

NEEDS ANALYSIS OF ENGLISH LEARNING SKILLS FOR STUDENTS OF HOSPITALITY STUDY PROGRAM

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Submit, 26-12-2023

Accepted, 29-06-2024

Publish, 30-06-2024

ABSTRACT

Needs analysis plays a significant part in constructing an English language curriculum tailored to learning needs. Students' descriptions of their needs, weaknesses, and desires constitute important factors that English teachers must consider before establishing appropriate lesson plans and teaching and learning resources. This study was designed with a descriptive qualitative research model. Data was collected through questionnaires and interviews. This data collection method involved all students from the Politeknik Indonusa Surakarta for Hospitality program in their first semester of Academic Year 2023, with a total of 93 students participated. The questions were provided online using Google Forms. When completing the questionnaire, respondents are given the choice from several different responses. Based to the results of the Needs Analysis on English subject, the main objective of Hospitality Study Program students learning English is to help them develop in their jobs in the service and hospitality industries. Students emphasized the importance of learning speaking skills despite the fact that other language skills are equally important to improve. Each need to master aspects of English language skills, on the other hand, must be in line with their professional career development. This study has implications for fulfilling learning requirements in the hospitality study program as a guide to developing English teaching materials for students in the program.

Keywords: ESP, hospitality Study Program; Needs Analysis, English Language Skills

INTRODUCTION

English has an important role as an international language in communication, both written and spoken. English has turned into the language used for education for numerous scientific fields. It now serves as one of the main subjects taught to students worldwide, including in Indonesia. The English language learning model is not only carried out using a general English language learning model but also uses a specific English language learning model (English for Specific Purposes). This English language learning model must be carried out according to the needs of the learner in their respective fields (Taşdemir &

Karaman, 2022). In response to these global concerns, the Indonesian government has instituted continuous English language teaching from elementary school through higher education. Higher education English teaching is more flexible than elementary, junior high, and senior high school English teaching as it follows a government-implemented national curriculum (Mahande, 2023). However, there is no official regulation that regulates the design of teaching English as a general subject at each institution, allowing each university to choose its own English learning design that meets their needs (Harahap et al., 2022).

Considering the importance of English language proficiency, the Hospitality Study Program must provide an English teaching module that meets the demands and objectives of its students. Because of its developmental features that are targeted at more specialized students, English for Specific Needs (commonly known as English for Specific Purposes or ESP) is a crucial element of the English language learning process. ESP is a student-centered approach to English language learning which is intended to meet students' needs in terms of improving their skill to communicate in the language with reference to certain scientific fields (Asgari & Ganji, 2020). Having appropriate skills in using English as outlined in ESP will be able to help students develop the subject material they are learning. These English skills will help students in completing their academic workload as well as preparing them for worldwide competition in their future career development in the hospitality industry.

Since the beginnings of ESP studies in the 1960s, Needs Analysis has played a critical role in the design and development of ESP-based teaching resources (Starfield, 2016). The practice of carefully exploring for information on what language learners need with the aim to enhance teaching is commonly referred to as needs analysis (Brown, 2016, p. 18). Needs Analysis is a process of identifying and formulating covering specific understandings on (1) Needs, which is the knowledge, skills, and character that students must master based on their needs; and (2) Desire, which is the knowledge, skills, and character that students will prioritize learning and mastering if they have the opportunity and time to learn and practice these skills; and (3) Lack, the range of discrepancies between what students have already mastered and learned and what they are expected to know and understand (Kaufman & English, 1979). It is a technique used to determine specific characteristics and language skills required by students, which will serve as the foundation for developing a learning program.

Numerous researchers have proposed Needs Analysis models and methodologies, some of which have had a substantial impact on the development of ESP, English for occupational purposes (EOP) (Flowerdew, 2012), needs analysis for language course design (ESP) (Huhta et al., 2013), needs analysis in ESP for Saudi engineering students (Ahmed Alsamadani, 2017), ESP needs

analysis for English for informatics engineering (Nimasari, 2018). The objective of this study is to examine the English language learning requirements of students majoring in the hospitality program at Politeknik Indonesia Surakarta, Indonesia. This Needs Analysis activity is designed specifically to identify and formulate students' goals for learning English, the skills and English language components required; students' primary goal is to develop listening, speaking, reading, and writing skills; and students' difficulties learning English. It is envisioned that the results of the Needs Analysis can be implemented in developing English language learning programs tailored to the needs of hospitality program students.

LITERATURE REVIEW

A useful learning environment can be created by identifying and specifying the syllabus and teaching strategies through needs analysis. To create a curriculum that best supports a better learning environment, English instructors and teachers should determine the needs of their pupils (Sularti, Drajati, & Supriyadi, 2019). Sönmez (2019) defines needs analysis as the process of obtaining and reviewing student data in order to identify syllabus objectives and suitable topic subjects that meet the needs of the learners. Thus, doing a requirements analysis is highly recommended. Li (2014) explains that requirements analysis refers to the information-gathering process that serves as the basis for creating a curriculum tailored to a particular set of students' needs.

In this globalized age of boundless contacts between people worldwide, English is seen as indispensable. Technical expertise alone, according to Al-Saadi (2013), is insufficient for a job's success; rather, an individual's and their organization's chances of success and failure are frequently determined by their ability to communicate effectively, understand others, and collaborate with them. As a result, proficiency in the English language is now required in many businesses in order to succeed. The growing need for English for Particular Purposes is driving up demand for the language, particularly in nations where English is taught as a foreign language due to the rise in global communication. Prior to creating an ESP course, a few things need to be measured.

METHOD

This study was designed using a descriptive model with a qualitative approach. Data was collected through questionnaires and interviews. This data collection approach included all students from the Politeknik Indonusa Surakarta for Hospitality program in their first semester of Academic Year 2023, as many as 93 students participated in this study. The data collection process was carried out in stages involving providing a Needs Analysis instrument in the form of a questionnaire, distributing them, and completing an interview procedure with

respondents. In this case, questionnaires were provided to students registered in the Hospitality Study Program. Questionnaires distributed online through Googleform. Respondents are prompted to select from the multiple alternative response alternatives when filling out the questionnaire. Respondents can choose more than one answer option. The researcher collected data in the form of student responses as well as information gathered through interviews, grouped and classified the data, identified students' needs for learning English based on the data, and finally attained conclusions about the English language learning profile that best suited the needs of Hospitality Study Program students.

RESULTS

Based on the data collected, the following is the profile of tourism students: (1) respondents are first semester of Academic Year 2023 students majoring Hospitality Study Program; (2) More female respondents (63%) than male respondents (37%); (3) Respondents' level of English proficiency was basic (68.5%), intermediate (26.6%) and advanced (4.9%). Based on the English proficiency level standards of Politeknik Indonusa, basic level means that the respondent has limited English grammar skills, making simple sentences with frequent errors; has average English vocabulary mastery, limited to simple and common words; has limited language expression, limited to simple and common words, and makes many mistakes in pronunciation. Meanwhile, the intermediate level indicates that the respondent has average grammar skills, producing grammatically correct sentences and complex sentences with frequent errors; can speak English fluently about some topics, but still has difficulties, such as a limited vocabulary; has average language expression, which they can use in conversation, but frequently makes incorrect pronunciations

Politeknik Indonusa Students' Needs for Learning English

Vocational School (D3) of Hospitality Study Program in Politeknik Indonusa Surakarta is accredited with A. It opens regular classes (morning), evening classes and employee classes. The D3 Hospitality Study Program is equipped with various lab rooms that support learning. For example, hot kitchen lab, restaurant & bar lab, pastry & bakery lab, front office lab, housekeeping & pantry lab, and hotel room lab. The main competencies of the hospitality study program are Food & Beverage Service, Food Production/Pastry Bakery, Front Office, and Housekeeping. Additional competencies in Hotel Information Systems, Accounting, Sales & Marketing, and Human Resources.

The design of teaching resources developed by English language lecturers should ideally be influenced by the profile of students' learning needs (Bocanegra-Valle, 2016). Teaching materials that fit the needs of students will improve learning motivation, allowing the intended goals to be met satisfactorily. The following is a

description of the English language learning requirements of tourism study program students.

Table 1. The Primary Objectives of Students Learning English

Learning Objectives	Total	Percentage
Communicating with foreigners both orally and in writing.	34	81.7
Supporting lectures and other academic activities	20	51.2
Studying or working abroad	9	23.2
The need to apply for jobs with foreign firms or hotels after graduating from college	23	57.4
Self-development	15	42.6

The primary objectives of students learning English are shown in Table 2. Based on the results, being able to communicate with foreigners was the highest goal for students (81.7%), while studying and working abroad (23.2%) was the lowest priority. There are at least two more aims with a pretty high percentage, especially job after completing education (57.4%) and academic load throughout the study term (51.2%). Apart from that, it was found that another objective of learning English is to grasp the language of computer instructions, particularly the language used in computer software. Based on these results, it is feasible to assume that students majoring in English hospitality study in preparation for future professions in the tourist and hospitality industries. Furthermore, they wish to learn English so that they may easily conduct work with computer software.

The Primary Focus on Developing Language Skills

Students have several objectives when studying English. There are three primary learning objectives: 1) understanding spoken English and using it in a range of real-life communication situations; 2) understanding written English materials through the use of skimming, scanning, and other reading strategies; and 3) developing English sentences and writing easily and effectively. Apart from the primary learning objectives, students stated a strong desire to improve their language skills, as described below:

Table 2. Student Priority Language Skills

Language Skills	Total	Percentage
Listening	21	52.6
Reading	17	40.3
Speaking	34	81.7
Writing	12	30.7

The table above shows the language skills that students emphasize. Students place an emphasis on verbal communication skills, particularly speaking and listening. Most students prefer speaking skills (81.7%) above listening skills (52.6%). Meanwhile, written communication skills, including reading and writing, are frequently neglected. This is seen by the comparatively low percentages of these two language skills: 40.3% and 30.7%, respectively. The data in the table reveals that students consider verbal communication skills, such as speaking and listening,

to be the most essential language skills that need to be strengthened. Therefore, these two language skills take preference in their English acquisition.

Students' Main Focus on Learning Language Skills

The term language components refer to the following items in the Analysis of English Learning Needs for Hospitality Study Programs: (1) mastery of grammar is deemed to be important, despite the fact that it is difficult to remember and understand grammatical concepts; (2) vocabulary frequently causes difficulties for students, particularly when dealing with tense-based verb variations. In this case, vocabulary includes both formal and informal language. Because English speakers frequently use daily language in their conversations. They frequently create difficulties for those who do not comprehend what they imply; (3) for many English learners, pronunciation may be a severe issue since learning how to pronounce words in English can be challenging. Certain English terms are frequently difficult for English learners to pronounce correctly. The following are instances of student challenges, including linguistic elements.

Table 3. Language Element Issues Facing Students

Language Skills	Total	Percentage
Vocabulary	35	83.2
Pronunciation	27	65.9
Grammar	16	42

Based on the table above, vocabulary (83.2%) is the most difficult language aspect for students to master, whereas grammar (42%) is seen as a minor issue. Another aspect of language is pronunciation (65.9%) as one of the language elements which have a direct association with speaking skills will receive higher exposure from students. Excellent vocabulary skills, including being able to use slang and commonly used phrases, as well as precise pronunciation, may increase students' confidence in English speaking skill. On the contrary, the students believed that grammar would be important in written communication.

The Importance of Language Skills Development

Learning objectives specify the information that students should have, the skills they should master, and the ideal character that they should be able to show. Furthermore, learning objectives identify and reflect novel concepts, skills, and characteristics that students may have, master, and show at the end of a learning process. In this case, the objective of foreign language acquisition for students is to show and indicate what they have learned within the context of four language skills: speaking, listening, reading, and writing.

Table 4. The Needs for Developing Speaking Skills

Objectives	Total	Percentage
Being able to get involved in discussion activities	6	14.6
Being able to ask and answer questions in English and conduct information exchanges in English	22	56.5

Being able to properly and accurately pronounce words, phrases, and sentences	27	65.9
Making English presentations	9	23.2
Being able to communicate with coworkers, including teachers and friends from college, business partners, supervisors and peers, and clients or consumers	32	80.9

The table above displays the learning objectives for students to build speaking skills when interacting with coworkers (including college friends and lecturers, supervisors and peers, business partners, and clients or consumers). The data described that the students' major responses (80.9%) that they wished to increase their ability to engage with the person they were speaking with. In this situation, the interlocutor does not just refer to coworkers, but also to classmates, lecturers, and customers or clients. Meanwhile, the need to participate in group conversations is lower (14.6%). One point that should be highlighted is the capacity to conduct information transactions in English, which is still quite prevalent in a smaller proportion (56.5%) compared to the growth in the ability to accurately and exactly pronounce words or phrases and sentences in English (65.9%). The data in the table also supported how students majoring in hospitality program aspire to show their verbal communication skills both in the classroom and in their future job development.

Table 5. The Needs for Developing Listening Skills

Objectives	Total	Percentage
Understanding the essence of everyday conversations	26	65.2
Conversations and explanations have to be understood in order to obtain precise information.	26	65.2
Listening to and comprehending audio-video resources in English (e.g., news broadcasts, songs, films, etc.)	28	68.6
Understanding English delivered presentation and lecture material	24	63.4
Understanding commands and instructions	22	56.5

The primary objectives for students to develop listening skills are shown in the table above. The majority of students (68.6%) expect to be able to listen to and understand audio-video content. Students, on the other hand, believe that listening skills play a critical part in communication. This is seen by the percentages that are not excessively far away between one aim and another. For example, comprehending the content of a discussion to gain specific information has the same proportion as understanding a conversation in English (65.2%). Other learning objectives with minimal percentage differences include comprehending lectures, lectures and speeches (63.4%), and understanding commands (56.5%). Based on

the obtained data above, students believe that listening skills are highly important in communication. This implies that listening skills will always be used in every communication, both in environment and occupation.

Table 6. The Needs for Developing Reading Skills

Objectives	Total	Percentage
Understanding the English written material of online and offline publications and newspapers	18	45.7
Being able to search for and obtain information, references, and other reference materials on the internet.	16	42
Understanding the content of entertainment materials such as novels or short stories	21	52.6
Understanding the contents of written modules in English, college reference books, and other scientific works.	20	51.2
Obtaining precise information from both general and academic texts	35	83.2

The table above shows the greatest targets for students to enhance their reading skills. The most essential aim for them is obtaining precise information from both general and academic texts (83.2%). This table shows a similar pattern to the Listening Skills table. The table indicates that there is not much of a difference in percentage between one objective and another. As an example, the ability to interpret English words, terms, and phrases has the same proportion as looking for and obtaining information on the internet, precisely 42%. These two learning objectives have the lowest proportion. The other three learning objectives revealed no significant differences. The evidence in the table shows that kids develop reading abilities simply as extensions of their spoken communication skills and for entertainment. The table cannot show students' enthusiasm to study English to help their academic pursuits.

Table 7. The Needs for Developing Writing Skills

Objectives	Total	Percentage
Being able to correct and revise a paper	14	38.5
Being able to write English paragraphs	11	28.5
Being able to write a variety of essays, articles, and reports	13	33
Being able to correct sentences to make them more precise and accurate	26	65.2
Being able to write English sentences correctly	35	83.2

The table above shows students' main priorities for improving their writing abilities. Based on this data, students' main learning objectives are writing sentences correctly (83.2%) and revise phrases to be more exact and accurate (66%). When compared to other learning objectives, these two learning objectives have an extremely high percentage of differences. The lowest proportion is 28.5% for paragraph writing. This percentage corresponds to that of essay writing, which barely reaches 33%. Students stress writing skills through using accurate and full grammatical structures, as well as the capacity to assess and rework sentences. This means that students' writing skills enhance their verbal communication skills. It is

not absolutely required for them to be able to write paragraphs, essays, reports, or articles.

The learning needs analysis collects data on students' learning difficulties in addition to data on the most important objectives for students learning English. Learning difficulties are situations which can impair an individual's capacity to acquire the required knowledge and skills. The following is a collection of explanations for student learning problems:

Table 8. Identifying Student Learning Difficulties

Objectives	Total	Percentage
Unable to speak fluently	19	49.7
Unable to develop sentences using sentence construction to convey information correctly and accurately	21	52.6
Unable to appropriately and accurately pronounce and capture terms/words/phrases	12	30.7
Unable to precisely catch and interpret spoken sentences in a conversation.	22	56.5
Limited vocabulary mastery	24	63.4
Having no understanding of the proper grammar to use	17	43.9

Based on the table above, the most frequently encountered problem that students face is a lack of vocabulary. In contrast, they do not find it difficult to pronounce or remember words, terms, or phrases (30.7%). Apart from that, students face three issues, the percentages of which are basically equal. The issues are as follows: failure to accurately capture and understand sentences and conversations (56.5%), inability to write sentences with correct grammar and meaning (43.9%), and inability to speak clearly and fluently (49.7%). The table indicates how students struggle with speaking skills and all language elements that enhance their skills, especially vocabulary and grammar. Based on the data mentioned above, pronunciation is not an important concern for students.

The objective of this study is to identify the English for Specific Purposes (ESP) learning needs of D3 Vocational School students majoring in hospitality at Politeknik Indonusa Surakarta. Based on the results of the study, the main objective of students learning English is to help them pursue job opportunities in particularly the hotel industry and tourism in general. This is in line with Nguyen and Habók's (2021)'s study that developing verbal communication skills becomes a key priority in non-English speaking students' English language acquisition, as speaking skills must be complemented by language sustaining variables like vocabulary, pronunciation, and grammar. Non-English-speaking students must learn English in order to prepare for employment or other professional life. This corresponds to current study in which we found that students believed that in enhancing their vocabulary mastery, including understanding and being able to employ a range of slang and common English, should be a primary priority in their learning.

Meanwhile, most students agreed that listening skills are key to effective communication. As a result, they consider writing skills to be an important aspect of learning English. This is in line with Maru and Liando's ESL study (2020) and Newton et al. (2018) that integrating two skill sets at the same time can successfully increase students' listening and writing skills. The Needs Analysis found that the students' objective of strengthening listening and writing competence was largely designed to complement their verbal communication skills. Students emphasized their primary goal in developing their writing skills is to build precise and full sentences. This is in line with previous studies that students' vocabulary will develop through writing assignments, which also help them learn how to apply grammatical rules (Hestingsih, 2016). This will improve their verbal communication skills. Apart from that, academic writing activities such as producing paragraphs, essays, reports, or articles are not deemed urgent for them.

CONCLUSION

Needs analysis plays a significant part in the construction of an English language curriculum that is tailored to learning needs. Students' descriptions of their needs, weaknesses, and desires constitute important factors that English teachers must consider before establishing appropriate lesson plans and teaching and learning resources. Based to the results of the Needs Analysis on English subject, the main objective of Hospitality Study Program students learning English is to help them develop in their jobs in the service and hospitality industries. They emphasize the importance of learning speaking skills despite the fact that other language skills are equally important to improve. Each need to master aspects of English language skills, on the other hand, must be in line with their professional career development. This study has significance for fulfilling learning requirements in the hospitality studies program as a guide to developing English teaching materials for program students.

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