CHAPTER 1

INTRODUCTION

1.1   Background of the Research

Hospitality is one of many fields where English is considered as a necessary topic nowadays since it has a potential to become a large income for some countries (Ghany & Latif, 2012; Hsu, 2014; Prachanant, 2012; Rahayu, 2020). In hospitality, English is considered important because its role in communicating, both spoken or written, with guests with different language background as cross-cultural communication is an important aspect in hospitality (e.g., Bury & Oka. 2017; Kardijan et.al., 2017; Prachanant, 2012; Zahedpisheh et.al., 2017). Therefore, English, which is a lingua franca, can help to cope with it as it can bridge people with different language backgrounds (Blue & Harun. 2003). Moreover, According to Prabhu and Wani (2015), it revealed that all the training heads of hospitality and Hotel Management teachers of the hospitality field agree that English language proficiency is a crucial prerequisite for a career in hospitality. It is required to optimize placement, promotion and personal branding. Other than for communication, English plays an important role in understanding reading materials that are needed in hospitality, or to be able to operate some technologies that are needed (Al-Khatib. 2007).

Improving the English for hospitality employees can be done through education programs. Vocational high school is one of the education levels in Indonesia that is purposed to prepare the students to work in a particular field. Hospitality is a vocational school major In Indonesia. English is an obligatory subject in vocational high school. However, English that is taught to the students has fulfilled neither the needs of the students, nor the needs of the hospitality industry itself. The teaching methods, the materials, time provided to learn English are not at the level that is needed by the students to learn English for their working environment (Rahayu, 2020; Kardijan et.al., 2017) which resulted in the students' lack of confidence in using English (Rahayu, 2020; Kardijan & Yundayani, 2019).

English that is used in the hospitality field is different from English that is used in general communication not only in terms of vocabulary, but also the way it is

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applied like in the terms of formality, Verbal and non-verbal messages, etc. (Blue & Harun, 2008; Zahedpisheh et.al., 2017). Therefore, English for Specific Purposes is an appropriate English to be taught to hospitality students because as has been defined by many ESP scholars, it is designed to fulfill the needs of the students in professional and academic communication (e.g., Anthony, 2018; Brown, 2016; Dudley-Evans and St. John, 1998; Paltridge & Starfield, 2012; West, 1994).

What makes it different from English for general communication is the awareness of needs, which means, according to Hutchinson & Waters (1987), all participants in ESP know why the learners need English that leads to the selection of the material based on those needs. Hence, needs analysis, the process of analyzing all important data to construct the goals of the course that match to the learners' needs (Brown, 2016), is an important aspect in ESP (e.g., Ali & Salih, 2013; Brown, 2016; Belcher, 2012; Chatsungnoen, 2015; Hutchinson & Waters, 1987). Needs analysis can provide some insights for educational practitioners about how to design an English course that can fulfill the specific needs of the students. Needs analysis can also help evaluate a course as according to Dudley-Evans & St. Johns (1998), needs analysis does not have to be conducted prior to the course design development. Needs analysis can be conducted in the middle of course development to adjust it with the change of the perception of learners, teachers and other stakeholders.

There are some studies that investigate the needs of hospitality students. However, the studies were focused on hospitality and tourism rather than hospitality solely (Ghany & Latif, 2012; Prachanant, 2012; Rahayu, 2020). In the Indonesian context, there are some studies about the English needs that focus solely on the hospitality field. However, most of the studies about hospitality students' English needs are about how the students perceive English that is taught to them (Kardijan et.al.,2017; Rahayu, 2020) and the result suggested that students were not satisfied with the English that is taught in the class. As a solution to this problem, students' needs are a crucial aspect in designing an English course. Therefore, needs analysis is required as it can provide some insights for educational practitioners about how to design an English course that can fulfill the specific needs of the students. However, there are still no studies that investigate the English needs of the

hospitality students of vocational high school, especially the skills required in the hospitality industries. This study is attempted to fill this gap. This study was conducted to investigate the English needs of hospitality students of vocational high schools based on their level, and detail the language they need to in their chosen professions.

1.2   Research Question:

1) What are the English needs of hospitality students of vocational high school in target-situation?
2) What is the present-situation of English skills hospitality students of vocational high school?

1.3   Aim of the Research

As stated in the research questions above, the purpose of this study was to discover the English needs of hospitality students of vocational high school in the target-situation, which is hospitality industry, and the current situation of hospitality students' English skill.

1.4   Scope of the Study

According to Blue & Harun (2003) hospitality English covers a quite wide area as there are several hospitality providers to choose from, e.g., hotels, travel agents, restaurants, information centers and tourist attractions. In Indonesia, based on the Regulation of the Director General of Education and Culture of the Ministry of Education and Culture No. 06 of 2018 about the vocation spectrum, hospitality and tourism covers four areas. Those are travel agent, hospitality, marine tourism and ecotourism, and hotel and restaurant. The present study was about hospitality that is provided in hotels, which is the main field of hospitality majors in Indonesia.

1.5   Significance of the Study

The result of this study will be beneficial for educators in hospitality study program as reference to design an English course or to redesign the course to make it align with the needs from the perception of the students, teachers, and employers

that can change from time to time. Furthermore, the study hopefully can be helpful as a reference for future research regarding ESP, needs analysis, or English for Hospitality students.

1.6 Clarification of Terms

The terms below will be frequently used in this study. Therefore, to avoid misconception and misunderstanding, below are the clarifications of the terms used in this study:

a. English for Specific Purposes (ESP)

In this study, English for Specific Purposes (ESP) refers to a way of teaching English is designed to fulfill the needs of the students in professional and academic communication (Brown, 2016)

b. Need Analysis

Needs analysis in this study refers to a systematic process of collecting and analyzing any necessary information to create an appropriate learning course (Brown, 2016)

c. Hospitality Major

Hospitality major in this course refers to the hospitality that is mentioned in Regulation of the Director General of Education and Culture of the Ministry of Education and Culture No. 06 of 2018 about vocation spectrum, which is an expertise competence that focuses on hotel management.

1.7 Organization of the Paper

This research paper is divided into five chapters, as listed below.

Chapter 1 Introduction

This chapter presents the background of the research, research question, aim of the research, scope of the study, significance of the study, clarification of terms, and organization of the paper.

Chapter II Literature Review

In this chapter, theories of the research, including the theories of English for Specific Purposes, Needs Analysis, and Hospitality program are discussed.

Chapter III Research Methodology

Methodology of the research is discussed in this chapter. It explains research design, site and participant, data collection, and data analysis.

Chapter IV Findings and Discussion

This chapter discusses the findings of the research obtained from the methodology.

Chapter V Conclusions and Recommendations

This chapter contains the conclusions, the implications of the study, the limitations of the study, and the recommendations for future research.