective Communication, the main goal of conversation-based English learning is for students to be able to communicate effectively, not just understand formal grammar rules.
- 5) Repetitive Practice, students are given many opportunities to practice through rules, simulated situations, group discussion, and everyday interactions inside and outside the classroom (Мілова, 2015).
- 6) Contextual Teaching, learning materials in conversation-based English learning are designed by considering the needs and interests of students so that they are more relevant and interesting.

Conversation-based English learning is recognized as an effective approach for improving students' English communication skills (Astawa et al., 2017; Мілова, 2015) especially in real-life contexts and needs in an increasingly global world of work. This approach provides opportunities for students to learn English more enjoyably and interactively, which strengthens their ability to engage with native speakers in professional settings. Through regular conversation practice, students develop not only

linguistic competence but also sociocultural awareness, which is essential in the tourism industry. This method encourages spontaneous speaking, active listening, and the use of contextually appropriate expressions, all of which are necessary for effective and confident communication with international guests.

2.3 English for Tourism

English for tourism (EFT) is a form of English for Specific Purposes (ESP), which is English language teaching designed to meet specific needs in a particular sector. English for tourism plays a major role in the delivery of quality services. Employees working in the tourism and hospitality industry are fully and deeply aware of its importance, and they need to have good English in their workplace. Language proficiency is very important and essential in all professional fields especially in the tourism and hospitality industry due to its specific nature and concept (Zahedpishch et al., 2017).

According to Astawa et al., (2017) speaking skills, such as greeting guests, providing tourist information, handling complaints, and offering services, are the main focus of EFT. In addition, EFT training is often designed to strengthen cultural skills so that learners can interact with guests from various cultural backgrounds politely and effectively. Conversation-based learning methods have proven to be effective in building learners' confidence in using English directly.

Ulfa & Wahyudi, (2023) also found that internship experiences with a focus on conversation increased students' motivation to learn and their readiness to enter the workforce. Students who are able to communicate well in English feel more confident when working and interacting with international guests during the internship is a motivation for students to be able to further develop their language skills.

Overall, EFT is not just about mastering the language, but also about preparing yourself to be able to adapt to a professional and multicultural work environment. The transformation in language learning through EFT allows individuals to develop communication skills that are relevant to the demands of the dynamic and competitive tourism industry.

2.4 English for Specific Purpose in Vocational High School Tourism

Vocational High Schools (VHS) have an important role in preparing individuals to be ready to enter the workforce, especially in the tourism sector. VHS teaches practical skills that are relevant to industry needs so that each individual can have a competitive advantage when looking for work after graduation. The learning program at VHS usually includes a combination of theory and practice, including internship experiences that allow individuals to apply their skills in tourism and English skills in a professional context. These programs aim to bridge the gap between education at school and the real demands of the working world.

According to the latest research Irawan et al., (2022), for VHS students to learn English to help them communicate in the workplace. Therefore, they are directed to

have communicative competence, which includes not only knowing grammar and vocabulary but also being able to use English appropriately in various professional situations. This learning is considered a practical solution that enables students to acquire both technical and communication skills, particularly in English, which is a key requirement in the tourism industry.

Astawa et al., (2017) research shows that conversation-based learning programs can increase students' confidence in communicating using English. This is very useful and helpful for VHS students considering the need for effective communication in the tourism industry, where interaction with foreign tourists is a basic part of the services provided. In addition, through internship experiences, students can observe and practice the use of English in real situations, which strengthens their understanding of the context of the language they are learning.

The conclusion is that vocational schools have a responsibility to not only teach technical skills but also develop the communication skills needed to succeed in the workplace, especially in the increasingly global tourism industry. Innovative and adaptive learning approaches are needed to meet the needs of students in facing the challenges of a future industry.

2.5 Learning Transformation

Learning transformation is an activity of analyzing the process of change in how learners try new ideas, explore alternative ideas, and finally reach a consensus to accept

new ideas (Pan et al., 2019). In the context of English language education, learning transformation can be seen when students move from passive, textbook-based learning toward more dynamic and interactive approaches such as conversation-based instruction.

In the context of English for Specific Purposes (ESP) in vocational high schools, especially in tourism, the transformation involves adapting the curriculum to meet the specific linguistic and communication needs of students preparing for a career in the tourism industry. This approach encourages active engagement, critical thinking, and the application of language skills in the real world. This approach is in line with modern educational theory that emphasizes the importance of creating a student-centered learning environment. This can increase motivation and relevance in language learning. By integrating real-world materials and contextually relevant tasks, students can learn to communicate more effectively in the work environment. This helps them connect what they learn in class with what is expected in the industry.

Learning transformation shows that when learning is transformed to be more relevant and practical, students show increased fluency, comprehension, and confidence in using English. This transformation is important to prepare vocational high school students to be ready to compete in the world of tourism, where effective communication is essential for success.