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**THE NEEDS AND PROBLEMS OF ENGLISH SKILL FOR THE HOTEL FRONT  
OFFICE STAFF AT LOMBOK WEST NUSA TENGGARA**

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**Abstract**

This study aims to determine the description of the application of empowerment, motivation and employee performance, as well as to analyze and explain the influence between variables jointly or partially. Data was collected through questionnaires, interviews and documentation techniques. Research place at PT Industri Telekomunikasi Indonesia. The sample used was 67 employees from various divisions. The sampling technique used random sampling method. The verification analysis of the data used is multiple linear regression analysis. The results of the research show that data analysis: (1) employee empowerment has a significant positive effect on employee performance, (2) motivation has a positive but not significant effect on performance. (3) employee empowerment, knowledge management and motivation simultaneously have a significant positive effect on employee performance. The results showed that employee empowerment and motivation together had a positive and significant effect on performance, but partially the effect of motivation on performance had a positive but not significant effect. This means that the influence of motivation on performance does not apply in general, and only applies in this study.

**Keywords: Empowerment, Motivation, And Employee Performance**

**INTRODUCTION**

Tourism in Indonesia is an important component of the Indonesian economy as well as a significant source of its foreign exchange revenues. Indonesia has a wonderful natural wealth. Because of its natural beauty, Indonesia has become a tourist destination that is much coveted by both local and international travelers from around the world. Panorama in Indonesia is certainly not inferior to other countries.

In 2016, the government was reported to be investing more in tourism development by attracting more foreign investors. The government has given priority to 10 destinations as follows: Borobudur, Central Java; Mandalika, West Nusa Tenggara; Labuan Bajo, East Nusa Tenggara; Bromo-Tengger-Semeru, East Java; Thousand Islands, Jakarta; Toba, North Sumatra; Wakatobi, Southeast Sulawesi; Tanjung Lesung, Banten; Morotai, North Maluku; and Tanjung Kelayang, Belitung.

Despite the generally encouraging economic situation and rising tourist arrivals, the hotel segment faces many challenges. As mentioned above, the industry relies in no small extent on the importance of Bali and Jakarta.

As English is the globalized business world, effective and excellent communication and adequate English language competency is essential for better guest experience and hence better efficiency, productivity, and the profitability of the industry. An integral part of the tourism industry, the hotel and restaurant are very diverse accommodates employees and guests with a different language, ethnic and cultural backgrounds.

Not only does the staff need to communicate successfully with the guests but also with other department employees. Few of the staff members might speak in manageable English. Still, those who don't have English as their first language suffer due to their inability



and failure to understand simple instructions and information. Being the most widely spoken language globally, it makes sense that English is vital within the hospitality sector. Learn more here. The world of hospitality involves travel and tourism and so having a primary language around the globe that's spoken by all employees in this field is essential.

Several previous studies have been conducted to survey the needs and problems using English. Chistision & Krankhe (2004) Student non-natives English is speaking student studying in United States universities. The result that listening and reading were found to have greater importance than skills in speaking and reading. The most challenging Skill in English was speaking and listening. On the other sides, Chakrit Paisuwan (2006) surveyed and the needs and problems of Seagate planners in using English. Listening and speaking were the most needed English language skill. The most serious problem in English was listening and speaking, but reading and writing were not as serious. Moreover, Thawacai Tangniam (2006) investigated the English language needs for Thai Airways ground staff. As for English needs, listening and speaking were need Skill for Thai Airways ground staff. However, listening skills has considered the most difficult. As can be seen, the related research revealed the job needs for the use of English in various aspects according to differences in the job field.

Whether a hotel, restaurant, or travel agent employs a person who is from a non-English speaking country, you can expect them to have an adequate English level. Although many countries worldwide have their unique tourism treasures, they share a common language, which puts workers travelers at ease; as mentioned above, English language skills are the primary tool for effective communication in the tourism industry. Not only do those in the tourism industry communicate with native speakers, but also with other non-native speakers. Therefore, his study focused on needs

and problems in terms of listening, speaking, reading, writing, grammar, and vocabulary for front office staff. The finding will provide information to improve English skills, offer good services, and to avoid communication problems. The result of the study can lead to conduct English training for staff in the future.

### Statement Of The Problems

This study aimed to answer the following questions:

What are the three activities that Room Division Staff need to use the most and the least regarding each particular English language skills in their work?

- What problems do the Room Division staffs encounter in English communication?
- Which skill do the Room Division staffs mostly need for using English language skills in their work?
- Which skill do the staffs have problems when communicating in the English language?

### Study Objectives

- To investigate the Room Division Staffs' problems encounter in English communication.
- To investigate the Room Division staffs' skill mostly need for using English language skills in their work
- To find out the Skill that Room Division Staffs mostly need and the Skill that is the most Problematic.

### Definition Of Terms

Definition of terms in this study are:

- Needs* refer to requirements that the Room Division Staff has to master in terms of English communication.
- Problems* refer to difficulties faced in using English
- English skills* refer to English listening, speaking, reading, writing, grammar, and vocabulary.
- Room Division Staff* refers to the staff who works in the front office department of the hotel



k. *Customer refers* to the non- Indonesian speaking tourist who temporarily uses the hotel's service or stays in hotels in Lombok for various purposes, such as traveling and business.

**Scope Of The Study**

This study focus on Room Division Staffs in the hotels at Lombok who have to use English language skills to communicate to foreign tourists The study will emphasize the Room Division Staffs' needs and problems using the English skills of listening, speaking, reading, writing, grammar, and vocabulary in their work.

**Signification Of The Study**

The research findings express the needs and problems in using the English skills of listening, speaking, reading, writing, grammar, and vocabulary of the front office in the hotel at Lombok. Besides, the information could provide the possible consequences of the Room Division Staff'ineffective communication. Therefore, it will be beneficial for hotel management to analyze these findings and organize specific plans to improve the Staff's English Language skills in the future. Moreover, the study results can be applied by others in small businesses such as travel agencies, resorts, etc.

**REVIEW OF LITERATURE**

**The Importance of English for Tourism**

According to Pupo Ferras, Faedo-Borges, & Ortigoza Garcell (2012), “ English is a vital aspect of the tourism sector since it provides the best service to foreign visitors who do not know the local language. Furthermore, tourism professionals need to speak English to foreigners to make their visit more enjoyable”. Speak or communication are using English will be more polite. On the other sides, according to ( Zahedpisheh, 2017) people who are required to use English at work for tourism and hospitality purposes need to improve their communicative abilities, language fluency, and accuracy . In the other sides, language is taught

as a second language in educational institutions of various levels since it is a significant element to establish communication with others worldwide (Seidlhofer, 2005). Moreover, according to Ponce de León, 2018, “oncerning Ecuador, In 2016, 1.617.014 visitors came to this country, demonstrating that the government is real tourism potential. More than 1, 6 million foreigners came to Ecuador in 2017, obtaining a 14% increment in 2016, this according to the Tourism Minister, is "good news”.

According to Kostic Bobanovic & Grzinic (2011), the use of English is often used in intermediary companies such as travel agencies and operators. In the case of communication, it is essential to maintain a dialogue about a service. Employees should be able to perform an internal task. For example, creating a tourist package, and for this, they must have good reading and writing skills since, in most cases, communication with companies that are in other countries is given through email. Moreover, according to Korstanje (2014). Marketing and advertising is an essential tool in the tourism sector because thanks to this, there is the possibility of transmitting an image and information about a tourist place. In this area, English is essential since it is necessary to know terminologies and advanced English to attract future tourists.

Niño-Puello (2013) states that English in the scientific area has more scope than any other language since the most significant research and updates on various tourism topics are mostly in English. That is why, in the case of students or teachers, the latest publications in scientific journals help to improve the teaching process as it conveys the newest events on issues regarding tourism. In the case of teachers, they need English, specifically for consultations on the subject they are teaching and being informed of new trends on a specific topic. Likewise, if they wish to transmit their point of view reflected in an article, the implementation of writing and reading are



essential to carry out this work. The reading ability used in scientific papers helps both the knowledge of new topics in tourism and in the same way to the comprehension of texts, improvement in grammar, writing, and vocabulary (Carvajal, 2014).

Tourism staff have to be able to speak in English. If cannot speak, communication or understand the English, could not give any information or message to guest and also if cannot understand the guest or other person said, cannot receive the any information or the message from the guest or other person because them is using the English to communicate with. Therefore, English is important for teenagers in tourism industry or a hotel this is because the English is a international language in the world and in hotel every day need to serve the different kind of guest so the teenager cannot without the English in every day. English is one of the most spoken languages in the world and no matter where in the world that find employment and will encounter English-speaking customers.

### **Improving Linguistic Skills for Future Tourism**

According to Rojas (2018), the use of role-plays allows teachers to evaluate the speaking abilities of learners. To that end, ESP practitioners need to identify the causes that interfere in the participation of communicational activities, and perform actions that will lead students "to learn more vocabulary, have more grammar control, and become more fluent, less shy, more encouraged, and more capable to pronounce words correctly" (Rojas, 2018, p. 49). Moreover, Another study conducted by Soto, Espinoza, Vargas, Cajamarca, Fontaine, and Carrera (2017), analyzes the insights of ESP students towards the recording of videos to explain class content. The results of this study revealed that is an improvement in motivation and academic achievement. Furthermore, they develop self-regulated strategies, self-awareness of their learning development, and

self-regulated environmental strategies, which show a beneficial influence of the strategy for the language learning progress. Students live experiences of metacognition detecting their errors and applying strategies to improve their speaking in the use of the foreign language (Farfan et al., 2017). On the other hand, A study conducted by Rojas, Villafuerte, and Soto (2017), which was aimed to improve learners' English writing production through cooperation and technological means revealed that students' efforts and time to develop writing skills has a direct relationship with the learners' interests. As a result, the combination of collaborative work and technological resources improve the development of the written communicative competence. Specifically, the improvements were focused on the development of technical vocabulary, writing style, and writing coherence. Besides, the scholars Villafuerte, Intriago and Romero (2018) presented a didactic tool that combines multiple creative activities and relies on the virtual social networks for the execution of reading and comprehension practices in the professional training context.

In the international world of tourism will discover a diverse mix of native and non-native speakers who come from a variety of linguistic backgrounds. Therefore, it's critical that people working in the tourism industry develop strategies for understanding new English accents and being prepared for tricky situations that might arise. Some tips for effective communication with international English speakers and practice how to check for clarification, politely communicate that not understand something and handle common scenarios where miscommunication can occur.

### **Training or Preparation of Tourism Staffs**

According to Richards (2001), a useful language program merits the consideration of factors that go beyond the mere content and presentation of teaching materials, such as sociocultural factors, teaching and learning styles, factors related to the student (attitudes,



interests, learning habits, etc.) as cited in (Pupo Ferras, Faedo Borges, & Ortigoza Garcell, 2012). Globally, tourism has been evolved into one of the largest economic sectors contributing 35% of the global exports of services (UNWTO, 2008). UNWTO also predicted 1.6 billion international tourist arrivals worldwide by 2020, which shows the tourism sector's growth potential throughout the world. Tourism plays a vital role in GDP and employment. According to the World Tourism and Travel Council 2006 report, tourism contributed 6.3% to GDP and 5.1% for job c Pakistan (WTTC 2006). More and more employees who work in tourism realize the importance of English. Consequently, they need to have a good command of English in their workplace, which plays a significant role in delivering high-quality service. (Zahedpisheh & Abu Bakar, 2017).

Instead talking about English for hotel and hospitality workers. Hotel English training gives the special English skills you need to work in a hotel, or in any similar tourism or hospitality environment. And this kind of training is not just available to people who already work in the hotel industry. Everyone can seek out hotel English training. Somewhat of hospitality professional or simply someone interested in working with tourists or travelers, there are lots of great, professional resources for learning hotel English.

## RESEARCH METHOD

### Research Design

The objectives of the study were to survey the English language needed, and problems of Room Division Staffs, the subject of the survey were staff who worked in the Room Division department in hotels in Lombok city. They were chosen as the subject they more often use English skill at work than other staff the hotel business. Sixty questionnaires were distributed to these staff members. This research use quantitative method. Quantitative methods emphasize objective measurements

and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon (Babbie, Earl R. The Practice of Social Research. 12th ed. Belmont, CA: Wadsworth Cengage, 2010; Muijs, Daniel. Doing Quantitative Research in Education with SPSS. 2nd edition. London: SAGE Publications, 2010).

### Research Procedures

Firstly, a request letter was sent to the Human Resource Department (HRD) for permission and assistance in gaining information from the staff. After getting permission, sixty copies of questionnaires were distributed to the Room Division staff. The subjects were asked to answer general information, the needs of English skills for the staff, the difficulties with using English skills and their suggestions.

### Data Collection

The research instrument was questionnaire adapted use by a researcher. The questionnaire consisted of three parts as follows:

1. The general information of the respondents  
This section contained the respondents' information about sex, age, educational background, duration of work in their position, the necessity of English in their job area, as well as their opinions about using English language skills.
- m. The needs of problems of the English language functions for Room Division Staff. In this part of questionnaire, the question were divide into seven main sections. In each section, the question covered various English language function for Room Division Staff . A five point likert scale was employed for respondents to rate.
- n. Open-ended questions were used to obtain the respondents' problem and suggestions at the end.





To ensure the wording in the questionnaire was understandable and did not contain any ambiguity. Its content validity were reviewed by qualified consultant.

Moreover 20 Room Division Staff were asked to complete the questionnaire and evaluate the content to identify unclear terms and to give suggestions. Then, the irrelevant items were revised for the study. According to pilot study. It's Cronbach Alpha coefecient equaled 0.95, endicating good reliability.

**Data Analysis**

The data obtained from the returned questionnaire was analyzed using the Statistics Package for Social Sciences (SPSS) as follows:

- a. Percentage and frequency count were used in the analysis of the answers in the first part of personal information.
- b. Arithmetic mean ( $\bar{x}$ ) and standard deviation scale, and rank were used to present the outcomes of Room Division Staff' opinions are the needs and problems of using English language skills at work.
- c. Finnaly, the findings and outcomes will displayed in table and charts along with full with elucidations.

**FINDING AND DISCUSSION**

This chapter reports the study results based on the data gained from the 50 Room Division Staff in the hotels in Lombok. The results of the survey are presented in three parts, according to the questionnaire.

**Finding**

In this part will discuss about , level of needs and problem of using English in listening skill, levels of needs and problems of using English in speaking skill, level of needs and problems using English in reading skill, level of needs and problems of using English in writing skill. level of needs and problems of using English in grammar skill. levels of needs and problems of using English in vocabulary, levels of needs and problems of ssing English at work,

the skill that the respondents mostly wanted to be improved.

**Table 1. Level of Needs and Problem of Using English in Listening Skill**

Levels of Needs	Mean	S.D	Rank	Listening Skill	Mean	S.D	Rank	Levels of Problems
High	4.2	0.65	3	1. listening to and understanding what customer want	3.08	0.82	6	Moderate
High	4.14	0.70	2	2. listening to customers' complaint	3.54	0.73	3	High
High	3.60	0.75	7	3. listening to customers' satisfaction	2.74	0.72	9	Moderate
High	3.88	0.84	4	4. listening to personal details and information	3.04	0.80	7	Moderate
Very High	4.22	0.79	1	5. Listening to conversation by phone	3.92	0.60	1	High
High	3.50	0.67	8	6. listening to Idomatic English	3.44	0.61	4	High
High	3.46	0.70	9	7. Listening to American accent	2.86	0.75	8	Moderate
High	3.82	0.66	6	8. Listening to British accents	3.42	0.60	5	High
High	3.86	0.63	5	9. Listening to other English accents	3.84	0.68	2	High

(Source, author 2020)

Table 1 shows that the three most significant activities in listening skill that the front office staffs in the hotels in Lombok city needed to communicate in English were listening to conversations by phone (mean score= 4.22), and it was a very high level. Listening to customers' complaints (mean score=4.14) and listening to understanding what customers want (mean score=4.12) contributed to a high level of needs listening skill.

The three last significant activities in listening skill that the Room Division Staff in the hotels in Lombok city needed to communicate in English were listening to the conversation by phone ( mean score-3.92), listening to other English accents (mean score=3.84), and listening to customers' complaints (mean score= 3.540). The level of problems of these three most problematic activities is high.



The three last problematic activities were listening to customers' satisfaction (mean score=2,74), listening to British English accents (mean score= 2.86), and listening to personal details and information (mean score=3.04). The level of the least problematic activities was moderate.

**Table 2. Levels of Needs and Problems of Using English in Speaking Skill**

Level of Needs	Mean	S.D	Rank	Speaking Skill	Mean	S.D	Rank	Level of Problem
Very high	4.22	0.70	2	1. welcoming and greeting	2.50	0.88	15	Low
high	4.02	0.76	5	2. enquiring about costumers' needs and decisions.	2.88	0.71	10	Moderate
high	3.76	0.79	8	3. making polite request	2.74	0.77	13	Moderate
high	4.16	0.61	4	4. providing and explaining information about room' details and facilities	2.82	0.77	12	Moderate
high	3.54	0.78	11	5. offering assistance	2.68	0.81	14	Moderate
high	3.76	0.84	8	6. giving customers' direction	3.14	0.70	8	Moderate
high	3.92	0.75	6	7. Refusing Politely	2.86	0.80	11	Moderate
high	3.42	0.81	12	8. Suggesting travel information.	3.00	0.70	9	Moderate
Very high	4.34	0.65	1	9. conducting conversations by phone	3.76	0.65	2	High
Very high	4.22	0.81	2	10. Apologizing when mistake occur	3.40	0.72	5	Moderate
High	4.18	0.74	3	11. explaining the reason for mistakes	3.76	0.51	2	High
High	4.16	0.73	4	12. negotiating for mutual understanding	3.78	0.73	1	High
high	3.88	0.79	7	13. clarifying question or confirming messages	3.34	0.74	6	Moderate
high	3.64	0.89	9	14. pronouncing Englishs consonant and vowels sounds	3.64	0.63	3	High
high	3.58	0.75	10	15. speaking with appropriate word stress	3.56	0.67	4	High
high	3.76	0.84	8	16. speaking politely according to grammatical rules and social etiquette.	3.16	0.73	7	Moderate

Table 2 shows that the three most significant activities in speaking skills that Room Division Staff in the hotels in Lombok city needed to communicate in English were conducting conversations by phone (mean score=4.34). There were two activities, welcoming and greeting, and apologizing, when mistakes accrued, represented by the same mean score (mean score=4.22). The level of needs for these activities was very high in this skill.

**Table 3. Level of Needs and Problems Using English in Reading Skill.**

Level of Needs	Mean	S.D	Rank	Reading Skill	Mean	S.D	Rank	Level of Problems
High	4.00	0,75	1	1.reading customers' level documents	2.98	0.65	3	Moderate
High	3.60	0,78	3	2. reading business letter and faxes	2.94	0.68	4	Moderate
Moderate	3.38	0,96	4	3. reading information from the internet	2.60	0.63	6	Low
High	3.82	0,94	2	4. Reading E-mails	3.26	0.80	1	Moderate
Moderate	3.16	0,95	7	5. reading Brochures for tourism magazine and journals	2.42	0.75	7	Low
Moderate	3.32	0,89	6	6. reading minutes of meeting	3.16	0.68	2	Moderate
Moderate	3.34	0,93	5	7. reading news and official information issued by company	2.88	0.74	5	Moderate

Table 3 shows that the three most significant activities in reading Skill that Room Division Staff in the hotels in Lombok needed to use English were reading customers' travel document (mean score=3.82) and reading business letters and faxes (mean score=3.60), respectively. These most significant activities were all at a high level of needs.

The three least significant activities that the Room Division Staff in the hotels in Lombok city needed to use the English language were reading brochures or tourism magazines and journals (means score=3.16). Furthermore, reading minutes of meetings (mean scores=3.32) and reading news and official information issued by the company (mean score=3.34). These least significant activities were at moderate levels of needs.

The three most problematic activities in reading skills that the Room Division Staff in the hotels in Lombok city encountered were reading email (mean socres=3.26), reading minutes of meetings (mean scores=3.16), and reading customers' travel documents (mean scores= 2.98). These most problematic activities were at a moderate level of problems.



The three last most problematic activities were reading brochures or tourism magazines and journals (mean score=2.42) followed by reading information from the internet (mean score=2.60). These two least problematic activities were at a low level. Reading news and official information issued by the company (mean score=2.88) was at a moderate level.

**Table 4. Level of Needs and Problems of Using English in Writing skill.**

Level of Needs	Mean	S.D	Rank	Reading Skill	Mean	S.D	Rank	Level of Problems
High	4.00	0,75	1	1.reading customers' level documents	2.98	0.65	3	Moderate
High	3.60	0,78	3	2. reading business letter and faxes	2.94	0.68	4	Moderate
Moderate	3.38	0,96	4	3. reading information from the internet	2.60	0.63	6	Low
High	3.82	0,94	2	4. Reading E-mails	3.26	0.80	1	Moderate
Moderate	3.16	0,95	7	5. reading Brochures for tourism magazine and journals	2.42	0.75	7	Low
Moderate	3.32	0,89	6	6. reading minutes of meeting	3.16	0.68	2	Moderate
Moderate	3.34	0,93	5	7. reading news and official information issued by company	2.88	0.74	5	Moderate

Table 4 indicates that the three most significant activities that the Room Division Staff in the hotels in Lombok city needed to use the English language were writing Emails (mean scores=3.84). There were two activities, writing a business letter in appropriate formats and writing daily reports, represented by the same mean score (mean score==3.68). These most significant activities were at a high level of needs and writing skill.

The three least significant activities that the Room Division Staff in the hotels in Lombok city needed to use English were taking telephone messages (mean scores=3.18), writing messages for customers' (mean score=3,32), and writing memos (mean

score=3.34), respectively. That least significant activities were all at a moderate level of needs.

**Table 5. Level of Needs and Problems of Using English in Grammar Skill.**

Levels of needs	Mean	Sd	Rank	Writing Skill	Mean	S.D	Rank	Level of problem
High	3.68	0.71	2	1. writing business letters in appropriate formats	3.44	0.67	2	High
High	3.68	0.81	2	2. writing daily reports	3.06	0.55	4	High
Moderate	3.32	0.76	4	3. writing messages for customers	2.62	0.69	5	Moderate
Moderate	3.18	0.85	5	4. Taking the telephone messages	2.54	0.83	6	Low
High	3.84	0.84	1	5. writing E-mails	3.56	0.57	1	High
Moderate	3.34	0.79	3	6. Writing memos	3.10	0.73	3	Moderate

Table 5 shows that the three most significant activities in grammar skill that the Room Division Staff in the hotels in Lombok city needed to use English were knowing and correctly changing the tense according to the situations, e.g., present tense, past tense, and future tense (mean score=4.02), knowing and using appropriate nouns and pronouns (mean score=3.70) and knowing and using appropriate articles (mean score=3.54). These most significant activities were all at a high level of needs in the skill.

The three least significant activities in grammar skill that the Room Division Staff in the hotels in Lombok city needed to use English were knowing and using appropriate modal verbs e.g. can, could, might (mean score=3.46) and knowing and using appropriate adverbs and adjectives (mean score=3.46) and knowing using appropriate preposition e.g. in, on, at(mean score=3.48). the least significant activities were at a high level of needs and grammar skill.

The three most problematic activities that the front staff in the hotels in Lombok city encountered were knowing and correctly





changing the tense according to situation, e.g present tense, past tense, and future tense (mean score=3.40) followed by knowing and using appropriate nouns and pronouns (mean score=2.86) and knowing and using appropriate prepositions, e.g. in, on, at (mean score=2.82) all of these most problematic activities were at moderate level in grammar skill.

These three last problematic activities were knowing and using appropriate modal verbs (e.g. can, could, may, and might) (mean score=2.72). moreover, knowing and using appropriate adverbs and adjectives were at the same mean score (mean score=2.78). These least significant activities were all at moderate levels of problems of problems in this skill.

**Table 6. levels of Needs and Problems of using English in Vocabulary**

Level of needs	Mean	S.D	Rank	Grammar Skill	Mean	S.D.	Rank	Level of Problems
High	4.02	0,62	1	1. knowing and correctly changing the tense according to the situation e.g., present tense, past tense, and future tense	3.40	0.63	1	Moderate
High	3.70	0,81	2	2. knowing and using appropriate nouns and pronouns	2.86	0.67	2	Moderate
High	3.54	0,81	3	3. knowing and using appropriate articles	2.78	0.58	4	Moderate
High	3.44	0,76	6	4. knowing and using appropriate modal verbs e.g can, could, may, and might	2.72	0.60	5	Moderate
High	3.48	0,81	4	5. Knowing and using appropriate preposition e.g, in, on, at	2.82	0.69	3	Moderate
High	3.46	0,78	5	6. Knowing and using appropriate adverbs and adjectives	2.78	0.61	4	Moderate

Table 6 indicates that the three most significant activities in vocabulary skill that the Room Division Staff in the hotels in Lombok city needed to use English were knowing vocabulary related to the tourism industry and knowing vocabulary related to accommodation, which represented the same mean score (mean score=3.94), and knowing vocabulary related to transportation (mean score=3.82). These most significant activities were at high levels of needs in vocabulary skills.

The three least significant activities in vocabulary skill that the front office staff in the hotels in Lombok city needed to use English were knowing vocabulary related to the festivals and holidays (mean score=3.24), knowing vocabulary related to food (mean score=3.30). The two least significant activities were at a moderate levels of needs in vocabulary skills. Knowing vocabulary related to giving directions (mean scores= 3.68) was at high level of needs in vocabulary skill.

These three most problematic activities that the Room Division Staff in the hotels in Lombok city area encountered were knowing vocabulary related to the tourism industry (mean score=3.18) followed by knowing vocabulary related to transportation (mean score=3.04) and knowing vocabulary related to giving directions (mean score=2.96). The most problematic activities were knowing vocabulary related to food and knowing vocabulary related to festivals and holidays, which were at the same mean score (mean score= 2.66) and knowing vocabulary related to accommodation (mean score=2.84). These least problematic were at moderate level in vocabulary skill.

**Table 7. Levels of Needs and Problems of Using English at Work.**

Level of needs	Mean	S.D	Rank	Vocabulary Skill	Mean	S.D	Rank	Level of Problem
High	3.94	0.71	1	1. Knowing vocabulary related to the tourism	3.18	0.59	1	Moderate
High	3.82	0.85	2	2. Knowing vocabulary related transportation	3.04	0.72	2	Moderate
Moderate	3.30	0.83	4	3. Knowing vocabulary related to food	2.66	0.65	5	Moderate
High	3.94	0.74	1	4. Knowing vocabulary to accommodation	2.84	0.58	4	Moderate
Moderate	3.24	0.74	5	5. Knowing vocabulary related to festivals and holidays	2.66	0.65	5	Moderate
High	3.68	0.84	3	6. Knowing vocabulary related to giving directions	2.96	0.80	3	Moderate

From Table 7 the most significant skill that the Room Division Staff in the hotels in Lombok city needed to use their work was



speaking (mean scores=4.24), which was at a very high level of needs using English. The levels of needs in listening (mean scores=3.98), reading (mean score=3.48), writing (mean score=3.48) and vocabulary (mean score=3.56) were high. The levels of needs in grammar (mean score=3.33) was moderate.

The most problematic skill that the Room Division Staff in the hotels in Lombok city encountered when using English in their work was listening (mean score=3.54), and followed by speaking (mean score=3.48). These two skill were at a high level difficulty. This was followed by writing, reading, grammar and vocabulary, which were related as 3.10, 3.08, 2.94, 2.90, respectively. All of these skills were at a moderate level of difficulty.

**Table 8. The skill that the respondents' Mostly Wanted to be Improved**

Skill Respondents Most wanted to improve	Frequency	Percentage	Rank
Listening	13	26	1
Speaking	11	22	2
Reading	7	14	4
Writing	9	18	3
Grammar	4	8	6
Vocabulary	6	12	5
Total	50	100	-

Table 8 shows that 26% of the respondents would most like to improve their listening skill. 22% of them would like to improve their speaking skill. 18%, 14%, 12%, and 8% of them would like to improve their writing, reading, vocabulary and grammar, respectively.

## Discussion

### Problems of Using English skills in work

According to the results of the study, the most problematic Skill for the Room Division Staff in the hotels in Lombok city was listening skill. Room Division Staff mostly had problems in listening English during conversations by

phone. It seems possible that Room Division Staffs do not hear clearly because of unclear pronunciation via the phone. English accents e.g., Sasak could also cause problems in listening because the staff were not familiar with the accents. To avoid misunderstanding from listening, Room Division Staff should practice English listening skill. There are many ways to practice English listening skill, such as listening to music, watching movies and having conversations with foreigners who have different English accent. This is according to Kostic Bobanovic & Grzinic (2011), the use of English is often used in intermediary companies such as travel agencies and operators. In the case of communication, it is essential to maintain a dialogue about a service. Employees should be able to perform an internal task.

### Needs of using english skill in work

The result of the study revealed that almost all Room Division Staff in the hotels in Lombok, needed to use English skill in their job, similarly. Room Division Staff needs to use speaking skill in order to respond to the customer wants, solve problems, give information, offer assistance, or even engaged in conversation over the phone. They also have to use speaking skill to spontaneously communicate with customers at the front desk, which is one of the responsibilities of the Room Division Staff. Therefore, it is obvious that Room Division Staff need to use speaking skill most for their communication at work. This is according to Soto, Espinoza, Vargas, Cajamarca, Fontaine, and Carrera (2017), analyzes the insights of ESP students towards the recording of videos to explain class content. The results of this study revealed that is an improvement in motivation and academic achievement. Furthermore, they develop self-regulated strategies, self-awareness of their learning development, and self-regulated environmental strategies, which show a beneficial influence of the strategy for the language learning progress.

### Room Division Staff requirements



Regarding the results of this study, the Room Division Staff in the hotels in Lombok city mostly needed to improve their listening skill, which the most problematic English language skill in work. Thus to respondents' needs and problems with ineffectve communication. Moreover, this will help to create specific plans to improve the staff english language skills and aid in their profesional advancement. This is according to Rojas (2018), the use of role-plays allows teachers to evaluate the speaking abilities of learners. ESP practitioners need to identify the causes that interfere in the participation of communicational activities, and perform actions that will lead students "to learn more vocabulary, have more grammar control, and become more fluent, less shy, more encouraged, and more capable to pronounce words correctly.

### CONCLUSION AND SUGGESTION

This chapter presents (1) a summary of the study, (2) a summary of the findings, (3) the discussions, (4) conclusions and (5) recommendation for the further research.

#### Conclusion

1. Listening the most problematic skill Room Division Staff in the hotels in Lombok city. They mostly encountered problems of listening and conversations by phone, listening to customers' complaints and listening to what customer want. However, vocabulary skill for using English language skill in their work.
2. Speaking is the skill most needed for Room Division Staff in the hotels in Lombok city. They mostly use speaking skill in engaging in conversations by phone, wolcoming and greeting, including apologizing when mistakes occur. On the other hand, grammar is the skill least needed for using English skill in their work.
3. Room Division Staff in the hotels in Lombok city wanted to improve their listening skill,

as listening skill is the most problematic skill for their work.

#### Suggestion

Based on the findings and discussion, the following recommendations are made for futher research,

##### 1 Problems of Using English skills in work

According to the results of the study, the most problematic skill for the Room Division Staff in the hotels in Lombok city was listening skill. Room Division Staff mostly had problems in listening English during conversations by phone. It seems possible that Room Division Staff do not hear clearly because of unclear pronunciation via the phone. English accents e.g., Sasak could also cause problems in listening because the staff were not familiar with the accents. To avoid misundaerstanding from listening, Room Division Staff should practice English listening skill. There are many ways to practice English listening skill, such as listening to music, watching movies and having conversations with foreigners who have different English accents.

##### 2 Needs of using english skill in work

The result of the study revealed that almost all Room Division Staff in the hotels in Lombok, needed to use English skill in their job, similarly. Room Division Staff needs to use speaking skill in order to respond to the customer wants, solve problems, give information, offer assistance, or even engaged in coversation over the phone. They also have to use speaking skill to spontaneously communicate with customers at the front desk, which is one of the responsibilities of the Room Division Staff. There for, it is obvious that Room Division Staff need to use speaking skill most for their communication at work.

##### 3 Room Division Staff requiremenments

Regarding the results of this study, the Room Division Staff in the hotels in Lombok city mostly needed to improve their listening skill, which the most problematic English language skill in work. Thus to respondents' needs and problems with ineffectve



communication. Moreover, this will help to create specific plans to improve the staff english language skills and aid in their professional advancement.

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