



Jurnal Review Pendidikan dan Pengajaran  
<http://journal.universitaspahlawan.ac.id/index.php/jrpp>  
 Volume 8 Nomor 1, 2025  
 P-2655-710X e-ISSN 2655-6022

*Submitted : 02/01/2025*  
*Reviewed : 02/01/2025*  
*Accepted : 01/01/2025*  
*Published : 08/01/2025*

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## **EXPLORING A COMPREHENSIVE NEEDS ANALYSIS FOR TEACHING ENGLISH IN THE HOTEL AND HOSPITALITY INDUSTRY.**

### **Abstract**

Acquiring proficiency in a foreign language is essential for everyone. The competitive nature of the global job market sets specific competency expectations for applicants, particularly within the hotel and hospitality sector, where at a minimum, proficiency in one foreign language is expected. This study aimed to analyze the needs of students learning a foreign language, with a focus on English for specific purposes. A mixed-method approach was employed for this research. The participants in this study comprised 50 students. Data was collected through a series of questionnaires and interview forms. The findings of the study are presented through tables and descriptive explanations. According to the study, 54.55% of learners indicated that they study English for career purposes, while 45.45% expressed a desire to improve their speaking abilities. The challenges faced by language learners included the opinion of 36.36% who reported insufficient grammar knowledge, followed by 35.35% who cited a lack of confidence or fear of making mistakes while speaking in English. Furthermore, regarding the four language skills that participants aimed to master, 57.57% expressed the goal of being able to communicate effectively in English, with 36.36% wanting to enhance their public speaking skills in English.

**Keywords;** Need Analysis, Language Learning, English For Specific Purpose

### **INTRODUCTION**

Mastering a foreign language is highly essential for individuals who working in the tourism and hospitality industry. Proficiency in a foreign language, especially English, facilitates effective communication within the staff and customer, thereby fostering comfort during interactions. To achieve fluency in a foreign language, such as English, an effective learning model is required to fulfill the desired knowledge. Within vocational schools, English learning should be geared towards specific targets, meeting students' needs. For instance, if students aim to communicate effectively in the front office department, they must comprehend and be familiar with vocabulary and language functions applicable in the front office.

There are two types of English language learning: general English and specific English. General English learning is designed to enhance everyday communication skills and academic purposes. Topics covered in general English include developing the four language skills of listening, speaking, reading, and writing, as well as grammar and vocabulary competence. On the other hand, specific English learning models are designed for learners who want to master English in specific professional fields. For example, English for nurses, English for business, English for tourism professionals, English for hotel staff, and so on.

The tourism and hospitality industry is rapidly growing worldwide. Nearly every country is striving to enhance its tourism potential to attract visitors. The growth of the tourism industry will also increase the demand for accommodation services to support tourism. Therefore, skilled tourism and hospitality professionals are needed to provide excellent guest services. One essential skill that a staff member must possess is language proficiency, particularly in English.

In order to provide English language instruction that meets the needs of students, the adoption of English For Specific Purposes (ESP) is a relevant effort that must be pursued.

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Although some argue that adopting ESP brings about many challenges in EFL teaching, the lack of teacher knowledge about ESP principles is a major constraint in classroom learning. Additionally, teachers still tend to use traditional patterns in teaching (Rahman, 2015). Considering this situation, the need for English language proficiency for non-English major students is neglected. Therefore, a needs analysis for specific professional or job purposes is highly necessary to assist non-English major students in obtaining language skills.

Many previous researchers have conducted research on ESP, including research conducted by Syukur and Nugraha (2019) who studied the Analysis of ESP learning needs for nursing study program students. In this study, it was found that students had difficulty in mastering English related to nursing. Further research was conducted by Dariyanto et al. (2022) who studied the Analysis of needs for students of Sports Science Education. This research was conducted to develop materials related to sports terms.

Based on pre-elementary research, it was found that English proficiency students below average particularly in speaking skills and mastering vocabularies. They have difficulty in mastering vocabulary related to the hospitality industry, such as vocabulary related to kitchen equipment, names of food ingredients and verbs related to cooking instructions. In addition, they also have difficulty with listening skills. Therefore, it's important to create a need analysis of student to learning English in accordance with their need.

## METHOD

Hutchinson and Waters (1987) argue that English for specific purpose (ESP) learning is an approach to teaching English where the content and teaching methods are based on the reasons why the learner wants to study English. It can be concluded that ESP, is an approach to teaching and using English for specific fields and studies that are relevant to the needs of the user's field of study and profession. These fields and professions include English for law, medicine, psychology, engineering, economics, and others. This is intended to prepare learners to use English for academic, professional, or work environment purposes, and to design programs based on needs analysis.

Evans (1998) outlined three main characteristics of ESP. Firstly, ESP is goal-oriented learning, where students study English for specific academic and professional purposes rather than for general interest in the language and culture. ESP programs are designed based on needs analysis, which aims to identify and address the specific language needs of learners in academic and professional contexts. ESP is typically focused on adult learners at intermediate academic and professional levels rather than children or teenagers. Understanding the definition and characteristics of ESP learning can help students realize many benefits upon completion of the program.

The concept of needs analysis is closely linked with the teaching of language for specific purposes, known as English for Specific Purposes (ESP). ESP is a specialized approach to language learning that targets the English language needs within particular disciplines, professions, or specific occupational settings. The instructional design of ESP is tailored to the learners and their specific purposes for learning English. Typically, ESP learners are adult individuals who possess some foundational English language skills and are seeking to develop language proficiency for professional activities. Unlike traditional language teaching, ESP places greater emphasis on practical language use within specific contexts rather than focusing solely on grammar and language structure. An important distinguishing feature of ESP is that it integrates the English language into the learners' professional and everyday lives rather than treating it as a separate subject.

There are two main types of needs when it comes to learning: target needs and learning needs. Target needs involve identifying what students or learners need to accomplish in specific situations, particularly focusing on the linguistic elements required to achieve language learning and specific communication goals (Hutchinson and Waters, 1987). Target needs typically encompass necessities, lacks, and wants within the context of needs analysis. On the other hand, learning needs refer to the specific activities and resources that learners require to meet their learning objectives. According to Robinson (1991), learning needs are the specific needs of the learners. In language teaching, needs analysis is crucially tied to specific objectives or English

for Specific Purposes (ESP). This approach involves designing a curriculum starting with the question of why learners require English language skills.

In order to understand the needs of English as a Foreign Language (EFL) learners, various analyses are undertaken:

1. Target Situation Analysis (TSA) focuses on what learners need, lack, and want to achieve. "Necessities" pertain to what learners must know, "lacks" refer to the disparity between learners' current skills and what they don't know, and "wants" signify what learners desire to learn.

2. Present Situation Analysis (PSA) identifies learners' skills at the commencement of an English course.

3. Learning Needs Analysis (LNA) refers to what learners need to do in order to acquire knowledge. LNA encompasses the essential skills required by learners, the learning process, learner motivation, and discrepancies in learners' backgrounds (Nation and Macalister, 2010).

The development of English for Specific Purposes (ESP) learning material should be customized to align with the requirements of students in the professional world. This is essential to ensure that the skills acquired by students can be effectively utilized in real-world scenarios. Conducting a thorough Needs Analysis in ESP is crucial to ascertain the actual relevance of the English language being taught in relation to the specific fields that the students intend to pursue.

This research study applied quantitative approach with descriptive quantitative technique. Quantitative research is an investigation of social problems based on testing a theory consisting of variables, measured numerically, and analyzed by statistical procedures to determine whether the theory's predictive generalizations hold true (Creswell, 1994). The quantitative descriptive research method aims to describe a phenomenon, event, symptom and incident that occurs factually, systematically and accurately. Phenomena can be in the form of forms, activities, relationships, characteristics and similarities or differences between phenomena.

The respondents of this study were 2 classes of 50 students of the Institute of Tourism and International Business in semester 3. The research instrument used was a questionnaire distributed to students in the period May-June 2024. Then, the data collection technique was carried out by distributing questionnaires. Meanwhile, the form of the questions distributed in the questionnaire is closed-end, namely questions that the answer has provided to the respondents.

## RESULTS AND DISCUSSION

The research study is conducted in May-June 2024. Questionnaires were shared to the respondent; they are second semester of Fourt Diploma Hotel Management. The characteristics of the respondents who participated in this study are outlined below.

Table 1.

No	Gender	Number
1.	Male	35
2.	Female	25

Based on educational background, most of the respondent graduated from vocational school and view of them come from High School. The following is the educational background of the students.

Table 2.

No	Educational background	Number
1	High School	20
2	Vocational School	40

The following are the result of respondent responds after filled in the questionnaires. The questionnaires proposed the need analysis component according to Waters & Hutchinson (1987).

The target needs of component analysis, refer to necessity, lacks, and want of learning English.

Question; Why the students learning English?

Table 3.

Working	54.55 %
Lecturing	12.12 %
Examination	33.33 %
others	0 %

Question; how do you use English in daily conversation?

Table 4

Classroom situation	54.55 %
Informal situation	30.30 %
By phone	0 %
Others	12.12 %

Question; In learning English, what skills do you want to master?

Table 5

Speaking	45.45 %
Listening	30.30 %
Reading	05.05 %
Writing	15.15 %

Question; Who do you use English with?

Table 6

Friends	35.35 %
Lecture	48.45 %
Team work	10.10 %
Others	05.05 %

Question; how do you learn English at home?

Table 6

Have an English conversation with family	0 %
Listening to English music	60.60 %
Watch English language films and imitate the dialogue in the film	33.33 %
Others	06.06 %

Question; What problems do you have in learning English?

Table 7

Lack of vocabulary	36.36 %
Difficulty in pronunciation	21.21 %
Fear of making mistakes in speaking English	35.35 %
Others	06.06 %

Question; What do you do to overcome these difficulties?

Table 8

Look up the meaning of a word in a dictionary.	33.33 %
Ask a friend.	42.42 %
Ask the lecturer.	15.15 %
Others	09.09 %

1. Learning needs. Learning needs encompass the knowledge and skills that individuals must possess to achieve a specific level of proficiency in a particular context.

Question; Why do you study English?

Table 9

To facilitate communication in English.	57.57 %
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Just attending lectures.	15.15 %
Able to use English in the public	24.24 %
Others	03.03 %

Question; What do you want to achieve after learning English?

Table 10

Able to speak English fluently.	36.36 %
Able to speak English in public with confidence.	24.24 %
Able to speak English with good grammar.	15.15 %
Others	24.24 %

Question; After studying English, what do you need in speaking for the next English lesson?

Table 11

Public speaking.	35.35 %
Speaking for the presenter.	20.20 %
speaking for debate.	10.10 %
Others	35.35 %

Question; What topic do you think is interesting for a presentation? Give your reasons!

Table 12

Tourism	35.35 %
Film	30.30 %
music	20.20 %
Others	10.10 %

Question; In your opinion, what is an interesting topic to discuss?

Table 13

Business	30.30 %
Tourism	40.40 %
Criminal	10.10 %
Others	20.20 %

Question; What debate topics do you find interesting?

Table 14

Lifestyle.	30.30 %
Tourism	20.20 %
Travel	25.25 %
Others	15.15

## DISCUSSION

### Language skills required by Diploma 4 Hotel Management students in the tourism and hospitality industry

According to the responses from the distributed questionnaire, speaking skills are essential for learning English. Respondents indicated that proficiency in spoken English enhances self-confidence when interacting with guests. Furthermore, effective communication skills can offer significant advantages by creating opportunities for career advancement in the professional realm. As a result, being able to communicate or converse in English proficiently is essential for entering the job market and competing within the hospitality sector.

To enhance students' speaking abilities, it is essential to have a learning design and resources tailored to their requirements. Language educators should offer instructional materials that align with the demands of the professional world. Consequently, the learning objectives can be successfully achieved. More time should be dedicated to direct speaking practice or role-playing relevant to the workplace. Alongside role-playing activities, students should also engage in English presentation tasks to further develop their speaking skills. The assigned topics

should, naturally, relate to the professional sphere. Additionally, it is important to consider the time allocated for developing listening skills, as there is a significant link between listening and speaking abilities. Effectively listening to conversations enables one to respond appropriately.

### **Language proficiency is a challenge for Diploma 4 hotel management students in their English learning.**

According to the responses from participants in the questionnaire, their weaknesses in learning English lie in their speaking and listening skills. This is largely because students show little interest in enhancing their ability to communicate in a foreign language. Typically, they only use English during classroom activities. To effectively master the language, it is essential to practice more directly with peers and native speakers. Another area where students struggle is in mastering vocabulary. Therefore, an effective learning model is necessary to address students' shortcomings in vocabulary acquisition. One method to enhance vocabulary mastery is the Task Based Learning approach, which focuses on learning vocabulary through communication. Besides vocabulary challenges, students also face issues with pronunciation, a lack of confidence, and fear of making mistakes, all of which hinder their speaking skills.

### **Language skills that Diploma 4 students of hotel management want to master**

According to the responses from the questionnaire participants, the ability to speak and communicate effectively and fluently is the skill they wish to perfect the most. They recognize that a strong command of English is crucial in the professional world. To enhance speaking and listening abilities, students need to engage in interactive activities during the learning process, such as simulations, presentations, discussions, or role-playing exercises. Educators or language instructors can incorporate engaging teaching materials that cater to students' needs to keep them interested and involved in their learning. Additionally, students can take part in activities beyond the classroom; for instance, they can listen to English podcasts or attempt to converse in English with their peers or instructors outside of class.

## **CONCLUSION**

Being able to communicate well and fluently is a desire for students when they will enter the world of work. English is the world's language of communication, so for people who want to work especially in the hospitality industry are required to master English. Mastering English well and fluently requires continuous practice. Learning a language is not memorization but direct practice. The weaknesses of students in learning English are lack of confidence, fear of making mistakes, and lack of mastery of vocabulary and grammar.

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