Needs Analysis on English Language Use by Hotel Staffs in Bandung

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ABSTRACT

Need analysis is one of the important factors in developing ESP curriculum. There are three aspects in analyzing the target needs: Necessities, Lacks, and Wants. Need analysis in this study was conducted in order to develop ESP syllabus in English for Hotel students. This research aimed to discover the needs of English language skill in the specific field, focused on analyzing the English language needs of hotel staffs in Bandung. As a quantitative study, a questionnaire was addressed to 27 hotel staffs in Bandung to find the difficulties they encounter when using English language and the specific needs to develop their english language skill. This research found out that the most important skill needed by Hotel Staffs is speaking skill. Moreover, speaking skill such as giving information about facilities and services around hotel is highly needed followed by handling complaint.

Keywords: English for Specific Purpose, Needs Analysis, English For Tourism

1. INTRODUCTION

Need Analysis is one of the important aspects in developing English for Specific Purpose (ESP) program. It examines what the learners know already and what they need to know (Nation & Macalister, 2010). Need Analysis can be used for determining whether a program should be implemented by comparing the result of the analysis with the goals and objectives of the program. Moreover, need analysis can be the part of the program that can help in improving various components of the program to achieve the needs of the learner. It also plays an important role in the process of evaluating the existing program (Boroujeni & Fard, 2013).

There are two different categories of needs based on Hutchinson & Waters (1987). The first category is *target needs* which concern on learner's objective towards the target situation. The second category is *learning needs* which focus on the needs of the learner in order to learn the target language. There are three aspects in analyzing the target needs; Necessities, lacks, and wants. Necessities is the type of need determined by the demands of

the target situation. In this need, the focus is on what learner should know in order to have a proper performance in the target situation. Besides analyzing the necessities, it is important to focus also in the lacks. Course designer should recognize what the learners knows already so that it is easier to decide what should be taught based on the gap between the necessities and the learners language skills. In the other hand, wants is the view from learners' perspective. It shows the learners' demand of the course based on what their needs are. Moreover, Choi (2017) suggest that there are three different kinds of needs analysis in order to improve the ESP program which are learners needs; employers needs; and the needs of curriculum designers and teachers.

There are some previous studies concerning need analysis in ESP Course. Choi (2017) conducted a study about need analysis of students of Tourism English. The study was conducted to find out what students want to learn in their tourism conversation class. The study revealed that students was lack of knowledge on English grammar and communicative abilities. However, students' motivation to develop their English speaking skill is very strong and they wwillingly learn communicative English that applied in hotels. The learners also think foreign language ability is one of the important things for jobseekers. Therefore, mastering English language can be an advantage.

Another study was conducted by Hossain (2013) focusing Need Analysis for engineering students. The study found out that the needs for effective professional communication in English for engineering students. The study found that students' level of English proficiency was not good. However, their writing skill was better than their speaking skill. In addition, students felt that they need to learn the Business Communication because it can be used in their job in the future..

Prachanant (2012) also did a need analysis research on English Language used by employees in the Tourism industry. The study was surveyed the employees English language needs. The findings revealed that speaking is most important skill among the other skills. Some problems found were inability to understand foreigners' accents, inappropriate words and expressions, and lack of grammar knowledge.

Related to these previous studies, the current study analyzed the use of English language in hotel industry especially in Bandung. Furthermore, this paper will not only focus on students' needs and teacher's and curriculum designers' needs, but also investigate the employers' need. Based on Hutchinson & Waters (1987) types of needs, this study focused on Wants, Lacks, and Necessities. In addition, the current curriculum

used in the tourism institute will be discussed in order to see whether the curriculum has met the needs or not based on the result of the need analysis. As mentioned above, need analysis can be used to analyze and evaluate an existing program.

The result of this study is expected to significantly contribute to the development of the English for Tourism course, especially in Hotel program. Moreover, the findings of the study can be used as the data for evaluate the current program. This study will also provide lecturers the data to develop a better curriculum that meet both of students needs and employer needs.

2. LITERATURE REVIEW

English for Specific Purpose

The development of English for Specific Purpose (ESP) comes from the urgent need in mastering English as a communication tool. Nunan (2004) shows the emergences of ESP is because of the specific needs of the learners. These particular learners need English as a communication tool rather than as sets of lexical and grammatical items. Moreover, Richards (2001) explain that the development of ESP approach began because there is a need for non-English background students to study at America and British universities from the 1950s, the need to design materials for students who mastered general English but needed English for the specific condition in the employment, the need for materials for people who need English for another specific purpose such as business purposes, and the last is the need to teach immigrants the language they need in facing with job situations in the new places.

There are some description about English for Specific Purpose. ESP as stated by Hutchinson & Waters (1987), "is an approach to language teaching which aims to meet the needs of particular learners". Furthermore, the key feature of ESP are the materials and objectives of the lesson. They were built based on the needs of the learners Paltridge & Starfield (2013). In short, ESP provide a proper language learning activity that meets the demand of the learner.

Needs Analysis

Need analysis is one important aspects in ESP syllabus design. Brown (1995) refers need analysis as a process of gathering information where important information is

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gathered for developing a curriculum that suit the needs of the particular learners. Richards, Platt, and Weber (1985) in Brown (1995, p. 35) define need analysis as 'the process of determining the needs for which a learner or group of learners requires a language and arrange the needs according to priorities. Needs assessment makes use of both subjective and objective information (e.g., data from questionnaires, tests, interviews, observation)'. While Basturkmen (2010) defines need analysis as a process of recognizing the language and skills used in determining the content of an ESP course. It also can be used to assess learners progress in learning the target language at the end of the course. In addition, it observes what the learners already know and what they need to know (Nation & Macalister, 2010).

Based on Richards, et al (1985) in Brown (1995, p. 42), need analysis collect information on; the situations in which language will be used, the objectives and purposes for which the language is needed, the types of communication that will be used, and the level of proficiency that will be required. Furthermore, Dudley-Evans and St John (1998) in Basturkmen (2010, p. 18) offer a current concept of need analysis. This concept is the basis of the need analysis procedure. First element of the concept is professional information about the learners which concern on the tasks and activities that learners will be using English for. Second element of the concept is the factors which may affect the way the learners learn such as previous learning experiences. The third one is the current skills and language uses of the learners. The next element is the learners' lacks which means the gap between the target objective and the learners' current skills. The fifth one is the effective ways of learning the language. Sixth concept is the knowledge of how language and skills are used in the target situation. Next element is identifying what is wanted from the course. The last element is information about how the course will be run.

Various Focus of Need Analysis

In terms of needs, Hutchinson & Waters (1987) divide need into two categories. First is target needs which concern on what the learner needs to do in the target situation. Second one is learning needs which focus on what the learner needs to do in order to learn. The analysis of target needs is divided into three aspects; Necessities, lacks, and wants. Necessities is the type of need determined by the demands of the target situation. In this need, it focuses on what learner has to know in order to function effectively in the target situation. Besides analyzing the necessities, it is important to focus also in the lacks.

Course designer should know what the learners knows already so that it is easier to decide what should be taught based on the gap between the necessities and the learners language skills. On the other hand, wants is the view from learners' perspective. It shows the learners' demand of the course based on what their needs are.

Conducting Needs Analysis

There are several procedures proposed by some expert in conducting need analysis. Basturkmen (2010) points out needs analysis process involves; target situation analysis, discourse analysis, present situation analysis, learner factor analysis, and teaching context analysis.

Target situation analysis focus on identification task, activities, and skills learners will be using English for. Discourse analysis is the descriptions of the language used. Present situation analysis is identification of learners' current knowledge. Learner factor analysis is the identification of learners' motivation and perception toward their needs. And teaching context analysis is the identification of factors related to the environment in which the course will run.

Previous Studies

There are some previous studies related to Need Analysis in English for Specific Purposes. Moattarian & Tahririan (2014) conduct a research about the language needs of graduate students and ESP courses. The research found that the ESP courses offered in the universities did not meet their needs. There is an urgent need for a revision in the ESP courses.

Choi (2017) publish a paper discussing the needs analysis of Student of Tourism English in Hanyang Women's College. The study reveals that students feel they lack of grammar and communicative abilities in English. They motivation in learning English is very strong and they think that the course 'English Conversation for Tourism' is the most useful course among other English courses.

Another research was conducted by (Noor, 2008) entitled Language Needs for Hotel and Catering Students: A Proposal for Syllabus Design which shows that students should have more communication activities and less writing activities. Also (Noor, 2008) suggest a revision on the syllabus of English for Hotel and catering referring to the framework of Hutchinson and Waters (1987).

Prachanant (2012) also conduct a research entitled Needs Analysis on English language Use in Tourism Industry. In this research, the findings revealed that speaking is the most important language skill. Then the most relevant language function in the industry was giving information, providing services, and offering help. However, the problem faced in using English was inability to understand foreigner's accents, inappropriate words and expressions, inadequate vocabulary, and lack of grammar knowledge

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3.   RESEARCH METHOD

This study analyze the needs of the practitioners as needs is an important aspect in developing ESP Course. This study used quantitative research design to analyze the needs of English language in hotel industry. Questionnaire was given to gain information from the participants.

The participants of this research were 27 Hotel staffs from some hotels in Bandung with different job position in their hotel. They were hotel managers, front desk officers, sales representatives, and receptionists.

The instruments used in this research is questionnaire using Google Form. The questionnaire were distributed to all the participants by Email and WhatsApp to prevent Covid-19 virus infection as this study was conducted during the Covid-19 pandemy. Participants' questionnaire consists of several question about how important is the English Language Skill in the Hotel industry and the problems occur when they use English there.

4.   RESULTS AND ANALYSIS

The importance of English Language Use in Hotel Industry

Table 1. The Importance of English Language Use in Hotel Industry
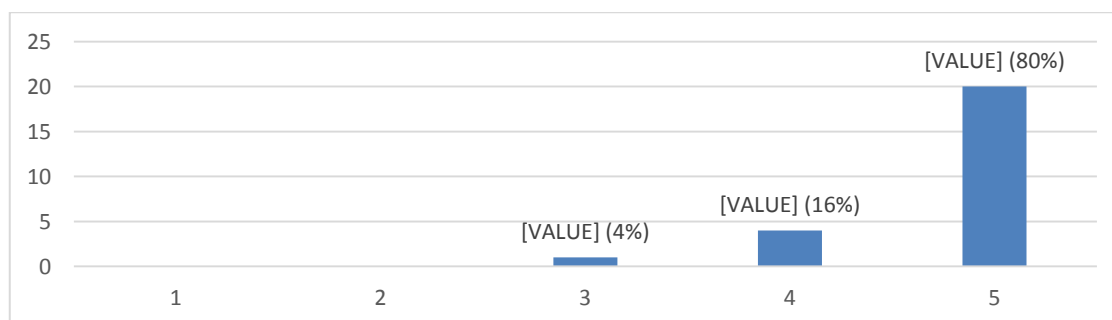
1= Not important 2= less important 3= quite important 4=important 5=very important

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As shown in Table 1, English language use is very important in the Hotel industry. 80% of the participants rated english language skill as very important that they should be mastered. 16% participants were rated english language use as important and 4% rated as quite important. Based on this result, English Language is one of the skill that Hotel staff should have.

The English Language Skill Needed in Hotel Industry

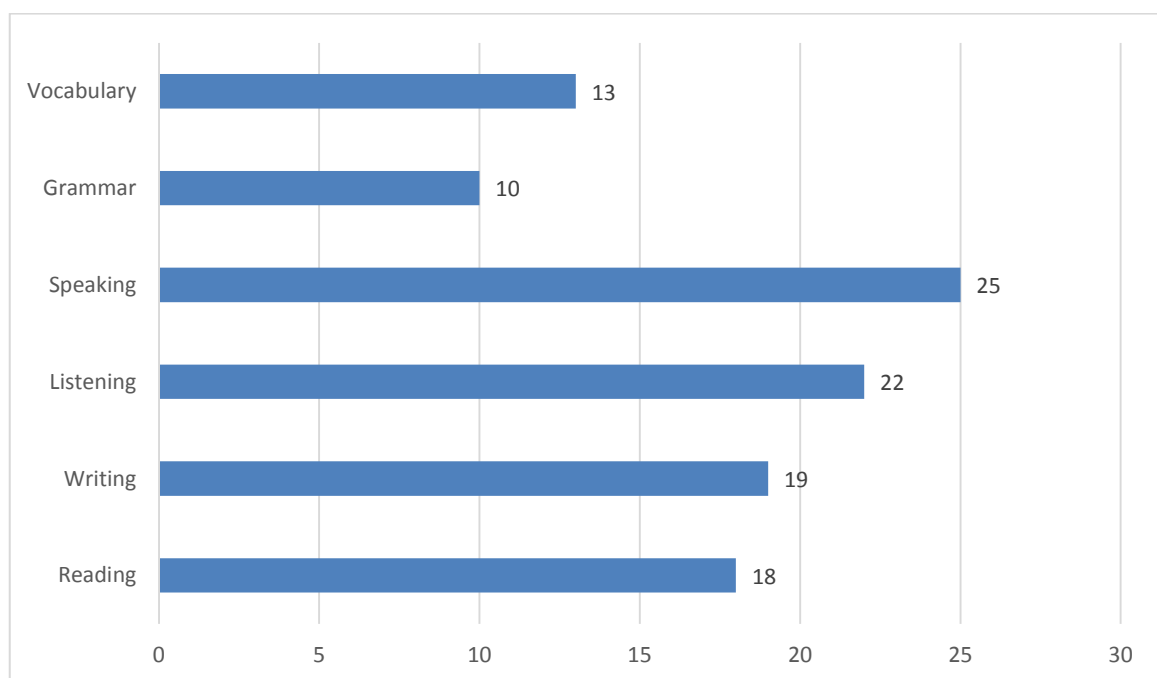<p style="text-align:center;">**Table 2.** The English Language Skill Needed in Hotel Industry</p>

Table 2 shows how language skill is needed by the participants. Based on the table above it shows that all the language skill is important. However, the participants rated that Speaking is the most needed language skill that they should mastered followed by Listening, Writing, and Reading. Vocabulary and Grammar were the least needed language skill rated by the participants.

Most Needed Language Function by Hotel Staffs in Bandung

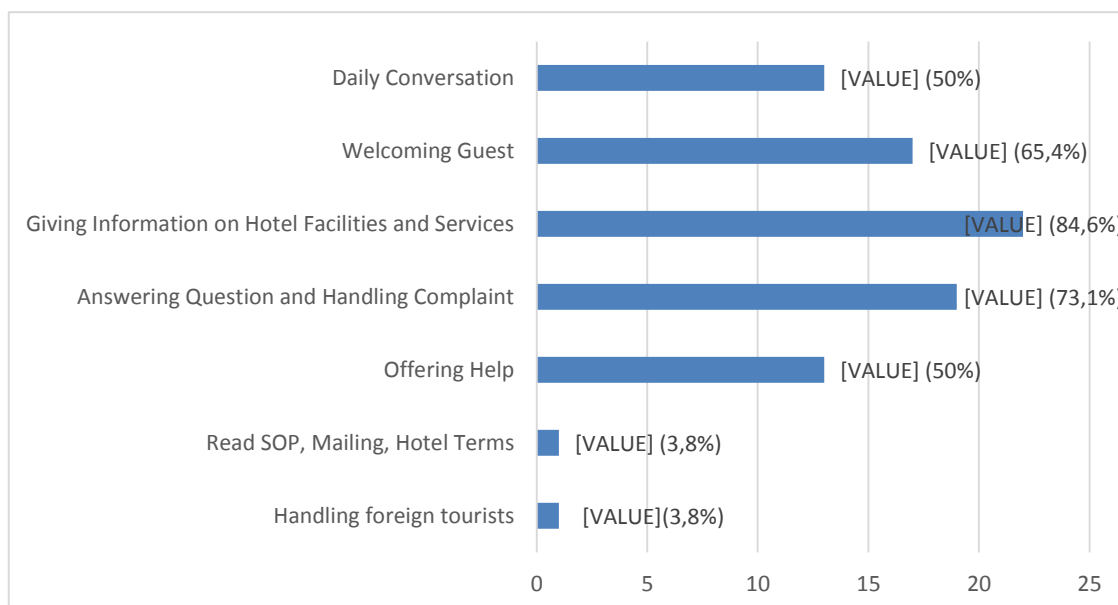**Table 3.** Most Needed Language Function by Hotel Staffs in Bandung

Table 3 shows the language function that needed by Hotel Staffs in Bandung. The participants select which language function that needed in their work. The result showed that, 22 or 84,6% of the participants agreed that giving information on hotel facilities and services is highly needed for them followed by Handling Complaint (73% of the participants). These two language function is often used by them in their work because one of the main selling point of hospitality service like hotel industry is about facilities and services customer can get. On the other hand, welcoming guest picked by 17 (65,4%) of the participants as only front liner staffs and hotel receptionists are dealing with welcoming guest.

The Problems Encountered by Hotel Staffs in Using English Language

Based on the respondents answer about the problems they encountered when using English in their workplace, there are three main problems. The first one is that they feel nervous when using English Language to communicate with guests. They were afraid of making mistakes and the guest cannot understand them. The second problem is the lack of vocabulary knowledge. The respondents felt that they lack of vocabulary knowledge in English and it makes them struggle in using English language. The last one is the difficulties to listen and understand some accent and pronunciation from guests. As hotel

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guests come from different countries and they also have different accent when using English, it is sometime hard for the respondents to understand what the guests are asking.

Suggestion from the Hotel Staffs

The respondent's suggestion for the curriculum development was to enhance the English lesson with a more detail activities in conversation in the hotel, handling complaint, and how to explain about hotel facilities and services. These three expressions were highly needed as shown in the result of this study. Furthermore, as the lack of vocabulary knowledge was one of the main problems, there is a need to enrich the vocabulary especially on the hotel terms.

5. CONCLUSION

This Need Analysis study showed that English Language Skill is an important skill for Hotel Staffs. All of the language skill including Reading, Writing, Listening, and Speaking should be mastered. However, based on the findings of this research, Speaking is the most important skill that Hotel Staffs need to learn. Moreover, the speaking skill for giving information about facilities and services around hotel is highly needed as pictured in the findings of this study followed by handling complaint. In the other hand, based on the findings on the problems encountered by the respondents, there is a need to enrich the vocabulary knowledge in the English language teaching for Hotel students.

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