

NEEDS ANALYSES FOR CULINARY ARTS STUDENTS

A RESEARCH PAPER

Submitted to the English Language Education Study Program,
Faculty of Language and Literature Education, Universitas Pendidikan Indonesia
in a Partial Fulfilment of the Requirements for *Sarjana Pendidikan* Degree



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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PAGE OF APPROVAL

“Needs Analyses for Culinary Arts Students”

A Research Paper

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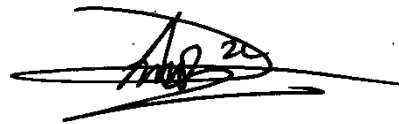
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STATEMENT OF AUTHORIZATION

I, as the researcher of this study, certify that this research titled “Needs Analyses for Culinary Arts Students” is my own work. I am also aware that, undoubtedly, this research could not have been done without other researchers. Therefore, I have quoted related statements from various scholars. All quoted statements have been cited appropriately.

Bandung, December 2021

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PREFACE

Praise be to Allah SWT. for giving me strength for finishing this final research paper, blessing me with this incredibly tiring yet rewarding journey. My endless prayers go to Prophet Muhammad SAW. for his blessings for his people.

This research, titled “Needs Analyses for Culinary Arts Students”, is submitted as one of the requirements for *Sarjana Pendidikan* degree of English Education Department of Faculty Language and Literature Education of Universitas Pendidikan Indonesia. This research aimed at investigating how accurate the English course for Culinary Arts major was when it came to the authentic language needs. Therefore, the researcher administered the Target Situation Analysis (TSA), Learning Needs Analysis (LNA) and Present Situation Analysis (PSA). The need to conduct this particular research was based on the current trend of ESP research which, compared to other majors in vocational high schools, received less attention. Concerning the results of the study showing that there is a gap between the needs in authentic Thus, this research, hopefully, will enrich the current literature of ESP research that, eventually, will be a reference for future scholars, as well as a reference for English teachers in vocational high schools in designing a more accurate course.

Lastly, as a final remark for this preface and to complete any lacks found in the study, constructive feedback and criticism will always be appreciated. It is undeniable that such feedback and criticism will result in better works in the future.

Bandung, December 2021



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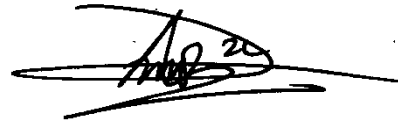
Praise be to Allah SWT. who always gives me strength to carry on and also, to Prophet Muhammad SAW. who, despite his short life, still managed to give the best of religiously practical and philosophical guidance for all his followers. I am thankful for being given an opportunity and strength to finish this research paper.

It is also naïve to say that in finishing this research paper, beyond spiritual supports previously described, I was not blessed with assistance from other people. Therefore, firstly, I would like to give my deepest gratitude for my research supervisor, Mrs. Gin Gin Gustine, M.Pd., Ph.D., who was always supportive, fast-responding, and caring during the whole painstaking process of revising my research paper. Secondly, from the deepest of my heart, I would like to thank both of my parents, my brother, and his wife for their prayers and support. It is to all of you I present this final research paper. Thirdly, I would like to give my utmost thanks to my friends, colleagues, other relatives, and every research participant involved who were always supportive and cooperative in every single step I took.

At some moments, it felt unbearably difficult to make small progress, even as small as baby steps. Other problems also convoluted me, forcing me to dwell on something damaging too longingly. Yet, here I am, blissfully and gratefully glad for having additional strength to finish this arduously rewarding research paper. This marks my checkpoint for unimaginable struggles in the future, for character development arcs that are sure to be challenging yet nurturing. So, in the

end of these acknowledgements, I would like to thank myself. I heartily despise you. I wholeheartedly love you, too. *It definitely could not have been done without you, and I am eternally grateful that it is done while you are still around.* If nothing else, I hope you can warmly welcome the future wherein you tenderly embrace your past.

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NEEDS ANALYSES FOR CULINARY ARTS STUDENTS

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ABSTRACT

English in vocational context is substantial because it linguistically supports the occupational nature in vocational education when carried out accurately or, principally, specifically. In this area, English for Specific Purposes (ESP) is used as the approach to prepare students with English language skills related to their majors. The purpose of this research is then to determine whether or not the English course for culinary arts students meet their language needs in occupational settings by administering Target Situation Analysis (TSA), Learning Needs Analysis (LNA), and Present Situation Analysis (PSA). Case study is selected as the research method, utilizing several data collection methods, namely: needs analysis questionnaire administered to 15 culinary arts students in a vocational school who had experienced their occupational internship; interviews held with one English teacher, four selected students, and a stakeholder/subject specialist/employer in one of the internship institutions; and several documents, namely: the syllabus, lesson plans, and the textbook used in the course. From the gathered data, the English course for culinary arts major poorly met the required language needs in the target/occupational situation which primarily required students to have good general and culinary-related vocabulary, and general English proficiency. Aside from the mismatch in the learning focus in the classroom, some factors also amplify the challenges in administering the appropriate ESP teaching and learning, namely: the teacher's inaccurate professional qualification for teaching English language, his administrative readiness, Covid-19 pandemic, and the school's views and facilities in regards to promoting ESP for its students.

Keywords: *Culinary Arts, English for Specific Purposes (ESP), English for Vocational Purposes (EVP), Needs Analysis*

ANALISIS KEBUTUHAN UNTUK SISWA PROGRAM STUDI TATA BOGA

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ABSTRAK

Bahasa Inggris dalam konteks vokasi/kejuruan memiliki peran yang penting karena secara linguistik mendukung karakteristik kejuruan ketika diajarkan secara akurat, atau secara prinsipnya, diterapkan secara spesifik. Dalam konteks vokasi, *English for Specific Purposes* (ESP) atau Bahasa Inggris untuk keperluan khusus merupakan pendekatan yang digunakan dalam mempersiapkan siswa dengan kemampuan Bahasa Inggris yang sesuai dengan program studi mereka. Penelitian ini bertujuan untuk menentukan Bahasa Inggris yang diajarkan pada siswa studi tata boga dalam kaitannya dengan diajarkan atau tidaknya kemampuan yang dibutuhkan siswa di dunia kerja. Oleh karena itu, penelitian ini mengaplikasikan *Target Situation Analysis* (TSA), *Learning Needs Analysis* (LNA) dan *Present Situation Analysis* (PSA). Metode penelitian ini adalah studi kasus. Teknik pengumpulan data dalam penelitian ini mencakup: kuisisioner analisis kebutuhan yang ditujukan kepada 15 siswa di sekolah menengah kejuruan yang telah melaksanakan program magang/PKL; wawancara dengan satu guru Bahasa Inggris, empat siswa terpilih, dan seorang ahli sekaligus pemangku kepentingan di satu institusi tempat program magang/PKL; serta analisis dokumen: silabus, rencana pelaksanaan pembelajaran (RPP) dan buku ajar yang digunakan. Hasil penelitian ini menunjukkan bahwa mata pelajaran Bahasa Inggris tersebut kurang dalam hal mempersiapkan siswa dengan kemampuan yang diperlukan di dunia kerja, yakni: kosakata umum dan khusus serta kemampuan Bahasa Inggris umum yang memadai. Selain ketidaksesuaian antara konten yang diajarkan dengan kemampuan yang diperlukan, beberapa faktor ini juga memperburuk kondisi tersebut, diantaranya: kualifikasi profesional (gelar) guru Bahasa Inggris yang tidak sesuai, ketidaksiapan administratif guru tersebut (silabus, RPP dan bahan ajar), pandemi Covid-19, serta pandangan terkait ESP dan kelengkapan fasilitas sekolah yang mendukung pelaksanaan ESP.

Kata Kunci: *Analisis Kebutuhan, English for Specific Purposes (ESP), English for Vocational Purposes (EVP), Tata Boga*

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