

Subjective and Objective Needs Analysis of French Course:

The case of diploma hospitality students

Marliza Arsiyana*

Sekolah Tinggi Pariwisata Ambarukmo

Yogyakarta, Indonesia

*marliza.arsiyana@gmail.com

Abstract—Due to the growing demand of french in hospitality industry, analyzing the appropriate materials for diploma hospitality students must be done. This study is an attempt to analyze subjective and objective language learning needs for diploma hospitality students. This study is a qualitative descriptive study using questionnaire method for gathering the data needed. The questionnaire was arranged in multiple-choices question pattern. The results of the data analysis revealed there are some differences concerning the theme choices, the belief about the focus of French language learning skills. But there is no difference between subjective and objective learning needs of students related to the reason studying french, the importance of french, the future domain of french use and the teaching approach and method applied in the class.

Keywords—french course; french for hospitality; needs; needs analysis; subjective and objective needs

I. INTRODUCTION

The dynamic growth of hospitality industry over two decades has brought a highly competitive global market, especially for those who offer the same products and services [1]. To lead this competition, Indonesia demands highly skilled and professional employees. Vocational schools, as one of the fundamental organizations of education system, play an important role on responding the needs of qualified employees in the hospitality industry. For this context, the diploma hospitality programs meant to provide the opportunity for those who want to work in the hospitality industry. The outcomes of this program are expected to be a professional worker in that area. The diploma hospitality curriculum consists of hospitality courses, including the operation of front office and housekeeping management, the service and production of food and beverage, and also supported by a variety of academic disciplines, including foreign languages .

Foreign language course is one of the core curriculum of hospitality program. For conducting their career in the future, mastering foreign languages is a must [2]. The aptitude of foreign language allows hotel worker to communicate not only to the guests but also with the colleagues from diverse linguistic background. Therefore, the issue of communication barriers is one of the big chalanges in providing quality service by hotels and restaurants catering to the international market [1]. “Good

relationships cannot be maintained without good quality communication between visitor and host. This applies particularly to verbal communication which, in tourism.... Some language in common is a prerequisite for such communication, and thus the ability to converse with visitors in their own language is important in a competitive market” [3,4], providing a service in the language of the visitor is one way that tourism companies can gain an edge over their competitors’ [5]. This demonstrates a willingness to help, and visitors appreciate the fact that someone has made the effort to learn their language, whatever their level of fluency. Moreover there are some characteristic of tourists who prefer to communicate with their native language. Research conducted by Wirakusuma indicates the Japan and French tourists more prefer using their own language as a communication media during their visit [6].

As one of the international languages that is spoken in over 25 countries—french should be a considerable language that must be a target of language service for tourists speaking french [7]. Moreover the number of french tourists in Indonesia tends to increase, from the priode of january until june 2018, Indonesia was visited by 114 millions french tourists which is 1.04 % more compared with the the same periode at the previous year [8].

The researcher challenged to develop a french curriculum that is in concordance to the needs of the students and hospitality programs. In developping a curriculum, need analysis is a first step that must be conducted. In conducting need analysis, it must ideally engage all stake holders: instructors, curriculum designer, material developpers including students [9-11]. In these contexts inviting students’ participation in the educational process needs to be done. So, this recent paper is meant to investigating the subjective needs and objective needs of french courses for Diploma Hospitality Students. This research set out to answer three questions:

- What are the subjective needs of hospitality diploma students of french?
- What are the objective needs of hospitality diploma students of french?

- What are the differences between the subjective needs and objective needs of hospitality diploma students of french?

Considered as a data collection process, that refers to the procedures for collecting the general or specific language needs of students [12-15], need analysis can be an important pillar for the instructor of Language for Specific Purposes (LSP) to identify learners' specific needs and to decide skills they need to develop [9,12,16]. The data collected from need analysis may be used for number of different purposes, such as designing course materials [12,17,18], developing the supported learning media etc., [17,18]. Those prove that needs analysis are the starting point in developing the language class program as stated by Richard [19]. The research conducted by Mohammed on the application of needs analysis in developing EAP materials showed most of the business administration EAP materials in Sudanese universities are not based on needs analysis which cause the materials are not relevant to the students' learning and target situation needs [20]. It is clear that need analysis is also primordial to do to meet the relevancy of course materials toward the students' needs.

Therefore the first step in conducting need analysis is decide exactly what its purposes [19]. This study aimed at investigating the students' and instructors' opinions toward french courses. The term of analysing the needs of students from the students' point of view themselves is called *subjective needs analysis*. Briendley stated a subjective needs are seen in the terms of the student as an individual in the learning situation [21]. Other terms of *subjective analysis* is known as "wants", Wants is defined "what the students want or think they need. Whereas analysing students'needs from the opinion of instructors is known as *objective needs analysis*. As zamanian stated that objective analysis focused on identifying student's real world communicative requiremets, so that courses could be designed reflecting these and preparing users for their itended use of target language [11]. Objective analysis is called "necessities" as Barantes frequently used in his explanation, which is "what the student should be able to do effectively in the target situation" [22].

The main focus of this study is French for Specific Purpose, that is also known as *Français sur l'Objective Spécifique* (FOS). The term of *Français sur l'Objective Spécifique* (FOS) comes from English for Specific Purpose that is considered as the prior of Languages for Spesific Purposes (LSP) that merged in 1960s [23]. Therefore, FOS is defined as a language teaching in which the subject taught is french for specialization. The students with a solid basic knowledge chooses to specialize his learning in specific areas. The FOS course in the chosen field allows to acquire a technical vocabulary as well as a certain mastery of the jargon of a profession. The student is then equipped with a real advantage for his future job [24]. The same definition given by Mounia as follows:

"Il s'agit d'une situation particulière d'enseignement du français langue étrangère (FLE) à l'issue de laquelle l'apprenant doit être capable d'accomplir une activité qui requiert l'utilisation de la langue. L'objectif de cet enseignement est d'amener l'apprenant non pas à connaître

seulement la langue française comme langue de la culture mais d'être apte à faire quelque chose à l'aide de cette langue." [23].

FOS is related to a particular situation of teaching French as a foreign language (FFL) in which the student must be able to perform an activity that requires the use of the language. The purpose of this teaching is to bring the student not only to know the French language as the language of culture but to be able to do something with the help of this language.

So, french for hospitality students is a part of FOS in which the materials or class activities should be related to the hospitality domain. It means vocabularies, grammars, jargons, expressions etc taught in the class should answer the needs in the real work life, such as employees at hotels, cruises, or restaurants for where the diploma hospitality students prepared.

II. METHOD

A. Participants

The technique sampling used in this study is purposive sampling. Purposive sampling is deliberate choice of a participant due to the qualities of a participant possesses. It is a nonrandom technique that does not need underlying theories or a set number of participants. Simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience [25].The participants in this study were 65 diploma hospitality students (50.8 % females and 49.2 % males), the mean age of students was 19.5 years. and the 4 french instructors at Sekolah Tinggi Pariwisata (STIPRAM).

B. Instrument

This study used qualintative data techniques. The main data collection instrument was questionnaires that were developed from Richards' questionnaires [19]. The students' and instructors' questionnaires were arranged in multi-option question pattern. The objectives of the students and instructors' questionnaires were to gather information related to the following areas:

- The students' perception towards french
- The reason for studying french
- The future domain of french language use
- The role of instructors in the class
- The belief of focus of french language skills teaching in the class
- The topics' preference should be taught in the class

C. Data Analysis Procedure

The data gathered from the students and instructors were analysed by using SPSS. The data was presented by percentage, frequency, and pie chart and then explained by words.

III. RESULTS AND DISCUSSION

A. Results

1) Analysis of subjective french language learning needs of hospitality diploma students

a) The importance of studying french: Question 1 (Is french subject important for you?)

The first question of the questionnaire was devoted to investigate the students' perception toward the importance of studying french. Majority of students, which was 64 % answered french subject was "very important" for them and only 1 % answered "not important".

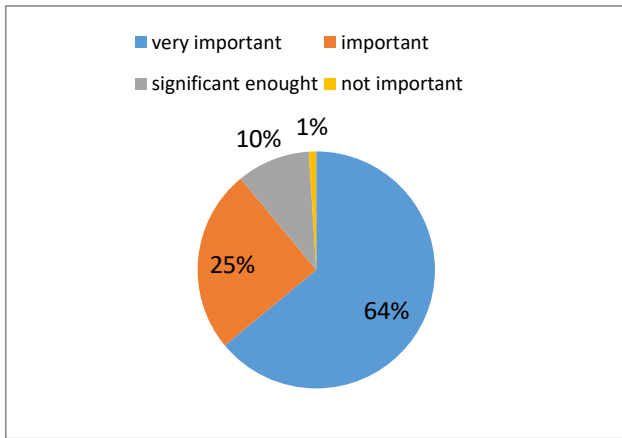


Fig. 1. Students' perception towards the importance of studying french.

b) The students' reason studying english: Question 2 (Why do you need to study french?)

The purpose of this question was to discover the students' perception of their reason for studying french as part of university curriculum. Most of students, which is 51 % answered learning french for being succes in their future job and 45 % answered to be able to speak french.

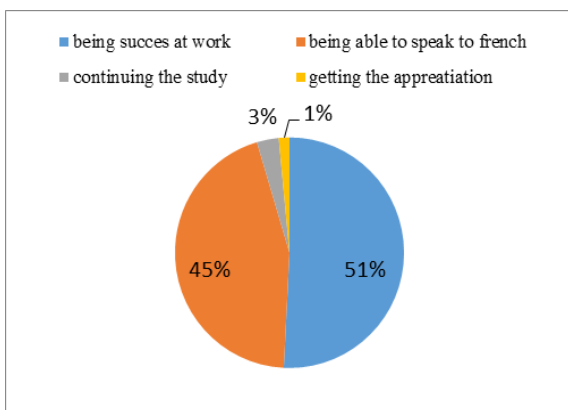


Fig. 2. The students' reason studying english.

c) The future domain of french will be frequently used: Question 3 (In which domain french will be frequently used?)

The objective of this question given was to discover the future domain of french use in the future. 68 % of students thought it will be frequently used in their future job or career.

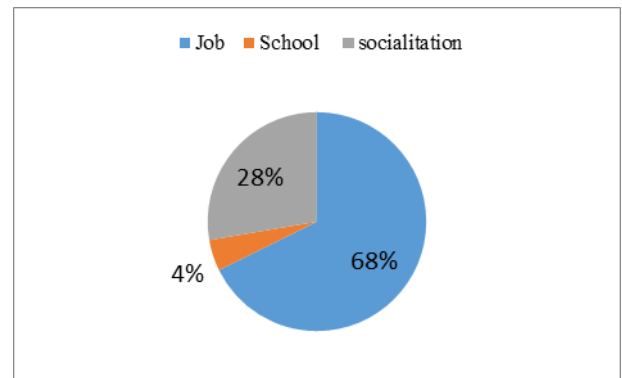


Fig. 3. The future domain of french frequently used

d) Language skills mostly prefered by the diploma hospitality students: Question 4 and 5 given was to discover the students'belief about the important language skills for them. The option of question 4 provided all language skills. Majority of students answered the option of all skill had to be taught in the class, while 32 % answered listening and speaking as the important language skills that had to be taught in the class. As the figure 1 shows.

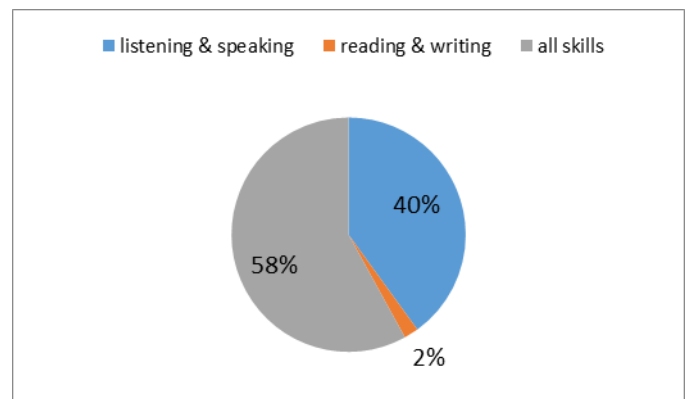


Fig. 4. Students preferences of language skills taught in the class.

In the question 5, there were 3 options as the figure below shows. Most of students chose the option listening and speaking, which was 76 %, had to be frequently taught in the class, as compared to 20 % of the responses for reading and writing.

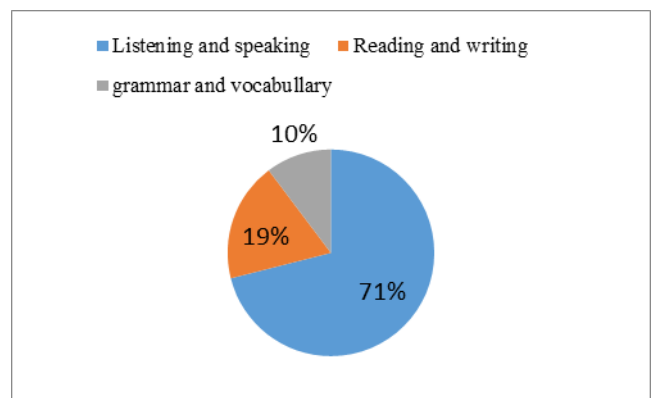


Fig. 5. Students preferences of language skills needed to be improved.

e) *The role of french instructor in the class:* The question 5 was to find out the students' preference of instructor role in the class. Most of students, which was 80 %, preferred the instructor as a facilitator and a guide in the class, as compared to 20 % chose the option b, the instructor acted as a controller all activities in the class.

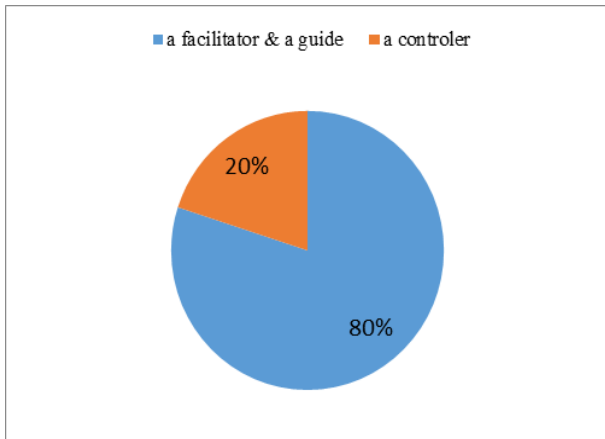


Fig. 6. Students' preference of french instructor role in the class.

f) *Students' preference of French materials should be taught in the class:* The majority of students preferred the topics as follow:

- *Se présenter* (introducing)
- *Demander la direction* (Asking the direction)
- *Accueillir les clients à l'hôtel* (welcoming the guest at hote)
- *Accueillir les clients au restaurant* (welcoming the guest at restaurant)
- *Expliquer les facilités de l'hôtel* (explain the hotel facilities)
- *Expliquer le menu du restaurant* (explain restaurant's menu)
- *Les vocabulaires de l'hôtel* (hotel vocabulaire)
- *Les vocabulaires du restaurant* (restaurant vocabulaires)
- *Expliquer la destination touristique* (Explain tourist destination)

2) *Analysis of objective french language learning needs of hospitality diploma students:* The purpose of analysis of instructors' responses is also to investigate the importance of french course in the hospitality diploma curriculum, the reason for studying french, the future domain of french language use, the focus of french language teaching and skills, and the materials needed.

a) *Importance of france in the curriculum:* Question 1 (Is french important for the hospitality students diploma?)

From four instructors teaching french the hospitality students diploma, all instructors answer "very important". The answer of this question indicated in figure 1.

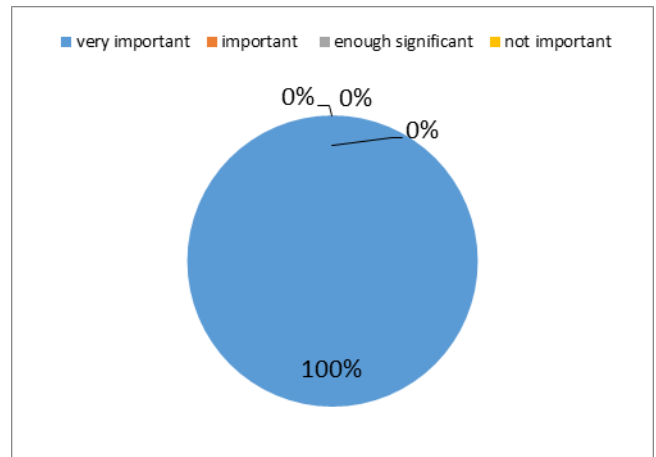


Fig. 7. Instructors' perception of importance of france in the curriculum.

b) *Reason for studying french:* Question 2 (Why do the diploma hospitality students need to learn french?)

The purpose of this question is to find out the instructors perception of the student needs in learning french as a part of hospitality diploma curriculum. All instructors agree that french is important for the hospitality students "to success in the future job".

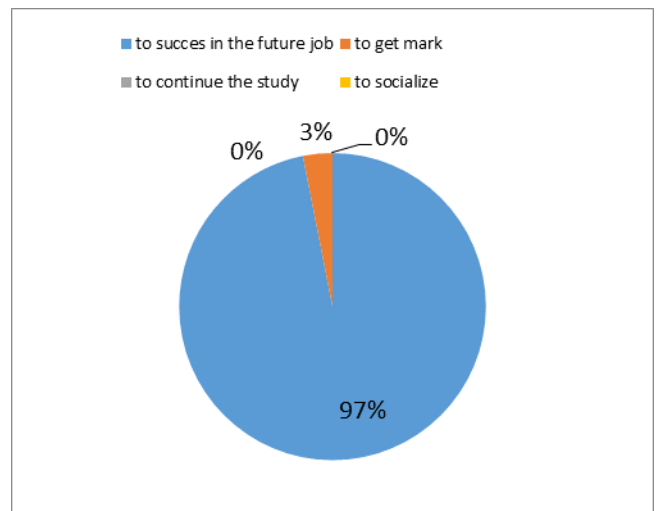


Fig. 8. Instructors' Perception of students' reason studying french.

c) *The future domain of French language use:* Question 3 (In which domain french will be frequently used?)

In concordance with the second question, all instructors agree that french will be frequently used in the job area as showed in figure 8 below.

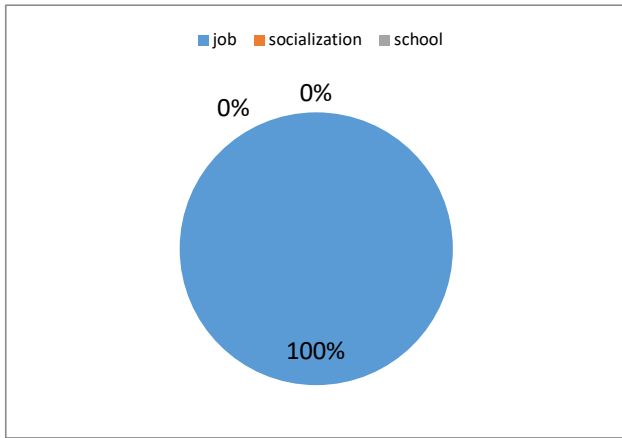


Fig. 9. Instructors' perception toward future domain of French language use.

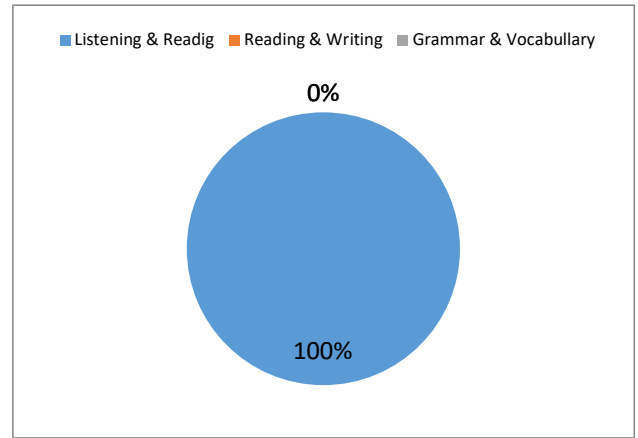


Fig. 11. Instructors' perception towards the focus of language skills trained.

d) *Importance of language skills:* Question 4 and 5 indicated an insight in instructors' belief about the important skills that must taught in the class. Question 4 (Which language skills must be taught in the class?) 50 % of instructors thought "listening and speaking" is the the important skills that must taught in the class, and 50 % thought "all skills" should be taught in the class as indicated in figure 9 below.

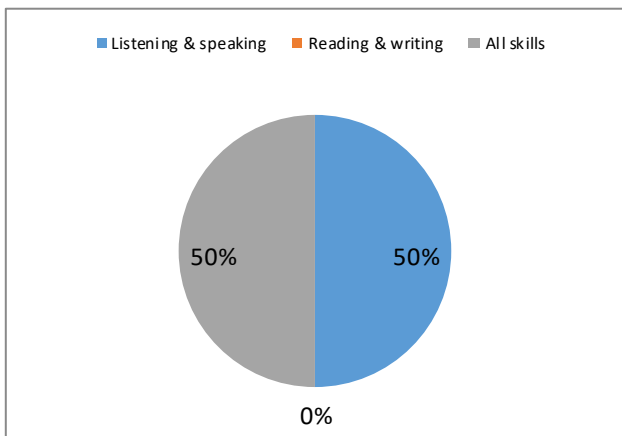


Fig. 10. Instructors' perception towards the important language skills taught.

Question 5 (Which language skills must be taught frequently in the class?) all agree that "listening and speaking" must be the focus of teaching as indicated in figure 10 below.

e) *The role of instructors in the class:* Question 6 (Which role do the instructor must be In the class?). 75 % answered "a facilitator or a guide", and 25 % answered "a controlleur".

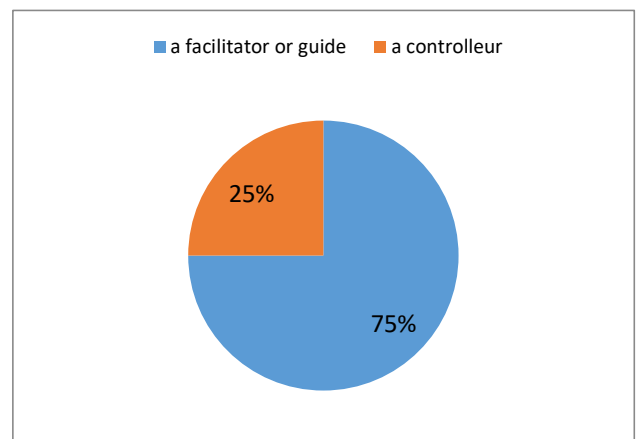


Fig. 12. Instructors' perception towards the role of instructors in the class.

f) *The important topics:* There are 20 topics chosen by instructors as the important topics must be taught in the class as follow:

- *Se présenter* (introducing)
- *Présenter quelquun* (introducing others)
- *Dire l'heure* (asking the time)
- *Dire la date et les jours* (asking date and days)
- *Demander la direction* (asking the direction)
- *Negocier le prix* (bargaining)
- *Accueillir les clients à l'hôtel* (wecoming the guest at hote)
- *Accueillir les clients au restaurant* (welcoming the guest at restaurant)
- *Expliquer les facilités de l'hôtel* (explain the hotel facilities)

- *Expliquer le menu du restaurant* (explain restaurant's menu)
- *Refuser la réservation* (refuse the reservation)
- *Les vocabulaires de l'hôtel* (hotel vocabularies)
- *Les vocabulaires du restaurant* (restaurant vocabularies)
- *Raconter les professions concernant de l'hôtel* (telling the profession related to hotel)
- *Expliquer la destination touristique* (explain tourist destination)
- *Décrire les noms* (describing a thing)
- *Raconter la passé* (telling the past)
- *Raconter le futur* (telling the future)
- *Expliquer la destination touristique* (explaining tourist destination)
- *Refuser et recevoir l'invitation* (rejecting and accepting a invitation)

B. Discussion

The analysis of the data has helped to illuminate the needs of hospitality diploma students of french which are seen from the students' insight and the instructors insight. This research set out to answer three questions:

- What are the subjective needs of hospitality diploma students of french?
- What are the objective needs of hospitality diploma students of french?
- What are the differences between the subjective needs and objective needs of hospitality diploma students of french?

The results of this study show that majority of the students thought french is important in the curriculum hospitality program (figure 1) and all instructors also agreed that important for hospitality diploma students (figure 6). The diploma hospitality students are motivated to learn french for being succes in the future job (figure 2). The majority of instructors have the same insight with students (figure 7). The future domain of language use, both students and instructors agree to advance in the future job, as suggested by the results in figure 3 and figure 8. Thus can be inferred that mastering a language is cosidered as the instrument for getting job and also making progress in the future career. So the materials given in the must be related to the hospitality domain. The literature agrees that the language materials given to the Language for Spesific Program must be in concordance with the students disciplines and meet the students' needs and interests [9,10,16].

Teaching Language for Spesific Purpose (in this context *Français sur L'Objective Specifiques* (FOS)) is also essential in determining which of four languages skills is the most important to be taught in the class considering the domain of their study [26,27].

From the investigation conducted, majority of students believed the the four skills must be taught in the class, but the focus must be at listening and speaking skills. The order of students preferences indicates their wish to improve their communication skills, whereas a half of instructors agree if the listening and speaking skills should be taught in the class and others think all skills must be given in the class, but all agree listening and speaking skills must be the focus of teaching and learning program. For language activities in the class, both agree the instructors should be a facilitator and a guide teaching and learning process in the class. It indicates the communicative teaching method should be applied in the french class.

For the materials, students chose 9 topics given as follows:

- *Se présenter introducing*
- *Demander la direction Asking the direction*
- *Accueillir les clients à l'hôtel wecoming the guest at hotel*
- *Accueillir les clients au restaurant welcoming the guest at restaurant*
- *Expliquer les facilités de l'hôtel explain the hotel facilities*
- *Expliquer le menu du restaurant explain restaurant's menu*
- *Les vocabulaires de l'hôtel hotel vocabularies*
- *Les vocabulaires du restaurant restaurant vocabularies.*
- *Expliquer la destination touristique. Explain tourist destination.*
- *Expliquer la destination touristique explaining tourist destination*

Where as, there are 20 topics chosen by instructors:

- *Se présenter introducing*
- *Présenter quelquun introducing others*
- *Dire l'heure asking the time*
- *Dire la date et les jours asking date and days*
- *Demander la direction Asking the direction*
- *Negocier le prix bargaining le prix*
- *Accueillir les clients à l'hôtel wecoming the guest at hotel*
- *Accueillir les clients au restaurant welcoming the guest at restaurant*
- *Expliquer les facilités de l'hôtel explain the hotel facilities*
- *Expliquer le menu du restaurant explain restaurant's menu*
- *Refuser la réservation*

- Les vocabulaires de l'hôtel *hotel vocabulaires*
- Les vocabulaires du restaurant *restaurant vocabulaires*.
- Raconter les professions concernant de l'hôtel *telling the profession related to hotel*
- Expliquer la destination touristique. *Explain tourist destination*.
- Décrire les noms *describing a thing*
- Raconter la passé *telling the past*
- Raconter le futur *telling the future*
- Expliquer la destination touristique *explaining tourist destination*
- Refuser et recevoir l'invitation *rejecting and accepting a invitation*

Majority of students preferred the themes related to their work in the future, precisely hospitality domain. The instructors had the same opinion as the students. This shows that both parts students and instructors realizes french is very useful for hospitality career and more used at work domain. But the instructors also considered that students need to learn the basic french before learning the french skills and others.

IV. CONCLUSION

The role of need analysis is definitely urgent to design responsive program covering hospitality diploma students' needs. The program should match with the needs and perceived of hospitality employees in order to achieve the expectation of the hospitality employees and demand of nowadays situation. Need analysis as a part of curriculum development is not objective facts but subjective interpretations of information from a large variety of sources. It must involves all stakeholders instructors, curriculum designer, material developers, and others, so the conclusions of need analysis conducted are appropriate and relevant (Richards: 2001) [19]. This study is a starting point of french needs analysis for hospitality diploma students by analysing the subjective and objective learning needs of hospitality diploma students, further analysis needs to be done to achieve the comprehensive analysis of this matter.

This study reveals, generally there is no difference between subjective and objective learning needs of students related to the reason studying french, the importance of french, the future domain of french use and the teaching approach and methode applied in the class. Both agree that the communicative approach where students become the center of the class and the instructors act as a facilitator or guide must be applied in the class. The differences are found concerning the theme choices, the belief about the focus of French language learning skills.

REFERENCES

- [1] J. Yuan, K. Houston and I.A. Cai, "Foreign Language Ability: A Core Attribute of Hospitality Graduates' Competency?" *Journal of Human Resources in Hospitality & Tourism*, vol. 5, no. 1, pp. 1–15, 2014.
- [2] J.R. Calhoun, M. O'Neill, and A.C. Douglas, "An Examination of Second Language Education Provision An Examination of Second Language Education Provision Among U.S. and European Hospitality and Tourism Management Schools," *Journal of Hospitality & Tourism Education*, vol. 30, no. 3, pp. 184–193, 2018.
- [3] L. Hill, *The Cambridge Introduction to Jacques Derrida*. English. United Kingdom: Cambridge University Press, 2007.
- [4] D. Leslie, and H. Russell, "The importance of foreign language skills in the tourism sector: A comparative study of student perceptions in the UK and continental Europe," *Tourism Management*, vol. 27, no. 6, pp. 1397–1407, 2006.
- [5] J. Hillage, "Foreign Language Provision in The UK Tourism Industry Insights," *English Tourist Board, London*, pp. 1-10, 1993.
- [6] R.M. Wirakusuma, "Analisis karakter wisatawan mancanegara terhadap fasilitas wisata Kawasan Prawirotaman," *Jurnal Pariwisata*, vol. 1, no. 1, pp. 42–52, 2014.
- [7] M. Sala, and R. Posner, "French language | Origin, History, Grammar, & Speakers" [Online]. Retrieved from <https://www.britannica.com/topic/French-language>.
- [8] BPS, "Statistik Perkembangan Pariwisata dan Transportasi Nasional. Indonesia" 2018.
- [9] J.C. Richards, *Curriculum Development in Language Teaching. Curriculum Development in Language Teaching (2nd ed., Vol. 33)*. New York: Cambridge University Press, 2017.
- [10] J.C. Richards, and W.A. Renandya, *Methology in Language Teaching: An Anthology of Current Practice*. New York: Cambridge University Press, 2002.
- [11] M. Zamanian, "Relationship between Subjective and Objective Needs Analysis of ESP Students at M.A. Level," *International Journal of English and Education*, vol. 1, no. 3, pp. 1–8, 2013.
- [12] H.A. Alsamadani, "Needs Analysis in ESP Context: Saudi Engineering Students as a Case Study," *Advances in Language and Literary Studies*, vol. 8, no. 6, pp. 58–68, 2017.
- [13] S.A. Boroujeni, and F.M. Fard, "A Needs Analysis of English for Specific Purposes (ESP) Course For Adoption Of Communicative Language Teaching:(A Case of Iranian First-Year Students of Educational Administration)," *International Journal of Humanities and Social Science Invention*, vol. 2, no. 6, pp. 2319–7722, 2013.
- [14] L.L. Lu, "Le français du tourisme dans le contexte universitaire chinois : analyse comparative des besoins," *Synergies Chine*, no. 11, pp. 149–161, 2016.
- [15] J.C. Richards, "Beyond the Plateau: From Intermediate to Advanced Levels in Language Learning," pp. 1–20, 2008.
- [16] S.M. Otilia, and C. Brancusi, "Needs Analysis in ENGLISH for Specific Purposes," *Academica Brănești*, vol. II, no. 1, pp. 54–55, 2015.
- [17] M.T. Abdul Ghani, and W.A.A. Wan Daud, "Adaptation of Addie Instructional Model in Developing Educational Website for Language," *Global Journal of Al-Thafaqaf*, vol. 8, no. 2, pp. 7–16, 2018.
- [18] A. Ripai, B. Wibawa, and A. Z Idris, "Developing Learning Media of Cirebonese Language," *American Journal of Educational Research*, vol. 6, no. 9, pp. 1301–1305, 2018.
- [19] J.C. Richards, "Curriculum development in language teaching," *Ernst Klett Sprachen*, 2001.
- [20] S.A.H. Mohammed, "Investigating the Application of Needs Analysis on EAP Business Administration Materials. English Language Teaching," vol. 9, no. 3, pp. 74–79, 2016.
- [21] G. Brindley, "Task-Centred Assessment in Language Learning: The Promise and the Challenge," 1994.
- [22] L. Barrantes, "A brief view of the ESP approach," *Letras*, vol. 46, pp. 25-143, 2009.
- [23] S. Mounia, "FOS / FOU : Quel « français » pour les étudiants algériens des filières scientifiques ?" *Le Français Sur Objectifs Universitaires*, pp. 375–380, 2011.
- [24] L. Keyong, and D. Vandeveld, "Du français de spécialité à la spécialité en français," *Synergies Chine*, no. 3, pp. 31–40, 2008.

- [25] I. Etikan, M.S. Abubakar, and R.S. Alkassim, "A comparison of convenience sampling and purposive sampling," *Journal of Nursing*, vol. 5, no. 1, pp. 1–4, 2016.
- [26] A. Mahmood, "ESP Need Analysis: A Study of English Language Learning of Business Students," *Journal of English Language and Literature*, 2017.
- [27] M. Rahman, "English for Specific Purposes (ESP): A Holistic Review," *Universal Journal of Educational Research*, vol. 3, no. 1, pp. 24–31, 2018.