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Needs Analysis on English Language Use for Students of Hospitality Department

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Abstract— In expanding the curriculum of English for Specific Purposes, needs analysis has an important role. The author of this article examined the need of English, especially the language function, of employees at 4 (four) and 5 (five) star hotels in Jakarta, namely Ritz-Carlton Pacific Place Hotel, Ayana Midplaza Hotel, Swiss-Belresidences Kalibata Hotel, Aston Priority Simatupang Hotel, and Mercure Simatupang Hotel. The subject of the research were the employees who had worked for at least 5 (five) years in these hotels and had a minimum educational qualification of D4/S1. The author took 20 (twenty) samples from each hotel using questionnaire instrument and analyzed the data with frequency, percentage, mean and deviation standard. The findings indicated that the most relevant functions of English in its use were providing services, providing information and offering assistance. The author applied the findings in teaching English for Hotel courses. The author viewed it significant because many students still struggled to speak English during their internship or work in hotels in Jakarta.

Keywords—needs analysis, English for hospitality

I. INTRODUCTION

The negative impact of the Covid-19 virus pandemic has affected almost all areas of business, including the hotel business. As reported in a national newspaper, the hotel business is in a dire condition with only a small number of hotel occupancy in 2020. What is even worse is that a number of star hotels in the DKI Jakarta area are being sold on online buying and selling sites. This happened because the hotel's financial condition had slumped as a result of hotel occupancy which was only around 20 percent.

In early 2021, the Indonesian Hotel and Restaurant Association (PHRI) reported that 1,033 restaurant and hotel businesses in Indonesia were permanently closed. The implementation of regional quarantine every weekend in Jakarta is one of the causes. Many reservations for small-scale gatherings and weddings at hotels and restaurants have been cancelled, and employers have had to return the money already paid. In addition, hotel guests must leave earlier than they should because they are not allowed to leave the hotel area while the quarantine is in progress.

In March 2021, the hotel business which was slumped due to the pandemic received a positive signal because the Covid-19 vaccination began targeting hoteliers. Although not all hotel workers have received the vaccine, this step is a good start to strengthen that hotels are safe places to visit and live in during the pandemic. In addition, data from Google's Mobility Trend shows that the average trend of residential mobility in Indonesia has increased by 12 percent from December 2020 to the present. This indicates that the hotel sector will soon recover. In addition, Ferdinand Siregar, Area Manager of West Indonesia tiket.com, said that the number of hotel bookings had increased by 100%. This is due to the high public interest in returning to vacation or just changing the atmosphere by doing a staycation or working from the hotel.

Currently, Jakarta has many hotels ranging from cheap to luxurious five or six stars. With the recovery of the tourism sector, these hotels must also be prepared to receive guests both from within the country and from abroad. The hospitality industry requires consistently employees who can communicate in English effectively. The goal of every hotel business is to make every guest their regular. Therefore, to achieve this goal, professional English or English language competence is an important tool for hotel employees who communicate directly with guests to provide good service.

According to Akkakoson (1993), English is an important tool in business communication and is a necessity for employees. Even so, English still tends to be complicated for some hotel workers, especially for those who work in the back office. In other words, departments whose staff have no direct contact with guests.

To communicate with guests, staff in this department may have anxieties and challenges to overcome. There have been a number of studies investigating the need and function of English in the tourism industry. Prachanant (2012) conducted a survey of English needs, functions and problems of using English in the tourism industry, Phithakphongphun (2014) studied the English language skills needs of Airline ground staff, and Dhanasmithivesn (2007) studied the English skills needs of flight attendants at China Airlines.

Students of the Hospitality Management study program majoring in Tourism at the Creative Media State Polytechnic will undergo an internship program at a hotel in their third year of study. They work as hotel trainees during their internship and may continue to work at the hotel after graduation if they perform well. They may have difficulty dealing with situations at the start of their work. Therefore, to prepare students professionally, English lecturers or teachers must develop appropriate teaching materials.

Teachers of English courses for hotels or English for hotels need a needs analysis that can provide in-depth insight and information to design appropriate and effective teaching materials. This is expected to improve the quality of student learning and apply it in the world of work later. Ur (1993) suggests that the content and activities in teaching materials are designed to suit the communicative needs of students and provide opportunities for students to develop their language skills.

Likewise, Munby (1978) suggests that the selection of materials should be based on a systematic analysis of the needs of learners specifically for the target language by analyzing the reasons for learning, the place and time of anticipated use of the target, with whom the user will interact, content area (actively involved). , skills (listening, speaking

II. EASE OF USE

A. English Needs Analysis

Needs analysis can be defined as the systematic collection and analysis of all subjective and objective information needed to define and validate defensible curriculum objectives (Robinson, 1991, p.36) and used to understand the target

situation in which ESP instructors will teach in a context. institutional. Besides that, it is also to analyze the discourse of the target situation, determine student learning strategies and compile syllabus, courses, materials that occur in certain institutions.

Other researchers, Mc Donough (1984: 34) and MacKay (1978: 75) say that needs analysis is very important to know specific language skills and goals in terms of operational skills needed for successful execution of tasks in some jobs. By conducting a needs analysis, all the information about language needs will help build a profile to set coherent goals and make decisions about course content. Based on the above theory, this study tries to identify the English needs of hotel employees.

In addition, other experts explain that needs analysis is part of the basic gathering stage and leads to the identification of the learner's specific goals in terms of operating skills (Mackay, 1982). Needs analysis is not an objective exercise; it requires judgment and finding compromises to make the best use of resources in a given teaching context. In short, it's about working with students to decide the best way forward. Needs have two basic differences; target needs and learning needs. According to Hutchinson and Waters (1984), target needs mean what students need to do in the target situation and learning needs mean what students need to do to learn. First, target needs is a general term that is distinguished in three terms. The first term is necessity; the types of needs determined by the demands of the target situation that the learner must know in order to function effectively in the target situation.

we can say that students do not create their target situation. The second term is deficiency; this could be a lack of student information. Deficiency can be said as a need that students do not have at all in their language competence. As quoted in Hutchinson and Waters (1987: 56), deficiency is the gap between the target proficiency and what the learner already knows. We decide what students are missing by finding out what students already know. Along with needs and deficiencies, the third term is desire, quoted in Hutchinson and Waters (1987: 57) "The importance of student motivation in the learning process, the desire felt by students cannot be ignored." Another statement comes from Richterich (1983) "…the need doesn't exist independent of people. People construct a picture of their needs based on data relating to themselves and their environment." In short, desire can be defined as a skill that learners learn already in their mind. In short, after reviewing all the statements above, the learner can have a clear idea of the needs of the target situation and there is an awareness of that need characterizing the ESP situation. Consciousness is just a matter of perception which will vary according to one point of view.

Along with target needs, the second type of need is learning needs. This type of need means that the entire ESP process is not concerned with knowing or doing, but with learning. Learners appear to have different needs and interests which will have an important influence on their motivation to learn and on the effectiveness of their learning. Therefore, we need to develop language courses that are relevant to the learner's needs and desires.

Hutchinson and Waters (1987: 99) and Robinson (1991) divide the types of needs into subjective needs and goal needs. Subjective needs include affective factors, expectations, and desires, cognitive styles, and learning strategies that can lead to several types of information in identifying the needs of students. In addition, the second type is objective needs which include information about the needs of students such as personal data, patterns of language and language proficiency, and language problems.

Hutchinson and Waters (1987, p.53) say that awareness of needs makes a difference. This statement shows that both teachers and students need to know how and why students need to learn English. Awareness affects what students, in this case hotel employees, will accept, as reasonable content in language courses for students.

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B. English Function

Language is a part of the speaker's life. It is the epitome of the speech sound system used to communicate with the public. Good language develops based on a system, a set of rules followed by speakers. Basically the use of language is not only as a medium of communication, to convey or convey information, expression of thoughts, feelings, or ideas, but on the other hand language actually has many broader functions. By knowing the function of language includes its purpose, use, and what it does.

Based on some linguistics, it can be seen that the function of language is to divide the function into five functions. They are informational functional (this function uses language as a tool to convey information), expressive function (this function uses language to express the speaker's feelings or attitudes), directive function (uses language to influence listener's behavior or attitude), aesthetic function (uses language to convey information). creating aesthetic effects found in poetry) and phatic functions (used to maintain social relationships).

Based on the description above, this study will examine what functions of English are used by hotel employees in Jakarta. This research will also reveal the needs of hospitality students for English and its functions which will help their communication during their internship or work later.

III. RESEARCH METHOD

A. Research Methodology

The subjects of this study were 100 hotel staff who have worked in five-star hotels in Jakarta for at least five years. Subjects are easily sampled from various settings for research.

B. Research Instruments

The research instrument was a questionnaire written in English and Indonesian to minimize ambiguity and misinterpretation. The questionnaire consists of 25 items adapted from Phithakphonphun (2014) "Study on the needs of English skills of airline ground staff". The questionnaire consists of three parts: general demographic information, questions related to the functional English needs of the four skills: listening, speaking, reading and writing. A 5-point Likert scale will be used to assess the level of needs of the respondents. To ensure the validity of the questionnaire, the draft version will be modified and revised. After that, 10 teachers of English courses for Hotels will be asked to fill out a questionnaire, provide their comments about the content, wording, items that should be added or excluded. Finally, the questionnaire will be revised and given to hotel staff with a target of having worked in five-star hotels in Jakarta for at least five years.

C. Research Data Analysis

The SPSS Program (Statistics Program for Social Sciences) will be used to calculate the data collected for the mean and standard deviation of each category of the questionnaire.

To answer the problem formulation, the data analysis of this research also refers to Miles, M.B., Huberman, A.M. and Saldana (2014). Data analysis (data analysis) consists of three interrelated subprocesses, namely data condensation, data presentation, and conclusion drawing, drawing/verification.

IV. RESULT AND DISCUSSION

A. Result

English Function Needs for 4 and 5 Star Hotel Employees

No	Fungsi Bahasa	Mean	SD	Level	Rank
1	Welcoming and Greeting	4.53	0.57	Extremely	1
2	Offering Assistance to Guests	4.43	0.73	Extremely	2
3	Saying apology	4.43	0.73	Extremely	2

4	Providing and explaining about hotel facilities and services	4.40	0.67	Extremely	3
5	Suggesting directions	4.27	0.87	Extremely	4
6	Listening to guests' requests	4.20	0.85	Mostly	5
7	Explaining mistakes	4.20	0.96	Mostly	5
8	Reading additional information with hotel technical terms	4.20	0.89	Mostly	5
9	Writing daily reports of logbooks	4.07	0.81	Mostly	6
10	Listening to conversation by phone	3.90	0.92	Mostly	7

5 Language Functions at the Extremely and Mostly Levels

At the extremely level, the results show that the need for language functions at the extremely level is found in 5 functions, namely welcoming and greeting, offering assistance to guests, saying apology, providing and explaining about hotel facilities and services, and suggesting directions. The first order is occupied by the welcoming and greeting language function with an average of 4.53. The second place is occupied by the language function offering assistance to guests with an average of 4.43. The third order is occupied by the language function saying apology with an average of 4.43. The fourth order is occupied by the language function providing and explaining about hotel facilities and services with an average of 4.40. And, fifth place is occupied by the language suggesting directions function with an average of 4.27.

At the mostly level, the results show that the language function needs at the level mostly consist of 5 functions, namely listening to guests' requests, explaining mistakes, reading additional information with

hotel technical terms, writing daily reports of logbooks, and listening to conversation by phone. The first order is occupied by the language function listening to guests' requests with an average of 4.20. The second order is occupied by the language function explaining mistakes with an average of 4.20. The third order is occupied by the language function reading additional information with hotel technical terms with an average of 4.20. The fourth order is occupied by the language function writing daily reports of logbooks with an average of 4.07. And, fifth place is occupied by the language function listening to conversation by phone with an average of 3.90.

B. Discussion

Language Functions Most Needed by 4 and 5 Star Hotel Employees in Jakarta When Working

Regarding speaking skills, hotel employees need skills in welcoming and greeting guests (welcoming and greeting guests), offering assistance to guests (offering assistance to guests), apologizing (saying apology), providing explanations about the facilities and services provided. offered by the hotel (providing and explaining about hotel facilities and services), providing information about directions (suggesting directions), clarifying mistakes (explaining mistakes).

Regarding listening skills, hotel employees need skills in listening to guests' requests and listening to conversations by phone. And, related to reading and writing skills, hotel employees need expertise in reading additional information with hotel technical terms and writing daily reports of logbooks.

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