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GRAMMAR MASTERY FOR HOSPITALITY AND TOURISM STUDENTS: TO WHAT EXTENT DOES IT MATTER FOR THEIR FUTURE CAREER?

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Abstract
There have been pros and cons to learning grammar concerning Second Language Acquisition. This paper aims to investigate Hospitality and Tourism (HT) students' and workers' perceptions of the significance of English grammar which has not been widely discussed. This article reports a mixed-method study that was conducted using an online survey and involving 50 HT students and 50 HT workers across Indonesia. Interviews with 2 Human Resource Managers of international hotel chains were also performed to provide stronger validation. The findings revealed that HT students and workers do not hold a positive perception of learning grammar and should not comprehensively learn English rules since grammar mastery will insignificantly impact employability and career performance for most positions in that sector. However, it is suggested that those in higher positions learn the 6 most commonly used tenses to avoid misunderstandings that, to some degree, link to job promotions. Results also suggest that teachers of ESP for Hospitality prioritize students' speaking fluency, listening, and vocabulary comprehension using the CLT and PBL teaching approaches. The research results are expected to build a more positive attitude toward English learning, thus fostering a better quality of human resources in the hospitality industry.

Keywords: English grammar, ESP, hospitality, perceptions, tourism industry

Introduction
Grammar has never been neglected in any English Learning Curriculum, particularly English Course Curriculum in the Indonesian Qualification Framework. Substantially, when learning a new language like English, grammar mastery is set to be one major parameter for learning achievements. In consequence, the majority of universities in Indonesia require their students to complete TOEFL ITP or the like with a certain band score to earn a degree or as a graduation requirement. It is supported by the Language Development Unit of IAIN Palangkaraya (n.d.) that said, to date, the scores and certificates of TOEFL ITP are made used by more than 200 universities in Indonesia. In the test, there are three

comprehensions tested: Listening, Reading, and Structure and Written Expression. Structure and Written Expression aims to evaluate test takers' grammar competencies. It is considered crucial for English learners to master grammar due to the fairly different language structures between Indonesian and English. According to Batstone (1994), grammar is necessary to build effective communication and without an ability to use grammar in a variety of situations, communication would be seriously impaired. Moreover, Subasini and Kokilavani (2013) mention that misunderstandings between people with different cultural backgrounds can be avoided by using correct grammar. Many also say that using correct grammar can promote one's credibility. It is, therefore, concluded that grammar may be the basic element to help learners communicate and build professionalism in the target language.

Grammar has been defined differently by many experts. There is, however, no universally unaccepted definition. The researchers here take the closest definition to the research topic. To have a clearer understanding of what grammar is referred to in this present study, the researchers use the definitions of grammar proposed by Lado (1961) and Harmer (2001). According to Lado, grammar is a set of "language static rules that tell the students what should and should not say to speak the language of the socially educated class". Harmer has a corresponding notion about grammar which is the way of changing word forms and combining words into sentences in a language. In simple words, grammar refers to a study of the function of words, classes of words, and tenses in sentences. Furthermore, in the prescriptive grammar of English, correctness is the notion that particular words, word forms, and syntactic structures meet the standards and rules prescribed by grammarians.

Despite the merits of mastering grammar, there are also controversies over grammar lessons. Both students and teachers have different attitudes to grammar. There are several dismissive statements on the subject. The first one is that learners will acquire structures of L2 on their own and thus grammar does not have to be thought about (Zhang, 2009). There are cases when learners can acquire second language grammar naturally without any intense grammar practice. For example, Indonesian native speakers acquire proficiency in English on their own because of the frequent conversations with foreigners on various occasions and platforms, such as studying in international schools or having online English conversations. According to Wilkins as stated in Milton et al. (2010), "without grammar very little can be conveyed, without vocabulary, nothing can be conveyed". In other words, for language learners, learning grammar is less important than acquiring vocabulary to be able to communicate in the target language.

To some degree, intensive grammar courses are also believed to have negative impacts on EFL learners. Studying grammar too much slows down students' speaking fluency because they are thinking much about language structure and rules making them afraid of making grammatical errors while speaking (Sabah, Bayar, Mahmood, 2021). Fluency in a language means speaking easily, reasonably quickly, and without having to stop and pause a lot. Students agreed that studying grammar rules very insignificantly enhances self-confidence and speaking abilities and, instead, raises speaking anxiety. It is supported by Djahimo et al. (2018) who assert that students' anxiety in speaking English is the most common problem that happens in the EFL learning context. Some online English learning platforms, for

instance, *englisheasypractice.com* and *languagetrainers.com*, also suggest EFL students, especially in conversation classes, not focus on grammar as it takes away the spontaneity and demotivates students to speak up.

By learning the merits and demerits of grammar, students may have reasons not to learn grammar intensively according to their learning needs. Students of the Hospitality and Tourism Study Program, for example, may not possess a strong eagerness to learn the complicated structure of English as much as students of the English Language Study Program do, as they know their learning need is to at least be able to have basic English conversation skills with foreign guests or tourists. Making some grammatical mistakes may not be a big issue for hotel employees as long as they are fluent and the utterance is still understandable. This is in line with current research which concluded that students of Tourism and Hospitality predominately necessitate English language abilities to communicate in their professional workplace (Junita & Nurdiana, 2019; Lertchalermtipakoon et al., 2021). Moreover, a study by Gopal et al. (2021) concluded that "listening and speaking skills were perceived as mostly used by Hospitality students to carry out their tasks". Being able to do effective two-way communication, where there is a sender (speaking) and receiver (listening), becomes the most fundamental skill that Tourism and Hospitality students need to possess.

As English is viewed as a lingua franca, a worldwide communication tool, it is no doubt that English is highly needed for Indonesian tourism professionals to communicate with foreign guests. The Central Bureau of Statistics of Indonesia (2022) revealed the number of foreign tourists visiting Indonesia in April 2022 reached 111.600 due to the flattening curve of COVID-19 cases and loosened travel restrictions. It has remarkably surged by 499.01% compared to the number of visits in April 2021. The majority of foreign travelers are from Tiongkok, Australia, Singapore, the United States of America, and Russia. There is also an increase of 9.08% for the national occupancy rate of star hotels in March 2022 which was 45.15% compared to the previous year. However, according to the 2017 English First English Proficiency Index (EF EPI) in the Jakarta Post, with a score of 52.15, Indonesia is below the Asian countries' average score and part of the Low Proficiency Band category. It is assumed that the supply of English-speaking professionals in Indonesia's tourism industry cannot catch up with the increasing market demand.

In addition, HT students' and hotel employees' perceptions of the effectiveness of English lessons are not yet been extensively explored. Categorically, there has been no academic investigation into the influence of grammar accuracy and mastery of HT students and employees on their future careers as professional hoteliers. Therefore, this research specifically aims to examine the significance of English grammar mastery through the eyes of Hospitality and Tourism (HT) students and hotel employees. The pros and cons of studying grammar as an essential aspect of ELT in the Indonesian Qualification Framework, as elaborated above, make it more intriguing to be deep-dived. It is hoped the study can fill the gap between the qualifications hotel employees should possess and what they learn while in universities, to build a more positive attitude toward English learning for specific purposes and foster a better quality of human resources in the hospitality industry.

English for Specific Purposes (ESP) in the hospitality industry

One of the strands of English Language Teaching (ELT) is ESP, referring to a language teaching approach in which all contents and materials are based on the learner's reason for learning (Hutchinson & Waters, 1987). It is in line with Strevens (1988) who states ESP in English language teaching is designed to help a learner meet the specified needs and learn specific skills. Concerning age range, Lorenzo (2005) assures that "ESP learners are usually adults who already have some acquaintance with English and are learning the target language to communicate a set of higher-level skills and to perform particular job-related functions". In light of this, students or workers in Tourism and Hospitality learning English are also classified as ESP learners. They possess a set of specific learning goals on what is needed most for their career in the hospitality and tourism industry (Murniati & Junita, 2021). Hence, it is understood that learning materials for ESP must be different from General English, designed to upgrade students' English mastery in all skills and is usually taught in schools.

Students majoring in hospitality, travel, and tourism commonly have different learning styles compared to students from other programs (Barron & Arcodia, 2002). Studies have indicated that students in those majors are attracted more to practical activities than theory and reflection; therefore, teachers or lecturers of hospitality students should give various instructions and teaching styles to increase students' learning enthusiasm (Lashley & Barron, 2006). Lectures on grammar, which are very theoretical-based, are usually monotonous if the teacher does not integrate them with student-student activities, which often occur in speaking activities. Practical-based learning, thus, is more suitable for them. It is because, once hospitality students jump into the workforce, they are expected to have effective communication abilities, particularly with English-speaking hotel clients (Kuppan, 2008). It is also supported by Lin et al. (2013) that spoken tasks are found to bring significant positive effects on the language proficiency of hospitality college students and hotel employees in Taiwan.

The Ministry of Manpower of Indonesia in The Projection of Manpower Needs in Companies Based on Competency in The Tourism Sector 2022 – 2025 declared that Indonesian hotel employees should be able to communicate orally at a basic operational level. Encouraging the students to speak English more frequently using Communicative Language Teaching (CLT), therefore, could be the most suitable learning approach for hospitality students who are learning English as it facilitates students' English performance, raises their confidence, and enhances their communicative competence in Tourism English (Ho, 2020). It is now clear that the learning needs of HT students need to be narrowed down from general English materials to ESP materials.

Method

This present study employs a mixed-method research design by which the researchers use both qualitative and quantitative data for the analysis (Creswell & Clark, 2007). Through a questionnaire, the researchers examine to what extent English grammar mastery is significant for HT students and hotel employees. HT students who participated in this research also do pay internships, while the hotel employees were once university students and/or are taking English lessons while working. Moreover, their responses were expected to be heavily based on their

work experience at a hotel and, therefore, enhanced the data reliability. Relevant questionnaire items were crafted and handed over to the concerned samples. In total, there were 100 respondents from two distinct groups who filled out the questionnaire as shown in the following table:

Table 1. Sampling table

Sample Population	Sample size
Hospitality and Tourism (HT) Students	50
Hotel Employees	50

Because of the validity of the research results, 2 Hotel Human Resource (HR) Managers were interviewed through Zoom. HR managers play a significant role in determining if job applicants are eligible to join the company and fulfill the required criteria. Recruiters also possess the so-called "human resources skills", such as interpersonal skills, recruiting, and effective communication, that help them carry out key responsibilities (Robinson, 2022). The interview aims to see the possible justification for the questionnaire results and to get a closer look at to what extent grammar accuracy affects employability and career performance in the hospitality industry.

Findings and Discussion

As there has been controversy over teaching grammar to students of English of Specific Purposes (ESP), in this case, Hospitality and Tourism (HT) students and hotel employees or the so-called hoteliers, the research attempts to reveal the fact about merits and/or demerits of grammar mastery from their perspectives. Not only does the study highlight the role of grammar mastery at the entry level, but it also discusses its implications on career performance and employability in the hospitality industry. All respondents completely agree that they had ever taken English lessons whose teachers taught grammar and sentence structure, such as tenses, subject and verb agreements, and various pronouns. For the best display of survey results, this section is separated into 5 subsections based on the fundamental parameters of the questionnaire as well as interviews:

HT students and hoteliers' perceptions of English grammar teaching

Table 2. Perceptions of English grammar teaching

No.	Items	Likert Scales (%)				
		SD	D	N	A	SA
1.	My teacher/lecturer taught English tenses and any materials related to English sentence structure.	-	-	4	16	80
2.	Grammar materials are complex and complicated.	-	11.5	11.5	3.8	46.2
3.	The teacher/lecturer did not give me enough chances for me to practice speaking and implement the grammar materials.	-	19.2	23.1	19.2	38.5
4.	I think I can learn Grammar autonomously through Youtube and other online learning applications.	3.8	7.7	34.6	11.5	42.3

Notes:
SD : Strongly Disagree
D : Disagree
N : Neutral
A : Agree
SA : Strongly Agree

Looking at item 1 in the table above, 80% of the respondents agree that they had been taught grammar during the English lessons they took. Three-quarters of the total respondents (item 2) also have the same opinion about how complex and complicated the grammar materials are. Due to its complexity, teachers tend to spend more time giving explanations on the grammar rules and what should be done and avoided. From item 3, as many as 60% of the respondents feel that they do not obtain enough chances to hone their practical abilities in speaking or contextualizing grammatical theories in a real situation. Meanwhile, English for the Hospitality and Tourism Industry, as a branch of ESP, should be less theoretical and instead endorse Communicative Language Teaching (CLT) to boost students' confidence and communicative competence (Ho, 2020).

Moreover, more than 50% of the respondents (item 4) agree that grammar knowledge can be perceived autonomously through more absorbing and fluid ways of learning, such as watching English Youtube videos and using online language learning platforms. It is more like communicative teaching has been influenced by the development of technology (Rerung, 2018). This indicates that most respondents in this survey do not possess a good impression of grammar learning activities in class. In traditional and general teaching contexts, English is usually taught with the teacher-led approach in which most decisions are made by the teacher. In consequence, the materials may not perfectly meet the student's learning preferences and needs. English teachers of HT students and hotel employees should be more aware of learner autonomy which is more self-directed learning to achieve better learning outcomes. Learner autonomy allows students to develop their learning strategies and decide what they want to learn using their preferred learning style (Yang, 2016). Hence, it is suggested that teachers also implement project-based learning which is proven to promote learner autonomy (Yuliani & Lengkanawati, 2017). This teaching approach facilitates HT students to solve real-world problems collaboratively dynamically and engagingly while having more freedom to use their learning preferences to accomplish the project given. The steps in implementing the Project-based teaching approach are shown in figure 1 below. It is worth noting that the step for teacher consultation and feedback should garner considerable attention for more positive learning outcomes.

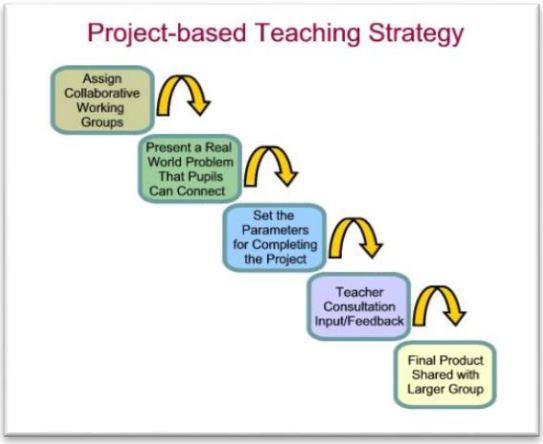


Figure 1. Project-based teaching strategies

HT students and hoteliers' perceptions of grammar rules

Table 3. Perceptions of the grammar rules

No.	Items	Likert Scales (%)				
		SD	D	N	A	SA
1.	I find it hard to remember grammar rules, such as tenses.	3.7	18.5	18.5	29.6	29.6
2.	I find it hard to implement the grammar rules I've learned in daily conversation.	3.7	11.1	44.4	11.1	29.6
3.	When speaking in English, I think too much about grammar and worry about making grammatical mistakes.	3.7	14.8	22.2	18.5	40.7
4.	Grammar becomes a problem when I speak English.	7.4	14.8	18.5	18.5	40.7
5.	The complexity of English grammar makes me afraid to speak English.	11.1	18.5	25.9	14.8	29.6

The questionnaire items above were designed to capture HT students' and hotel employees' reflections regarding how difficult it is to implement grammar rules in real-context conversations. Based on the data above, approximately 60% of the respondents agree that they find grammar rules hard to remember and, thus, hard to be implemented while speaking (items 1 and 2). This could happen for some reasons relating to English teaching methods, such as the ineffective way of teaching and lack of teaching variations. Firstly, teachers tend to teach grammar without context which could lead the students nowhere. As one of the most difficult issues of language teaching, grammar rules are made easier if they are given in a context, such as teaching grammar through dialogues. In this way, students are exposed to the target language in an authentic or near-authentic setting, they see or hear the target language before having to focus on it (Riddell, 2003). Teaching grammar with context will help learners perceive the structures of the language effectively and help them remember the rules better. English teachers for hoteliers,

however, should not throw an extra spotlight on grammar conventions so that students can build their self-confidence in speaking.

Secondly, it is no surprise that 40,7% of the respondents find it hard to implement grammar theories in daily conversation, while the other 44% are neutral about it (item 2). With limited variations in learning grammar, the students could be overwhelmed by the number of materials they need to remember since memorizing become one of the common methods. It is suggested that teachers nowadays employ learner-centered class activities much more often than teacher-centered such as lecturing. Using learner-centered instructions means students take on more productive roles, while the teacher facilitates the active learning experience for the learners. In the case of grammar learning, such activities allow more time for practicing the language thus making it an effective approach to teaching grammar. In a classroom setting, the teacher's lack of deep knowledge about grammar could also create confusion, which mostly happens in junior to senior high school where most of the respondents experienced the study. In a nutshell, students' understanding and ability to implement them are strongly influenced by teachers' linguistic competence (Dovalil & Hanulíková, 2022). Both problems that prevail in Indonesia Education's curriculum synchronously relate to a statement of English grammar being difficult to learn and implement in daily conversation. That is in line with Komara and Tiarsiwi (2021) who assert that the monotonous teaching methods variation in the class going simultaneously with the teacher's imprecise explanation could develop a hindrance among the students who learn grammar.

To learn a language means to speak the language. Contrariwise, it is seen from the table above that the vast majority of respondents feel hesitant to speak English due to the fear of making grammatical mistakes (item 3). Two of the respondents revealed that their English teacher prioritizes flawless grammar over fluency. To achieve the expectation, the teacher spent most of the allocated time explaining English tenses. Three HT students who got to be interviewed added they fear getting humiliated, laughed at, and labeled unintelligent by the teacher and friends if they make grammatical mistakes while speaking. As many as 76% of the respondents see the complexity of grammar theories becoming a hurdle in speaking (item 5). A hotel employee added during the interview that speaking is the hardest language skill because she should not only think about grammar but also other speaking components, such as pronunciation, vocabulary, fluency, and comprehension, all at once in a short time. Learning from the determinants of students' reluctance to speak English, students need more understanding as well as help from the teachers. Teachers should be mindful of their attitude. Discouraging teaching approaches create negative emotions, which in turn demotivates students to learn. Tang and Hu (2022) even suggest the administration train the teachers on how to show a positive attitude and follow encouraging teaching approaches to increase students' motivation and confidence in English.

HT students and hoteliers' perceptions of how English learning should be

Table 4. Perceptions of How English Learning Should Be

No.	Items	Likert Scales (%)				
		SD	D	N	A	SA
1.	During the English lessons, HT students and workers should also be given speaking practice in balance.	-	-	2.6	21.1	76.3
2.	HT students and workers should do listening practices more frequently than grammar.	-	2.6	2.6	44.2	60.5
3.	English lessons for HT students and workers should be designed to be more practical than theoretical.	-	-	2.6	18.4	78.9
4.	HT students and workers should be taught vocabulary more frequently than grammar.	2.6	5.3	10.5	21.1	60.5

In line with previous discussions, which questioned the respondents' impressions of how grammar is implemented in their English class, this section focuses more on how they think English classes for hoteliers should be.

The result shows the vast majority of the respondents agreed that English teaching for hoteliers needs to be balanced with speaking and listening exercises (items 1 and 2). Integrating speaking and listening skills is proven to facilitate English language learners' communicative competence (Tavil, 2010) which hoteliers need the most. Although listening is a receptive skill in that the listener is receiving a message from a speaker, it does not mean that the listener is doing a passive task. For hoteliers, listening to foreigners' requests and complaints carries out many purposes that they need to be full attention to, more than just listening to the language itself. They are listening to be able to do something else afterward. The speaker also should be less concerned with the language than with the message sent to communicate. In consequence, students should develop not only speaking but also listening skills to communicate with others. Some respondents also stated that "Listening and speaking practices for hotel workers are important because we mostly do 2-way communications with hotel guests and staff". Another respondent said, "Listening abilities are necessary to comprehend what the guests are saying and avoid misinformation/misunderstanding". Thus, this finding fits Gopal et al.'s (2021) research that listening and speaking skills were perceived as mostly used by Hospitality students to complete their tasks.

On item 3, more than 95% of respondents also consider English lessons for hospitality should be more practical. This response means that the respondents' experience in learning English does not feel convenient. Their perceptions could also give an insight into what English for hospitality should be like according to the learners; practice over theory. Most respondents agree that HT students and workers need more speaking practice than theoretical-based English materials. The decision of respondents which leads them to overlook this comprehensive skill becomes rare to happen with a demand to be an intermediary of communication in the international context (Hilliard, 2014). Upon their previous awareness that considers speaking is more important than grammar, it is not unexpected 80% of the

respondents share that hoteliers need to be accommodated with vocabulary enrichment. Much research has proven that vocabulary has a close relationship with one's communicative skills. Teaching vocabulary therefore should not be separated from speaking and listening practices. Teachers should provide ESP for hospitality students with activities to teach vocabulary while enhancing the students' listening and speaking skills. Punzone and Kildare (n.d.) suggest innovative ways to teach vocabulary, speaking, and listening integratively using youtube videos, dialogues, and presentations.

HT students and hoteliers' perceptions of the influence of grammar mastery on career performance and employability

Table 5. Influence of grammar mastery on career performance and employability

No.	Items	Likert Scales (%)				
		SD	D	N	A	SA
1.	In the hospitality industry, grammar accuracy is not the benchmark for a successful career.	2.6	-	26.3	28. 9	42.1
2.	When communicating with guests using English, grammar errors do not become a big issue.	2.6	10.5	13.2	21.1	52.6
3.	Based on my experience, grammar accuracy, and mastery is not prominent criterion in a hospitality job interview.	-	8.0	20.0	32.0	40.0
4.	Grammar errors are not the reason I get rejected	4.0	4.0	8.0	28.0	56.0
5.	Job promotion and performance in the hospitality industry have nothing to do with my grammar mastery.	-	8.0	20.0	24.0	48.0

The questionnaire items above are designed to know if grammar mastery has an influence on career performance and employability in the hospitality industry. Looking at item 1 in the table above, 42.1% and 28.9% of respondents respectively strongly agreed and agreed that grammar accuracy is not the benchmark for a successful career in service residence work settings. For item 2, more than half of the participants also agreed that it is no big issue to have grammar mistakes when communicating with foreign guests. Those claims also correspond with two HR hotel managers' perspectives on this. In the interview, Interviewee 1 and Interviewee 2 stated:

> Excerpt 1
> *Grammar would be so much less important than fluency. In Indonesian, our mother tongue itself, we also do not think much about it when talking. English grammar errors happen every day and it is no big deal, especially if they do not result in fatal misunderstandings. If otherwise happens and it has something to do with the timeline of events which is quite risky sometimes, for example, "my colleague works in my company" is different from "my colleague worked in my company", I think we all would not mind asking for*

direct clarifications as long as they have the ability to fluently express the intention. (Interviewee 1, Interview on December 15, 2022)

Excerpt 2
Grammar mistakes play a very insignificant role in our industry. The first and foremost qualifications a hotelier should possess are the ability to speak and a good attitude. (Interviewee 2, Interview on December 10, 2022)

English is a chronological language and it has three main time divisions; past, present, and future expressed by the tenses. From the data above, it is concluded that though grammar is not lit by the spotlights in the hospitality working industry, hoteliers should be more aware of the tenses. Unlike the Indonesian language, English puts much emphasis on tenses and chronological order to indicate when a particular action takes place. Therefore, it is considered helpful to understand and be able to use English tenses in the right contexts to avoid misunderstandings. However, considering that HT students and workers are under the classification of English for Specific Learners (ESP for Hospitality), the English course should be goal-directed as they learn the language for work purposes, not because they are interested in it.

In this case, the goal is to produce more active and confident English hotel workers, and therefore the learning activities must be using a practical-based rather than a theoretical-based approach. Moreover, it will be an ill-considered decision for HT students and workers to study all English tenses. It is suggested that hoteliers or hotel job applicants focus more on the most commonly used English tenses according to Spengler (2022), such as the simple present, simple past, simple future, present perfect, and present continuous. The following is the quick insights into the frequency of the use of the top 5 tenses:

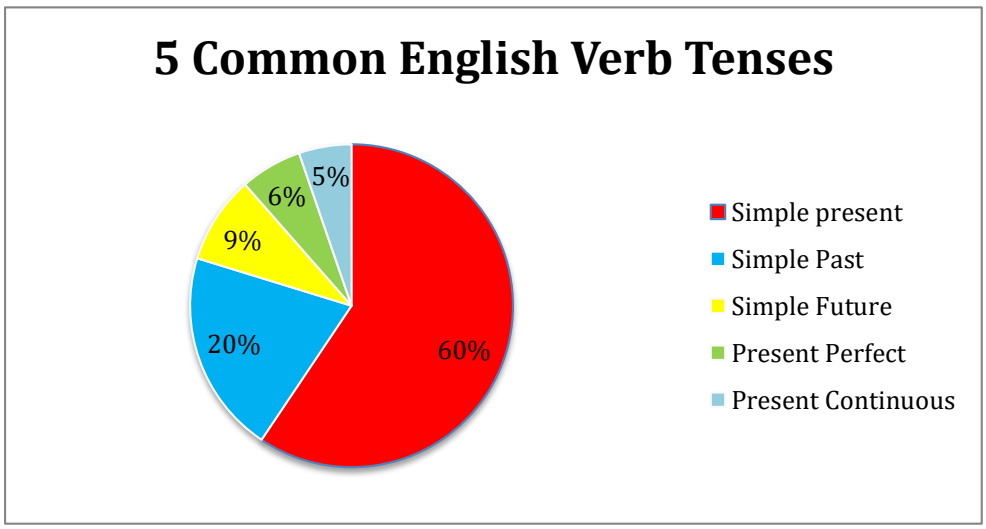


Figure 2. Most Commonly Used English Verb Tenses

For item 3, almost three-quarters of the participants agreed grammar accuracy is not a prominent criterion in a hospitality job interview, and therefore it is not the primary consideration they got rejected or accepted from the application (item 4).

The researchers found this in line with statements from Interviewees 1 and 2 whose one of the duties is to interview the job applicants. The statements are as follows:

> Excerpt 3
> *The basic necessities for every hotel position vary. For senior positions, we will put more consideration on work experiences, leadership experiences, and English verbal capabilities. For a lower position such as front desk agents, one will be prioritized over the others if he/she can speak other than English and Indonesian. This however only happens in international hotel chains, so if one fulfills other criteria but fails to perform sufficient verbal English skills, they will still get rejected. Regarding English verbal skills, it is more than enough if one is fluent and has the ability to quickly understand questions or do not ask us to repeat questions more than two times.* (Interviewee 1, Interview on December 15, 2022)

> Excerpt 4
> *To me, a job applicant is eligible for the position if he has sufficient knowledge about the job desc and the company, English speaking fluency if he is applying to an international chain hotel, and the logic of answers.* (Interviewee 2, Interview on December 10, 2022)

From the data above, it is understood that English communication skills, without putting extra highlights on grammar accuracy, is one of the criteria that job applicants can show off to win the recruiter teams' hearts. For international hotel chains, this criterion is equally important as the other two criteria; related work experiences and leadership experiences, as the interview is done entirely in English. On the contrary, interviews in local hotel chains are mostly done in Indonesian. Moreover, it is also crucial that the job applicant can follow the flow of the conversation during the job interview by paying full attention to the questions being asked and avoiding asking to repeat the questions.

For point number 5.72% of the total participants agreed job promotion and performance in the hospitality industry have nothing to do with their grammar mastery. Nevertheless, one hotel talent recruiter has quite different perspectives on this. The interviewee's statements on this are as follows:

> Excerpt 5
> *Hoteliers are expected to be very practical to English speakers. However, major grammar mistakes that can result in fatal misunderstandings and happen repetitively could shift our impressions of a worker, but this actually depends on the job position. The higher the position, the higher the expectations we have for them. This also applies to one to get a job promotion.* (Interviewee 1, Interview on December 15, 2022)

Although both HR managers being interviewed agreed that fluency over grammar accuracy, in this matter, it is understood that grammar accuracy could be a hot spot to decide employee eligibility for promotions. However, this only happens if grammar inaccuracy results in fatal misunderstandings which frequently happens. This could be overcome by having the ability to clarify misinformation

that is closely related to having good speaking fluency and a wide range of vocabulary.

For better ESP for hospitality and tourism industry

In the interview with Hotel HR Managers, the researchers asked them to order four language skills, which are speaking, writing, reading, and listening, from the most important to the least important one based on the necessity in the hospitality industry. From here, it is hoped to help ESP for Hospitality teachers better plan the teaching activities to cater to the student's needs. The followings are their responses.

> Excerpt 6
> *To me, the order will be: listening, speaking, reading, and writing. Listening skills are actually as important as speaking because hoteliers must become good receivers for the guests. In case of lack of English speaking ability, a worker at least can understand what the guests are telling or asking and then refer the message to other coworkers who have better English than him.* (Interviewee 1, Interview on December 15, 2022)

> Excerpt 7
> *All language skills are important, but the most important one in our industry is speaking fluency. Speaking and listening co-occur in real life.* (Interviewee 2, Interview on December 10, 2022)

Meanwhile, the table below presents the most crucial language skills to master from the point of view of the HT workers and students through the questionnaire.

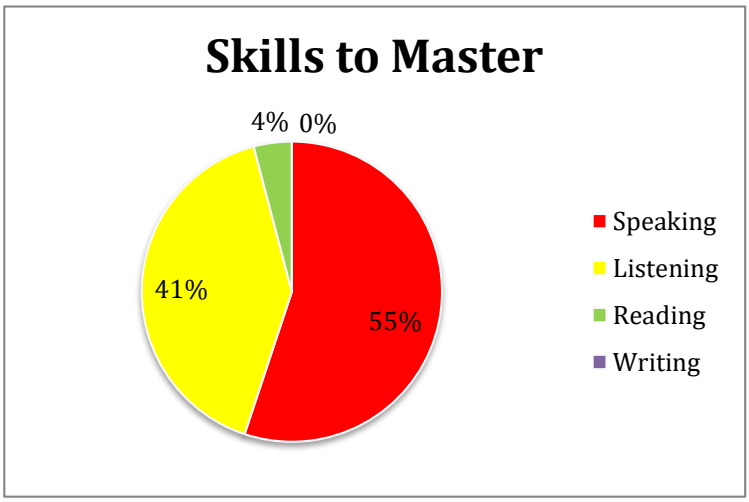


Figure 2. Most important language skills to master by hoteliers

One respondent through the questionnaire also expected English lessons for HT students to provide direct interactions and conversations with foreigners. Regardless of the pronunciation or accent they use, the experience to interact with them will build more confidence and readiness for the real work setting. It is reasonable because students normally do not have the opportunity to communicate with foreigners, so when they do, they tend to change their attitude a bit. The hotel

HR managers also suggest higher education institutions give wider chances for the students to do an internship at hotels. The more people they meet the more language exposure they expose to and the accent/dialect they are exposed to, thus shaping their ready mindset to work globally.

Conclusion

From the data analysis above, the researchers could draw some crucial conclusions concerning English grammar in relation to HT workers and students. Firstly, HT students and workers should not comprehensively learn English grammatical rules since grammar mastery will not give a significant impact on hoteliers' employability and career performance for most positions. However, learning some most commonly used tenses, such as Simple Present, Simple Past, Simple Future, Present Perfect, and Present Continuous, is beneficial to avoid misunderstandings between staff to staff and staff guests, thus maintaining good impressions that, to some degree, links to job promotions, especially to higher positions, which could affect the top-down communication flow. It is worth noting that repetitive minor grammar mistakes may not bring any significant impacts on one's impression, but repetitive major grammar errors may do because they can lead to misunderstandings. Secondly, TOEFL ITP scores/certificates are not crucial for both hotel job applicants and recruiters because the test does not cater to all the required skills that hoteliers should perform. Therefore, for international hotel chains, it is a must that the job interview is done in English to see if the applicant performs with sufficient listening abilities and speaking fluency despite minor grammar inaccuracy.

Thirdly, the main focus of ESP for Hospitality is to develop learners' listening and speaking skills, particularly speaking fluency and vocabulary. In consequence, teachers of ESP for Hospitality are suggested to implement approaches such as Communicative Language Teaching (CLT) and Project Based Learning (PBL) to equip students with more hands-on experience with English theoretical concepts under discussion. ESP for Hospitality must spend most of the time with the language itself, in low-stress enjoyable situations, with more listening and speaking activities. This research still has some shortcomings that eventually delimit the researchers' data analysis and interpretations, such as insufficient sample size due to the limited ability to gain access to the work setting of the participants and lack of prior relevant studies. It is hoped that future researchers can tap more into the issue of HT students' and workers' anxiety about speaking English and investigate the effectiveness of CLT or PBL as recommended teaching approaches for HT students. Those would help both students and teachers to have a more positive attitude and better strategies for becoming more practical English users, thus escalating the quality of hotel service in Indonesia.

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