

# Vocational High School Students' Needs on English Speaking Learning Materials for Hospitality Study Program

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## Abstract

English for Vocational High School students has been categorized under English for specific purposes. Learning materials become an essential thing should be designed well in the field of English language teaching and learning. Thus, this research aimed at running a need analysis concerning the needs of Vocational High School Students in developing English speaking learning materials majoring in hospitality management. A descriptive survey was designed in which the data were gathered through need analysis questionnaires which have distributed to 60 students. The questionnaires were analyzed by using percentage technique. The research reveals of students' need related to content, learning media, activities, and topic. The findings of this research are expected to provide valuable information for designers in developing supplementary learning materials focus on speaking skill with the topic are related to the students' need in the workplace, ESP teachers and curriculum designers in organizing syllabus.

**Keywords:** English for Specific Purposes, need analysis, speaking skill.

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## Introduction

Hospitality industry develops quickly, since straightly influence the English language which is the most widely used and spoken language in International tourism in the twenty –first century (Zahedpisheh, 2013). Hospitality has an major role in delivering the quality service, so the employess of hospitality industry highly and entirely aware of its importance and need to have a good command of English in the workplace. Unfortunately, related to Jawhar at Yasin et.al. (2010) stated that many of graduated students are unemployable as a result of lack proficiency in English Language. Thus, teaching English for Specific Purposes become an emerged subject for the Vocational High School.

According to act of Indonesia No. 20 of 2003 on National Education System article 15 stating that “vocational education is secondary education program for preparing learners for a specific job”. Those above-mentioned regulatory statements perfectly recognize that education in VHS should equip the students with particular skills or, in other words, promote them to have professional skills in a specific field to prepare them ready to compete in today’s workplace. So, teaching English in VHS should be taken into account as English for Specific Purposes (ESP). English for Specific purposes is recommended to the learners who are required to meet the essential, specific and precise needs to respond to the considerable demands in vocational or academic situations in English (Chang, 2009; Tsao, 2011). Hutchinson & Waters (1987) agreed that ESP is an approach in the language teaching, because all decisions as to the different methods and content are designed based on the learners’ intention and purpose for learning (Stevens, 1988).

Due to emergence of ESP, the educational institution, SMKN 9 Padang as subject in this research provides specific English course for Hospitality study Program students which is called English for Hospitality (EH) with subject reservation that are learned by the students in twelve grade at first semester. Therefore, the aims of this English for Hospitality course are to generate the students to have the ability in functioning English terminologies used in the field of hospitality. Second, to communicate in a good way related to giving a service to the guests about the facility of hotel. Indeed, this course is designed in line with the ESP characteristics, as stated by Dudley-Evans and St John (1998). First, characteristic explains that the particular need of the learners is identified through the ESP. The second characteristic is the ESP utilizes the specific activities of the discipline and principal methodology. The last is the ESP concentrates on the appropriate language learning for the skills of study, genre, lexis, grammar, and discourse.

Based on the result of observation and interview with SMKN 9 Padang English teacher in preliminary research, most of the hospitality study program students cannot be internships in abroad and most of the hospitality graduates’ work in a local company. This case caused of lack communication English skill.

This case in line with Sing and Sing in Putri (2013) stated that there are several reasons make the graduates have difficulty in finding work such as: limitations in foreign language mastery, and inability to work in groups and communications. In this case, they are not capable to communicate in both transactional and interpersonal communications in the context of profession such as telephoning, interviewing, questioning and answering. It's caused of less vocabulary, low motivation in practicing English, and also the limitation of time for learning English at learning process in school. Furthermore, the number of deficiencies of Hospitality study program students and graduates can be reduced by improving their English speaking skill through developing the appropriate of English learning materials.

The learning materials in teaching English for specific purposes should be accordance with what is needed in the workplace. In practice, the teaching materials of ESP in developing countries such Indonesia has referred to the principle of ESP teaching that is based on certain disciplines. However, the learning materials are not accordance with the students' needs in workplace. As stated by Talif and Rohimmi in Putri (2013) that there seems there is an diffrencies between what is students leaned from what is required in the field. This absence is caused by the lack of information obtained by the the English language teaching institution regarding to the students' needs toward the actual learning materials that are needed in workplace. Furthermore, to avoid of this absence the writers though to conduct a resarch related to Analysis of Students' Needs on learning materials in hospitality major for Vocational High School students'.

Then, the raising number of research studies relates to learning materials specifically for specific purposes has been undertaken by previous researchers. The numbers of previous researches were related to learning materials are grouping into some topics, such as: first research about need analysis of learning materials for specific purposes in college's level; in Indonesia (Hui, 2011; Ampa, Rasyid, Rahman and Basri, 2013; Mahbub, 2017; Putri, 2018) Iran (Boroujeni & Fard, 2013; Moattarian & Tahririan, 2014; Zareian & Pourfarhad, 2015) Malaysia (Zahedpisheh, Bakar & Saffari, 2017). Second, researches topic about developing learning materials for speaking skill are also have been researched extensively around the world, such as: Indonesia (Prabandasari, Sutarsyah & Mahpul, 2017; Sijabat, 2018; Suroyo & Faridi, 2018); Ukraine (Tarnopolsky, 2013).

However, most of the undertaken researches are about need analysis of ESP materials for colleges students in high levelof education, and the topic about students' need analysis in speaking English leaning materials for Vocational High School are still limited. To void this problem and also cause of the problems that found in the reality, do a research about students' need analysis in speaking English leaning materials for Vocational High School is needed to conduct.

This research investigated the needs of learning English for Hospitality Study Program students by assessing the learning needs of hospitality study program students'. This research then provided information for the curriculum development of English for Hospitality Study Program in Vocational High school course.

## Method

This research is classified into survey research that intended to identify the students' learning need in speaking skill toward the EH in workplace. According to Creswell (2008) and Gay (2009) stated that Survey Research is a procedure in quantitative research by surveying the population of certain people to describe attitudes, opinions, behaviors, or characteristics of the population and also to answer the peoples' opinion about some topics.

The subjects of this research werechosen by using purposive sampling technique, it is based on the purpose of this research to identify the students' needs in developing English speaking learningmaterials for Hospitality. The participants of this research were60 of twelve grade students in SMK N 9 Padang, Indonesia. The questionnaires were used to find out the students' needs related to content, learning media, activities, and learning topics.

Data obtained from the questionnaires were analyzed by using the percentage technique. The formula was:  $P : F/N \times 100$ , where P was percentage, F was the frequency of the responses, and N was a total number of responses. The analytical process of the students' needs towards the aspects of speaking skills was classified into 5 likert scales and converted into percentage. The data displayed as follow:

Table 1. Likert scales and converted into percentage

No.	Level of Needed	Scores (%)
1	Very Unimportant	< 20%
2	Not Important	21 % - 40 %
3	Doubt	41 % - 60%
4	Important	61% - 80%
5	Very Important	81% - 100%

(Ampa, 2013)

**Results and Discussion**

**a. Results**

Based on the results of analyzing data that has been collected, the students’ responses to the survey were classified into some categories including: 1) Students’ need on Content; 2) Students’ Needs on Learning Media; 3) Students Needs on Activities of Learning; and 4) Students’ Needs on Topics.

**1) Students’ Need on Content**

The students’ need on speaking skill have been identified based on the results of questionnaires’ analysis. The items of questionnaires cover two aspects, they were ‘*Motor-receptive skills*’ (‘*mechanics*’) refer to pronunciation, structure, vocabulary (Bygate in Ampa, 2013); ‘*Interaction skills or functions*’ refer to the function of the dialogues and monologues produced by the speaker which include ‘*interaction, transaction, and performance*’ (Burkart in Ampa, 2013). Furthermore, the students choose the alternative answers, i.e. *very important(5),important(4),doubt(3), important(2), very unimportant(1)*,based on the given indicators. The following table indicates the results of need analysis of contents in learning materials for speaking skills.

Table 2. Students’ Needs on content

NO.	Aspects	Components	Needs (%)
1	Mechanics	Vocabulary	92
		Pronunciation	90
		Structure	85
2	Functions	Interaction	95
		Transactions	92
		Performance	90

Table 2 showed if the students’ speaking skill need on content in English learning materials were related to mechanics aspects, such as vocabulary as the highest needed by the students in learning process, then pronunciation, and the last was structure. Meanwhile, refer to the functions aspects which students’ needs that should be applied in learning speaking English material were refer to interaction, transaction, and performance.

**2) Students’ Needs on Learning Media**

The second analysis was students’ needs on learning media. There are so many learning media are usable supporting tools in learning process. In this study the students asked to categorized their need toward the learning media on some kinds, they were: printed materials, videos, audios and pictures. The percentage of students’ need on learning media are shown below:

Table 3. Students’ Needs of Learning Media

Learning Media	Levels of English Proficiency (%)
<b>Printed Materials</b>	75
<b>Videos</b>	73
<b>Audios</b>	58
<b>Picture</b>	18

From the result of students’ needs on learning media in table 3 above, it can be seen that printed materials were the most recommended by the students that should be applied in material of learning English. Then, students’ mentioned if videos more prefer than audios or picture in learning process.

**3) Students’ Need on Activities Learning**

There are six activities of learning needed by the students in learning the English speaking skill that stated in questionnaire. The activities displayed in different number, so the students may choose more than one activity that they need in learning process. The result of analysis items toward the students’ responses are shown as follow:

Table 4. Activities of Learning

<b>Activities of Learning</b>	<b>Percentage(%)</b>
<b>Group Interaction</b>	75
<b>Discussion</b>	55
<b>Dialogue</b>	80
<b>Role Play</b>	80
<b>Interview</b>	75
<b>Presentation</b>	20

Based on the result of analysis on students’ need of learning activities indicate that they need all of the activities (*group interaction, discussion, dialogue, role play, interview and presentation*) in learning process to increase their speaking ability. As Ampa (2013) proposed that the six learning activities that are students need in learning English are, group interaction, discussion, dialogue, role play and presentation. In line with Kavi (2006) stated that the speaking learning activities in English learning process are designed based on the students’ situation.

**4) Students’ Need on Topic**

The last analysis related to the students’ needs are about the topics. There are some topics displayed in the questionnaire that related to the students’ need in the workplace. The students may choose more than one topic and add another topic that was not displayed in the list. The responses of the students were displayed as follow:

Table 5. The responses of the students

<b>NO</b>	<b>Topics</b>	<b>Percentage (%)</b>
<b>1</b>	Greeting	95
<b>2</b>	Asking and giving direction	90
<b>3</b>	Meeting	75
<b>4</b>	Presentation	75
<b>5</b>	Handling complain	90
<b>6</b>	Offering Services Laundry	90
<b>7</b>	Tourism place	80
<b>8</b>	Tourism Plans and schedule	90
<b>9</b>	Room facilities	95
<b>10</b>	Hotel services and facilities	95

According to the result of analysis, the students prefer to choose all of these topics very important for them for their future career. They argued if these topics should be implemented in learning English speaking. Then, they also mention another topics that they think it were needed be implied in learning materials of speaking skill in English such as; Guest Reservation, Check in/Check out, Bell desk and Phone communication services.

**b. Discussion**

Regarding to the results of this research, the students have some obstacles in learning process. They need an accordance learning material with their needs’ in the workplace. It’s in line with Putri (2018) stated in her research about English language needs in Hospitality and Travel industry if the students should have an accordance materials with their target needs. So, they can compete well in the work world local or abroad in their future career. Unfortunately, commonly the education institution runs the learning process by using the exist disciplines that provide rules, learning materials, and sources. However, the materials which are

provided don't meet the student's need cause of lack of students' information related to their needs in the future.

Then, the Vocational High School's students of Hospitality Study Program as the subject in this study mention if they have difficulties in their English, specifically with speaking skill. Actually, speaking skill is an essential skill as an communication tool in workplace. Yasin, 2010; Zahedpisheh, 2013 also mention in their research if English language is a particular requirement to enter work world which is the most widely used and spoken language in hospitality industry. They often face problems such as feeling confused when they are trying to speak English correctly. Feelings bored in learning activities, lack of vocabularies and low motivation are other causes of their difficulties in learning English. These problems are commonly faced by the learners in learning English, as Muntiningsih (2015), Yudhistira (2017) also mentioned in their research if these problems affects the students achivemnt in learning English. Furthermore, to overcome these problems the students should have an good curriculum design that is provided by the institution which is accordanced with their needs by the aim to help them in reaching their goal in having a job related to their focus as.

By having a varieties learning activities also can increase the students' motivation in learning process. There are so many activities can be applied in learning process, the teacher better to applied an appropriate activities towardthe students' conditions. In this research, the students prefer to do dialogue and role play as activities in learning process. Liu and Ding (2009) found if the activities that involve direct interaction between the students could increase their motivation. The implemented of direct interaction such as role play or dialogue will give some advantages, such as the students will produce more vocabularies and prefer informl communication. Indirectly, they will train their communication in English function; commands, expressions, conversation as whatthey need in workplace.

Moreover, learning media also may has an important role in creating an attractive classroom atmosphere. Printed materials and videos are perefered by the students as media that they need in learning. Printed materials and videos if design based on the students' need will have an good impact toward the students achivement. Printed materials that is provided with pictures as an virtual description will be more interesting for students to catch their concentration to help them be easy to remember. Beisdes that, thevideos also known as the favorite media, it provides audio, visual and real description. Hence, the students will have better comprehension and motivation in receiving the lessons. It is in line with the previous researches that were conducted by Anderson, Anderson and Saphiro (2009) in Elia, Van den Heuvel-Panhuizen and Georgiou in 2010.

The last problems that found in this study related to the students' needs in learning process is topic. Topic is known as a theme which is used as the main materials talk about in a learning process. The topic is should be prefer accordance with the students' need. In this study the researchers provides some topics relate to their major, and they asked to choose. Based on the result of the analysis, the students needs all of topics to increase their communication skill. They also asked to provide some topics such as reservation, belldesk and telephone communication. So, the students not only need a direct communication function such as dialogue that they speech face to face, but also need an indirectly communication such as communication by phone.

Overall, all apsects as mention before that become obstacles for students in achieving their goal. So, to meet the students needs with the appropriate learning materials, need analysis should be done before to get more information about the students need' relates to their wants, lacks and necessities. Furthermore, the need analysis is categorized as important thing to do as mention by some previous researchers stated that need analysis is an essential thing should be dne as the first step before do the another steps, they are: Hui, 2011; Ampa, Rasyid, Rahman and Basri, 2013; Mahbub, 2017; Putri, 2018, Moattarian & Tahririan, 2014; Zareian & Pourfarhad, 2015 and Zahedpisheh, Bakar & Saffari in 2017.

## **Conclusions**

According to the results of students' needs analysis toward the speaking leaning materials found some important things that should be applied in learning process. First, the students need all aspects of speaking skills (vocabulary, pronunciation and grammar) with function transaction that will be used by the students in their future career in workplace. The students need an actual topics accordance with their needs in giving service in workplace such as greetings, reservations, handling complains, and tourism service. Then, the results of analysis of learning media indicate that the students need multimedia in learning materials for speaking skills. Furthermore, there are some learning activities are needed by the students to increase their ability in speaking. The real interction are preferred by the students, such as dialogue activity, group interaction and interviews.

The findings and learning needs found in learning English for reception subject at Hospitality Study Program of SMKN 9 Padang, Indonesia can be used as reference for developing English Speaking learning

materials for Hospitality study Program. Then, the findings of this research also expected can be provide valuable information for ESP teachers and curriculum designers in organizing syllabus.

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