

CHAPTER II

REVIEW OF RELATED LITERATURES

This chapter presents a review of connected literature. There are three main parts in this chapter. The first part explains about language needs in learning English. The second part explains about CoE English for Hospitality. The last part explains about communicative competence.

2.1 Language Needs in Learning English

Learning skills in a foreign language is essential for anyone employed in the tourism industry, as it facilitates communication with travelers (Hyland, 2022). In learning English, various language needs are essential for effective language acquisition. Needs analysis is critical to ensure that the learning design matches the needs of students to improve academic and professional outcomes (Laili & Nashir, 2023). According to Gawa (2022), needs analysis allows practitioners and material authors to investigate their learners' relevant requirements in the context of ESP/EAP.

2.1.1 Language Needs for CoE English for Hospitality

The workplace requires specialized and soft skills. That way, universities must adapt to current developments. So, there is a CoE English for Hospitality from the University of Muhammadiyah Malang. The CoE English for Hospitality is designed to develop students' ability to think critically, solve problems, and be innovative and creative. The existence of CoE classes can create work-ready students who are experts in specific fields. So that students can be competent in

both academic and non-academic fields. Students are allowed to choose based on their talents and interests. The CoE in the English Language Education study program is presented regarding English for Hospitality. The research is related to the researcher's major, which is English. This makes it possible for students to work in industry. Hospitality is a universal norm and means of interpersonal contact across all countries, nationalities, and ethnic groups (Kolinko et al., 2021).

According to Rahman (2015), ESP meets learners' English language needs according to their profession or job description. That way, ESP can learn about the reasons for learning English to communicate effectively in the future workplace. ESP programs should equip learners with the English language skills needed to succeed in that context and acquire the skills and knowledge needed for work. Additionally, Douglas (2000) has a three-part model of specific purpose language ability: background information, strategic competence, and language needs (textual, grammatical, functional, and sociolinguistic). Textual language needs to refer to the ability to create and understand written texts; grammatical language refers to the use of correct grammar; functional for particular goals is referred to as functional language; and sociolinguistic language needs to refer to the ability to use language in a way that is appropriate to the social context. ESP should be designed to provide more communicative and professional learning opportunities (Hong Minh and Keoduangsavaht, 2022). The proposed changes to the new ESP materials were presented to the students to help them form their initial ideas.

According to Narzoles and Palermo (2021), this research aims to determine the language needs of employees in multinational companies. In this research, most

employees attended English or ESP courses. The results of this research show that speaking skills are most often used. Difficulties in speaking skills are the inability to speak with correct grammar and structure, lack of confidence when speaking, and inability to pronounce things accurately. The problem with listening skills is unfamiliarity with accents and pronunciation or information obtained. The reading skill problem is the inability to understand due to a weakness in vocabulary. The writing problem is the inability to use correct grammar and structure. The effect felt in the limitation of language skills is difficulty in communication, which impacts work safety.

Previous research explained that it is essential to investigate students' needs for ESP. Most of the research in ESP focuses on students' experiences. ESP is beneficial for learners in specific English languages to support their needs in the workplace. Therefore, ESP should be designed to equip students with context-appropriate English language skills to acquire the skills and knowledge needed in the world of work.

2.1.2 Language Needs for Hospitality

The tourism and hospitality industries have become a social and economic force in negotiating and communicating with foreigners to make transactions. In that case, English is recognized globally in hospitality, where it will interact with guests from various cultural backgrounds. Professional English or proficiency in English is crucial for hotel staff members who interact directly with customers

to deliver quality service (Putri et al., 2023). In English, it is often a deciding factor in higher-paying job prospects to increase productivity (Thin and Luong, 2020).

According to Kaharuddin et al. (2019), the English language is needed for hospitality students. The research involved students, English teachers, and hospitality employees. The results of this research show that there are four primary needs inventory. The first is speaking skills, writing skills, reading and listening skills. Second, it is essential to handle telephone and guest requests, describe the facilities in the hotel, address guest complaints, and offer assistance to guests. Third, the most relevant learning preference is teamwork. Last English learning problems include the inability to use appropriate words and expressions, inadequate vocabulary, and lack of grammar or topic knowledge.

Speaking skills are critical in hospitality and hotel management programs (Alhumaidan and Alghamdi, 2023). According to Arun and Alalmal (2019), this research is about the importance of English language skills in the Indian hospitality industry. The study results showed that English is essential in dealing with guests and coworkers in all departments. English plays a vital role in communication and can serve guests worldwide. English language skills are essential for communication and future job success, and hospitality educators must improve their communication skills.

There was a need to improve skills in speaking and listening and the importance of vocabulary in English for Specific Purposes (Kusuma et al., 2023). According to Kusuma et al. (2023), this research is to find out the source of

information on the needs of English for Specific Purposes students in the hospitality industry. This research is in the form of questionnaires to students, teachers, and syllabus data. The results of this research are for the needs of students to improve their skills. Students need to improve in learning English regarding vocabulary. Then, students need speaking, listening, reading, and writing skills. Difficulties with English include not knowing how to say things, being afraid to talk, wanting to look smart, being afraid of being laughed at, and being silent (Jubaedah & Wirza, 2022)

2.2 CoE English for Hospitality

The Center of Excellence (CoE) is a particular program from the Kampus Merdeka by the Ministry of Education and Culture for students who gain learning experience outside the study program. This program is expected to be able to increase the insight and quality of students at the University of Muhammadiyah Malang.

2.2.1 The Program of CoE English for Hospitality

The workplace requires specialized and soft skills. That way, universities must adapt to current developments. Therefore, the CoE English for Hospitality program from the University of Muhammadiyah Malang. The CoE is designed to develop students' ability to think critically, solve problems, and be innovative and creative. The existence of CoE classes can create work-ready students who are experts in specific fields. So that students can be competent in both academic and non-academic fields. Students are allowed to choose based on their talents and

interests. The CoE in the English Language Education study program is presented regarding English for Hospitality. The research is related to the researcher's major, English, making it possible for students to work in industry.

According to Sagal (2022), language policies are relevant to ESP teachers in the hospitality industry. The research's outcome is that English language teaching should be based on standards and practices in the hospitality industry. This reflects efforts to implement changes in hospitality language practices. Thus, a detailed discussion of ESP on English for hospitality curriculum design can be conducted. The provision of hospitality can offer a favorable and appropriate environment for developing members' skills and potential for contribution to the organization (Tercero, 2020).

2.2.2 The Needs of English for Hospitality at the Hotel

Fluency in English is essential for hotel staff, with speaking and listening skills identified as the most critical. Listening and speaking skills are most frequently used in oral communication with guests, especially hospitality and tourism vocabulary, providing hotel/tour information and general conversation (Guntoro, 2021). According to Zahedpisheh et al. (2017), the study aims to explore the level of mastery of English expressions and skills required by students in the hospitality industry. It showed the importance of understanding idiomatic expressions and developing English language skills. It is also essential to understand that the functional English needed is general conversation, providing services, giving information, offering help, and asking for cooperation.

According to Anwar (2023), examined students' experiences learning English for hospitality. Data were collected using interviews. The result of this study is the importance of understanding vocabulary and pronunciation of words in English. With classroom learning exercises, it is interesting for students to participate in hotel conversations. English is known as the industry language for hotels and as one of the essential soft skills for employment (Pešić, 2022).

Previous research explained the importance of English in hospitality in providing quality service by organizing activities that can improve English through administration, group discussions, role-playing, understanding idiomatic expressions, and language skills. Students are also crucial in understanding the vocabulary and pronunciation of words in English so that it can improve students' quality in understanding English in hospitality.

2.3 Communicative Competence

Communication competence is a set of essential professional skills that encompasses understanding clients' emotions, being flexible, self-regulating one's own emotions and states, accepting oneself and others, recognizing intolerance, and understanding one's own (Yakovyt'ska et al., 2021). English is a centre of the hotel industry for improving the hospitality economy, and it can provide income and jobs for the community. Good service can increase customer satisfaction and the quality of service in hospitality. Communication is the most essential thing in the world of hospitality. English as an international language is often used because it has a comprehensive scope. That makes English an effective means of communication or interaction.

2.3.1 Components of Communicative Competence

Communicative competence is the ability to speak confidently as someone competent in communication. This describes someone who can interact appropriately, assertively, and straightforwardly. A person's communicative competence can provide opportunities in their career. Components of Communicative competency are characterized by the integrity of scientific knowledge, intellectual prowess, and virtual literacy (Vizniuk et al., 2023).

According to Qobilovna (2024), research on the importance of communicative competence as a factor in personal and professional development. This research results in communicative competence characterized by a deepening of self-knowledge and knowledge of communication partners and the acquisition of the necessary knowledge about the psychology of communication in all its diverse forms and situations. Thus, developing communicative competence can empower specialists in the social and professional landscape.

Foreign language skills are essential for career success in hospitality and tourism, as they enhance intercultural communication and competence. As such, communicative competence is the capacity to use language proficiency in various speech-related situations while considering social norms and the communicative utility of expression (Bobyreva et al., 2021) Communicative competence refers to the ability to predict communicative situations in a particular field of communication, which has become necessary in the information era.

2.3.2 Linguistics Competence for CoE English for Hospitality

Linguistic competence is the capacity to correctly use grammatical, lexical, syntactical, and stylistic rules in a particular sentence, which enables the listener to comprehend form and semantics (Kakhramonovich and Kizi, 2021). Grammatical is about the rules of grammar to fix the structure of a sentence. With lexical, you can use the correct vocabulary according to the context. Syntactical can know the words in the sentence correctly so that it has a precise meaning and is easy to understand. Stylistics can find out about the language style that suits the given context.

According to Kotlovskiy et al. (2020), his research is about language portfolio building linguistic competence in ESP speaking. This research uses a qualitative research design. It is also combined with strict teacher guidance on successfully developing lexical and grammatical competence in students. Thus, this research results in language portfolios can be an independent work tool for students that contribute to building lexical and grammatical competence in speaking.

2.3.3 Sociolinguistics Competence for CoE English for Hospitality

Sociolinguistic competence is the study of the pragmatics of different speech acts, such as cultural values, norms, and other sociocultural conventions in social circumstances (Mede and Dikilitaş, 2015). This research focuses on understanding how language is used in different contexts and how cultural factors influence language. By analyzing pragmatic aspects of speech, such as politeness strategies, speech styles, and nonverbal cues, sociolinguistic competence aims to uncover language use's underlying cultural meanings and implications.