

English Listening Learning Material for Hospitality Study Program in Vocational High School: Users' Needs Analysis

Yona Novita¹ and Refnaldi²

¹Universitas Negeri Padang, Indonesia, ✉ yonanovita55@gmail.com

²Universitas Negeri Padang, Indonesia, ✉ refnaldi@yahoo.com

Abstract

The development of the global tourism industry makes the importance of English for specific purposes rapidly, including in the hospitality sector. This research investigated the users' needs analysis focused on listening to learning material. This research used a survey research method. The questionnaires were used as the instrument and the data were analyzed by using statistical inquiry. The respondents were 16 users from 9 Hotels in Padang. The finding shows that the hoteliers need the listening ability when they have the guest from overseas. They need listening via face to face communication and via telephones. They usually need listening when they are in the hotel. The topics that is mostly needed by hotel employees are explaining hotel service and facilities, followed by a greeting, direction and others. The result of this research can be used to develop English listening and learning material for hospitality study program in Vocational High School.

Keywords: *listening material, hospitality study program, users' need analysis*

Introduction

English for hospitality, in term of ESP, is different from English for general purposes. Basturkmen (2006:6) argues that typically, ESP has functioned to help language learners to cope with the features of language or to develop the competencies needed to function in a discipline, profession, or workplace. Furthermore, English for Hospitality is one of English language learning which is aimed to develop the English skill related to the hospitality study program. The specified skills are related to micro and macro skills of English communication especially in hospitality field. English for hospitality must carefully identify what the learners need and stakeholder need actually at the beginning of the course in order to be able to provide the content which focuses on the skills needed for the target situation

Stakeholders are individuals or groups that can influence and or be influenced by a particular achievement. The main purpose of the needs analysis activity is to prepare a set of learning objectives and material selection. The triangulation approach can be used in performing needs analysis because one source of information may be incomplete or partial. Different stakeholders have different perspectives on needs and solutions. Needs analysis usually involves the gathering of information from more than one referent group. According to Richards (2001: 60), information can be obtained from finding relevant theories such as books, journal articles, reports and research results, and collecting information from multiple respondents.

In general terms, stakeholders can be Categorized based on strength, position and influence. The stakeholder classifications are as follows: a) Primary Stakeholders, These primary stakeholders are directly related to policy making, programs and projects. They are the main determinant in decision making activities. Some examples of primary stakeholders are: Society and Community Leaders. b) Supporting Stakeholders (Secondary), Secondary stakeholders are parties that are not directly related to a policy, program and project. However, secondary stakeholders have concerns and concerns so that they come to voice opinions that can influence the attitudes of key stakeholders and the government's legal decisions. c) Key Stakeholders, Key stakeholders are executive elements based on their level who have legal authority to make decisions. For example, key stakeholders of a project in the district: District government and Agency that directly oversees the project concerned.

In analyzing the stakeholders need analysis, Hutchinson and Waters (1987: 59) propose a simple framework for analyzing the target needs and learning needs. the framework of target needs as follow:

- 1) Why is the language needed? For study; for work; for training; for a combination of these; for some other purpose, e.g. status, examination, promotion.
- 2) How will the language be used? Medium: speaking, writing, reading etc.; channel: e.g. telephone, face to face; types of text or discourse: e.g. academic texts, lectures, informal conversations, technical manuals, catalogs.

- 3) What will the content areas be? Subjects: e.g. medicine, biology, and architecture, and shipping, commerce, engineering; level: e.g. technician, craftsman, postgraduate, secondary school.
- 4) Who will the learner use the language with? Native speakers or non-native; the level of knowledge of receiver: e.g. expert, layman, student; relationship: e.g. colleague, teacher, and customer, superior, subordinate.
- 5) Where will the language be used? Physical setting: e.g. office, lecture theater, and hotel, and workshop, library human context: e.g. alone, meetings, demonstrations, on the telephone; linguistic context: e.g. in own country, abroad.
- 6) When will the language be used? Concurrently with the ESP course or subsequently; frequently, seldom, in small amounts, in large chunks.

Furthermore, in recent years, English for hospitality is mostly discussed by many researchers. This is evidenced by many studies talked about English for Hospitality. There were several studies related English for Hotel. Many researchers conducted the studies related to developing learning material in English for hospitality. They are Harsono, 2007; international labour office, 2010 and Widhi, 2016. In addition, the many researchers also focus on the studies about the developing Curriculum in English for Hospitality. They are; Lin, wen and zhu, 2014 and Muhrofi, 2018.

In addition, there are several researches related to students need analysis in hospitality study program. They are conducted by Lin, Wu, and Hun, 2013; Zareian and Pourfarhad, 2015 and Akbulut, 2016. Others researchers also conducted the needs analysis of the stakeholders in English for hospitality, they are researches conducted by Zsuzsa vrvsouvszy and ruri, 2000; Yowsan and Greiman, 2014; Beta, 2016; Lhouse and Keri, 2016; Dwi and Rhonda, 2017; and indah, 2018.

However, there were still limited researches conducted about the need analysis of stakeholders focus on listening skill. Thus, this research necessary to be conducted since this reseah can be used to be an orientation to develop English listening skills learning material for hospitality study program in vocational high school. this research revealed that the users need is crucial since there many hoteliers who do not have low ability in English especially in listening skills.

Method

This research was survey research because it was identify the listening skill that needed by the stakeholders in hospitality field. 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 respondent of of this research were 16 of hotelier from 9 hotels and resort in West Sumatera, Indonesia. The researcher used questionnaires as the research instrument in order to find out the stakeholders need. The questionnaire items were developed based on concepts of Hutchinson and Waters (1987) by using Likert scales, there are two types of scales in this research. In order to get the information related to The reasons English needed at work, The way English used at work, The partners of using English at work and The place of using English at work, the researchers used the scale that consists of 4 choices, i.e., *strongly agree, agree, disagree, strongly disagree*. While, to get the information related to the topics that needed by the stakeholder, the researchers used the scales consists of 4 choices, i.e., *strongly needed, needed, less needed and unneeded*.

Data obtained from the questionnaires and rubrics were analyzed by using the score. The analitical process of the users’ needs towards the aspects of listening skills in hospitality field was classified into 4 point for strongly agree, 3 point for agree, 2 point for disagree and 1 for strongly disagree with the statements. While, in analysis of the topics needed was classify into several points. 4 point for strongly needed, 3 point for needed, 2 point for less neededand 1 point for unneeded. The classification of the result explained below;

Table 1. The category of need analysis

Interval	Category
1-1.7	Low
1.8-2.5	Medium
2.6-3.2	High
3.3-4.0	Very high

Results and Discussion

A. Results

The result of the result shows the target need of listening skill in hospitality sector. The questionnaires consist of 20 questions about the reasons, the way, the place and the partner of English used at work and 10 questions about the common topics of English at work. The detail information about the result can be seen as follows;

1) The reasons English needed at work

There are some reasons of English needed at hotel present in the questionnaires, the result shows in the following table below:

Table 2. Percentage of The reasons English needed at hotel

No	Indicators	Responses				T	A	C
		SA	A	DA	SD			
1	Skills of listening is very needed	52	9	0	0	61	3,81	VH
2	Skills of listening is used in every conversation in speaking form	40	18	0	0	58	3,62	VH

Based on table above, it can be seen that most of the hotelier strongly agree that listening skill is needed at hospitality field. They used listening in every spoken conversation.

2) The way of listening English used at work

The second indicator that was analyzed by the researchers were the ways of listening English at hotel present in the questionnaires, the result shows in the following table below:

Table 3. Percentage of The way of listening English used at hotel

—	Indicators	Responses				T	A	C
		SA	A	DA	SD			
1	The ability of listening needed in a direct conversation (face to face)	36	21	0	0	57	3,56	VH
2	The ability of listening needed in the conversation by using telephone	32	15	4	0	51	3,18	H

Based on the table above, it can be seen that the communication is occurred mostly face to face and through the telephone. The ability of listening needed in a conversation in a direct (face to face) using English is about is more needed rather than conversation via telephone using English an the types of texts often used in communication are presentation and formal conversation.

3) The partners of using English at work

The next indicator that was analyzed by the researchers was the partner of using English at hotel present in the questionnaires, the result shows in the following table below:

Table 4. Percentage of the partner of using English at hotel

No	Indicators	Responses				T	A	C
		SA	A	DA	SD			
1	Hotelier requires skills of listening when communicate with native speaker	48	12	0	0	60	3,75	VH
2	Hotelier requires skills of listening when communicate with non native speaker	44	15	0	0	59	3,68	VH
3	Hotelier requires skills of listening when communicate with supervisor	28	15	8	0	51	3,18	H
4	Hotelier requires skills of listening when communicate with fellow businesses from oversea	44	15	0	0	59	3,68	VH
5	Hotelier requires skills of listening when communicate with other hotelier	36	18	2	0	56	3,5	VH
6	Hotelier requires skills of listening when communicate with international guest	36	21	0	0	57	3,56	VH
7	Hotelier listening skills are at the basic level	20	36	4	0	60	3,75	VH
8	Hotelier listening skills are at the intermediate level	28	27	0	0	55	3,43	VH
9	Hotelier listening skills are at the advance level	40	18	0	0	58	3,62	VH

According to the table, it can be seen that the partner of using English is mostly with native speaker and international partners. The hotelier need listening skill when they have spoken conversation with international guest, fellow from the oversea and many more. Furthermore, the hotelier also need listening skill when have conversation with nonnative speaker of English such as supervisor or other hotelier but the frequency is not as high as the native speaker. Hoteliers mostly in advance level of listening ability but a half of them still in basic and intermediate level.

4) The place of using English at work

The next indicator that was analyzed by the researchers were the place of using English at hotel present in the questionnaires, the result shows in the following table below:

Table 5. Percentage of the place of using English at hotel

No	Indicators	Responses				T	A	C
		SA	A	DA	SD			
1	Hotelier use listening skill in informal situations	36	15	4	0	55	3,43	VH
2	Hotelier use listening skill in formal situations	36	18	2	0	56	3,5	VH
3	Hotelier use listening skill outside the office (meeting with project stakeholder or external party)	40	15	2	0	57	3,56	VH
4	Hotelier use listening skill outside of the hotel	20	27	4	0	51	3,18	H

Based on the table above, it can be seen that the communication is generally occurred in the office such as project meeting, presentation, formal dialogue etc. meanwhile, the use of English outside the office is meeting with project stakeholder or external party

5) The topics commonly talked at work.

The last indicator that was analyzed by the researchers was the topics of using English at hotel present in the questionnaires, the result shows in the following table below:

Table 6. Percentage of hotels' topic needed to improve their English

NO	TOPICS	RESPONSES				T	A	C
		SN	N	LN	UN			
1	Greeting	52	0	6	0	58	3,62	VH
2	Asking and giving direction	44	15	0	0	59	3,68	VH
3	Meeting	40	15	2	0	57	3,56	VH
4	Presentation	32	21	2	0	55	3,43	VH
5	Handling complain	44	12	2	0	58	3,62	VH
6	Offering Services Laundry	28	24	2	0	54	3,37	VH
7	Tourism place	36	21	0	0	57	3,56	VH
8	Tourism Plans and schedule	32	24	0	0	56	3,5	VH
9	Room facilities	60	3	0	0	63	3,93	VH
10	Hotel services and facilities	64	0	0	0	64	4	VH

As it can be seen in Table 6, there are some topics required by users. The researcher selected some topics which have strongly needed and needed. They are: Greeting, Asking and giving direction, Meeting, Presentation, Handling complain, Offering Services Laundry, Tourism place, Tourism Plans and schedule, Room facilities and Hotel services and facilities.

B. Discussion

The results of this study indicate users need analysis for the hospitality sector. In accordance with five points about the simple framework for analyzing the target needs and learning needs proposed by Hutchinson and Waters (1987: 59). The stakeholder stated that listening skills are strongly needed by employees in the hotel. This finding was in line with the findings of the research which was conducted by Indah (2018). The result of her study found that; the required skills are speaking (100%), listening (75%), writing (25%), and reading (25%). Although this two studied about the stakeholders' analysis, these researches had different on the differences on the place of the study, the current study take a place on Padang, Indonesia. Meanwhile, Indah conducted the study in Banyumas. Other researchers Dwi and Rhonda (2017) found that the employers and the teachers identified reading as an important skill to develop, an issue not reported by the students. these findings was quite different with the current research because based on the users need analysis that focus listening. In addition, the current research tried to find the users need only listening. While the previous research talked about the general skills in English.

The research also found that English is used to communicate with an external party (guest and foreign staffs) in spoken form. The communication occurs mostly face to face and via telephone. The types of texts are often used in communication is informal discussion. The partner of using English is foreign guest. The partner above can be both native and not native. Mostly the English ability of the partner of using English are Intermediate and or advanced level and They could be a customer or colleague. The communication is generally occurred in the hotel.

Furthermore, The topics that commonly occur in hotels are they are: Greeting, Asking and giving directions, Meetings, Presentations, Handling complaints, Tourism places, Tourism Plans and schedules, Room facilities and Hotel services and facilities. This result is similar with the research that conducted by indah (2018). She found that, the stakeholders hope they can master several topics such as Greeting, facial expression and body movement (non-verbal communication), Types of accommodation, Hotel facilities Staffing and internal organization, Reservation and check -in Hotel, restaurant services, Phone calls, Complaints and solution, Describing tourism object, Tour guiding, Presentation skill (presenting destination), Transportation (understanding information about public transportation and direction) and Dealing with tourist information officers. Regarding to this findings related to users' need analysis in the fieldwork is very important to be implemented as a reference for the teachers and curriculum designers to prepare the graduates to be ready in the fieldwork especially from hospitality study program at vocational high school.

Conclusions

In conclusion, The result of this study are expected to provide valuable information for designers in developing learning materials focus on listening skill with the topic are related to the users' need in the workplace. The users' need in education field is the target of learning proses. It is should get big attention for development of learning materials because teachers and curriculum developers are required to be sensitive to the development needs of students and society. The teacher and curriculum developer should be aware with the users' need analysis in order to maximize the quality of the students after graduate from the school.

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