

A NEED ANALYSIS APPROACH TO ESP SYLLABUS DESIGN IN HOSPITALITY VOCATIONAL SECONDARY EDUCATION: A SURVEY ON STUDENTS' NEEDS

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ABSTRACT

This study aims to describe the initial phase syllabus design in the context of hospitality vocational secondary school. It focuses on identifying the hospitality students' specific needs about English and introducing ESP based instruction in the context of hospitality program. The subject of research were students and teachers taken from two vocational secondary schools. A mix method study was used as research design. In obtaining quantifiable data, interview, surveys and syllabus review were carried out in two different secondary schools. As well as semi structured interview, open ended questionnaires and syllabus review were done to provide meaningful result to this study. The theory from Gravatt, Richards and Lewis (1997) is used as a guidance to set theories and models in the tested questions and survey. Then, the data was analyzed by using SPSS for descriptive and inferential statistics. The results claimed that necessarily developing an ESP learning in hospitality program, adjusted to the students' focus in ELT; English for hospitality. There also be concluded that ESP syllabus design was important as addressing students' immediate needs as a language learner and their long term as professionals in the hospitality services.

Keywords: *Need analysis, ESP syllabus, hospitality program, vocational schools.*

INTRODUCTION

Vocational secondary education has recently been given special attention by Indonesian government to reduce the number of unemployment. It has brought several changes for the sake of improvement, starting from facilities improvement, teacher's quality, graduates and also the revision of curriculum. Syllabus as part of curriculum plays significant role to improve graduates' qualities (Afros & Schryer, 2009; Fornaciari & Dean, 2014). It divides the content of learning into teachable elements and then sequence these into an effective order for teaching and learning (Richards, 2017). The term of syllabus design in language curriculum development theory refers to a process of developing syllabus as a teaching framework deal with content specification of course instruction including what will be taught and how it should tested (Richards, 2017; Dubicki, 2019). As a reliable indicator of teaching qualities, the importance of syllabus brings impact of its existence in meaningful ESP context (Flowerdew, 2005; Coniam, 2007; Savage, 2011). Its role can not be separated with the context of EFL hospitality classroom which in the area of ESP.

Students in this area particularly learn English in order to carry a particular role, such as English for doctor, architect, nurse, hotelier, and so on. In hospitality program, learners' needs often presented in terms of performance; that is what learners will be able to do with the language at the end of lesson (Basturkmen, 2010: 22; Richards, 2017: 63).

Consequently, whichever type of syllabus is chosen; the task, exercises and activities of different topics considered should represents such learning objectives. As Revell (2003) developed a cultural syllabus for bussines language e-learning materials, Coniam (2003) designed multimedia syllabus, Bruce (2005) with general EAP writing syllabus design, Cowling (2007) concerned with intensive workplace course syllabus, and latest Jones (2017) with human centred syllabus.

However, in fact, syllabus document existed in some ESP program still draw on general points, not specific (Suratni, 2014; Tarihoran, 2015; Merlyna, Mardani & Damayanti, 2017; Noho, Fatsah & Talib, 2018). Whereas, ESP basically should meet special needs of students learning English to achieve optimal learning goals (Nation and Macalister, 2010; Park, Yoo, Kim & Lee, 2018; Galloway & Ruegg, 2020). Meeting those specific needs also belongs to one of some characteristics of ESP either in terms of methodology and activity related to the discipline or the language skills and content (Dudley-Evans and John, 1998: 5; Basturkmen, 2017: 27), and its hanging on the urgency of learning and instruction of vocational education (Jones, 2004; Fosters and Bols, 2014).

Regardless those condition, there are at least five elements of syllabus designing which need to be consider: needs analysis, stating course objectives, how is teaching procedure or methodology, materials used, and testing or evaluation (Brown, 1995). During the research, teacher becomes the main collaborator to investigate learners' specific needs as one crucial factor of deciding ESP classroom instruction and implementation. Hence, efforts are made to ensure lesson aligned with these needs. The question arises then is whether English syllabus used in hospitality program meets students' need?. This recent study attempt to critically answer such question by identifying the students' needs for English at hospitality program in a vocational secondary school as the basis for designing relevant syllabus to be taken in hospitality program. Dozens of studies toward ESP materials' development have been reported, but relatively few have examined about how

syllabus is designed and evaluated adequate with students' need (Coniam,2003; Tai, et.al., 2015; Chan, 2018). This need analysis considering the fact that the existed syllabus has not achieved desired outcomes and inadequate in addressing students' need both professional and academic. A periodic evaluation of urgent of syllabus in ESP program is required to assure it meets learning objectives. The following research questions were developed to address the research objectives:

1. What are the hospitality students' specific needs ?
2. How is the focus of ESP based instructional syllabus?

METHODS

Research Participants

This study takes two vocational high schools as research subjects. As part of study, teachers and students were taken from them. The students were selected mainly from 12 grades. Forty-five students were randomly chosen from each school. They are between 14- 17 years old. Most of them have learned English for 4 years. Seven from twenty English teachers from both vocational schools were participated in this study. Their age ranges 26 to 43 years old. Most participants' experience of teaching English at vocational hospitality program ranges from four to seven years. The questionnaire is in line with the research goals. The theory from Gravatt, Richards and Lewis (1997) in Richards (2017: 94) is used as a guidance to set theories and models in the tested questions and survey. It spreads by range of Likert scales (1-5) on the survey instrument from "strongly agree" to "strongly disagree" used as the construct items for all (Azwar, 2016). Then, the data was analyzed by using SPSS for descriptive and inferential statistics.

Data Collection Method

Mixed method approach is used to design the research by compromising interviews and survey. Necessarily, the quantifiable data related to recent implementation, perceptions, and evaluation were obtained through data triangulation. Open- ended response question is applied on the survey instrument as the qualitative data. Semi-structured interview with group of students was also carried out in providing more-reliable information.

Addressing learners' subjective needs, a questionnaire relates with data of students' language needs was occupied. They were chanced to not only answered

about their needs of language skills in terms of content but also their necessities, interests and needs about learning English in hospitality program. Either the students' perception of language skills priority that they need to be acquired in classroom or their necessities and interest about language instruction, both become a fundamental basis for syllabuses re-constructing.

The Analysis of Data

The results of questionnaires were analyzed using descriptive statistical methods. Primarily, the data listed in percentages and frequencies were obtained from all questionnaires. To obtain clear data about existing syllabus, document review has been done. It reviews based on some aspects designed by Brown (1995) consisting objectives, teaching or methodology, materials used, and testing or evaluation. The result of semi-structured interviews were analyse qualitatively using the procedure of data reduction by Miles and Hubberman (2012).

FINDINGS AND DISCUSSION

Regarding to the students' perceptions and needs, there were two schools participating to obtain the data. It consists of two state or public vocational high schools meeting national education standard by the same accreditation level in rural sub-urban areas. The students as the sample coming from each school were 20 and 15 in number. They were taken from 10, 11 and 12 grade only by age of 14- 17 years old. In total, there were 45 students from those two schools covering 29 female students and 16 male students. Dealing with the teachers' perceptions and arguments, there were 7 teachers coming from two schools in total. All teachers from each school and come from hospitality program were taking a part in this study by teaching experience of 2-15 years. The following were the findings of the research:

Students' specific learning needs

Students' needs might be defined as the students' desires, demands, motivation, lacks, constrains, and requirements (Brindley, 1984 in Richards, 2017). In ELT context, it covers linguistics variable which describes what the students able to perform at present and what he or she should be able to do after acquiring language learning (Richards, 2001). The most frequent target needs among

hospitality students was 62,2% English skills for workplace needs, while 17,8% expressed their intention to continue their study-academic needs.

Also, regarded English as tool for communication with English speaking colleagues received 26,7% and other reasons such as attending international seminars followed with 15,6%. Related with the use of English in hospitality program of vocational secondary education merely as occupational English, which the students are able to communicate fluently through English in relation with their future career in hotel (Lee & Bathmaker, 2017); factually students perceived to have different language focus. By so doing, this students' perception must be one of fundamentals' basis to arrange lesson topic to be learned hierarchically.

While, the documented syllabus review has shown that English instructional objectives generally rely on students' mastery on structure, grammatical form and reading. Whereas, for them, hospitality students, which belong to ESP learners, the objectives, are best reflect students' competencies either as behavioral or cognitive aspects in relation to their proficient English for hotel. The objectives that are stated in basic competences belong to text-based syllabus and it gives description of each topic/ unit's focus. Those emphasized more on students' reading skill with mentioning language content elements in description of grammar and language-in-focus. None of which shows students' competence related to English for hotel. While the topic suggested still deal with general scope of English. Adopted from the syllabus implemented to the tenth grade, the following will be the example topic discussed:

Table 1. Example of hospitality English materials taken from syllabus document.

Teks lisan dan tulis tentang menanyakan dan memaparkan jati diri dan hubungan keluarga

Fungsi Sosial:
Untuk memperkenalkan dan menyebutkan identitas diri dan hubungan keluarga dan untuk mengembangkan komunikasi dan menjalin hubungan interpersonal dengan yang lain

Struktur Teks:

- *Ungkapan Pembuka*
- *Ungkapan pertukaran informasi tentang jati diri:*
May I know your name, please?
My name is ...
I'm a worker.
I have two sisters and no brother.
I like cooking and watching movies.
- *Ungkapan Penutup*

Unsur kebahasaan:

- *Kosakata terkait jati diri dan hubungan keluarga: name, address, age, education, job, family, dll*

Grammar:
Pronouns (subjective, objective, possessive, adjectives)

- *Ejaan dan tanda baca yang jelas, rapi dan tepat, Ucapan, tekanan kata & intonasi yang jelas dan tepat ketika mempresentasikan secara lisan.*

Yet, the material does not give clear reflection of students' needs. Since hospitality program deals with specific context, it is fairly agreed that the materials best reflects the students competencies as their preparation entering their occupation related with hotel service (Wu & Badger, 2009). For the teacher's point of view, it feels problematic. Teachers were wondering of conducting students' needs analysis deals with their communicative competence on hospitality context, but on the other hand they have to convey materials upon a syllabus based on the National Examination target. This actually happened since students' competency measurement depends on their national examination result. Regardless of this constrain, teachers have tried to provide supplementary materials related to students' competence. It was really become an obstacle considering that before assigning teaching materials, teachers have to design a syllabus as a framework (Nunnan, 1999; Richards, 2017: 65). Kind of lesson planning creates classroom which learners perceive as interesting way of learning (Gaffas, 2019).

Table 2.Summary of students' specific needs

Students' needs	Frequency	Percentage
Speaking	13	14,9 %
English for daily communication	12	13,8%
Vocabulary	18	20,7%
Listening	8	9,2%
Writing	10	11,5%
Grammar	12	13,8%
Pronunciation	13	14,9%
No response	1	1,14%

**multiple responses were allowed*

The fundamental difference between ESP and General English (GE) is on the awareness of students' needs (Hutchinson and Waters, 1991; John, 2006; Basturkmen, 2010; Paltridge and Starfield, 2013). Of course, this should be realized in English classroom starting from designing syllabus as lesson planning to the level of lesson implementation. Factual condition showed that almost 100% topics connected with students' mastery of English in general. From the teachers' explanation, it can be said that they have tried to be more creative in designing additional materials for students. Despite teachers' effort, some students still found difficulties in practicing and communicating of telephone calls, reservations and and also reception. Thus, students' realize that they need to perceive at most vocabulary skills (60,9%), then speaking (24,7%) as well as pronunciation (14,4%). Thus, one of the possible explanations is that the students might have prioritized those skills as the target over English learning in hospitality program as their choice.

These target needs' variables must be regarded and represented in classroom instruction. This might be explained by the existing students' characteristics of two vocational schools. Some of students agreed of their English learning target as preoperational step to their future career. While amount of them perceive English would be one of communication means to their classmates. Realizing these variations of needs, it is necessary for the ESP syllabus designer to conduct situational analyses (Volodina & Naggy, 2016). Similarly, Table 2 describes about what English skills that students perceive they need acquire in Hospitality classroom.

Instead of more focusing on reading skill, content part of syllabus rather more focused on grammar and language uses without relating to the students' specific needs. Due to ESP characteristics, the classroom instruction must be relevant; covering all language components such as structure, grammar, vocabulary and phonetic justified to students' need and purpose of learning language (Fleeming & Steven, 2004; Richards, 2017).

The focus of ESP based syllabus

One essential point of designing ESP based syllabus was the representation of students' needs of English skills towards classroom instruction. The result of students' questionnaire revealed towards reading comprehension skills, the students' perceive their need as for reading English textbook (62,2%) and reading subject-specific magazines, newspaper and digital messages states (37,8%). While in terms of reading strategies at the micro level, 53,4% of students choose their need to general information reading strategies; while the other 35,6% selected reading to find detail information and the less 14,3 % perceive their needs of reading mastery is on identifying basic information. Concerning with writing skills, the most demanding task to be included in the ESP syllabus was that obtained highest percentage 44,5% of students' writing of genre text, formal and informal letter writing 40%, while report writing were also regarded in 15,5%. In addition, in practising to use appropriate vocabulary (66, 67%) and grammar (33, 34%) of written texts.

Moreover, related to listening skills, 55, 6% of students felt importance of comprehending an English presentation, seminars and recorded materials (44.4%). The students level of listening instructions (37, 8%), understanding main points (33, 3%), and of take a note (8, 9%). Dealing with communicative skills, job-related tasks obtained 64.1% and doing presentation 31, 3%. The learners argued as the most important task, which needs to be developed of fluency such as 58% grammar and vocabulary (42%).

The students' preferred teaching methodology

ESP learning and classroom activities are those that will introduce students to the language and context associated with the skills they are expected to learn. As in any hospitality program, vocabulary plays an important role. It discussed career-related activities; for English communication at hotel mainly suggest the following

tasks such as taking phone calls, giving information, taking reservation, apologizing, and receiving guests. Dealing with vocabulary learning strategies, especially about difficult vocabularies, the highest of 67% students expected that it is suitable provided through teacher' translation. In terms of the most effective learning source, the students thought that the source of learning they used effectively from the textbooks related with English for hotel (45%); internet (21%); teachers' material (20%) and other sources (14%). Activities correlated to students' needs must be mentioned in syllabus, because at least there were exercises in developing expected skills. Moreover, it has to be taken into consideration for other pedagogical issues. Considering local policy makers such the headmasters, school committee, teachers' community, language experts and stake holders to describe situation and needs comprehensively.

DISCUSSIONS

In practical implementation, syllabus used in hospitality English was not relevant to students' program. Firstly, the basic competence stated is considered to be out of students' need analysis. Thus, the materials do not tailored students' needs in enrolling program. Teachers perceive that they still use the existing syllabus since the students' learning outcome measurement indicates with the national examination's score. Concerning about the urgency of syllabus, its dilemmatic. from syllabus, content material are provided, how it is taught in classroom and in what way it is elaborated in order to achieve targeted learning outcomes (Cownim, 2007: 440; Forniciari and Dean, 2014: 703; Savage, 2011: 56).

Ideally, syllabus covers lesson topic and activities addressing students' needs, as the ELT classroom is in the context of specific purposes- English for hotel. The students must be introduced to the language and terminology associated with the skills they would be expected to learn. Revell and Scott (1999) suggest the hospitality students' communication skills that need to be encountered might be: taking phone calls, giving information, taking reservation, apologizing, and receiving guests. However taken those tasks need to be planned and of course it considers local policy makers such the headmasters, school committee, teachers' community, language experts and stake holders. It what reasons situational and need analysis are crucial towards this problem. The result of students' questionnaire

and interview confirmed the significance of English hospitality program for ESP learners now and future; revealed with the mismatch between their expectation and present situation that of establish the need for redesigning ESP syllabus; therefore it would optimally meet the needs of hospitality students. Teachers as the key points should goes through this statement: “tell me what you need English for and I will tell you the English that you need” (Hutchinson & Waters, 1991). At the end, classroom interaction that relevant with students’ needs and learning goals will provide appropriate English to hospitality students.

CONCLUSIONS

ELT syllabus which was implemented in hospitality program not yet reflecting the students’ needs. First, it indicated from the four core competence mentioned, it does not give clear reflection of students’ needs. In hospitality program, the core competence best reflects the students competencies either as behavioral or cognitive aspects in relation to their proficient English for hotel. Secondly, the objectives which are reflected in basic competence belongs to to text-based syllabus and it gives description of each topic/ unit’s objectives. It emphasizes more on students’ reading skill with mentioning language content elements in description of grammar and language-in-focus. None of the basic competence showing of students’ competence related to English for hotel. This should not be so, considering ESP learning characteristics, it should cover all language components such as structure, grammar, vocabulary and phonetic justified to students’ need and purpose of learning language.

The data obtained from students’ questionnaire and interview revealed recommendation to introduce ESP based syllabus design. First of all, it needs for planning and setting up hospitality program with focus of ESP and specific instructions to be implemented in ESP classroom context. As a framework of learning implementation, syllabus accuracy to learners’ specific needs will provide an appropriate English classroom for students at hospitality program. It facilitates learners to master both academic and program-specific targets as well as motivates them to be active in hospitality program.

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