

ANALISIS LITERATUR TENTANG KETERAMPILAN BAHASA INGGRIS YANG DIBUTUHKAN DI DESTINASI WISATA INTERNASIONAL

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ABSTRACT

Sebagian besar literatur menjelaskan bahwa kemampuan *speaking* dan *listening* menjadi kemampuan yang sangat di butuhkan oleh tenaga kerja di destinasi wisata. Namun belum ditemukan peninjauan lebih dalam tentang kemampuan yang paling dibutuhkan tersebut dengan menyoroti peran penting aspek budaya sebagai elemen pendukung komunikasi yang efektif. Maka, penelitian ini bertujuan untuk menganalisis literatur mengenai keterampilan bahasa Inggris yang paling dibutuhkan oleh tenaga kerja di destinasi wisata internasional dengan memperhatikan peran aspek budaya di dalamnya. Berdasarkan 39 penelitian yang dianalisis, ditemukan bahwa keterampilan *speaking* dan *listening* adalah keterampilan yang paling diperlukan, terutama dalam interaksi langsung dengan wisatawan. Keterampilan *writing* dan *reading*, meskipun tidak sebanyak *speaking* dan *listening*, tetap penting dalam konteks administrasi dan pengelolaan informasi. Selain itu, aspek budaya memainkan peran krusial dalam menentukan keterampilan bahasa yang dibutuhkan, karena pekerja pariwisata perlu memahami perbedaan budaya dan aksen wisatawan dari berbagai negara. Hasil penelitian ini menunjukkan bahwa pelatihan bahasa Inggris di industri pariwisata sebaiknya difokuskan pada peningkatan keterampilan *speaking* dan *listening*, dengan memasukkan elemen-elemen budaya untuk mendukung komunikasi yang lebih efektif dan pengalaman wisatawan yang lebih baik.

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1. INTRODUCTION

Bahasa Inggris telah menjadi bahasa internasional yang memainkan peran vital dalam berbagai sektor, termasuk pendidikan, bisnis, teknologi, dan diplomasi (Nurdiansyah et al., 2024). Dalam era globalisasi, kemampuan berkomunikasi dalam bahasa Inggris menjadi kebutuhan mendesak untuk mendukung interaksi lintas budaya, transfer ilmu pengetahuan, dan

pertumbuhan ekonomi. Sebagai *lingua franca*, bahasa Inggris mempermudah konektivitas global dan memungkinkan individu untuk mengakses peluang kerja serta memperluas jaringan profesional mereka. Peran strategis ini menjadikan penguasaan bahasa Inggris sebagai salah satu kompetensi dasar yang diakui secara global (Damayanti, 2019; Nuraeni, 2021).

Di sektor pariwisata, bahasa Inggris memiliki peran yang sangat penting, terutama di destinasi wisata internasional. Industri pariwisata, yang bergantung pada interaksi antara penyedia layanan dan wisatawan dari berbagai negara, membutuhkan komunikasi yang efektif untuk menciptakan pengalaman wisata yang memuaskan. Bahasa Inggris menjadi sarana utama dalam menyampaikan informasi, menjawab pertanyaan, dan menangani kebutuhan wisatawan. Baik dalam pelayanan langsung, seperti di hotel, restoran, dan objek wisata, maupun dalam kegiatan pemasaran, seperti promosi online, bahasa Inggris menjadi keterampilan utama yang menentukan keberhasilan sektor pariwisata (Haryani et al., 2024; Prameswari & Makhasi, 2020).

Penelitian ini dilatarbelakangi oleh pentingnya penguasaan bahasa Inggris dalam sektor pariwisata internasional, khususnya di destinasi yang banyak dikunjungi wisatawan mancanegara. Meskipun banyak literatur yang membahas tentang kemampuan Bahasa Inggris yang paling dibutuhkan oleh pekerja di destinasi wisata (Aldohon, 2014; Chumphong & Chuai-in 2020; Putri et al., 2018), penelitian spesifik tentang keterampilan bahasa Inggris yang relevan di sektor pariwisata dan peran aspek budaya masih terbatas. Kesenjangan ini menjadi alasan utama untuk melakukan kajian literatur yang mendalam guna mengidentifikasi kebutuhan spesifik keterampilan bahasa Inggris dalam konteks destinasi wisata internasional dan peran aspek budaya.

Urgensi penelitian ini didasarkan pada meningkatnya persaingan global di sektor pariwisata. Negara-negara berlomba-lomba meningkatkan daya tarik destinasi mereka dengan memberikan pelayanan yang berkualitas tinggi. Salah satu elemen kunci dari pelayanan ini adalah kemampuan tenaga kerja untuk berkomunikasi secara efektif dalam bahasa Inggris. Penelitian ini diharapkan dapat memberikan kontribusi dalam memahami kebutuhan bahasa Inggris di sektor pariwisata, sehingga pelatihan dan pendidikan dapat dirancang sesuai dengan kebutuhan industri. Novelty dari penelitian ini terletak pada pendekatan sistematis dalam menganalisis literatur terkait keterampilan bahasa Inggris di destinasi wisata internasional. Penelitian ini tidak hanya mengidentifikasi jenis keterampilan yang diperlukan, tetapi juga mengeksplorasi aspek budaya dalam penggunaan bahasa Inggris. Dengan demikian, penelitian ini menawarkan perspektif baru tentang bagaimana keterampilan bahasa Inggris dapat diintegrasikan dengan pemahaman multikultural untuk meningkatkan pengalaman wisatawan.

Melalui penelitian ini, diharapkan dapat dihasilkan temuan yang relevan dan aplikatif untuk mendukung pengembangan sumber daya manusia di sektor pariwisata. Temuan ini juga dapat menjadi landasan bagi para pemangku kepentingan, seperti pemerintah, penyedia pelatihan, dan institusi pendidikan, untuk merancang program yang sesuai dengan kebutuhan pasar global. Dengan demikian, penelitian ini berpotensi memberikan dampak positif terhadap daya saing destinasi wisata internasional.

Secara keseluruhan, penelitian ini menekankan pentingnya keterampilan bahasa Inggris dalam mendukung keberhasilan sektor pariwisata internasional. Dengan mengidentifikasi kebutuhan spesifik yang relevan di destinasi wisata, penelitian ini tidak hanya memperkaya literatur yang ada, tetapi juga memberikan kontribusi nyata bagi pengembangan industri pariwisata di era globalisasi. Penelitian ini juga dapat berkontribusi dalam mengembangkan kurikulum yang relevan dengan kebutuhan industri.

2. METHOD

Penelitian ini menggunakan pendekatan tinjauan pustaka sistematis untuk menganalisis literatur yang relevan mengenai keterampilan bahasa Inggris yang diperlukan di destinasi wisata internasional. Pendekatan ini dipilih untuk mendapatkan gambaran komprehensif tentang tren,

kebutuhan, dan tantangan yang dihadapi dalam penguasaan bahasa Inggris di sektor pariwisata. Data dikumpulkan dari berbagai sumber, termasuk artikel jurnal ilmiah dan laporan penelitian yang diterbitkan dari tahun 2014 hingga 2024). Penelusuran dilakukan menggunakan basis data akademik seperti Google Scholar, Scopus, dan ProQuest dengan kata kunci seperti *“English skills in tourism,” “language proficiency in international tourism destinations,”* dan *“communication in tourism industries.”* Artikel yang memenuhi kriteria inklusi, yaitu berfokus pada penggunaan bahasa Inggris dalam konteks pariwisata internasional, diterbitkan dalam jurnal bereputasi, dan ditulis dalam bahasa Inggris, dipilih untuk dianalisis.

Proses analisis dilakukan secara tematik untuk mengidentifikasi keterampilan bahasa Inggris yang paling dibutuhkan di destinasi wisata internasional. Setiap artikel yang dipilih dievaluasi berdasarkan relevansi, metode penelitian, dan temuan utamanya. Data yang dikumpulkan kemudian dikategorikan ke dalam empat keterampilan utama: berbicara, mendengarkan, membaca, dan menulis. Selain itu, analisis juga mencakup aspek budaya dalam penggunaan bahasa Inggris, seperti pemahaman terhadap ekspresi idiomatik dan norma komunikasi lintas budaya. Untuk memastikan validitas hasil, dua peneliti independen memverifikasi setiap tahapan proses pengumpulan dan analisis data. Pendekatan ini memungkinkan penelitian menghasilkan sintesis yang mendalam dan relevan bagi pengembangan keterampilan bahasa Inggris di sektor pariwisata.

3. RESULT AND DISCUSSION

3.1 Hasil Penelitian

Hasil penelitian ini disajikan dengan menjabarkan temuan utama dari setiap literatur/penelitian yang masuk dalam kriteria inklusi, yaitu sebagai berikut:

Tabel 1. Hasil identifikasi temuan utama literatur terdahulu

No	Peneliti/Penulis (Tahun)	Temuan Utama
1	Zalil & Lim, (2022)	<i>English language proficiency is critical for effective communication in the tourism industry. English is the international lingua franca and most tourist establishments require their staff to be fluent in English. Communication skills (speaking and listening) are essential for a wide range of tourism activities.</i>
2	Kotollaku & Lekli (2024)	<i>Tourism workers need strong English language proficiency to effectively communicate with and provide high-quality service to foreign tourists. Face-to-face communication (speaking and listening) in English is the most important skill for tourism workers to have in order to provide information and explanations to foreign tourists.</i>
3	Al-Malki et al., (2022)	<i>The vast majority of the Saudi tourism workforce recognized the extreme importance of English language proficiency for their profession. Speaking and pronunciation skills were considered the most important language skills needed by the Saudi tourism workforce. Listening and reading skills were also found to be highly important, with understanding requirements, instructions, complaints, and providing information about attractions as the most important sub-skills.</i>
4	Sitorus et al., (2024)	<i>Communication in English has a very important role in tourist destinations. English promotion in tourist destinations is</i>

No	Peneliti/Penulis (Tahun)	Temuan Utama
		<i>important for attracting international tourists, improving communication between tourists and tourism practitioners, and enhancing the overall tourism experience. Having the ability to speak English is very important for those living in tourist destinations like Bintan Island that are visited by many foreign tourists.</i>
5	Chumphong & Chuai-in (2020)	<i>Listening was the most common English language skill used by front office staff in tourism workplaces, followed by speaking, reading, and writing. Specific listening skills that were frequently used included listening to customer questions and providing information about hotels and tour services. The top three areas the front office staff wanted to improve their English language skills in were hospitality and tourism vocabulary, providing information about hotel and tour services, and providing information about tourist attractions.</i>
6	Putri et al., (2018)	<i>Speaking and listening are the most needed English language skills in the hospitality and travel industry, as they are required for greeting customers who are predominantly non-native English speakers. Employees in the hospitality and travel industry need to serve customers with only basic English proficiency.</i>
7	Aldohon (2014)	<i>Speaking and listening were the most important English language skills for the Jordanian tourist police, followed by reading and writing. The most important English language functions were general conversation, answering questions and solving problems, and providing services. The main problems faced by the Jordanian tourist police were foreign tourists speaking English too fast, using inappropriate English, lacking vocabulary, and struggling with grammar for writing.</i>
8	Sermsook et al., (2021)	<i>The hotel staff had moderate-level problems using English at work, with the greatest difficulty being in English writing, particularly in composing letters or emails. The hotel staff had a high need for improving all English skills, with speaking being the most necessary, as they needed to use English to interact with foreign guests. The hotel staff had a high need to improve their English skills overall, with a particular emphasis on improving their English listening abilities.</i>
9	Fujita et al., (2017)	<i>The local people at potential international tourism destinations in Japan have very limited English skills, with only about one-quarter able to speak English at a basic conversational level. Many local people are worried about the possible "bad manners" and "troubles" that international tourists may cause, as they have limited experience with different cultures.</i>
10	Hassan & Tik (2019)	<i>English is most important for island tourism employees when enquiring about international tourists' information and needs, and least important for refusing tourists' offers. The most difficult aspects of English communication for island tourism employees are understanding foreign accents (listening) and using correct English grammar (speaking).</i>

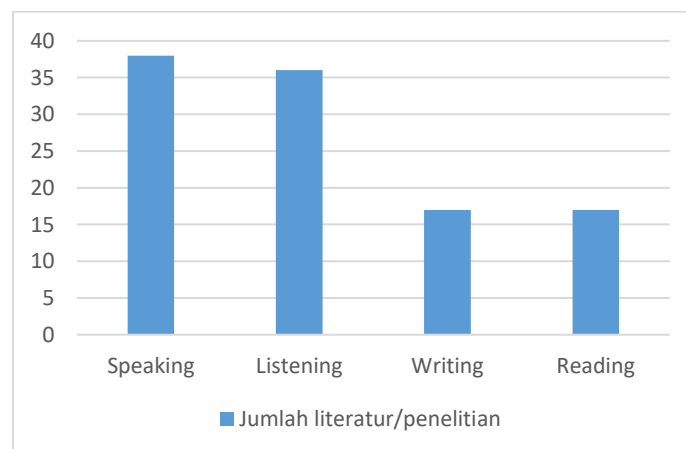
No	Peneliti/Penulis (Tahun)	Temuan Utama
11	Prihandoko et al., (2019)	<i>Writing skills were identified as the top priority English language skill for the tourism sector in Merauke. The main use of English in the tourism sector was to provide information and services to customers. The perceived problems with using English language skills in the tourism sector were not seen as major issues.</i>
12	Kusumastiti & Palupiningsih (2021)	<i>Reading is the most frequently used English macro-skill for tourism students, followed by listening, writing, and speaking. All four English macro-skills (reading, listening, writing, and speaking) are important for tourism students, but they are used with different frequencies in the workplace.</i>
13	Wilson (2018)	<i>English is an indispensable skill for those working at the Marseille Tourist Office, as it facilitates communication (speaking & listening) with international tourists. English is a key skill in the labor market of the Tourist Office, and it acts as a discriminatory factor in the recruitment of tourism professionals.</i>
14	Fujita (2019)	<i>Many inbound tourists to Japan found it difficult to communicate with the locals. Local Japanese participants experienced difficulties with listening to and speaking English. Intercultural aspects of communication were also found to be an issue.</i>
15	Kuosuwan, B. (2016)	<i>Tourism employees in Bangkok need to improve their English communication skills, especially listening and speaking, to communicate effectively with foreign tourists. The readiness of tourism employees in the area of legal knowledge was at a low level and needs improvement. The readiness of tourism employees in terms of job-specific knowledge was at a high level.</i>
16	Puspitasari (2018)	<i>The key required skills for tourism-related English are speaking (100%), listening (75%), writing (25%), and reading (25%). 80% of the topics offered, which were related to hotels and tourism materials, were required by all stakeholders. The main difficulties encountered included lack of cooperation with the tourism industry, less practice in explaining tourism city maps, and understanding diverse English accents.</i>
17	Bury & Oka (2017)	<i>The study found no significant differences in students' perceptions of the importance of English in the tourism and hospitality industry based on demographic factors. Students perceived communicative competence, confidence, English listening, and English speaking as the most important factors in the industry. The study suggests that tourism and hospitality courses should focus on developing these skills, while also maintaining a focus on English reading and writing.</i>
18	Robles (2019)	<i>EfT students used a wide range of communicative strategies during international non-work experiences. There was a positive correlation between international non-work experiences and improvements in students' oral skills and cultural intelligence.</i>
19	Djelloul (2023)	<i>The majority of hotel employees in the Marriott Convention Centre in Algeria rated all four English language skills (listening, speaking, reading, and writing) as highly needed for their work. Listening was considered the most important English language skill, followed by speaking, writing, and reading. The main</i>

No	Peneliti/Penulis (Tahun)	Temuan Utama
		<i>problems encountered by hotel employees were the inability to understand foreigners' accents during face-to-face conversations and misusing grammatical structures when speaking.</i>
20	Chetsadanuwat (2018)	<i>Thai nurses working in JCI-accredited hospitals in Bangkok rated listening skills as the most needed English skill, with listening to patient histories and requests being the most needed function. Speaking, reading, and writing skills were also highly needed, with specific functions like asking about symptoms, reading orders, and writing forms being the most needed for each of those skills.</i>
21	Salisna et al., (2019)	<i>Listening and speaking are the two most prioritized English language skills needed for the tour and travel department. The most important speaking topics are flight reservation, prices and payment, tourist destinations, tourist attractions, directions, and hotel booking. The most important listening topics are flight reservation, hotel booking, directions, job interviews, handling complaints, and cultural tourism.</i>
22	Kholidi et al., (2022)	<i>The tourism industry employees in Selangor, Malaysia have a high overall need for English language skills, particularly in listening and speaking. The employees face moderate difficulties in using English at work, with the most problems encountered in listening and speaking skills.</i>
23	Suadnyana & Koeswiryo (2024)	<i>The tourism workers in Nusa Dua, Bali have a strong positive perception of the importance of English language skills for their work in the tourism industry. They recognize the significance of proficiency in listening, speaking, reading, and writing in English, as well as having a broad vocabulary related to the tourism industry.</i>
24	Prima (2022)	<i>No significant differences in perceptions of English language skills importance based on gender, job level, hotel stars, or department. Listening and speaking skills were perceived as the most important, while spoken grammar was considered the least important.</i>
25	Malini et al., (2022)	<i>The majority of tourism employees consider speaking to be the most needed skill at the workplace, followed by listening, reading, and writing. The tourism employees mostly employed English for general conversations, providing services, and giving information. The main challenges the employees face when using English include inappropriate word and expression usage, inability to understand foreign accents, inadequate vocabulary in reading, and lack of grammar knowledge in writing.</i>
26	Ijabah & Amrullah (2023)	<i>The most important English language skill for tourism employees is listening, followed by speaking, writing, and reading. The most common problems faced by tourism employees are related to speaking, such as explaining long monologues and understanding various English accents.</i>
27	Pham (2023)	<i>Hotel receptionists primarily use speaking and listening skills, with welcoming/greeting, understanding customer requests, and email writing being the most common activities. Hotel receptionists struggle the most with listening to and</i>

No	Peneliti/Penulis (Tahun)	Temuan Utama
		<i>understanding non-native English accents, such as those from Italy, France, Spain, China, and Singapore. Reading and writing skills are less critical for hotel receptionists, with the most common reading activities being hotel bookings, emails, and travel information.</i>
28	Ratnah (2019)	<i>Most language skills (listening, speaking, and writing) are categorized as "High" in proficiency for hotel employees, but reading skills are only "Moderate". All language skills (listening, speaking, reading, and writing) are categorized as "High" in terms of problems or difficulties faced by hotel employees.</i>
29	Miqawati et al., (2024)	<i>The study identified the required English language skills for front office staff in the hotel industry, which include competence in communicating verbally in English at a basic operational level and reading and writing English at an advanced level.</i>
30	Fatimah & Al-Hafizh (2020)	<i>Listening, speaking, and reading skills were found to be highly needed by hotel staff in Padang, while writing skills were considered to be of lower need. The study identified the specific topics, functions, and purposes related to each language skill that were needed by the hotel staff.</i>
31	Lin & Tseng (2020)	<i>The participants reported frustrations in language learning but described how their overseas internship experiences could complement their overall career development in the future. The participants identified a gap between the everyday language needs in the tourism/hospitality industry and the language training they received in Taiwan, which was more focused on reading/writing rather than speaking/listening.</i>
32	Wahyanti et al., (2018)	<i>The front-desk staff had a range of English proficiency levels, from basic to mastery, across listening, spoken interaction, and spoken production skills. The front-desk staff were inconsistent in how they perceived their own listening and spoken skills. Both hotel guests and front-desk staff used mobile translation apps to assist spoken communication, suggesting the need for further research on the role of such apps in improving communication in the hotel industry.</i>
33	Rachmadian (2020)	<i>All English language skills (reading, writing, listening, speaking) are needed for tourism students. To best prepare tourism students, a well-designed curriculum and syllabus should utilize the internet as a key information source, as the internet was found to be the most popular reading source for these students.</i>
34	Wulandari & Rahmawati (2020)	<i>Speaking and listening skills are the main English language skills that waiters must master. Accurate grammar and fluent communication are also important English language skills for waiters. The language expressions used by waiters are tailored to the predetermined language functions required for the sequence of service in restaurants</i>
35	Rajprasit & Hemchua (2015)	<i>English language proficiency is crucial for Thai computer engineers in the international workplace and for career advancement. The Thai engineers' communication in the international workplace primarily involves interactions with</i>

No	Peneliti/Penulis (Tahun)	Temuan Utama
		<i>colleagues, both locally and globally, in the context of collaboration and meetings. Oral communication skills are the most important for the Thai engineers in the international workplace.</i>
36	Riyantika et al., (2020)	<i>Speaking and listening are the major language needs of the hotel staff. Speaking is the most frequently used skill for functions like greeting, offering menus, taking orders, handling billing, and dealing with complaints. Listening is also a crucial need, as the staff face challenges in understanding different accents and dialects of guests.</i>
37	Oktavinanda et al., (2022)	<i>Speaking was identified as the most important English skill for the local tour guides, followed by listening, reading, and writing. The local tour guides felt they lacked proficiency in speaking, listening, writing, and reading, and desired to improve these skills. Speaking played a major role in tour guiding and needs further development.</i>
38	Gopal et al., (2021)	<i>62.5% of the hospitality students' main reason for learning English is to improve their speaking skills, as they frequently need to use English for tasks like answering phone calls, responding to inquiries, and handling hotel reservations. The study concluded that listening and speaking skills should be the primary focus of the English curriculum for hospitality students, as they are the most widely used when dealing with guests.</i>
39	Widiastuti et al., (2021)	<i>English language skills, particularly communication skills like telephoning, describing, explaining, and making inquiries, are essential for tourism workers to effectively serve tourists and support the tourism industry. Tourism workers with good English skills are able to provide better service to tourists, which leads to tourists spending more time and money, ultimately improving the tourism industry and local economy.</i>

(Sumber: Data diolah, 2025)



Gambar 1. Rangkuman hasil pengelompokkan kemampuan Bahasa Inggris yang paling dibutuhkan

Berdasarkan gambar analisis terhadap 39 penelitian di atas, ditemukan bahwa keterampilan bahasa Inggris yang paling dibutuhkan oleh pekerja di destinasi wisata internasional adalah *speaking* (38 penelitian), diikuti oleh *listening* (36 penelitian), sementara *writing* dan *reading* masing-masing disebutkan dalam 17 penelitian. Selain keterampilan bahasa, aspek budaya memainkan peran penting dalam menentukan kemampuan bahasa Inggris yang paling dibutuhkan untuk mendukung komunikasi efektif di sektor pariwisata.

3.1.1 Keterampilan Bahasa Inggris yang Dibutuhkan oleh Tenaga Keja di Destinasi Wisata Internasional

1) *Speaking*

Keterampilan *speaking* merupakan kebutuhan paling krusial bagi pekerja di sektor pariwisata. Banyak penelitian menekankan pentingnya *speaking* untuk menjalin komunikasi langsung dengan wisatawan asing, memberikan informasi, menangani pertanyaan, dan menyelesaikan masalah. Zalil & Lim (2022), Kotollaku & Lekli (2024), serta Malini et al. (2022) sepakat bahwa berbicara adalah keterampilan utama yang diperlukan untuk menyampaikan informasi dengan jelas. Oktavinanda et al. (2022) dan Gopal et al. (2021) menyoroti bahwa *speaking* sering digunakan dalam aktivitas seperti menyambut wisatawan, memberikan arahan, dan menangani keluhan.

2) *Listening*

Keterampilan *listening* hampir setara pentingnya dengan *speaking*, terutama untuk memahami kebutuhan wisatawan dan menangkap berbagai aksentuasi bahasa Inggris yang berbeda. Chumphong & Chuai-in (2020) serta Pham (2023) menekankan bahwa pekerja harus mampu mendengarkan pertanyaan dan permintaan wisatawan dengan baik. Tantangan terkait aksentuasi asing dan kecepatan berbicara wisatawan sering disebutkan sebagai hambatan utama (Djelloul, 2023; Hassan & Tik, 2019).

3) *Writing*

Keterampilan *writing* dinilai penting untuk tugas-tugas administratif seperti penyusunan dokumen resmi atau email. Prihandoko et al. (2019) menyoroti peran *writing* dalam menyediakan informasi tertulis kepada wisatawan, meskipun penggunaannya lebih terbatas dibandingkan keterampilan berbicara dan mendengarkan.

4) *Reading*

Reading lebih jarang digunakan dalam interaksi langsung, tetapi tetap relevan untuk memahami informasi tertulis seperti reservasi, panduan wisata, atau petunjuk kerja. Penelitian Fatimah & Al-Hafizh (2020) serta Puspitasari (2018) menunjukkan bahwa kemampuan membaca membantu pekerja mengakses informasi yang relevan untuk memberikan layanan lebih baik.

3.1.2 Peran Aspek Budaya

Aspek budaya sangat memengaruhi keterampilan bahasa Inggris yang paling dibutuhkan, terutama keterampilan berbicara dan mendengarkan. Dalam banyak situasi, pekerja di sektor pariwisata tidak hanya dituntut untuk memahami bahasa Inggris, tetapi juga untuk berinteraksi dengan wisatawan dari latar belakang budaya yang berbeda. Penelitian Fujita (2019) dan Widiastuti et al. (2021) menunjukkan bahwa keterampilan komunikasi antarbudaya, seperti memahami norma, tata krama, dan kebiasaan wisatawan dari berbagai negara, menjadi bagian integral dari komunikasi efektif. Beberapa tantangan budaya yang ditemukan meliputi:

1) *Perbedaan persepsi komunikasi*

Wisatawan dari budaya langsung (*direct*) cenderung berbicara secara eksplisit, sementara wisatawan dari budaya tidak langsung (*indirect*) mungkin lebih mengandalkan petunjuk nonverbal. Hal ini memengaruhi keterampilan *listening* (Fujita, 2019).

2) Kesadaran multibudaya

Wisatawan memiliki ekspektasi yang berbeda terkait etiket, cara menyapa, dan bagaimana informasi diberikan. Zalil & Lim (2022) menyoroti bahwa pekerja pariwisata perlu memahami sensitivitas budaya ini untuk menghindari kesalahpahaman.

3) Aksen dan gaya bicara

Penelitian oleh Pham (2023) dan Djelloul (2023) mengungkapkan bahwa kesulitan memahami aksen wisatawan sering menjadi hambatan, menunjukkan perlunya pelatihan mendengarkan yang lebih mendalam.

Kemampuan memahami budaya juga membantu pekerja pariwisata menyampaikan informasi secara relevan dan sopan, seperti dijelaskan oleh Wulandari & Rahmawati (2020). Selain itu, pelatihan berbasis budaya dapat meningkatkan kepercayaan diri pekerja dalam menggunakan bahasa Inggris secara profesional. Kombinasi keterampilan bahasa Inggris yang kuat dan pemahaman antarbudaya dapat meningkatkan kualitas layanan dan pengalaman wisatawan. Oleh karena itu, pelatihan bahasa Inggris di sektor pariwisata perlu memasukkan elemen komunikasi antarbudaya, seperti memahami perbedaan nilai budaya, etiket, dan kebiasaan wisatawan. Dengan demikian, pekerja pariwisata dapat beradaptasi dengan kebutuhan wisatawan dari berbagai negara dan mendukung perkembangan pariwisata yang lebih inklusif.

4. CONCLUSION

Berdasarkan analisis literatur tentang keterampilan bahasa Inggris yang dibutuhkan di destinasi wisata internasional, dapat disimpulkan bahwa keterampilan berbicara (speaking) dan mendengarkan (listening) merupakan dua keterampilan bahasa yang paling dibutuhkan oleh pekerja pariwisata, dengan fokus utama pada interaksi langsung dengan wisatawan. Meskipun keterampilan menulis (writing) dan membaca (reading) juga penting, keduanya memiliki peran yang lebih terbatas dalam konteks sehari-hari di sektor ini. Selain itu, pemahaman budaya yang baik dan kemampuan untuk beradaptasi dengan aksen serta gaya komunikasi yang beragam menjadi faktor penting dalam meningkatkan efektivitas komunikasi antara pekerja pariwisata dan wisatawan. Oleh karena itu, pelatihan bahasa Inggris di industri pariwisata perlu mengedepankan keterampilan berbicara dan mendengarkan, sekaligus memperhatikan aspek budaya untuk meningkatkan kualitas layanan dan pengalaman wisatawan.

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