

CHAPTER II

REVIEW OF LITERATURE

This chapter discusses theories that are relevant to this research. The points that the researcher wants to discuss are previous study, some pertinent ideas, and Theoretical Framework.

2.1. Previous Study

Lertchalermtipakoon *et al.*, conducted research entitle: “Need analysis: English language use by students in the tourism and hospitality and Industry” the interview results showed that improving English language skills and grammatical structures were the skills the students reported needing the most assistance with in their studies. Neither of the student groups were significantly different in terms of enhancing their English skills. The study found that the main reason that students of both majors desired to improve their English language skills was to improve their grades. (Lertchalermtipakoon *et al.*., 2021).

Asrifan *et al.*., conducted research entitle: “Esp course design: The Need analysis on tourism department in Indonesia vocational high schools”. This research uses descriptive qualitative, and the findings are explained in terms. The results showed that the content to be included in the English language materials at SMKN 1 Pangsid Sidenreng Rappang Regency tourism program is speaking and pronunciation for language skills and components; video and picture media; and asking questions about teaching techniques. (Asrifan *et al.*., 2020).

Sallata *et al.*, Conducted research entitle: “Identifying the Language Requirements of English for Tourism at Toraja Christian University of Indonesia”. The researcher used accidental sampling method and data was collected through interviews. The results of this research show that the language requirements needed in learning English for Tourism pertain to: Tourism knowledge, Accommodation, Culinary Tour [*pa'piong* (meat cooked in bamboo), Toraja Culture [tradition, music, and art] tradition: *rambu tuka'* (wedding party) and *rambu solo'* (funeral ceremony), art: *Ma'badong* (Traditional dance), *pompang* (Traditional music). This suggests that the topic for the English for Tourism course should developed through Torajan culture. (Sallata *et al.*, 2022).

Ratminingsih *et al.*, conducted research entitle: “English for Tour Guide: A Need Analysis of a Contextual-Based Language Teaching”. The method used is a qualitative method. The results from interview proved that 92.5% local guides had no academic background in English. From those findings, it can be summed up that they need contextual-based English learning to accomplish their jobs in a more professional way through non formal education. (Ratminingsih *et al.*, 2018).

Zahedpisheh *et al.*, Conducted research entitle: “English for Tourism and Hospitality Purposes (ETP)”. The results showed that the to provide an overview of the purpose of teaching ESP (English for Specific Purposes) and ETP (English for Tourism Purposes) to the learners and users. In addition, characteristic features of ESP and ETP concerning course development, curriculum planning, learning style, material development, English efficiency, types of activities and evaluation are outlined. Determining the ESP concepts and elements provides specific English

instruction that could help the learners be well-prepared for meeting their workplace requirements. (Zahedpisheh et al., 2017).

2.2. Some Pertinent Ideas

2.2.1 Tourism and Hospitality

A. Definition of Tourism and hospitality

Hospitality and tourism are related and separate industries. For example, air travel is considered part of both the tourism and hospitality industries. Hospitality is a component of the tourism industry, as it provides services and facilities to travelers. However, tourism is a broader industry that encompasses various sectors, including transportation, accommodation, and attractions.

The concepts of ‘tourism’ can be analyzed by considering some of the published descriptions and definitions. Travel for pleasure with an overnight stay appears to be the lowest common denominator of most perceptions of this activity. Tourism is the temporary short-term movement of people to destinations outside the places where they normally live and work (Holloway, 1987: 2–3).

Hospitality is the receptive and proactive participation of entities that facilitate such movements. However, the final test of any definition cannot be its apparent harmony with its usage in everyday speech or, for that matter, that the definition is confined to what one would exclude. Moreover, most accepted definitions go beyond the concept of tourism as a leisure or holiday activity.

A working party for the proposed institute of tourism in Britain (now the tourism society) attempted to clarify the concept of ‘tourism’ and reported in 1976: “tourism is the temporary short-term movement of people to destinations outside the place where they normally live and work, and activities during their stay at these destinations; it includes movement for all purposes, as well as day visits or excursions” (Holloway, 1987). In a simplified tourism model, visitors use some mode of transportation to leave their homes and travel to attractions, which are supported by various kinds of services, such as hotels/motels, restaurants, and retailing. The attractions and support services provide information and promote their offerings to target groups they have identified as potential visitors.

Hospitality is very important in attracting tourists, it is a determining factor in choosing a touristic destination and a hospitable unit. The most important influence on the development of shelters and inns as businesses was improved transportation. As road systems developed and more people moved about the world, providing overnight accommodations and food became a viable business. The choices the hospitality industry offers are fascinating: they range from very simple to extravagantly plush, from road-side to mountain top, from city high-rise to jungle thatch roof, from full-service resorts to kitchenettes (Landry *et al.*, 1994, : 134-135).

Employees who work in the tourism and hospitality industry are entirely and highly aware of its importance and they need to have a good command of English in their workplace. English for tourism and hospitality has been categorized under English for the specific purpose (ESP). It is an important and dynamic area of specialization within the field of English language teaching and learning. The

necessity of teaching English for professional purposes and specifically in the area of tourism is irrefutable. Language proficiency is very important and essential in all professional fields specifically in the tourism and hospitality industry due to its specific nature and concepts.

English for tourism and hospitality is used for international tourism and service industry which is considered under the category of English for specific purposes and its practical application needs to be understood (Cravotta, 1990). English has been dominated in many different fields such as education, business, technology, media, research, tourism, and medicine. According to Tsao and Xu (2008), there is a fast rise and demand for English for specific purposes to achieve people with instrumental purposes. English for specific purposes is recommended to the learners who are required to meet the essential, specific and precise needs to respond to the considerable demands in vocational or academic situations in English (Chang, 2009; Tsao, 2011). Hutchinson and Waters (1987) agree that one approach to the language teaching is ESP

Prof. Huang (2008) constructed a complete and comprehensive model for the English for Specific Purposes curriculum which is applicable for hospitality and tourism English. Dimension of the tourism and hospitality curriculum:

- a. English for Food and Beverage Services.
- b. English for Air Flight Services.
- c. English for Hotel Services.
- d. English for Tour Managers and Guides

English curriculum design for hospitality by Huang Chao-shain (2008).

Regarding the English proficiency to fulfil job responsibilities in the tourism sector, all the activities that guests and hosts experience may involve interactive communication, and tourism employees are required to follow and use specific professional conversations, language, vocabularies and speech matter when serving guests (Blue & Harun, 2003).

Based on the above theories that have been read, the author tries to conclude that English for tourism and hospitality is divided into several parts but the meaning and purpose are the same. Tourism is a study that will lead you to know more about tourism destinations, tourism activities, and other activities related to tourism. While hospitality is more than that leads to service. In business, the goal of hospitality is to give the best impression and service to guests so that guests feel satisfied.

B. The positive impact of tourism.

1. First, economic effect, where tourism creates jobs, both through direct employment within the tourism industry and indirectly in sectors such as retail and transportation. When the employee spend their wages on goods services, it leads to what is known as the “multiplier effect,” (Kumar, J *et al.*, 2015).

2. Second, social effect, the improvement to infrastructure and new leisure amenities that result from tourism also benefit the local community. Tourism encourages the preservation of traditional customs, handicrafts and festivals that might otherwise have been allowed to wane, and it creates civic pride. Interchanges

between hosts and guests create a better cultural understanding and can also help raise global awareness of issues such as poverty and human rights abuses.

3. Last, environmental effect. Tourism ecotourism helps promote conservation of wildlife and natural resources such as rain forests, as these are now regarded as tourism assets. It also helps generate funding for maintaining animal preserves and marine parks through entrance charges and guide fees. By creating alternative source of employment, tourism reduce problems such as over-fishing and deforestation in developing nations. Based on the written above, the researcher conclude both that tourist and local can give benefit to each other.

Tourists can learn new things from the local culture and local people can discover new language. Tourist will travel around the well know spot and discovering the unknown too, spend their money for the transportation which usually handled by locals, surely it will affect the local incomes.

2.2.2 English for Specific Purposes (ESP)

ESP or English for Specific Purpose was introduced by Hutchinson and Waters (1987). ESP is an approach to learning English which is more oriented to the learning process. ESP approach is designed with the needs of English learners that includes aspects of English language learners what the need, in the context of what the learners to learn English, and what goals you want to achieve English study in particular. So that ESP is process-oriented which determines the skills and components of English related to the needs of the learners.

English language learning in countries that use English as a second language or as a foreign language such as Indonesia categorizes English language teaching for adults into 2 different groups namely English for General Purposes (EGP) and English for Specific Purposes (ESP), Liu *et al.*, (2011). Gives the same perception as what is explained by Hutchinson and Waters (1987) that the most important goal of EGP learning is to encourage learners to feel interested and familiar in learning English in order to improve general language competence and to improve learners' language skills appropriately and correctly related to daily communication activities.

Meanwhile, Lee (2016) said that "ESP learning is not much different from EGP learning except in terms of learning content, ESP can also be used in learning all types of English" (Lee, 2016, : 97). The most basic difference is only in the learner and the learning itself (Rahman, 2015). Furthermore, Rahman said that ESP learners are generally adult learners who have had general English language learning experience (EGP) but they want to go further to learn English in order to communicate their professional skills and also to be able to perform various activities related to their profession.

According to Lertchalermtipakoon *et al.*, English for specific purposes courses are courses geared toward a distinct career or discipline with the English taught containing the vocabulary and skills that address the specific purposes and needs for learners of that career or discipline. It aims to cultivate students' English communication skills for work. English for Specific Purposes will become the

prevailing type of English teaching in the 21st century. (Lertchalermtipakoon *et al.*, 2021).

Compared with General English (EGP), ESP teaching has unique characteristics. From a teaching point of view, ESP teaching has a clear, targeted purpose. This means that ESP learners not only study English solely for language learning but also to gain knowledge of a particular profession. Hence, ESP courses and teaching methodologies are based upon a learners' needs analysis.

Kucirkova *et al.*, explained that English for Specific Purposes (ESP) is a major area of study around the world today. In the current technology-driven environment, the role of the ESP e-learning teacher (tutor) is multidimensional and challenging, as there is a great demand for new tools and learner-centered learning approaches (Kucirkova *et al.*, 2017). It is an enterprise that involves educational, training, and practice and draws upon three major realms of knowledge: language, pedagogy, and the participant's area of interest or specialization.

Robinson (1991) states that ESP practitioners need training in ways of describing language and training in designing the language course.

Based on the above theory, the researcher has concluded that English for Specific Purposes (ESP) talks about a special approach in the language learning process that focuses on developing English language skills for specific fields or professions, such as medicine, engineering, business and others. Where English for Specific Purposes (ESP) is different from other English courses, ESP tailors

language teaching to the learner's specific contextual needs, incorporating vocabulary, tasks, and materials relevant to their field of study or work.

2.2.3 English Speaking for Tourism and Hospitality

According to a study about role of language in tourism organizational management, the researchers indicated the various key dimensions of language in tourism (Thitthongkam & Walsh, 2010):

1. To increase customers' satisfaction.
2. To enhance and maintain language competency of tourism people.
3. To motivate international tourist.
4. To increase better understanding on demand and culture.
5. To create effective internal and external communication.

English has become an academic subject in the hospitality training programs of most universities and industrial sectors to achieve English proficiency for employment and fulfilling job responsibilities. In particular, hospitality education programs in non-native English speaking countries have been beginning to offer more English courses to students as well tourism employees. The communication facilities available to us through internet, our access to a variety of websites are all carried out by English. Most of the research works are conducted and compiled in English, also it is being taught and learned around the world as a second language today. Guey (2015) mentioned that some tourism organizations in Vietnam nowadays have been organizing English for tourism programmes for students or

tourism employees including, The Quang Ninh Department of Culture, Sports and Tourism, where they opened a training course on tourism profession and English communication skills for 80 learners who are officials and employees working in tourism industry.

The aim of the course is to provide the learners with basic knowledge of tourism professional skill and organize hand-on activities to help them improve their skills as well as ability of Speaking English, creating confidence in serving the tourists. The contents of course including; reception skill training (such as communication skills, tourist marketing) and English communication skills training.

2.2.4 Speaking Skills

A. Definition Speaking Skills

Speaking is one of four macro skills necessary for effective communication in any language when speakers are not using their first language. As English is universally used as a means of communication, English speaking should be developed along with the other skills so that these integrated skills will enhance communication achievement both with native speakers of English and other members of the international community (Boonkit, 2010:10). Like other skills, it is more complicated than it seems at first and involves more than just pronouncing words. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce,

1997). Speaking requires the learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence) but also that they understand when, why and in what ways to produce language.

Chaney (1998) in Kayi (2006) states that “speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context”. Speaking is a crucial part in language learning. It needs the speakers to produce the target language in the spoken form. Moreover, it involves the speaker to use speech express meanings to the other people (Spratt, Pulverness, and William, 2005). Some people think that if they want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. However, speaking is more than it. Actually, speakers of English have to be able to speak in different genres and situation (Harmer, 2007).

In addition, (Thornbury, 2005) suggests four other speaking genres, that is interactive, non-interactive, planned and unplanned speaking. The example of interactive speaking is when people buy a food at a shop, whereas when the people leave a message on an answer machine can be categorized as non-interactive speaking because there is no interaction between two people or more. The examples of planned speaking genres are such as a lecture, sermon, and speech. Meanwhile, the unplanned speaking is when people meet and do a conversation with somebody in the street.

Based on the theories above, the author concludes that Speaking skill is a person's ability to express thoughts, ideas, feelings, and information orally in a clear, effective, and contextually appropriate manner. This skill involves the proper use of language, innovation, grammar, vocabulary, as well the ability to adapt speaking style to the audience and situation.

B. The Function of Speaking

Several language experts have attempted to categorize the functions of speaking in human interaction. According to Richards (2008:28) There are three functions of speaking: (1). Talks as interaction, (2). Talks as transaction, (3). Talks as performance.

1. Talks as Interaction

Our daily communication remains interactional with other people. This refers to what we said as conversation. It is an interactive communication which done spontaneous by two or more person. This is about how people try to convey his message to other people. Therefore, they must use speaking skill to communicate to other person. The main intention in this function is social relationship.

2. Talks as Transaction

Talk as transaction is more focus on message that conveyed and making others person understand what we want to convey, by clearly and accurately. In this type of spoken language, people usually focus on meaning or talking in their way to be understand.

3. Talks as Performance

In this case, speaking activities is more focus on monologue better than dialogue. Function of speaking as performance happened at speeches, public talks, public announcements, retell story, telling story and so on.

C. Problems in Speaking Skill

The learners have their own difficulties in learning the language. Particularly in improving speaking skill is not easy for the students. The following are the problems of speaking skill (Munjayanah , 2004:17):

1. Inhabitation

Unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhabited about trying to say thing in foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attract.

2. Nothing to Say

Even they are not inhibited, they often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

3. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard; and in large group this means the each one will have only very little talking time. This problem is compounded of some learners to dominate, while other speaks very little or not at all.

4. Mother tongue use

It is easier for the students to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not disciplined in using the target language in the learning process.

D. Element of Speaking Skills

According to Harmer (2001:269) Fluency in speaking needs language knowledge and ability to process information and language spontaneously without much effort. The essential elements for speaking fluently are as follows:

1. Connected speech

Effective speakers need to be able not only to produce the individual phonemes of English (as in saying I would have gone) but also to use fluent 'connected speech' (as in I'd've gone). In connected speech sounds are modified (assimilation), omitted (elision), added (linking), or weakened (through contractions and stress patterning). We should involve students in activities designed specifically to improve and use the connected speech.

2. Expressive devices

Native speakers of English change the pitch and stress of utterances, change volume and speed, and show by other physical and non-verbal (paralinguistic) in face-to-face conversations. The use of these devices contributes to the ability to convey meaning and message of the speaker. Students must be able to use at least some of the supra segmental features and devices if they are to be fully effective communicators.

3. Lexis and grammar

Spontaneous speech is spoken by using a number of common lexical phrases, particularly in the performance of certain language functions. Teachers should therefore use a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval. Where students are conversing in specific speaking contexts such as a job interview, we can train them in the same way, with certain useful phrases which they can produce at various stages of a conversation

4. Negotiation language

Effective speaking benefits from the negotiation of language we use for clarification and to show what we are saying.

2.2.5 Definition Of Tourist Destination

Tourism is about places and spaces that are embedded in cultures, economies, and social lives of communities. In tourism, production, consumption, and experiential characteristics become interconnected in a given location. The complex processes of tourism production and consumption depend on destinations, be they a single community and its surroundings, a region, or a country (see, e.g., Ateljevic 2000; Crouch 1999; Gnoth 2007; Pritchard and Morgan 2001; Rojek and Urry 1997; Urry 1990). Haywood (1986, p. 155) notes that little attention has been paid to the identification of the most appropriate unit of analysis in the tourism literature, the tourism destination. Given to the identification of the most appropriate unit of analysis in tourism literature, the tourism destination. Several studies (Framke 2002; Lew 1987; Saarinen 2004) note that this is a significant omission that reflects a largely unresolved understanding of the tourism phenomenon.

Destinations are usually seen as units of action where different stakeholders, such as companies, public organizations, hosts and guests interact through the creation of experiences. In terms of strategic marketing planning and brand management, it is essential important to define the nature of a tourism destination in depth and breadth and, in doing so, establish the right prerequisites for successful destination-level marketing. In the tourism industry, it may be worth moving away from the oversimplification of image work and the application of one-sided managerial tactics towards a long-term sociocultural analysis of this multiactor and multidimensional task.

Tourism destination competitiveness is important for a destination to obtain a favourable position in the world tourism market (Leung & Baloglu, 2013) and sustain a competitive advantage. The management of these destinations are essential in studying the tourism industry (Pike & Page, 2014). The reality of change makes competitiveness a real concept, and for tourism managers, industry players and tourism destinations, competitive strategies, ways of competing in the global market, are important to stay ahead of the competition (Saayman & Du Plessis, 2003). Gaining a sustainable competitive advantage according to Athiyaman and Robertson (1995) requires the continual application of energy and resources to strategic planning and results from decisions and actions, based on concrete research findings. Destinations should be aware of what it means to be competitive based on a universal definition of competitiveness and to understand competitiveness models and factors. Abreu-Novais et al. (2016) point out that there is an increased interest in striving to measure the competitiveness of destinations and to identify the factors or aspects that assist in enhancing their competitive positions.

Based on the theories that have been read, the author concludes that a tourist destination is a city, town, or other area that is significantly dependent on income from tourism, or "a country, state, region, city, or town that is marketed or markets itself as a place for tourists to visit". These areas may consist of one or more tourist attractions and possibly some "tourist traps". The aim is to generate revenue, create employment opportunities, and stimulate economic development in urban and rural areas. Tourism helps generate foreign exchange, encourages

entrepreneurship, and supports various sectors such as hospitality, transportation, handicrafts, and services.

2.2.6 Need Analysis

A. Definition of Need Analysis

According to Suprayogi *et al.*, Needs analysis is the key to creating appropriate learning systems and processes to achieve learning objectives. A needs analysis identifies learners' general characteristics and skills; including weaknesses. purpose of ESP, that English language proficiency will be better if it is accurately matched to the learners' core abilities. (Pranoto & Suprayogi, 2020). Needs Analysis is a very important instrument and should be used (as a guide and course evaluation) in language teaching. Course evaluation) in language teaching. A needs analysis can help teachers track information about the skills mastered by students and the skills they want to improve and enhance.

According to Brown, *et al.*, needs analysis consists of assessing learners' communicative needs and techniques to achieve specific teaching objectives. specific teaching objectives. Nowadays, the task of needs analysis is much more complex: it aims to gather information about learners and determine the target situation and learning environment of ESP. (Brown, *et al.*, 2020),

(Febriyanti, 2017) says In practice, needs analysis involves the application of Target Situation Analysis (the needs of learners with the language being learned in the future), Current Situation Analysis (what the learners with the language being

learned currently are), and Context Analysis (how the learners with the language being learned currently are), and Context Analysis (how the environment in which learning will take place is).

Based on the above theory that the author has read, the author concludes that needs analysis is Need analysis is an absolute necessity for learning. Overall, the information obtained from this needs analysis will be used in determining material content or improving and ESP learning methods. Needs analysis can also be easily (and should be) applied when planning the development of learning and training programs.

B. Concept of Analysis

A modern and comprehensive concept of needs analysis is proposed by Dudley-Evans and St. Jhon (1998:125).

Their current concept of needs analysis currently includes the following:

1. Environmental situation – information about the situation in which the course will be run (means analysis).
2. Personal information about learners-factor which may affect the way they learn (wants, means, subjective needs).
3. Language information about learners – what their current skills and language use are (present situation analysis).

4. Learner's lacks (the gap between the present situation and professional information about learners).
5. Learner's needs from course-what is wanted from the course (short – term needs).
6. Language learning needs-effective ways of learning the skills and language determined by lacks.
7. Professional information about learners-the tasks and activities English learners are/will be using English for (target situation analysis and objective needs).
8. How to communicate in the target situation-knowledge of how language and skills are used in the target situation (register analysis, discourse analysis, genre analysis).

2.3. Theoretical Framework

Based on the theories that have been discussed, there are various problems that arise, including problems in speaking English where English language skills are needed in various sectors of the tourism and hospitality industry. History-based tourism is one of the potentials that is generally owned by each region, which makes the area different from other areas and even has its own characteristics or characteristics of the area.

Toraja is one of the regions that has various places that are used as tourist attractions that attract foreign tourists to visit. English is considered an international

language and is used to relate to everyone in any state or region. Good communication skills such as good English skills are considered the most important factor in the tourism industry.

Good English skills are a more effective way to communicate with each other in the workplace as well as in other places such as in tourist attractions and other tourism industries. English language skills are very helpful for dealing or communicating with foreign tourists, because with good communication skills we become easier to communicate with anyone.

