

STUDENTS' PERCEPTION ON THE IMPORTANCE OF ENGLISH LANGUAGE SKILLS IN TOURISM SECTOR

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Abstract

The rapid growth of tourism in Indonesia requires hospitality professionals to be able to communicate effectively in English. A good communication skill is a key element to understand the tourists' needs which might lead to tourists' satisfaction. This research aims to elaborate students' perceptions (N=275) of the importance of communication skills (speaking, reading, listening and writing) in the English language among hospitality students with a descriptive qualitative method. Questionnaires distributed to students consists of two parts; the demographic background together with their previous English learning, and their perceptions of each skill focus. The result findings show students' view on the importance of each English skills, and it also shows students' way of learning English. The implications of the research findings can address the weaknesses of students' English language skills which can be a valuable source for English curriculum developers to improve the English language skills for students.

Keywords: *English language, communication skills, hospitality students, perceptions*

INTRODUCTION

Endowed with a breathtaking nature and wonderful cultures, the Indonesian government boosts its tourism sector to increase the country's revenue. Compared with its surrounding countries, Indonesia is still struggling to attract more tourists in the last decade. In this case, the minister of tourism had targeted 20 million foreign tourists to visit this country by 2019. (Kementerian Pariwisata, 2015) This requires hard work and many efforts to prepare the infrastructure, to increase the tourists' attractions competitiveness, and to improve the quality of hospitality practitioners including all the human resources providing the service for the tourists. Without those efforts, the target will remain a target. To accomplish the goal, the stakeholders should work hand in

hand. One of the stakeholders preparing qualified human resources in tourism higher education. Along with the implementation on East Asian Economic community allowing free flow of labor, the quality of tourism workforce should be improved, if not, they cannot win the global work competition. (Rahayu, Tarigan, & Sinaga, 2016)

To educate professionals in the tourism industry, state and private higher educations are established. This institution offers various programs such as hospitality management, hotel management, and travel and tour. The curriculum combines theory and practice to prepare the graduates to work in the tourism sectors. In addition, service learning program, as a form of experiential learning can also be employed to stimulate students' soft skill

and improve their social, nationalism as well (Rahayu, Tarigan, & Sinaga, 2016)

On the job training either in the domestic or foreign hospitality industry is becoming integrated into the curriculum. These opportunities will enrich students' experiences in the real-life industry and bridge the gap between theory and practice. The fast-growing tourism industry has increased the competition in the tourism market since destinations are exposed to the global market. The homogenized products of Asian destinations are offered with tough price competitions for the tourists to select. Besides, the implementation of the East Asian Community allows the free flow of professional workers enabling its member country to recruit foreign workers. In short, human resource development is critical for sustainable tourism development.

Given the challenges above, tourism higher education needs to equip its graduates with globalized skills such as management and language skills as the bases of communication in the tourism market. At present, it is becoming common that the industry is providing language training for its employees to improve better services. This policy, of course, adds on the extra budget for the company to spend. To overcome this, the industry puts language requirement skills as a requirement for recruitment selections. The common practice is to set International English language proficiency certificates for the applicants. Those who are applying for the job are required to submit TOEIC, TOEFL or IELTS certificates with a specific band score. The language requirements are getting more essential as language

requirements are needed in different fields regarding a job application, school enrollments, promotion, and scholarship application. Thus, English language teaching in higher education is badly needed.

Unfortunately, compared with other countries, English proficiency in Indonesia is relatively low. A survey measuring English Proficiency Index puts Indonesia's rank 51 with 51.58 scores, lower than Pakistan. In Asia, Indonesia ranks 13; slightly better than Sri Lanka, while the Asian top five belongs to Singapore (68.63), Philippines (61.84), Malaysia (59.32), India (57.13), and Hong Kong (56.38). (English First, 2018). The low English proficiency partly contributes to a global human capital index which puts Indonesia just slightly above average with 80 out of 130 countries being surveyed. (WEF, 2017) It is also said in the World Economic Forum (WEF) Survey that Vietnam and Indonesia have made remarkable progress in educational attainment among their younger generations and have a correspondingly solid outlook for building their future human capital potential across the Development sub-index. In another survey released by United Nation Development Program (UNDP), the human development index in Indonesia ranks 115 out of 189 countries making Indonesia belong to the medium human development together with Vietnam in 116 ranks. (UNDP, 2018).

With the growing importance of English competence in various industries, there is a growing need for English Language Proficiency (ELP) for university graduates. To meet this demand, higher education institution starts

to set a standardized English Language Proficiency Test as graduation benchmark. Various English standardized tests are adopted either international tests such as TOEFL, TOEIC or IELTS or local tests such as GEPT, TOEP, EIKEN, etc. Students in various countries are required to pass a certain range of scores of these tests as one of the graduation requirements.

In Taiwan, the General English Proficiency Test (GEPT) is developed and implemented to assess the general English proficiency of EFL learners to encourage the general study of English. (Tsai & Tsou, 2009)(Shih, 2013) Minister of Education has required graduates to pass the GEPT at a certain level; before they awarded the diploma.(Wu, 2012) Meanwhile, with the largest English language learners, the department of Higher Education of the Chinese Ministry of Education require the students of all academic disciplines to take College English Test (CET) (Qian & Cumming, 2017). Besides, 46 universities in Japan uses English Test Score from EIKEN, TOEFL and TOEIC as credit awarding policies. (In'nami & Koizumi, 2017)

Research in this area focusing on the teachers' and students' perspectives toward proficiency test as graduation benchmark (Vongpumivitch, 2012), (Tsai & Tsou, 2009)on an interface on the adoption of high stake testing with students' learning motivation reveals whether and how classroom tests motivated students' effort. (Huang, 2012). A research on students' perceptions on the implementation of English standardized test as graduation requirements shows students' approval on English competency to win the workforce global competition. (Rahayu, 2019)

To improve the English mastery of university graduates, more research should be conducted on the teaching learning process viewed from the curriculum, modules, teacher and students' perspectives on learning. In this view, students' perspectives on the importance of English is crucial. This research aims to investigate students' perspectives on the English language in hospitality industry. The researcher also seeks to explore students' English exposure and their problems on specific skills. This research needs to provide background information on students' learning experiences and how they learn English. Besides, the results are hopefully able to provide the basic data for need analysis from students' perspectives. The students lack specific skills which will be of a very important source to develop the material. Eventually, this research is significant in that it provides a clear picture of how the students of tourism higher institutions view English language study.

RELATED THEORIES

Tourism and Hospitality

Tourism, traveling for pleasure, has a long history from era to era. Traveling cannot be avoided by the history of human civilization. Despite the various definitions of the word 'tourism', most accepted definitions come to the concept of tourism as a leisure or holiday activity. According to the World Tourism Organization (WTO), tourism comprises 'the activities of persons traveling to and staying in places outside their usual

environment ... for leisure, business, and other purposes'. This understanding denotes a temporary short-term movement of people to destinations outside their normal environment and their activities; within this broad concept 'technical' definitions are formulated for particular purposes, to include or exclude particular trips and visits, mainly by reference to purpose, time and distance criteria. (Jefferson, 2002)

The terms 'hospitality' is widely used by people for different meanings; it is often associated with the act or practice of being hospitable, to receive and entertain guests or strangers with liberality and goodwill. In the present time, the term is well-related with the industry to provide such kinds of characteristics. In this case, the hospitality industry is sometimes referred to as 'commercial' or 'professional' hospitality, which is the industry to provide accommodation, food, and drink for people away from home for a reward.(Jefferson, 2002). It can be inferred that hospitality covers a wide area of business establishments such as hotels, restaurants, transportations, travel agents, destinations, etc. In short, the hospitality industry can be stated with the hotel and catering industry/services.

The nature of Perceptions

Etymologically, the term "perception" is derived from the Old French language term *perceptiō* and literally referred to the collecting of rents by feudal landlords. The present definition of the term has maintained a degree of this prior usage in that it refers to the collecting of information about the world by means of the senses. In a similar way, the word "perception" derives from Latin word

"perceptio/percipere" mean to receive or to take. In simple meaning, perception means perceiving; giving meaning to environment around us. It can also be said that perception is the way we try to understand the world around us. Perception can also be defined as "the consciousness of particular material things present to sense. In this case, perception is like sensation, something of an abstraction. (Lewis, 2001)

Another definition of perception states that it refers to a process by which individual organizes and interpret their sensory impressions in order to give meaning to their environment. (P. Robbins, 2003) In this view, different person might have different opinions about certain objects. This is regarding the existence of several factors that might distort one's perception. The factors can be from the perceiver, the target/object being perceived, or the context or situation where the perception is made.

The study on students' perception is of importance, as someone's behaviors can be determined from their values and attitudes. Both factors affect someone's motivation and perception, and the final end; they will affect behavior. It means that perception is one of the key variables affecting one's behavior. (P. Robbins, 2003)

English for Hospitality (EFH)

English, a part from its role as international language, has also served as the primary language to communicate with international tourists. This refers English for occupational purposes or also named as hospitality language. (Blue & Harun, 2003) This term varies slightly from the function of English for interaction,

entertain friends and family which is called as traditional hospitality as the service is conducted for personal relation and not for business.

As a process, hospitality language consists of at least four stages: arrival, familiarization, engagement and departure. In this case, each different

situation requires different types of hospitality, and the cycle does not always go with the same sequence. In professional hospitality. English communication involves various skill focuses such as speaking, writing, listening, and reading. (Blue & Harun, 2003)

Table 1. The Commercial Arrival-Departure Hospitality Cycle

STAGE	ACTIVITY	LANGUAGE USE
Arrival	Pick-up service in some hotels; luggage handling; registration. Commercial services	Greeting by driver, welcome by receptionist. Routine and rehearsed language used. Formal question-answer transactions in formal tone. Varies with category of hotel
Familiarization	Explanation on facilities, on meal and check-out times; guest may also read in-house brochures and ask questions about hotel	Briefing style, rehearsed messages, additional questions and answers, formal tone, language use varies according to category of hotel
Engagement	Independent use of facilities in rooms and in different sections of the hotel. Popular items include: TV, restaurant and bar, pool, gymnasium, sauna, disco	Mostly formal and impersonal, but may depend on how long guest stays in a hotel. Difficult to predict exact language needs other than those relating to use of facilities
Departure	Luggage transfer, preparation of bill, perfunctory farewell conversation	Mostly rehearsed language, mostly formal and impersonal

Adapted from Harun in (Blue & Harun, 2003)

Previous research suggests that writing skill in hospitality industry covers prescriptive, descriptive and analytical. Prescriptive writing usually refers to didactic category, such as manuals and instructional materials for almost every aspect of the hospitality industry. Many of the descriptive works come in documentary form, even though some novels and films uses hotels novels as the setting. These works generally cover the cultural history of hospitality, the operations of the various activities in the hospitality industry, and accounts of hospitality experienced by past travelers.

As for the analytical writing, it covers work in the various disciplines to explain the structure, operation and behavior of the hospitality industry, either as a whole, or with reference to particular components or elements in its organization.

Hospitality language not only covers with verbal but also non-verbal languages such as gesture, eye contact, facial expressions, etc. This adds on the whole meaning of the communication, and at the same time, it can be used to identify whether the communication is successful or not. In this case, students should be prepared to communicate with people

come from diverse cultures. A research reveals that a combination of gestures and demonstration were the most valuable non-verbal forms of communication when facing with language hurdles. (Dawson, Neal, & Madera, 2011)

To have a successful communicator, students should master several basic skills such as how to address a person; how to solicit and give the necessary information; how to respond to questions/requests; how to use prompts; how to use gestures, how to deal with difficult customers; and how to appease complainants. Those skills should be taught and mastered before students come to industry in internship programs. Eventually, language mastery is only one of the tools to cater with the guests need, and the final aim is guests' satisfaction. How to make people feel welcome is indeed an art, and a key to success in the hospitality industry as standard feature of commercial hospitality practices. In the wider context, some standardization of hospitality language are needed such as the language of hotel encounters, which are understood worldwide. These functional activities include check-ins, check-outs, information and queries, and miscellaneous requests. (Blue & Harun, 2003)

Given the diversity of English language status in the neighboring country, English is considered as a foreign language in Indonesia. In Brunei, Philippines, Singapore, and Malaysia, English is regarded as a second language where it is commonly used in everyday communication. (Kam, 2007) A recent regional organization of the ten ASEAN Countries and its surrounding countries (Japan, China and South Korea) called

ASEAN Plus Three Forum had formally introduced English as the working language in this organization. However, it remains unclear how the emerging prominence of English has brought implications to education policy of each country member. (Zein & Stroupe, 2017)

Owing to its status, English ability in Indonesia is regarded as low, and teachers are mostly blamed for this low English ability. A survey reveals that students did not enjoy the teaching learning process as the teachers got angry easily. On the other hands, the learners' perceptions on the importance of English in their own lives were increasing. (Lamb & Coleman, 2008). For hospitality students, English subjects focus on English for Specific Purposes such as English for Restaurants, English for Hotel Industry, English for Travel, etc. All the subjects are mostly taught with integrated skills where listening, speaking, writing, and reading are blended in functional syllabus. In this stage, teachers familiarize the students with the vocabulary and grammar patterns used in a specific function. They are not taught separately, and sometimes taught deductively. The emphasize is not only about the steps of function, but also how they could deliver an effective and polite language expressions.

METHODS

This research utilizes cross-sectional survey design. It means that the data were collected at one point in time. The target population is the students of one private tourism school in Jakarta in the academic year 2019/2010 at the end of the semester. The researcher selected 350 students randomly to voluntarily participate in the survey. The large sample is necessary so that

the sample will exhibit similar characteristics to the target population.

A set of print out questionnaires were distributed to the participants after given verbal and written instruction. The questionnaire consisted of three parts: demography, perceptions on the importance of each language skills, and questionnaires on how they learn each skill. The students only needed a few minutes to complete the questionnaires. Having checked the completed questionnaires, the researcher found that 75 questionnaires are incomplete, so they are not taken as the sample. The total sample was then reduced to 275 of 350 distributed questionnaires. The participants remain completely anonymous.

Below are the steps to conduct the survey research (Creswell, 2012):

1. Decide if a survey is the best design to have
2. Identify the Research Questions
3. Identify the population. The sampling frame, and the sample
4. Determine the survey design and Data Collection Procedure
5. Develop or locate the instrument
6. Administer the instrument
7. Analyze the data to address the research question and hypothesis
8. Write the report.

Having collected the written questionnaires, the researcher conducted the data analysis.(Neuman, 2007)

1. To prepare the data, the researcher set a data coding by putting number from 1 until 275 on the questionnaires to avoid missing data.
2. Then, she entered the data to statistical analysis tool (SPSS 21). The data were presented in grid format, from the demographical data, perceptions on English skills, and students' learning. Each category is presented in different column and row so they are easily read and understood.
3. The next step is data cleaning. It means that the researcher verified the accuracy of the data input. This step was performed to avoid human error in data coding and data input.

The final step is data presentation in the form of descriptive statistic when data were presented with frequency distribution and percentage. In this case, the data are classified and presented in separate table.

RESULTS & DISCUSSIONS

As mentioned before, the questionnaires come in two parts. The first is demographic data with students' background and their English exposures.

A. Demographic Data

The data covers extensive areas from students' identity, and English background and previous educations.

Table 1. Demographic Data

NO	STATEMENT	OPTION	OPTION	OPTION	OPTION
1	Your Class	D4 Hotel 65%	D4 Travel 5%	D3 Hotel 10%	S1 Hospar 20%
2	Your Age	Less than 18 15%	19 - 20 79%	21 -22 4%	23 or more 2%

NO	STATEMENT	OPTION	OPTION	OPTION	OPTION
3	Gender	Male 42%	Female 58%		
4	Origin : write your hometown	Java 83%	Outside Java 17%		
5	Previous Edu- cation	Vocational School 14%	Senior High School 78%	College 7%	Others (Write) 1%

Source : Data Analysis

Most of the research participants are from hotel department with 65%, followed by S1 Hospitality program for 20%, and D4 Travel and D3 Hotel for 5% and 10% respectively. It can be analyzed that hotel department in applied science is still a favorite department as it provides the students with extensive practice and theory on how to be a professional hotelier. While the least participants is from travel department with 5%. Majority of the participants are 19-20 age with 79%, students with age less than 18 is 15%, the rest is more than 20. As for the gender, female is still the most dominant with 58%. Only 17% of the participants are from outside Java. And the previous education is senior high school with 78%, and only 14% from vocational school. It means that more senior high school students have positive interest on tourism sector and they decided to enroll in tourism school.

The finding above assured that hotel department still becomes a favorite department in tourism school. This is in line with the fact that tourism industry in Indonesia still needs a great number of professional human resources with skill,

knowledge, attitude and passion to work in the industry. (Pitana, 2017) This department provides integrated and comprehensive knowledge and skills on how to be professional hoteliers by providing technical and managerial skills. In the early years, students learn technical skills in specific area in hotel establishment such as laundry, housekeeping, from office, pastry, food and beverage and kitchen and restaurant operation. Not only do they have to be able to provide excellent services, but they must also be good at productive skills in making pastry, cake decoration, mixing drinks, barista, cooking skills for both local and international dishes, laundry business etc. Students benefit a lot from mastering those skills as they need them in training and future career selection. In addition, students are expected to start a business from the skills they have acquired in campus. Consequently, hospitality students not only become job seekers, but they can create work opportunities for themselves and other people and eventually, they can add on the number of entrepreneurs in Indonesia.

Table 2. English Exposure

NO	STATEMENT	OPTION	OPTION2	OPTION3	OPTION4
1	English Usage at previous School	International School 4%	Bilingual School 56%	Neither 40%	
2	Previous Stay/visit at English Speaking Countries	Yes 23%	No 77%		
3	Previous English Course?	Yes 54%	No 46%		
4	Previous Foreign Language Course	Yes 31%	NO 69%		
5	Previous English Competition	Yes 7%	No 93%		
6	Parents' Support to learn English	Yes 95%	No 5%		
7	Previous Campus Program	Service Learning 17%	English Class 33%	neither 46%	Private Class 4%

Source : Data Analysis

English exposures are explored with several indicators (1) previous usage of English at previous school, (2) previous stay at English speaking countries, (3) English course, (4) previous participation in English competition, and (5) participation in English programs at colleges. The research reveals whether English was used as a medium of instructions in the previous school. As much as 56% stated that they have bilingual schools, and only 4% comes from international school where English is used as a medium of instruction and communication. Related with English experience, as much as 23% had ever stayed in English speaking countries, 54% had ever took part in English courses, and 31% also took other foreign language courses. Despite their rich English exposure, only 7% stated they had ever participated in English competition such as debate, speech, and retelling story. This

study also reveals that as much as 95% students stated that their parents support them to study English. Related with English program at campus, 50% students stated they joined either service learning or English courses in campus.

This results present interesting facts that students have already got various exposure in English from their previous level of educations. In addition, socio-economic backgrounds and cultural diversity serve as challenge in shaping the students' English skills (Marcellino, 2006.) It is important to note that, as a foreign language, students only get approximately two hours of English subjects in senior high school which is far from sufficient for the students to learn active skills. Despite the implementation of competency based curriculum, teachers' quality in Indonesia is still struggling for improvement. Many efforts have been conducted to improve this such

as teacher's professional education (PPG), Sustainable Professional Development (PKB), Teacher's Competency Test (UKG). Despite those efforts teachers' score is still far from expected (66,94)(Kompas, 2019).

B. Students' Perceptions on English Skills

The first part of the questionnaires was asking the importance of each English skill in hospitality industry. There are four statements stating that Speaking, Listening, Writing, and Reading is important in hospitality industry, and students selected one out of four options: (1) strongly disagree, (2) disagree, (3) agree, and (4) strongly agree. Here are the chart of students' responses.

Chart 1. The importance of English in Hospitality industry: Speaking and writing skill



Source : Data Analysis

When asked about the importance of speaking skill in hospitality industry, 85% strongly agree, and 15% agree. Similar research can also be found in writing skill since 80% strongly agree, and 20% agree that writing is essential. The results are in line with research findings on need analysis on travel agents stating that the speaking skill is a lot needed. The functions are face to face conversation with clients, telephone conversation with clients, suggesting tourism objects, giving details about transportation Giving details about transportation, directions, giving directions, asking for information

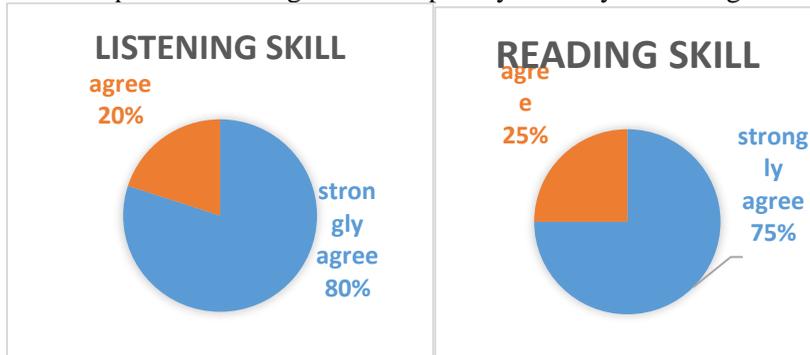
from clients and inquiring clients' needs and decision. (Suprina & Rahayu, 2018)

The results imply that active skills such as speaking and writing should always be emphasized in class syllabus. Conventional teaching method with lecturing should be replaced with communicative methods to maximize students' talking time. Teachers no longer occupy the dominant session by transferring material, and leaving limited time for skills improvements. In addition, the use of information and communication technology (ICT) are highly necessary to improve the

students' interests and motivation. Eventually, teachers should enable students to find their own learning strategy by utilizing various media. Thus, skill improvement continues

both in class and out class setting, and teachers need to monitor the students' autonomous learning style to evaluate whether or not they have met the learning objectives.

Chart 2. The importance of English in Hospitality industry: Listening and Reading



Source: Data Analysis

The chart states that listening and reading are both considered important in hospitality industry. 80% agree that listening skill is considered strongly essential, it happens also in reading with 7% strongly agree and 25% agree. Listening is mostly used in phone conversation, and face to face interaction with guests, while reading is essential to understand documents, letters, emails, leaflet, brochures and documents. (Suprina & Rahayu, 2018)

As with listening and reading skills, these two skills are highly essential in the industry and need to be coped in the lesson plan. Since the English teaching time is

limited, there should be authentic listening and reading to be presented in classroom learning. Students should be exposed by various authentic listening and reading widely used in the industry. In this case, genre based approach can be applied to see which genre is frequently found the work environment, so students can directly master and apply the text in a work setting.

C. Students' Perceptions towards English Learning

This part presents how students (N=275) learn each skill and their related activities on that.

1. Reading skills

Table 3. Reading Skills

1.1 The most common media the students read	Freq/Percent
a) books	39/14%
b) newspapers and magazines	7/3%
c) advertising material, flyers and leaflets	6/2%

d) instructions and operation manuals	15/5%
e) Internet (web, e-mail...)	208/76%
1.2 The reason/motive for reading in English	Freq/Percent
a) education	53/19%
b) Fun (movie, music, internet surfing, social media	186/68%
c) up to date with the latest news	12/4%
d) business correspondence	9/3%
e) professional literature	15/5%
1.3 The grade of understanding the texts you read:	Freq/Percent
a) 0-20%	3/1%
b) 20-40%	18/6%
c) 40-60%	80/29%
d) 60-80%	126/46%
e) 80-100%	48/18%
1.4 The easiest texts you understand in English:	Freq/Percent
a) song lyrics, movies subtitles and entertainment material	231/84%
b) material related to my work and profession	8/3%
c) advertising material	6/2%
d) How to material, instruction, operating manuals, machines	26/10%
e) 4/1%	
1.5 Parts of English which you find the most difficult to understand	Freq/Percent
a) statement	32/12%
b) question	18/6%
c) conditional clauses	65/24%
d) negation	14/5%
e) idiomatic phrases	146/53%

The results show how students, millennials, mostly utilize their time to read news, surfing on the web for fun (68%) This contributes for 76% out of their reading activities, meanwhile book reading is only about 14%. This is not quite surprising facts regarding the emerging of online technologies where any kinds of information can be easily retrieved from online sources including e-books. Regarding the low percentage of reason for reading in education, teachers need to integrate their teaching with technology assisted language learning.

As for the level of understanding of the texts, around 40% of the students understand the texts for about 60-80%, and the easiest text to understands is song, movies subtitles, etc for 84%. When asked about the most understand part of English, 53% mentions that idiomatic phrases are quite a problem. The results imply that students mostly use reading for enjoyment. The lucrative uses of gadget replace the traditional function of modules, and textbooks for learning. Without further treatment, students will not be interested to use online resources for learning. Instead, they spend most of

their time playing online games in their gadget. In this case, teachers have essential role to boost students' motivation

to learn language with various methods both offline and online resources.

2. Writing skills

Table 4. Writing Skills

2.1	Reasons for writing in English	Frequency/Percentage
	a) business	29/11%
	b) education	152/55%
	c) correspondence with peers, friends and family abroad	37/13%
	d) translating	12/5%
	e) hobby and fun	12/5%
2.2	Which media you most commonly use to write in English:	Frequency/Percentage
	a) letters (business and private)	13/5%
	b) communication via e-mail	15/5%
	c) hobby and fun (advertising, greeting cards and flyers)	50/18%
	d) education and courses (notebooks, PowerPoint presentations, etc)	52/19%
	e) mobile phone	145/53%
2.3	The most difficult part in English is:	Frequency/Percentage
	a) spelling	32/12%
	b) using tenses correctly	139/51%
	c) negations and questions	9/3%
	d) pronouns and prepositions	52/19%
	e) phrasal verbs	43/16%
2.4	Your texts in English are:	Frequency/Percentage
	a) clear and simple	180/65%
	b) colorful and complex	26/9%
	c) I use much "slang" and idiomatic phrases	47/17%
	d) I "copy/paste"	20/7%
	e) I use a lot of "cyber" language such as: B4N(by for now); CUL8R(see you later); B/C because) business to business	2/1%
2.5	Where did you learn to write in English:	Frequency/Percentage
	a) formal education	134/49%
	b) courses	50/18%
	c) work	9/3%
	d) traveling and living abroad	6/2%
	e) SMS, chat, e-mail, forums, Facebook	76/28%

As for writing, students write mostly for education reasons; doing assignment for example (55%), the rest is for other purposes such as correspondence with family or peers. The media for writing is mobile phones 53%. At the same times, students find it is difficult to use the correct tenses in writing. Therefore, their typical text is simple and clear 65%. The results also mention that students learn writing from formal education 49%.

The results of reading and writing habits present the latest trend how millennials are no longer interested with conventional material of reading such as books, and modules. Educators need to see this finding as to prevent gadget addiction for fun and enjoyment. Higher order thinking skills need also to be integrated in teaching-learning process.

3. Speaking Skills

Table 5. Speaking Skills

3.1	How would you rate your speaking skill?	Freq/Percent
	a) poor	12/4%
	b) average	105/38%
	c) good	129/47%
	d) very good	23/8%
	e) excellent	
3.2	Your best chance to speak in English is:	Freq/Percent
	a) at school/at work	82/30%
	b) on vacations and business travels	56/20%
	c) with friends and on parties	73/27%
	d) with family and relatives from abroad	31/11%
	e) through random meetings with tourists in my hometown	33/12%
3.3	When you speak in English your biggest problem is:	
	a) find appropriate words	78/28%
	b) construct sentences correctly	93/34%
	c) use time clauses	26/9%
	d) pronounce words	45/16%
	e) use idiomatic phrases	33/12%
3.4	In your opinion, the best way to improve your speaking skill is:	Freq/Percent
	a) English at formal education	7/3%
	b) English courses	77/28%
	c) individual studying with audio lessons	31/11%
	d) communicating with business partners and friends from abroad	99/36%

e) working in an English speaking environment 61/22%

If you had to speak in front of an audience,

3.5	you would choose:	Frequency/Percent
	a) participate in a debate	21/8%
	b) present a subject I have prepared before	164/60%
	c) take part in "impromptu" speech with short notice	29/11%
	d) do a demonstration speech	28/10%
	e) interpret someone else's text (poetry)	33/12%

Related with speaking skill, 47% stated that their speaking skill is good, and 37% said that they have average speaking skill. The lack of speaking skill is possibly caused by the minimum chance to speak English which is at school 30%, and with friends and relatives 27%. The biggest problem in speaking is how to construct grammatically correct sentences 34%, and to find the appropriate words 28%. A good input on how to improve English speaking is by communicating with business partner or friends from abroad (36%) and participating in English course (28%). The last question is about how students select

type of public speaking, they state to have a prepared subject for speaking (60%).

Speaking skill belongs to active skill which is considered quite challenging. To improve the skill, there should be more language exposure to provide the students more time to speak. In a classroom, teachers no longer have to be dominant in lecturing; more activities to provide students chance to speak are encouraged such as discussion, class presentation, debate, role play, etc. Those activities can maximize students talking time. Eventually, students can have a good speaking skill.

4. Listening Skill

Table 6. Listening Skill

4.1	The most frequent English you listen	Frequency/Percentage
	a) by television and audio equipment	203/74%
	b) at work/school/college	38/14%
	c) among friends/relatives/family	20/7%
	d) on travels	6/2%
	e) on Courses, seminars etc.	8/3%
4.2	Your preferred English accent	Frequency/Percentage
	a) Great Britain	42/15%
	b) U.S.A.	192/70%
	c) Australia	15/5%
	d) South Africa	4/1%
	e) Non-native tongue English countries	22/8%
4.3	You learned English listening through	

	a) movies and music	226/82%
	b) lectures at school and college	24/9%
	c) colleagues and business partners	8/3%
	d) English speaking friends and relatives	10/4%
	e) lectures at English courses and seminars	7/2%
4.4	Your biggest obstacle in listening	Frequency/Percentage
	a) native speakers talking too fast	107/40%
	b) the accent of the person talking	72/26%
	c) poor vocabulary	31/11%
	d) poor grammar	50/18%
	e) slang, idiomatic expressions, and abbreviations	15/5%
4.5	How would you rate the knowledge of English when listening to media and public people in your nation:	Frequency/Percentage
	a) poor	19/7%
	b) sufficient	56/20%
	c) good	159/58%
	d) very good	37/13%
	e) excellent	4/1%

Listening is crucial for communication as it is related to other skills. When having conversation people need to listen for understanding in order to respond to the speaker. Lack of listening skills results in unsuccessful communication. The research states that students mostly listen to television and audio equipment (74%), while listen at work or college only accounts for 14%. This finding is in relation with the next item which ask on the preferred English accent which reveals their preference to American accent (70%) and British accent (15%). Students stated that they learn English listening from movie or songs which accounts for 82%, while lecturers and colleges listening only accounts for 9%. The biggest problem in understanding listening is the fast pace and accent of speaking especially from

native speakers. These accounts for 40% and 26% respectively. When asked on how public figures in Indonesia listen English, 58% students rates good English listening.

CONCLUSION AND RECOMMENDATION

The implications of the research findings are as the following:

- 1) Despite students' perception on the importance of speaking skills in the industry, as much as 38% and 4% of the participants rate their speaking skills as average and poor respectively. It means that almost half of the participants have insufficient speaking ability. This lack of speaking skill might due to low exposure of English oral expressions in various situations such as in class or out class program. As in class program, teachers should maximize the students'

talking time by utilizing various teaching methods and technologies to enhance students' exposure to acquire fluency.

- 2) Writing skill is also essential in the industry as the hospitality workers need to deal with letters and plenty of written documents. However, more than half of the participants mostly write on their gadget for social communication with their peers. It means that they are not used to writing in other media. In order to maximize students' writing ability, teachers should integrate the use of gadget as a media to write both formally and informally. This is crucial since students mostly use informal language with abbreviation, clips, or blends for communication. Therefore, it is high time to introduce the business correspondence subject for students. Students are required to download some applications for writing practices so they can learn and master the skills both in class and out of class activities. The ability to write in formal language is crucial regarding their future career in hospitality industry where the highest standard of language should be used as the politeness standard. In addition, the teaching of grammar should also be emphasized due to the lack of grammar mastery such as tenses.
- 3) As for the listening skill, the findings reveal the mass use of television and audio equipment as listening media. It is also interesting that students learn listening from movie and songs. This implies that listening material should be taken from authentic materials from the media. Movies and songs can be used to practice listening

comprehension or to introduce some grammatical feature. Stiffs and rigid audio scripts sometimes split the learners from reality, so utilizing the up to date and authentic materials from the media tend to be preferable teaching ideas.

- 4) The reading skill is as important as other skills. The majority of the research participants read from websites or online resource, and book readings only contribute for 14%. This confirms the motive for reading for enjoyment. However, the low level of text understanding and some obstacles in idiomatic phrases should be coped in reading syllabus. This finding is in line with PISA results of the low level of students' literacy in Indonesia. To enhance this, reading sections in English class should be seriously arranged to equip students with intensive and extensive reading where they may benefit those skills in the future careers.

Students' weaknesses in each English skill should be taken into account by all stakeholders. Students' depleting interests in reading books and keep up with the latest news in mass media, understand formal written letters, low linguistic ability to construct sentences are some of the examples. These phenomena show how millennials prefer to have instant skills, while other knowledge requiring deeper understanding are left behind. In this case, teachers play a role model. If we demand our students to love books, teachers should show how they have read various books and share the reading report in the class. So, teaching is both for transferring knowledge and values. As the final objective of national education is

to create religious citizen with good moral conducts.

For curriculum developers, the results can be of a valuable input to enhance English curriculum for hospitality school. Dominant use of online and social media use. Since millennials are digital native, different learning and teaching methods should be applied. For example, problem based approach, project based approach, and scientific method, and genre based approach. Those methods and approach promote autonomous learning so that students utilize their time to improve their skills. At the same time, English teaching learning should be integrated with technology and media. The adoption of social media and learning software are some of the solutions. Modern teachers should learn to integrate technological pedagogical Content knowledge (T-PACK). Since teaching students with presenting content knowledge in the specific field is no longer interesting since students can always search them on the website, it is high time to integrate technology such as Edmodo, Google classrooms, other online platforms to support their teaching. In addition, social media can be utilized as a learning tool, when students and teachers interact together in a discussion with a more flexible time and space. What needs to be remembered is that teachers needs to integrate pedagogical values with technological and content knowledge. These three factors together form TPACK which is in line with the 21 century quality learning involving active learning, authentic learning, reflective learning, and collaborative learning. Thus, to meet the learning objectives, pedagogical practices needs to be emphasized and adjusted to

change the learning conceptions and to cater the technological change for future benefit.

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