

NEED ANALYSIS ON ENGLISH FOR HOSPITALITY STUDENTS AT SMK NEGERI 2 LUBUKLINGGAU

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ABSTRACT

The research question of this research was “what were the students needs of English in hospitality major at SMK Negeri 2 Lubuklinggau?”, and the objectives of the research was to describe the students’ need of English in hospitality major at SMK Negeri 2 Lubuklinggau. Therefore, the researchers used descriptive quantitative method which the subject of the research consisted of 100 hospitality students and 4 English teachers at that vocational school. The subjects were taken through purposive sampling. While, the data were collected by questionnaire and interview. The data were analyzed by calculating the percentage of each item of questionnaire and data gathered from interview were interpreted by the researchers as additional data. After analyzing data, the result of this research were: 1. The students need to learn English to support their future professional career or job and make a good progress in future career, 2.the students believe that if level of English was not good, it could be caused bad effect ontheir academic, 3.They needs to increase their English listening and speaking skill, 4. The students believe that listening and speaking were important skill to be learnt in English. 5.The students prefer to learn with a group work and kind of variety games, role play and practice, 6.The students prefer to learn with a group for classroom interaction pattern, 7.The students need a teacher as guide and facilitator, 8. The students prefer to choose more actively participating and involved a lot of learning activities 9. They hope teachers can make learning process more interesting. Furthermore, data from teachers showed that: 1. English language teaching should focus and balance between accurancy and fluency, 2. The teachers should be the students’ facilitator in teaching and learning process needs, 3. The teachers should use role play, game and some interesting activities in English learning. 4. The teachers should adopt a modern teaching method, 5. The teachers should allow the students to learn with a struggle way to communicate in English, 6.communicative language teaching is the best approach to teach hopsitality students, 7. The teachers should develop and should be focus on developing all four skills.

Keywords: Need Analysis, Students' Need, Hospitality, Vocational High School

INTRODUCTION

Need analysis is the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities, needs assesment makes use of both subjective and objective information (Richards & Smith in Brown, 2016:1). Simply, need analysis is a way of someone to find out the needs, difficulty experienced by other people, their purposes of learners to do something and then adjust it with what learners do, so the learners can pass all the course well.

Furthermore, need analysis is important in teaching and learning process, It can satisfy the language learning requirements of learners within the context of particular institution that influence the learning and teaching situation (Brown, 2016:4). In simply, need analysis is very important because it is as a starting point especially in designing materials, syllabus, teaching and learning model, evaluation and so on. Moreover, it is used in vocational school in which the needs are contrastly different with any other general school.

Likewise, Hospitality is a kind of major that vocational high school has. It is usually found in tourism field, whether it is for hotels, restaurants, or even as a tour guide for tourists. The materials learnt in this major tend to describe how to serve people well, how to make guests who come feel convenient and safe. The important thing in hospitality is an ability to speak and understand English. Beacuse it is a key to attract tourist attention. In contrast, the English materials in Vocational High School is similar with Senior High School.

Based on the result of hospitality student interview at SMK Negeri 2 Lubuklinggau, it was not relevance between the students' need in learning English as a hospitality student and English taught in the school. So, it is needed to conduct a research about students' need in English for hospitality students.

The objective of this research was to identify hospitality students' need in English at SMK Negeri 2 Lubuklinggau.

RESEARCH METHOD

In this research, the researchers conducted a descriptive quantitative research (Fraenkel&Wallen, 2008). The research was conducted at SMK Negeri 2 Lubuklinggau in several months. The subject of the research was 100 students that were chosen by purposive sampling from Hospitality major. Questionnaire and interview were used by the researchers in collecting data. Both of intruments were adapted from Khans' theory (2007). The questionnaire were consisted of 25 closed-ended questions (18 items of multiple choices and 7 items of likert scale) for students and 8 closed-ended statements (likert scale) for teachers. While, the interview was used to check the accuracy of data gained from questionnaire. After

data collected, it was analyzed in some steps, they are identification (the researchers organized data from questionnaire based on the participants), classification (the researchers classified data for each items), description (the data were described in the form of table and calculated percentage of each items) and conclusion (summarized the result of findings)..

FINDINGS AND DISCUSSION

A. Finding

The researchers conducted the research and got the completed data from all the research instrument included interview and questionnaires to answer the research question. The questionnaire was adapted from Khan's Theory. The students' questionnaire contained 18 multiple choice questions, 6 items with agree or disagree questions. While, teachers' questionnaire contained 8 statements.

The researcher described the findings into two parts, they were : (1)Analysis of Students' Needs, (2) Teachers' Attitude. The result of data described as follow:

1. Analysis of Students' Needs

The following data is describing about the first type of questionnaire in which consisted of 18 multiple choice items. This questionnaire is about students' need in English.

Table 1. Analysis of Students' Need

No	Questions	A		B		C		D		E		F		Total
		f	%	F	%	F	%	f	%	f	%	F	%	
1	Why do you need to learn English?	30	33	22	22	44	44	17	17	43	43	44	44%	100
2	When do you use English ?	69	69	27	27	22	22	22	22					100
3	What do you use English mostly for ?	85	85	100	100	22	22	33	33					100
4	In future, what shall you use English for ?	39	39	77	77	11	11	53	53					100
5	Which of the following skills do you wants to develop more?	17	17	65	65	22	22	33	33	88	88	55	55%	100
6	What do you think English language teaching should focus on ?	53	53	33	33	44	44							100

7	Do you think your knowledge of English will help you in succesful completion of higher education?	1 0	1 0	6 3	63	2 7	27		100
8	Do you think your knowledge of English will help you for your future career ?	8 7	8 7	7	7	6	6		100
9	Do you face the difficulties in studying content subjects like physics, chemistry, math, and computer science because of your poor English?	9 0	9 0	4	4	6	6		100
10	Do you face the difficulties in studying content subjects like physics, chemistry, math, and Ocomputer science because of your poor English?	7 0	7 0	2 6	26	4	4		100
11	How do you find the contents of your English course?	6 6	6 6	2 1	21	9	9	4 4	100
12	How do you find the contents of your present English syllabus as compared to your middle school syllabus?	1 1	1 1	4 1	41	3 6	36	1 2 12	100
13	Do you think the present English syllabus is helping in improving your English language any further?	3 9	3 9	1 3	13	4 4	44	4 4	100
14	Do you think the present English	5 0	5 0	2 0	20	2 1	21	9 9	100

	syllabus is helping in improving your English language any further?										
15	What skills in English lessons that you learned mainly focus and improving on ?	2	2	7	77						100
16	What kind of role do you like your teacher to have?	2	2	7	79						100
17	What kind of English class do you like?	1	1	8	87						100
18	How do you prefer to do learning activities in the class?	6	6	7	7	7	7	2	24		100
		2	2					4			

The table above presents the percentage of students' answer in each option of each item of questions in the form of multiple choices.

Table 2. Analysis of Students Need

No	Question	1		2		3		4		Total
		F	%	f	%	f	%	f	%	
19	Do you think English language teaching should serve as a tool in helping you to study your content subjects like physics, chemistry, math, computer science	7	7%	16	16%	50	50%	27	27%	100
20	Would you like English to be taken away from school curriculum because you do not find the present syllabus and the way of classroom teaching helpful in fulfilling your needs of English?	8	85%	26	26%	45	45%	21	21%	100
21	Will you find your English language subject more interesting if it has lessons with topics from the areas related to subjects like physics, chemistry, math, computer science and business studies?	4	4%	20	20%	54	54%	22	22%	100

22	Do you think students in your class can perform better in their science subjects if their English language, relevant to the areas of content subjects like physics, chemistry, math, computer science improves?	8	8%	15	15%	69	69%	8	8%	100
23	Do you think your teachers should adopt a modern method of English language teaching?	1	1%	10	10%	69	69%	20	20%	100
24	Do you think you can learn English better if taught through a different and new method by your teacher.	1	1%	8	8%	30	30%	61	61%	100
25	Do you think your teacher of English should change his/her traditional role and adopt a new and modern role.	7	7%	10	10%	46	46%	37	37%	100

The table above describes about students' answer in students' need of English in the second type of questions of questionnaire. They are in likert scale (strongly agree, agree, neutral, disagree, and strongly disagree).

2. Teachers' Attitude

There were 8 items of questions given for English teachers at smk Negeri 2 Lubuklinggau. This questionnaire was about teachers' attitude toward English learning at that school. The data was described in the form of table.

Table 3. Teachers' Attitude

No	Statements	1		2		3		4		Total
		F	%	f	%	F	%	f	%	
1	Teaching should focus on fluency rather than accuracy	3	75%	1	25%					100
2	Student should be at the center of knowledge transmisson			4	100%					100
3	Teacher should strongly encourage the students to learn by themselves through strunggling to communicate	1	25%	3	75%					100
4	Teacher should spend a lot of time on role play/ games for learning/ group and pair work instead of just teaching and students only pay attention	1	25%	2	50%	1	25%			100

5	Teacher should not correct students' mistake unless these cause communication breakdown	2	50%	2	50%	100
6	Communicative language teaching is the best approach for your students	1	25%	3	75%	100
7	ELT and syllabus should focus on developing all four skills	1	25	3	75%	100
8	English classes should be full of activities like role play, games, projects, pair/group work	1	25%	3	75%	100

The table showed that each English teacher has varied answer for each items.

B. Discussion

1. Analysis of Students Needs

a) Domains of Language Use and Reason for Studying English

Based on 100 participants, the students need to learn English aimed to get success in the future profesional life or job after they graduated from the study. This is in line with Vano in Robson (2013:10) stated that "English language skills are an indispensable tool for daily communication with most of the outside world, either in my professional or personal life, throughh English I was not only able to assemble a vast professional network spanning around the globe".

It was also supported from the result in the interviews with hospitality students in SMK Negeri 2 Lubuklinggau.

Student (21) : *"karena saya ingin bekerja dibidang hotel, dan jika saya nanti bekerja di bagian resepsionis saya pasti akan berhadapan langsung dengan orang orang mancanegara* (Because, when I work in Hospitality field, especially hotel and be a receptionist I will face a lot of guests from abroad)".

Based on the explanation above it could be concluded that if the students need to learn English because it is as the preparation in the future for getting a better job or career in hospitality industry.

b) Role of English in the School Curriculum and Future Life

It was found that the students believed if students' level of English was not good it would caused the bad effect on academic purposes. It was also supported by Harb and Shaarawi in Maganga (2016:13) found that :*"The most important factor which positively support effect on students' performance is student's competence in English"*.

c) Learning Preference in Language Skill

Based on the result of questionnaires no 5 and 6, these questions aimed to which skills they want to develop more and the focus English language teaching skills. For the question number 5 mostly the participants chosen speaking with the total of 65% participants, it could be seen that the students want to developed their speaking skill as the need in English.

This is in line with the result from interview with the hospitality students at SMK Negeri 2 Lubuklinggau.

Student (24):“*yang saya butuhkan ialah skill berbicara dan mendengar*” (all of what I need is speaking and listening skill)

Student (25):“*skill berbicara, agar saya bisa berbicara dengan orang asing*” (Speaking skill, so that I could speak with people abroad).

The question number 6 aimed to know the students belief about the important of language skills for them. The result from 100 participants showed that 65% students chosen *speaking* as the skill they want to develop more and 53% participants chosen *listening and speaking* about what English language teaching focus on, this result supported by Johnson and Morrow cited in Nurmawati (2015:8) that speaking which is popular with term ‘oral communication’, is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of a high level. It could be concluded that the important language skills in English that students need to learn were listening and speaking.

d) Preferred Learning Style and Strategies

The question number 18 aimed to know about preferred learning style and strategies. Based on the result, it showed that 79 (79%) participants chosen actively participating and involved to the learning and teaching proces.

e) Pattern of Learner-Learner Interaction

The questions number 17 aimed to about the students preferences for classroom interaction patterns, and the result showed that the students preferred learning with a group work as the participants responses 87%. Burke (2011:88) stated that Groups have more information than a single individual. Groups have a greater well of resources to tap and more information available because of the variety of backgrounds and experiences. This result is in line with the interview with hospitality students at SMK Negeri 2 Lubuklinggau.

Student (02):“*saya lebih memilih belajar secara berkelompok karena dapat belajar dengan berdiskusi* (I preferred to learn in a group because I can discussed

with them).”

Student (21): *“saya lebih memilih berkelompok karena dapat bertukar informasi dengan teman yang lainnya (I preferred to learn in a group because I can share information with my friends).”*

f) Role Relationship

Questions number 15 and 25 intended to know the students' preferences as the role relationship of teacher in the classroom. The total of 77 participants (77%) want the teacher be the tools that facilitate what they need in learning and also help them in teaching and learning process. This is in line with some of the students stated in the interviewed session.

Students (42): *“guru mengasih materi, lalu menjelaskan dengan cara translate, terus bisa bimbing agar kami lebih mengerti (Teacher gave the lesson and explained or translated it, and guided us to have better understanding).”*

Students (41): *“pinginya kalau ada kesalahan saat belajar, guru harus memberi motivasi (I want a teacher who gives us motivation in the learning process).”*

g) Preference for Teaching Learning Activities

The question number 16 aimed to establish the pattern of students' preference for teaching and learning activities, a total 79% of participants preferred to choose more actively participating and involved a lot of learning activities like role play, work in group or pairs, based on the data and explanation above it could be summarized that students loved to learn in a group. This was also supported by the result of the interview with hospitality students at SMK Negeri 2 Lubuklinggau.

Students (43): *“saya ingin kelas bahasa Inggris itu ditugaskan untuk berkelompok (I want a group work in English class).”*

Students (35): *“saya ingin kelas bahasa Inggris itu ada sesi tanya jawab, guru memberikan pertanyaan-pertanyaan (I want question and answer session in English class).”*

h) Attitudes, beliefs and Diagnostic questions about present curriculum

This part aimed to ask students' opinion about the content of the present English course, 66(66%) participants expressed that the content was *interesting*.

2. Teachers' Attitude

There were 8 scaled form questions for the teacher, the questions aimed to know the attitude of the teacher in various areas like error correction, group and pair work. Fluency and accuracy, and role relationship.

Question 1 aimed to know the teachers' opinion about teaching should focus in fluency rather than accuracy, 3(75%) participants were chosen *disagreed*, and one of the participants stated that: "fluency is a goal in teaching, but it should be practiced right from the start between accuracy and fluency, so accuracy and fluency are the most important things in teaching it is not also was one sided".

Question 2 aimed at to know teachers' opinion if the student should be at the centre of knowledge transmission. It means that teacher should be a facilitator to the students because the teacher is a tools where knowledge and skill transfer to the students, the result showed that all of the participants with the total 100% chosen agreed option.

Question 3 aimed to know teacher opinion if the teacher should strongly encourage the students to learn by them selves through struggling to communicate. Most frequently participants chosen *strongly agreed* with the total 3(75%). It could be concluded that the teacher was strongly agreed if the students should learn by themselves through struggling to communicated.

Question 4 aimed to know Teacher should spend a lot of time on role play/ games for learning/ group and pair work instead of just teaching and students only pay attention to them. based on the response from participants it totally clear that if 2(50%) participants were agreed if the teacher not only taught the students and the students just paying attention to them but the teacher should spend a lot of time to do a role play, games, or make a group and pair work.

Question 5 aimed to know teacher opinion about the role of teacher that should not correct the students' mistake unless cause communication breakdown, or the students learn how to correct themselves, the data showed below proved that the 2(50%) chosen agreed, and 2(50%) chosen disagreed.

Question 6 asked about the teachers opinion about CLT as the approach in teaching approach to the students. Based on the participants result on questionnaire, there were 3(75%) participants chosen *agreed*, It could be seen that if the teacher agreed if communicative language teaching is the best approach for the

Question 7 aimed at to know the teachers' opinion about ELT and syllabus should focus on developing all four skills, the most frequently participants chosen *agreed* with the total 3(75%), it means that the teacher agreed if the developing all four skills were included in the syllabus and ELT.

Question 8 aimed at to know teachers' opinion about english classes with full a lot activities like role play, games, projects, pair or group work From the result in questionnaire, all of the participants 3(75%) were chosen agree, it means that English class should be full of activities such as role play, games, group work so that the students would be more active in teaching and learning process.

CONCLUSION

The objectives of this research were to describe and identify the students need of English in Hospitality Major at SMK Negeri 2 Lubuklinggau through need analysis. Based on the research findings and discussions in the previous chapter, the researcher concludes several things as followed: 1). The students need to learn English as a way to support their future professional career or job and make a good progress in future career. 2). The students believe that if level of English was not good, it could be cause the bad effect on academic. 3). The students need the development in listening and speaking skills in English. 4). The students believe that if listening and speaking are the important skill to learn in English. 5). The students prefer to learn with a group work and kind of variety games, role play and practice. 6). The students prefer to learn with a group for classroom interaction pattern. 7). The students needs a teacher who could guide the students in learning process and as a tool that facilitate the students. 8). The students prefer to choose more actively participating and involved a lot of learning activities. 9). The present English course was interesting and helped them in improving their English.

In addition, Based on the teacher's opinion from questionnaire, it could be concluded some point as followed: 1). English language teaching should focus and balance between accurancy and fluency. 2). Teachers' should be the students facilitator in teaching and learning process needs. 3). Teacher should spend a lot of time on role play, game for learning group or work. 4). Teacher should adopt a modern teaching method. 5). Teacher should allow the students to learn with a struggle way to communicate English. 6). Communicative language teaching is the best approach to teach hopsitality students. 7). The teacher should develop and should focus on developing all four skills.

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