

HOSPITALITY STUDENTS' NEED ANALYSIS TO LEARN ENGLISH AT MAKASSAR TOURISM POLYTECHNIC

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ABSTRACT

This study aims to find out hospitality department students' need to learn English at Makassar Tourism Polytechnic and design the syllabus after the assessment. The study consists of 40 students as its population. The study used mixed methods, which were quantitative and qualitative, by giving questionnaires to students and semi-interviews to students and lecturers to support their answers. The result showed that the students need English materials that support their communicative competence. So the syllabus was designed by prioritizing speaking as the main course in order to be able to communicate with the guests from foreign countries. Not only that, but it also prepares students to get jobs in hospitality industries. The syllabus designed as the output of this study, which covers hospitality-related topics, grammar items, and a variety of learning activities that engage with students' interest in the class.

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1. INTRODUCTION

In the current age, the economy and technology have changed rapidly, and it is also followed by the demand for language applications in all professional sectors too. All professionals are expected to have skills which lead them to effectively communicate in either written or oral form to support their work performance. However, it is also undeniable that, having seen several decades, there has been an increasing need for using English as an expression tool, especially in the tourism sector, because this sector engages more with foreigners' visits.

Along with the global spread of English and the wide recognition of World English, a whole breadth of studies have been conducted to explore the attitudes of learners toward the different varieties of English. In Indonesia, English is the compulsory foreign language subject in public schools, which is most widely learnt by students till secondary school, and once they start studying at university, they are offered an English for specific purposes (ESP) course within their field of study. Moreover, with the potential of the tourism sector, Indonesia is one of the most visited countries, getting many visitors from abroad. This chance should clearly be taken advantage of.

The tourism industry has been growing in two different ways. Firstly, because more people have an interest in spending their leisure time on vacation abroad, with growing disposable incomes, most of them choose to spend some of their time and money on tourism. Secondly, a combination of semantics and statistics Activities that were previously seen as unrelated are being categorized under the umbrella of tourism. The Indonesian government paid greater attention to the tourism sector when they realized how contributive the tourism sector was towards economic development. This opportunity should be handled carefully by those entities concerned about this issue, such as tourism students, because they will contribute the most to this particular object.

However, the situation in Indonesia is quite dynamic, where the language habits and behavior of people are fairly rapidly changing. There are many things around, such as the development of technology, information, way of life and thinking, and goods and services, that affect people's habits and behavior in Indonesia, especially when we are talking about English as a foreign language. Considering these conditions, we should realize that learners' habits and behavior toward learning English also have significant from less to more exposure in learning it. Further, the teaching material and the methodology of teaching should also change based on the learner's needs.

In this case, the analysis shows that Need Analysis is essential to create a learning program that is related to the tourism sector. This study is presented to demonstrate the highest English skill that students truly require in the Makassar Tourism Sector, as well as the difficulties students face in learning that skill. This study aimed to answer two research questions:

1. What is the highest English skill that Students need in Hospitality Department?
2. What is the goal of students in learning English?

2. LITERATURE REVIEW

Swain and Mishra (2011) claim the hospitality industry has three primary areas. The first area is accommodation, which includes hotels, motels, bed and breakfasts, and other lodging businesses. The next area is beverages and food. This area covers restaurants, fast food industries, and other places that provide food or beverages. Food and beverage providers could be located in hotels or be stand-alone facilities. The last area is travel and tourism, which comprises airlines, trains, and cruise ships.

Brown (1995) explained need analysis as an activity that focuses on gathering information that will serve as references to develop curriculum that will engage the learning needs of students. On the other hand, the concept of "needs" in language learning programs is not only about fulfilling the wants or needs of students in learning English; it is also related to identifying the needs of teaching institutions, user-institution graduates, as well as society's needs in a wider number.

However, Richards (2001) claimed that need assessment is a platform to gather information about students' references. The assessment is conducted for a group of students. Moreover, the aim of need assessment can be identified for several purposes, such as: what language competence and skills are needed by students; identifying a gap between what students are able to do and what they need to be able to do; and collecting information about a particular problem that students are encountering.

Needs may be categorized into some types. Those types of needs can be a reference for teachers or lecturers to the procedure of the need analysis process. Brindley (1984) identified two kinds of needs, such as "objective" and "subjective" needs. This expert explained that objective needs are preferable from a variety of types of factual data about the students, the way they use language in real situations for communication in daily life as well as their actual language skills and the difficulties that they are facing with language now. Subjective needs are students' cognitive and emotional needs to identify several things such as: their personality, confidence, wants, attitudes, and their individual cognitive styles and learning strategies.

Furthermore, Hutchinson and Waters (1987) categorized needs into two types: target needs and learning needs. He explained that target needs are the wants, wishes, and necessities of students when they are learning something, while learning needs are sort of steps to achieve learning goals. The researcher uses these two terms as the core concept to conduct this research.

Robinson (1991) also explained the learning needs as what students need to do to use the language. In this particular statement, learning needs are designed to search for data related to the learning circumstances that take into account the type of student, learning motivation and level of language proficiency, available materials, actual resources, and all the information that can be referenced by the teacher to provide appropriate knowledge to the students.

Some studies have been conducted to analyze the similar cases. The second study, conducted by Liwei (2014), entitled "Effectiveness of English for specific purposes courses for non-English speaking students of hospitality and tourism: A latent growth curve analysis", examined whether the ESP program affects students' TOEIC scores as well as student language performance during the learning program. The result showed that more hours of ESP classes do not give any betterment to students' performance on standardized English tests. The researcher claimed that adding more hours for regular learning time could help the students.

The first study has been done by Rima (2016) and is entitled "Teaching English for Tourism in Bali based on Local Culture: What do Students Need?". This research identified the need for a learning program in the tourism sector. The result showed that development of the instructional materials should be created based on Bali's local heritage, such as introducing the traditional market, dance, and ceremony to the tourists. This material should cover very appropriate communicative expression.

Another research that has a correlation to this proposal's title is the research that has been done by Wenli & Fay (2014) entitled "ESP Program evaluation framework: Description and application to a Taiwanese University ESP Program". This research used a framework to evaluate whether an ESP Program has been effective or not and offered insights into making the evaluation process beneficial for all stakeholders to develop new ESP Programs and revise the current ESP Program. The updated framework tried to analyze authenticity, learner autonomy, and learning transfer.

3. METHODOLOGY

In analyzing the data, the researcher used mixed methods, which are quantitative and qualitative (Alawiah et al., 2022; Abbas et al., 2022). The participants' responses to the distributed questionnaire were analyzed quantitatively, but their responses in the interview were analyzed qualitatively. The questionnaire covers several points of discussion, such as personal information, target needs information, and learning needs information. In addition, the Likert scale of importance is used as a way to identify their ability and frequency. Specifically, 1 = not important, 2 = less important, 3 = important, and 4 = very important. There is also a scale of frequency where 1 = never, 2 = seldom, 3 = often, and 4 = always. However, the interview is used to complete the information on the questionnaire given to the students. The researcher used semi-structured interviews with students and lecturers as entities who knew more about the circumstances there. The writer used this method to describe the actual needs of hospitality department students in learning English. In this research, There are 76 students as a total population, and the researcher took 40 students as its sample. In conducting this research, the researcher used three main steps. Firstly, the researcher specified the participants and type of needs based on the references and also the lecturers' perspective. Secondly, the researcher distributed the questionnaires to students and interviewed lecturers and students. Next, the researcher collected the questionnaires and put the interviews into the recording. In addition, the researcher calculated and interpreted the results of the interviews and questionnaires that were given to the students. Finally, the researcher put them in the report as the references for the lecture in making appropriate English materials for students.

4. RESULT AND DISCUSSION

The Highest skill that students need to learn

Having conducted the analysis on questionnaires given to the students, The data related to students' Perspective on the Importance of English Skills.

English skills	Level of Importance	
	F	Categories
Listening	3.70	Very Important
Speaking	3.85	Very Important
Reading	3.65	Very Important
Writing	3.61	Very Important
0 -1.50 = Not Important	2.51 – 3.50	= Important
1.51 – 2.50 = less Important	3.51 – 4.00	= Very Important

The table above reflects students' perspective on four language skills, and all the categories refer to "Very Important" with percentages of 3.70, 3.85, 3.65, and 3.6. Yet, speaking gets the highest score. It indicates that the most important skill that the students want to master is speaking skills. Therefore, the result of this questionnaire should be considered in the suggested syllabus, in the teaching process, and in learning English in the classroom. Providing language skills that the students felt more interested in would enhance their competence in mastering English and achieve learning goals easily.

Improved skills	Students	
	F	Avarage %
Listening	2	5%
Speaking	31	77.5%
Reading	5	12.5%
Writing	2	5%
	40	100

Previously, speaking got the highest score as a very important skill that everyone wants to get. This may be beneficial to enable them to communicate in English. In line with the results of table 7, speaking got dominant answers from students and became the skill to improve based on the students' answers. Because there was only one

lecturer as the other source of information in this study, the lecturer explained that the institution focuses on teaching material in terms of speaking skills because it is the most important skill that students will need in their future jobs. Hence, the development of speaking skills will be the focus of research in composing an appropriate syllabus for hospitality students at Makassar Tourism Polytechnic.

Students and lecturers expressed their ideas on what skills should be prioritized in teaching English in the Hospitality Department by saying that :

“Actually we prioritize how students can speak English confidently, even sometimes as English students we are not confident in speaking English. However, the method that we use is just like Question Conversation compare to reading dialogue” (Interview lecturer: 8 March, 2022)

“we focus on the speaking skill, the grammar exists only in the part of learning activity such as introduction to hotel material, we learn about Simple present tense on the English language introduction there but we do not make it as the main thing to learn. What we want to focus is the speaking skill. We prioritize the speaking skill for 70% and writing, reading and listening only 10%” (Interview lecturer: 8 March, 2022)

However the one student put his perspective to this issue.

“The English basic is vocabulary and speaking, we are pushed to speak more”. (Interview student: 8 March, 2022)

The goal students to learn English

Goals	Students	Average
	F	%
I am able to communicate orally or written in English	24	60%
I am able to translate English text	6	15%
Able to do English test easily	5	12.5%
Able to comprehend Foreign cultures	5	12.5%
Other benefits	0	0%
	40	100

The students revealed their perception of what students need to achieve in learning English for specific purposes. They were able to communicate in English orally and in writing, with an average score of 60%. Other options got less than 20%, which means communicating in English and writing form will be the main issues in designing the syllabus.

To be more effective, learning outcomes should be mapped clearly in a very specific context. The specific context will provide clear information on situations where English will be used after taking the course. This finding will be considered by the researcher in syllabus designing.

5. CONCLUSION

This study concludes that the most important skill that students need is speaking. It is also supported by students' perspective on the importance scale of English skills, where speaking can be categorized as very important and got the highest median score. On the other hand, 60% of students want to be able to communicate in an oral and written way. So it reflects that speaking is the most preferred skill that students want to have. In addition, it is also supported by an interview with a student and a lecturer.

The researcher proposes this research to help institutions fulfill the needs of students by making English materials based on their needs. This learning program is an appropriate learning setting for students to support them in becoming more professional. Therefore, the researcher also suggests that all education practitioners do need analysis before making the materials afterwards, which is very important. Then, the lecturers should also pay more attention to students' progress in their learning process and encourage them to learn English more. Not only that, but students also need to evaluate the learning process at the end.

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