



## NEED ANALYSIS OF ENGLISH LANGUAGE USED FOR STUDENTS IN HOSPITALITY INDUSTRY DEPARTMENT

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### ABSTRACT

This need analysis research aimed to know the source of information that students' need in the necessities, lacks and wants related to the students' vocational area. This study was a qualitative research and the data collected by the primary data of questionnaire to 39 students, teacher interview and the secondary data was the documentation of syllabus. According to Target Situational Analysis (TSA) of students needs in Hospitality Industry Department of Muhammadiyah Vocational High School 3 of Palembang, synchronized with interview and documentation, the students questionnaire revealed the "Necessities" were 81.5% or slightly high to upgrading their skills, not only for the requirement at school. Students "Lacks" in learning English for Specifics Purpose were 61.45% because the students lack of vocabulary. And the potential skills that students need according the "wants" in learning English shows that the most wanted skill is, 1) Speaking (80.95%), 2) Listening (80.8%), 3) Reading (75.9%) and lastly, 4) Writing (75%). Related to the students needs, the students must practice more and aware with the English as the future needs in academic, career and personal interest to become capable and proficient as the communicative skills. This research was tried to discover the information about the potential needs on English for Specifics Purposes for vocational needs.

**Keywords:** *Need Analysis, Target Situational Analysis (TSA), English for Specifics Purposes (ESP), Hospitality Industry Department*

### 1. INTRODUCTION

English is also a compulsory subject at Vocational Schools. Dealing with the act of Republic of Indonesia No. 20 of 2003 on National Education System article 15 stating that vocational education is secondary education program for preparing learners for a specific job, also for vocational high schools (VHS) should promote them to have professional skills in a specific field to get the students ready to competence in today's workplace with English subject as a compulsory subject to achieve graduate scale on school which are differ into General English (GE) and English for Specifics Purposes (ESP) which were designed to meet

the needs of learners and other stakeholders to communicate at work or study purpose in specific discipline (Vogt & Kantelinen, 2013).

Unfortunately, VHS students get difficulties in learning ESP which are the lessons contain on the syllabus is not linear with the target of students' needs, lack of interest in designing materials that are fully relevant to the students' needs due to unavailability of financial support from the stakeholder or the institution, the limitation of time to develop new materials, the lack of understanding on how to develop or design the teaching materials for the specific field

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(Mahbub, 2018). The main problem was gap between teaching and learning English of the General English (GE) and English for Specifics Purposes (ESP) materials taught in the school that have different goals related to the students' abilities because the goals for students of vocational high school is equipping students with basic knowledge and skill of English to communicate accurately in the context which are suitable with their skill program that the General English (GE) doesn't have (Hapsari & Elyono, 2020).

This confirms that English for Specifics Purposes (ESP) is essentials in developing students' comprehension, skills and competency in a certain way. It can be summarized that the problem of English for Specifics Purposes (ESP) on Vocational High School (VHS) is that most of the lessons are commonly for general purposes, not the specific ones. And the Need Analysis should be conducted to help the students and the teacher to clarify and validate the learners' true needs (Akyel & Ozek, 2017).

**2. LITERATURE REVIEW****English for Specifics Purposes (ESP)**

Initiated by Hutchinson & Waters (1987), it is defines as an approach to language teaching in which all decisions as to content and method are based on the learners' reason in learning. On another research, Robinson (1991) ideas viewed English for specific purposes (ESP) as an enterprise involving education, training, and practice and drawing upon three major realisms of knowledge namely language, pedagogy, and students'/participants' specialist area of interest. Richards & Rodger (2001) quoted from Ayu, Usadianti, & Karani (2021) on Approach and Methods in Language Teaching saw English for specific purposes (ESP) as a movement that seeks to serve the language needs of learners who need English in order to carry out specific roles (e.g. student, engineer, nurse) and who need to

acquire content and real-world skills through the medium of it rather than master the language for its own sake (Ayu, Usadianti, & Karani, 2021).

Related to this, the word "specific" in English for specific purposes (ESP) has different interpretation along with the development of this area. The meaning of the word 'special' in ESP more confirms the rule of ESP as an approach to language teaching in which content and method applied based on the learner's need of learning in the other words, specialized aim refers to the purpose for which learners learn a language, not the nature of the language they learn.

Consequently, as an approach, English for specific purposes (ESP) has typically functioned to help language learners cope with the features of language or to develop the competencies needed to function in a discipline, profession, or workplace for which the learners want to master English.

**Need Analysis**

Need Analysis (NA) or Need Assessment (NA) is not a new concept in education, especially of the English for Specifics Purposes because its impetus research began from the 1970s, later from the model of Hutchinson & Waters (1987) introduced the target needs and learning needs. Another research of needs type on Need Analysis (NA) based from Juan (2014) by Brindley in 1989 about the concept of subjective needs and objective needs. Need Analysis (NA) is doing an important role on English for Specifics Purpose (ESP) material which cause students to discover their abilities and their needs in objective and desire.

Need Analysis (NA) produces data, which can be used in variety of ways such as evaluating a course, setting objectives, designing tests and assessment tools and provides information about a program for materials development (Astika, 2018).

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The Need Analysis (NA) has been divided into several parts which Perceived Needs and Felt Needs, Object Needs and Subjective Needs, Target Needs and Subjective Needs, Target Needs and Learning Needs. By helping the students know their particular needs on Needs Analysis as the important point to learning and receive the new knowledge, it can be also matching the important skills in ESP needs to the students to increase the ability which can be useful to their future job in some vocations.

**Target Situational Analysis (TSA)**

The target situational analysis of learners is focused on the tasks and activities in which English is used. Target needs refer to what the learner needs to know in order to evaluate the target situation, what the students know already and what the students need to know and make sure the course contains relevant and useful things to teach (Nation & Macalister, 2010). Target needs can be distinguished into three categories,

**(1) Necessities**

“Necessities” is determined by the demand of the target situations. Moreover, Setiawan (2019) proposed from Allwright (1982) the “necessities” are about what the learner has to know in order to function effectively in the target situation (Allwright, 1982). To sum up, the learners and the teachers presumably observing the situation and will need to function and then analyzing the constituent parts of them in order to know the necessities.

**(2) Lacks**

“Lack” on target needs as suggested is the gap between the existing proficiency and target proficiency (Hutchinson & Waters, 1987). The “lack” is the state of being without, or not enough to having something (Richards & Schmidt, 2010). In other words, it is to be known and to be lined to what the

learner knows already and then decide the learner lack or the gap between it, what they didn't have and what they already had. In conclusion, “lack” is the difference between the students' present competence and the desire competence.

**(3) Wants**

The term “wants” means having desired to possess or do something wish for. In other words, “wants” is used to refer to what students feel they need in learning situation (Mohammed & Nur, 2018). To concluded, “wants” also means that the students need to know what they want to be learned. From that situation, students will do some effort to achieve their willing.

**3. METHODS**

Participants of this study were 39 Hospitality Industry Department students at the second semester in Muhammadiyah Vocational High School 3 of Palembang divided into two departments; Culinary and Hotel Department. This research uses descriptive qualitative approach to measure the complex interpretation from the description of the research. The data collected from 54 items of questionnaire adopted from Khrisnavenhi Gopal's journal of Need Analysis of English for Hospitality Industry Students: A case study in Sungai Petani Community College, and 10 structured interview and documentation of syllabus. To validate the data, the researcher uses technique triangulation because the attitude of human being was quite complex, the use of a single method in collecting the qualitative data is often considered not quite valid enough.

**4. RESULTS AND DISCUSSION****Questionnaire**

Based on the data obtained from students' responses to the questionnaire, the findings are shown in the following tables.

**Vol 6, No 1 (2023): ESTEEM****Table 1. Students Wants**

No	Questionnaire	Culinary	Hotel
1	English is an international language	68	61
2	I want to improve my speaking skills	72	65
3	I want to improve my writing skills	66	64
4	I want to improve my listening skills	65	65
5	I want to improve my reading skills	67	65
6	It is the requirement of the course	59	52
Total		82%	81%

The table provides students “wants” in learning English was dominant to item numbers 1-5, it was slightly high to upgrading their skill in speaking, listening, writing and reading and not only for passing the requirement of the course at school. The total of their “wants” in learning English on Culinary Department was 82% and the total of Hotel Department was 81%.

**Table 2. Students Necessities for Speaking**

No	Questionnaire	Culinary	Hotel
1	Attend to the customers (restaurant and front office)	63	60
2	Present and answer enquiries about the menu orally	60	65
3	Describe and explain types of menus	66	59
4	Respond orally to customer's complaints on food and beverage	60	58
5	Answer enquiries on a local establishment	58	48
6	Answer enquiries on hotel facilities	69	65
7	Respond to customer	56	57

complaints on hotel services			
8	Arrange and inform guests about information on restaurant	61	57
9	Answer telephone calls for reservation or order	69	69
10	Respond to a complaint on food or rooms	59	57
11	Do a job interview	69	65
12	Negotiate for mutual understanding	68	60
Total		78.9%	83%

The students “necessity” in speaking skill was in the highest need in hotel department for present and answer enquiries about the menu, answer the enquiries on hotel facilities, answer the telephone calls for reservation, and for job interview. Meanwhile, for culinary department, it was important to using the speaking skill to describe and explain the types of menus, answer the enquiries on hotel facilities, answer telephone calls for order, do a job interview and for negotiate for mutual understanding. The total of their “necessities” in learning English in speaking skills on Culinary Department was 78.9% and the total of Hotel Department was 83%, and the total of 2 departments was 81.5%.

**Table 3. Students Necessities for Listening**

No	Questionnaire	Culinary	Hotel
1	Listen to customer's/guest's inquiries	65	60
2	Listen to customer's orders	57	57
3	Listen to customer's complaints	62	55
4	Listen to the manager's explanation of the work process	66	59
5	Listen to the manager's	68	64

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	explanation on hotel policies, procedures and decision		
6	Listen to the instructions from manager	63	59
7	Listen to the manager's explanation of safety precaution	65	60
	Total	79.6%	82.8%

It can be concluded that the students "necessities" in listening skill was all in high need in Hotel Department. Meanwhile, for Culinary Department, it was important to use the listening skill the manager's explanation to the work process, policies, procedures and decision. The total of their "necessities" in learning English in listening skill on Culinary Department was 79.6% and the total of Hotel Department was 82.8%. And the total of 2 departments was 80.95%.

**Table 4. Students Necessities for Writing**

No	Questionnaire	Culinary	Hotel
1	Write in response to complaints from customers	56	52
2	Write minutes of meeting	49	53
3	Take down notes during meeting	58	51
4	Write to reply to customers' enquiries on room rates	59	64
5	Write to reply to customers' enquiries on hotel facilities	59	60
6	Write to reply to customers' enquiries on food and beverage	60	57
7	Write reports on occupancy	61	59
8	Write to reports on a field trip, or an accident	57	55
9	Write daily and sales report	60	51

10	Write progress report	65	60
11	Fill in reservations forms	65	57
12	Fill in menu order	66	60
13	Write menu to be used in the restaurant	70	59
14	Take telephone message	63	56
15	Write the department order	60	55
	Total	75.6%	74.4%

It can be concluded that the students "necessities" in writing skill was all in moderate high need in hotel department. Meanwhile, for culinary department, it was important to using the writing skill in the writing progress report, fill the reservation or booking forms, fill the menu order and also write the menu in the restaurant. The total of their "necessities" in learning English in writing skill on Culinary Department was 75.6% and the total of Hotel Department was 74.4%. And the total of 2 departments was 75%.

**Table 5. Students Necessities for Reading**

No	Questionnaire	Culinary	Hotel
1	Complaint letters from customers	60	55
2	Job specification and duties in English	66	62
3	Recipe and instruction in English	62	58
4	Journals, book to improve job skills and academic knowledge	62	60
5	Instruction on safety precaution	55	65
6	Letters of reservation from customers	56	55
7	Written documents	60	62

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related to hospitality		
Total	73.5%	78.3%

It can be concluded that the students "necessities" in reading skill mostly was high need in hotel department in reading the instruction on safety precaution. Meanwhile, for culinary department, it was important to using the reading skill in the job specification and duties. The total of their "necessities" in learning English in reading skill on Culinary Department was 73.5% and the total of Hotel Department was 78.3%. And the total of 2 departments was 75.9%.

**Table 6. Students Lacks**

No	Questionnaire	Culinary	Hotel
1	I have a lack of motivation and interest in studying subjects	46	45
2	I don't find the good selecting material related to ESP approach learning	45	40
3	I have a lack of vocabulary so I don't understand the subject	56	57
4	I feel lack of quality in ESP material	45	49
5	I feel the mismatch between reality and expectation in learning ESP	49	47
6	I don't feel grasp the circumstance on my future work plan on material	40	43
7	I don't have experience at the required skills	56	54
	Total	60%	62.9%

These findings can be concluded that the students "lacks" in English found in Culinary Department and Hotel Department

mostly was in their internal factor such as their lack of vocabulary so the students did not understand the subject and they did not have any experiences at the required skills. The total of their "lacks" in learning English in Culinary Department was 60% and the total of Hotel Department was 62.9%. And the total of 2 departments was 61.45%.

**Interview**

Based on the results of the interview, the researcher found that the learning English for Specifics Purposes was the most frequent skills that students usually used were first was speaking, second was listening, third was reading and the last was writing. For Culinary Department, the students' needs were listening, reading and writing, but for Hotel Department, the researcher found that everything was needed and needed to improve because they needed to communicate and interact with guests.

For their wants, the students really enjoyed when the teacher taught them the listening skills and speaking skills, the students had to be enthusiastic to hear what their teacher said and comply the order because in this school, frequencies of the practices were higher than those of theory and in practice, the students and the teacher could interact a lot, so listening and speaking skills were very necessary.

And for the students lacks was their vocabulary, it made the students a little bit difficult when communicating with friends, and the students thought English language was still a foreign language, so the students often used Bahasa Indonesia or their local language to communicate.

**Documentation**

The findings of the documentation were as follow. The documentation items classified into 7 evaluation aspects which are adopted from Martinus Telaumbanua (2014) which were:

(1) Accuracy of competency standard/basic competence As for the suitability of the material between the basic competencies and the components of material indicators, learning activities and resources were already

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at sufficient value, the shortcomings were only the media and lack of teacher evaluation.

(2) Accuracy of learning materials revealed many theoretical learning materials contained general English compared to ESP, but the General English and ESP were clear-cut and still dependent on each other.

(3) Learning activities shown active learning and integrates oral and written and contains strengthening character education by integrating school and workplace activities according to the context of usefulness and learning activities also contained creative learning, critical thinking, communicative and collaborate learning activities such as speaking, listening, reading and writing.

(4) Indicators learning had a behavioral principle that described and measured the achievement of basic competencies, contained operational verbs that made it easier for students to perform commands that can be graded and measured success.

(5) Evaluation assessment from the syllabus was clear, using oral and written tests that integrated learning activities such as speaking, listening, reading and writing by giving students the opportunity to analyze, explain and pay attention to social and personal functions by considering student learning experiences that would be useful for students in learning that would be applied to the students' future.

(6) Time allocation specified on ESP lessons was only 2x45 minutes which was not enough to make students learn ESP to add to the learning experience used as a provision for their vocabulary and speaking experience.

(7) Source of learning were still monotonous, from only one book source which only "English for SMK/MAK Grade X.PT Bumi Aksara. 2018". This learning resource was not very supportive to the achievement of basic competencies.

The total scores obtained was 30 out of 40 or indicated good enough and support the English for specifics purpose material.

**5. CONCLUSION**

Based to the Target Situational Analysis in Hospitality Industry Department in Muhammadiyah Vocational High School 3 of Palembang, the data of questionnaire listed on table below.

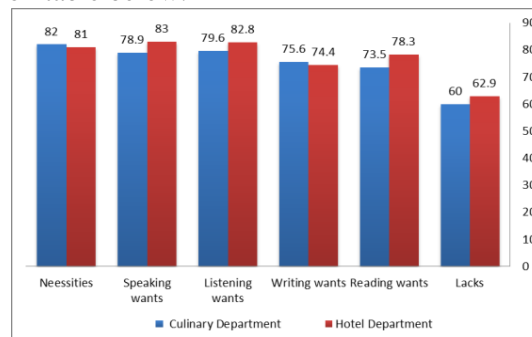


Figure 1. The Results of Questionnaire

First the "necessities" in language used was 81.5%, it was slightly high to upgrading their skill in speaking, listening, writing and reading and not only for passing the requirement of the course at school. The students "Lacks" in learning English for Specifics Purpose was 61.45%, the problem indicates was in their internal factor such as their lack of vocabulary.

The students "wants" in learning English was, 1) Speaking (80.95%), the highest need in hotel department was for presenting and answering enquiries about the menu, answering the enquiries on hotel facilities, answering the telephone calls for reservation, for job interview, describing and explaining the types of menus, answering the enquiries on hotel facilities, answering telephone calls for order, and for negotiating for mutual understanding. 2) Listening (80.8%), often used to hear the command from manager's explanation to the work process, policies, procedures and decision, 3) Reading (75.9%) to read the instruction on safety precaution, job specification and duties. And lastly, 4) Writing (75%) was important in the writing progress report, filling the reservation or booking forms, filling the menu order and also writing the menu in the restaurant.

Supported by the result of interview, the researcher found that the learning English

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for Specifics Purposes was the most frequent skills that students usually used were first was speaking, second was listening, third was reading and the last was writing. And from documentation syllabus, the total scores obtained was 30 out of 40 or indicated good enough and support the English for specific purpose material was the time allocation was only 90 minutes, not enough for practicing English language, learning material were monotonous and lack of media and teacher evaluation.

English teacher must pay attention more to the students lack such as their lacking of vocabulary and often persuade the students to use English language, or give the students help to decrease the errors in speaking and listening skill, give the stimulus and motivation. The students suggested learning English language using online media which easier to use anywhere and anytime due to the lack of time allocation at school especially in learning speaking and listening skill which require lots of time to practice and learn the vocabulary.

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