

**FROM NEED ASSESSMENT TO SYLLABUS DESIGN:  
CONSTRUCTING AN ESP COURSE FOR HOSPITALITY  
STUDENTS AT DUTA SAMUDERA INDONESIA MAKASSAR**

***ANALISIS KEBUTUHAN DAN DESAIN SILABUS:  
RANCANGAN MATA PELAJARAN ESP UNTUK SISWA  
PERHOTELAN DI DUTA SAMUDERA INDONESIA  
MAKASSAR***

**THESIS**

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**ENGLISH LANGUAGE STUDIES  
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MAKASSAR  
2020**

**THESIS**

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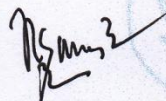
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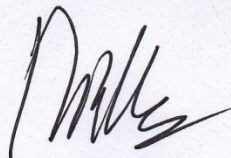
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States truthfully that this thesis was the result of my own work, and it is not the work of others. If it is proven later that either some or entire part of this thesis is the work of others, I am willing to accept any sanctions for my dishonesty

Makassar, 20 June 2020

Dewi Andriani

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## ABSTRACT

**DEWI ANDRIANI.F022181003.***From Need Assessment to Syllabus Design: Constructing an ESP Course for Hospitality Students at Duta Samudera Indonesia Makassar* (Supervised by Nasmilah and Sukmawaty).

This research aimed to find out the need of students at Duta Samudera Indonesia in learning English and to design the syllabus based on the students' needs. The sample of this research was hospitality students at Duta Samudera Indonesia. This research employed a mixture of quantitative and qualitative method in which the data collected from questionnaire and semi-structured interview involving lecturer, graduates, policymakers and stakeholder supported the data from the students. The findings indicated that the students needed English for communicative competence. The priority was listening and speaking skills in order to communicate effectively with the guests and co-workers. In addition, the students' purpose in learning English was to support them to get a job in hospitality industries. The syllabus design as the output of this study provided a set of hospitality-related topic, grammar items and various learning activities to facilitate language learning and acquisition process in the class.

**Keywords: Need Assessment, Hospitality Students' Need, Syllabus Design, English for Specific Purposes**

## ABSTRAK

**DEWI ANDRIANI. F022181003.** *Analisis Kebutuhan dan Desain Silabus: Rancangan Mata Pelajaran ESP Untuk Siswa Perhotelan di Duta Samudera Indoensia Makassar (Dibimbing oleh Nasmilah and Sukmawaty).*

Penelitian ini bertujuan untuk mengetahui kebutuhan siswa Duta Samudera Indonesia dalam belajar bahasa Inggris dan merancang silabus ESP berdasarkan kebutuhan siswa. Sampel dari penelitian ini adalah siswa perhotelan di Duta Samudera Indonesia. Penelitian ini menggunakan gabungan metode kuantitatif dan kualitatif di mana data dikumpulkan dari kuesioner dan wawancara semi-terstruktur yang melibatkan dosen, alumni, pembuat kebijakan dan pemangku kepentingan mendukung data dari siswa. Adapun hasil dari penelitian ini menunjukkan bahwa siswa membutuhkan bahasa Inggris untuk kompetensi berkomunikasi. Prioritasnya adalah keterampilan mendengarkan dan berbicara agar dapat berkomunikasi secara efektif dengan para tamu dan rekan kerja. Selain itu, tujuan siswa dalam belajar bahasa Inggris adalah untuk mendukung mereka mendapatkan pekerjaan di industri perhotelan. Desain silabus sebagai hasil dari penelitian ini memberikan serangkaian topik yang berhubungan dengan perhotelan, item tata bahasa dan berbagai kegiatan pembelajaran untuk memfasilitasi pembelajaran bahasa Inggris dan proses akuisisi bahasa di kelas.

**Kata Kunci: Analisis Kebutuhan, Kebutuhan Siswa Perhotelan, Desain Silabus, Bahasa Inggris untuk Tujuan Khusus**

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# CHAPTER I

## INTRODUCTION

### A. Background

In era of globalization, English as international language has occupied special position because it is mostly used in every field of study such as science and technology, politics, economy, medical, tourism, banking, art and culture. Along with the rapid growth of science and technology, the need for communication in a global language is recognized by the Government of Indonesia as an important factor in developing countries.

In Indonesia, English is the only foreign language which is learnt at secondary and tertiary level as a compulsory subject. Even nowadays, students are already exposed to English lesson since primary school. At the primary and secondary level, students mostly learn general English as fundamental English skills, while at the tertiary level learners are prepared for more particular reasons. The development of English teaching in Indonesia is not limited to general English, but has also been taught for particular reasons. The fact that English is taught to nurses, lawyers, business and other students and the emergence of many private lessons from formal universities shows that English is gradually becoming a necessity in the field of education and work. Although English is not an official language in Indonesia, many offices bring English to their workers as one of the criteria for the candidates such as in hospitality industry.

In hospitality industry, English is the most commonly used language. There is a growing worldwide need for people who are working in hospitality industry to be able to have better English skills as to communicate effectively with foreign guests and customers. The growth in hospitality industry has created the need for students of hospitality department to master English for occupational purposes.

As a matter of fact, it is impossible to rule out the significance of English as a language required in working area. English will not only need for working overseas, but also for working inside the country. In the future, they need it to interact with their peers and their customers. A crew of cruise ships and hotel employees must continually enhance their English as part of the hospitality industry.

The mastery of foreign language, that is English, still becomes the main problem of students not only in hospitality industry but also on other fields. Sometimes English content is not in line with what is required in the workplace and potentially becomes a stumbling block for learners to get a job after they have completed their studies. Talif and Noor (2009) verified that there seems to be a discrepancy between what is learnt by learners from what is needed in the field. This fact indicates that teaching of English should be based on the student's target needs, that is, the situation in which the learners will use the language they are learning. Therefore, before designing a course, curriculum, syllabus and materials, the designer should pay attention to the students' needs, and one of the

tools to get information about the students' needs is need assessment or need analysis.

The statements above show that need assessment is very important in planning or designing any kinds of program. The special needs of these learners can be realized in the development of learning materials, including the contents of the material, the design of activities and exercises that exist in such material.

Duta Samudera Indonesia has set up a cruise ship and hospitality training program to respond the market needs' of hospitality graduated in Indonesia and other countries such as Italy, Denmark, America, and Germany. In Duta Samudera Indonesia, English is offered in 3 months course. Based on the researcher's experience as a teacher there, some problems have been found regarding teaching English: 1) The context of grammar and design materials may not be accordance with the needs of the students because of the needs analysis has not been done. 2) The number of students in the class is too crowded, 3) The teachers need to get training to improve the experience of effective teaching methods for students, 4) There is no selection and classification based on competencies and students' need.

Therefore, students from Duta Samudera Indonesia need English specifically to support their skills in the field of work later on. ESP is the right English-language approach for Duta Samudera Indonesia students because it is designed to meet the needs of English-language students

focusing on topics related to the field of hospitality and cruise ship. Equipping learners with English language skills according to their respective field of knowledge can make it easier for them to get a job and carry out the prescribed duties properly at work (Aniroh, 2009).

In addition, teaching English as a foreign language or a second language may improve learners' knowledge in their field or study. With their understanding of English, it can be easy to interact with the guests and their team at the workplace, particularly if they have a job overseas. Therefore, the process of teaching is from what is needed, so that the English knowledge could be more useful for students.

The argument shows that need assessment is very important in designing a program, especially language program. This is a process to design a syllabus properly based on academic and occupational purposes. For this reason, this study is intended to analyze students' needs in designing syllabus for Duta Samudera Indonesia.

## **B. Research Questions**

Based on the background of the research, the research questions are formulated as follows;

1. What are the needs of Duta Samudera Indonesia students in learning English?
2. How will the syllabus be designed based on the students' needs in learning English?

### **C. Objectives of the Research**

As this research aims at providing a description of the existing condition of the ESP teaching for hospitality students, the objectives of this research are:

1. To find out the needs of students Duta Samudera Indonesia in learning English.
2. To design the syllabus based on the students' needs in learning English.

### **D. Significances of the Research**

The research is expected to give a valuable contribution to the following parties:

1. Theoretical point of view

Hopefully this study is expected to give contribution to the expanding theories of need analysis and syllabus design for hospitality students in line with their major in the workplace.

2. Practical point of view

This study is particularly important because the information gained from need assessment is served as the basis for constructing a syllabus that represents the students' needs and hopefully it can be useful for the teachers of Duta Samudera Indonesia as well. If they necessarily want to revise their English course material, particularly if the teachers want to understand what elements they need to be involved in developing the syllabus. Finally, the output of this research



is the suggested syllabus, which can be used as the present syllabus for teaching and learning English for hospitality in Duta Samudera Indonesia.

#### **E. Scopes of the Research**

Every analysis needs a limitation in order to make the analysis does not go far from the topic of discussion and make the analysis to what being discussed. This study is focused on identifying the hospitality students' needs in learning English through needs assessment. The data gather from need assessment will become the researcher basis information in designing the appropriate syllabus for hospitality students in Duta Samudera Indonesia.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Previous Studies**

In international level, some researchers have been conducted needs analysis and syllabus design in various ESP areas. Within the domain of English for Accountancy, Chostelidou (2010) conducted a research designed for identifying the needs of accountancy learners and introducing needs-based course design in Technological Educational Institute of Thessaloniki, Greece. A questionnaire was distributed to 395 students of accountancy. The result revealed the need for setting up a language course with a clear focus on ESP for accountancy. There was also a call for the provision of ESP training which addresses the learners' immediate needs as students and their long-term needs as professionals in the accountancy business.

Akbulut (2016) conducted a study on ESP needs analysis of GE Economics and Administrative, Arts and Sciences and Engineering students in Turkish. She used mix-method (quantitative and qualitative) with two kinds of instruments, questionnaire and interview. In collecting the data, 75 students were involved. The result of the research indicated that the majority of the participants expressed that preparatory class is necessary for them except from writing, grammar and vocabulary teaching. The instructors should give more importance to listening,

speaking and reading skills. Furthermore, the materials in the classroom should be more authentic, real-like and interesting.

In Indonesia, need assessment and designing ESP syllabus also conducted by Barathayomi and Dina (2016). Their research was aimed at analyzing the Editing Course students' needs and designing an ESP syllabus for Editing Course. The subjects of the research were 12 students of 7<sup>th</sup> semester of English Department of UNITRA who took Editing Course for one of their optional ESP courses. In collecting the data, they used open-ended questionnaire and study of literature. The study showed that the syllabus of Editing Course need to be designed based on prerequisite knowledge and skills of an editor, such as knowledge and skills on mechanical, content and language editing.

This current research is rather similar to Putri, Dinova and Yati's(2018) study, especially terms of needs (necessities, lacks, and wants) assessment and the ESP area that is Hospitality Industry. To reveal the English language needs of hospitality and travel industry, they used interview guide which was designed for General Manager of Garuda Indonesia Padang and the HRD Manager of Grand Zuri Hotel Padang. Also, the questionnaire distributed to 24 employees working in both those companies. The research revealed that, in the hospitality and travel industry, speaking (35%) and listening (33%) are the most needed of the four language skills. As the previous researchers just concentrate on English language needs in hospitality industry, this research will focus on

revealing the English language needs by involving one of hospitality colleges, that is Duta Samudera Indonesia, which certainly demand need analysis to create ESP syllabus for the students. Also, the output of this research is an appropriate syllabus based on the need assessment.

As a conclusion, the studies above indicate that it is much more essential to conduct need assessment before designing the syllabus. There must be a correlation between what students learn and the real environment in workplace. The syllabus developers must ensure that the materials delivered in the classroom are very helpful for students in their job field.

## **B. Theoretical Background**

### **1. Definition and Characteristics of English for Specific Purposes (ESP)**

Since 1960s, ESP has become one of the most active branches of Applied Linguistics in general, and of Teaching English as a Foreign Language (TEFL) in particular. Many practitioners and researchers have attempted to come up with an appropriate definition of ESP with its various constituents. Mackay and Mountford (1978) described ESP as the "obviously utilitarian" teaching of English. This implies that English should be learnt to acquire particular language abilities in real-world circumstances so that learners can use English on the basis of their particular requirements, which can be academic, professional or science.

Hutchinson and Waters (1987) said that "ESP is a language teaching strategy based on the needs of learners." This implies that a particular methodology or learning material is involved in ESP. The students, the learning condition and the vocabulary needed, which are based on the primacy of need in ESP, also insist on the foundation of ESP.

Another definition given by Robinson (1991) as cited in Dudley-Evans and St. John (1998) defined ESP based on two criteria. Firstly, ESP is normally goal directed. This definition implies that learner study English is not only because they are interested in English, but also because they need to study for particular reasons, such as working reason. Secondly, ESP course is based on need assessment, which seeks to define as carefully as possible what exactly is to be done by learners through the English medium.

Therefore, Dudley-Evans and St John (1998) refined ESP definition in terms of absolute and variables characteristic as below:

1. Absolute Characteristics:

- a. ESP is designed to meet specific needs of the learners;
- b. ESP makes use of underlying methodology and activities of the discipline it serves;
- c. ESP is centered on the language (grammar, lexis, and register), skills, discourse and genre appropriate to these activities.

## 2. Variable Characteristics:

- a. ESP may be related to or designed for specific disciplines;
- b. ESP may use, in specific teaching situations, a different methodology from that of General English;
- c. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
- d. ESP is generally designed for intermediate or advanced students. Most ESP courses assume some basic knowledge of the language systems, but it can be used with beginner.

Regarding to the definitions above, it is obvious that the teachers of English language should consider students' needs before giving learning materials. The concept "need" is required in the curriculum material of ESP. Need assessment is a significant phase as a teacher to find out the students' needs and interests.

## **2. Definition and Characteristic of Syllabus**

Syllabus is a document that says what needs to be learnt through several distinct phases before reaching its goal in the mind of the learner. In the field of ESP, the syllabus must be based on the language needs of learners. It gives moral support to the teacher and learner by making language learning work manageable (Hutchinson and Waters, 1987:80-83).

McKay in Brown (1995:7) highlighted that syllabus provides a focus for what should be studied along with a rationale for how that content should be selected and ordered. Syllabus is a set of plans but more specific than curriculum. It can guide teachers and learners by providing some goals to be attained.

The term of the syllabus cannot be separated with the term of the curriculum. Curriculum contains broad description about the totality of content to be taught and aims to be reached in a school or institution by indicating its educational-culture philosophy, while syllabus is written document that describes the philosophy of the curriculum and provides more detailed description about goal of particular subject or level in an institution (Dubin and Olsain, 1986:34-35).

These definitions are summarized by researchers as the syllabus is more specific and comprehensive than the curriculum. It includes overall data on planning, including the objectives, goals, and targets of the study and teaching methodology as well as assessment. Syllabus is used for a particular purpose as a guide or instruction of education programs.

In relation to the current study in Duta Samudera Indonesia, the syllabus which is proposed as result of this research will be designed to convey opinion and preference on language learning as well as to meet the demand for language skills in the hospitality industry. Hence, the proposed syllabus will play an important role in ESP for hospitality

as a guide for both lecturer and students in every educational activity in the course. Moreover, the syllabus will inform the parents, employers and stakeholders about the flow of activity in that language program that may fit into their expectation as consumers.

Ur (1996) as cited in Basturkmen (2006:20) exemplified the definition of syllabus by providing a standard view of syllabus as follows:

- a. Consist of comprehensive list of content item (words, structures, topics) and process item (tasks, methods)
- b. Is order (easier, more essential item first)
- c. Has explicit objectives (usually expressed in the introduction)
- d. Is a public document that may indicate a time schedule
- e. May indicate preferred methodology or approach
- f. May recommend materials.

Likewise, Dubin and Olstain (1986) established three vital dimensions in syllabus design; (a) language content and its three important subcomponents, language, thematic and situational content, (b) process that refers to how instruction is carried out and learning is achieved, (c) product or outcomes that refer to the specification of the expected outcomes of a course of study.

These features will become the clue in designing an efficient syllabus for hospitality learners through data gathering method. The next process is to determine the type of syllabus that includes data



about the teaching objective, material, and so on that will be accomplished at the end of the course by the learners and then enforced in their workplace.

### **3. Types of Syllabus**

As a part of language teaching activities, a well-designed syllabus is a necessary component of a successful language program. There are a number of different types of syllabus, all of which might be taken as a starting point in the planning of materials for the learners. The following are some types of language teaching syllabus that are distinctively discussed.

#### **a. Grammatical (Structural) Syllabus**

The Grammar syllabus is the commonest type of syllabus, both traditionally and currently. It is designed with the purpose is to teach the systematic development of grammatical structures, leading to an understanding of the grammatical system. The content of the language teaching is a collection of the forms and structures, usually grammatical, of the language being taught. Examples are nouns, verbs, adjectives, statements, questions, subordinate clauses, and so on.

#### **b. Lexical Syllabus**

Lexical syllabus aims to identify a target vocabulary to be taught normally arranged according to levels such as 500, 1000, 1500, 2000 words. On other words, this kind of syllabus consists of list

vocabularies that become target for certain level. Typical vocabulary targets for a general English course are: 1000 words for elementary level, an additional 2000 words for intermediate, an additional 2000 words for 2000 words and an additional 2000+ words for advanced level.

### **c. Functional Syllabus**

Functional syllabus is organized around communicative functions such as inviting, offering, requesting, complaining, suggesting, agreeing/disagreeing. This type will deal with certain situations that students need in actual communication, such as how to express agreeing and disagreeing or how to serve patients in a hospital. A functional syllabus seeks to analyze the concept of communicative competence into its different components on the assumption that mastery of individual function will result in overall communicative ability.

With material lessons, the functional syllabus has proved to be very common. This is very common because it represents a more extensive perspective of English than grammar and focuses on English rather than linguistic type. It can provide an easy structure for the design of teaching materials, especially in the field of listening and speaking.

#### **d. Situational Syllabus**

Situational syllabus is organized around the language needed for different situations such as at the airport or at a hotel. A situation is a setting in which particular communicative acts typically occur. A situational syllabus identifies the situations in which the learner will use the language and the typical communicative acts and language used in that setting.

The advantage of this syllabus is that when situations suddenly occur in the language of communication, learners are not used to spontaneously communicating in the language. The primary purpose of a situational syllabus is to teach language that occurs in the situations. For examples ordering some food, complaining to the room boy, asking for help, and so on.

#### **e. Topical or Content-Based Syllabus**

The topic-based syllabus focuses on language enhancement through various content or topics, such as weather, sport, survival, literature, music, and so on. Brinton, et al (1989) in Richard (2001) gave the advantages of course based on content-based syllabus that it facilitates comprehension, its content makes linguistic form more meaningful, its content serves as the basis for teaching the skill areas, it addresses students' needs, it motivates learners, it allows for integration of the four skills, and it allows for use of authentic materials.

The primary purpose of the instruction is to teach content course subject matter or information from the students using the target language. An important part of the syllabus designer is to provide students with a sequence of relevant and engaging topics.

**f. Competency-Based Syllabus**

This type of syllabus is designed on the grounds of particular abilities that are supposed to be mastered by learners in relation to particular circumstances and activities. Competencies are defined in this context as a description of the vital abilities, understanding and attitudes needed to perform specific duties and operations effectively. This syllabus is usually intended for work-oriented language programs and social survival.

**g. Skills syllabus**

This syllabus is designed around the different underlying abilities involved in using a language for purposes such as reading, writing, listening or speaking. The content of the language teaching of this syllabus is a collection of specific abilities that may play a part in using language. Skills are things that people must be able to do to be competent in a language, relatively independently of the situation or setting, in which the language use can occur.

The primary purpose of skill-based syllabus is to develop more general competence in the language; learning is only incidentally any information that may be available while applying the language skills.

#### **h. The Task-Based Syllabus**

Task-based syllabus content consists of a series of purposeful tasks, and all of the language to be used in those tasks may be listed. The primary theory of learning underlying task-based instruction is second language acquisition theory. This theory argues that the ability to use a language is through exposure to the language and participation in using it. Examples of a task-based syllabus may include applying for a job, ordering food over the phone, and receiving telephone housing information. The benefit is that by using the target language, students can learn to carry out activities.

#### **4. Need Assessment (Analysis)**

Many scholars and writers have recognized Needs Assessment (NA) in ESP literature (e.g. Munby 1981; Hutchinson and Waters 1987; Dudley-Evans and St. John 1998). The main purpose of NA is to determine the type of content, materials and methods in the course of ESP. It also defines the required proficiency level of learners and the language that could be used.

Brown (1995) sees NA (also known as Needs Analysis) as the data gathering operations that will serve as the basis for creating a curriculum that meets the learning needs of a specific student's needs. Based on this definition, the researcher affirms that NA aims to collect data on the learners' reasons for learning to design a suitable syllabus that suits their needs.

According to Richards (2001:51), needs assessment is procedure used to collect information about learners' needs. It involves the assessment of the needs of learners or group of learners. Moreover, need assessment serves several purposes: first, to find out what language skills a learner needs in order to perform a particular role; second, to identify the gap between what students are able to do and what they need to be able to do; third, to collect information about a particular problem of learners in learning language.

Dealing with the people who should be involved in need assessment, Brown (1995) mentions 4 kinds of participants:

1. The target group. They are made of those people about whom information will ultimately be gathered, i.e. students in program
2. The audience. They are people who eventually are required to act upon the analysis, such as teacher and program administrator.
3. The needs analysts. They are responsible for conducting the need analysis. They may be consultants brought in for the purpose, or members of the faculty designated for the job.
4. The resource group. They are people who may serve as the sources of information about the target group, such as financial sponsors.

Overall, need assessment is a significant element in designing ESP course that is very useful to teachers in generating the syllabus based

on the learners' needs. In order to enhance student interest and motivation in language learning, an ESP teacher must determine the methods and teaching techniques properly. Furthermore, needs assessment is designed to meet the conditions laid down by the stakeholders, as well as to provide the students with English training that would be useful for their work.

### **5. Types of Needs**

Needs may be distinguished in some types. Those types of needs can guide teachers to the procedure of need analysis. Brindley (1984) gives two kinds of needs i.e. "objective" and "subjective" needs. He describes objective needs as preferable from various types of factual data about the learners, their use of language in real-life situation communication, as well as their present language skills and language difficulties. Subjective needs are learners' cognitive and emotional needs in learning circumstances, such as learners' personality, confidence, attitudes, wishes and expectations, and their individual cognitive styles and learning strategies.

Hutchinson and Waters (1987) divide needs in two categories: target needs and learning needs. They then explain that target needs as necessities, lacks and wants while learning needs is the route to achieve the target needs. The researcher stands for these two terms used as the main concept to represent need for this research.

### **a. Target Needs**

Target needs define as what learners need to do in target situation. In other words, what the linguistic components are needed to accomplish particular aims of communication. In addition, there are subdivision of target needs which are necessities, lacks, and wants.

- Necessities are the academic or occupational requirements of the target situation, that is, what the learner has to know in order to function effectively in the target situation. For example, a bartender needs to understand about types of beverage and able to communicate effectively with the guest.
- Lacks are what the students deficient, i.e. what they ignore or cannot perform in English. Subsequently, lacks are the gaps between target and the existing proficiency of the learners. Knowing the lack of students will help a teacher to design suitable study course.
- Wants are the personal expectations of the learners and hopes to acquire English, i.e. what they want to gain from the language course. Knowing exactly what the learners need for their language is the important thing in assessing needs. Because different students have different needs, learner-informed data can help teachers decide what to teach and how to do it.



### **b. Learning Needs**

In ESP context, 'what the learners need to learn' is not sufficient; however, 'how will they learn' is highly important to design a course. Hutchinson and Waters (1987) describe learning needs as "what learners need to do in order to learn". In addition, Robinson (1991) states that learning needs are "...what the learner needs to do to actually acquire the language". In this sense, learning needs look for data related to the learning situation that takes into account the type of learner, motivation of learning and level of English proficiency, available materials, existing resources and all the information that can help the teacher provide the appropriate knowledge to the learners.

Therefore, the core items to be investigated in need assessment process are both the target needs and the learning need. A well-sequence of procedural in need assessment cannot be neglected to design a relevant syllabus for hospitality students.

## **6. Hospitality Industry**

The word **hospitality** comes from *hospice*, an old French word meaning "to provide care/shelter for travelers" (Walker, 2017). According to Cambridge Dictionary, **hospitality** means the act of being friendly and welcoming to guests and visitors. It also means food, drink, entertainment that an organization provides for guests or business partners. From the beginning, hospitality has been an

important element in enriching experiences of guests through its consistent service quality. They further elaborate that it includes hotels, resorts, restaurants, houseboats, catering establishments, bed and breakfast outlets, casinos, clubs, lounges and bars. Barrows et al. (2012) stated that hospitality, then, not only includes hotels and restaurants but also refers to other kinds of institutions that offer shelter, food, or both to people away from their homes. We can also expand this definition, as many people have, to include those institutions that provide other types of services to people away from home. This might include private clubs, casinos, resorts, attractions, and so on.

Hospitality industry is one of the largest and most rapidly growing industries in the world, and is influenced by ups and downs in the economy. This industry generates a lot of employment all over the world, directly as well as indirectly for example guides and escorts, suppliers and sellers of local handicrafts. It also brings a lot of valuable foreign exchange, as people who travel to other countries spend money on accommodation, transport, shopping, sightseeing etc.

The development of the travel and tourism industry played a major role in the origin, growth and development of the hospitality industry. As mentioned above, people travel from one place to another for a variety of reasons such as commercial, personal, to visit friends and relatives, for recreation, educational purpose, or some kind of religious

activity or to get access to quality health care facilities. If people travel for a few days, it is not possible for them to carry their food and a place to shelter along with them. So, this necessity is taken care of by the hospitality industry. Thus, hospitality services and tourism services are dependent on each other.

According to Swain and Mishra (2011), hospitality industry has three primary areas. The first area is accommodations, which includes hotels, motels, bed and breakfasts, and other lodging businesses. The next area is food and beverage. This area comprises restaurants, fast food chains, and other establishments that provide food and beverages. Food and beverage providers might be located in hotels or be stand-alone facilities. The last area of the hospitality industry is travel and tourism, which includes airlines, trains, and cruise ships.

### **C. Conceptual Framework**

In order to accomplish a structured need assessment, certain systematic steps must be followed. There are three basic steps proposed by Brown (1995:36), they are making decision in need assessment, gathering information, and using the information. The steps clearly describe as follows:

#### **1. Making decision in need assessment**

This step covers people who will be involved in need assessment which in this study, they are hospitality students as a target group, lecturer and policy maker as target audience, graduate and

stakeholder as resource group. Types of information are divided into two categories: target needs and learning needs proposed by Hutchinson and Waters (1987). Target needs covers necessities, lacks and wants while learning needs covers information about the perceive achievement, learning interest and learning method.

## 2. Gathering information

In the process of gathering information, the questionnaire (see appendix) will be distributed to students, lecturer, and graduates. The content of the questionnaire are:

- a. Introduction covers personal information
- b. Target need covers the purpose, context, skill, linguistic features, level of English proficiency, learning problem and students' desired skill to improve.
- c. Learning need covers perceive achievement, learning method, learning style, and learning interest.

Furthermore, interviewing the policy maker and stakeholder is needed to gain more information about vision and mission of the collage and the actual need of English in hospitality industry.

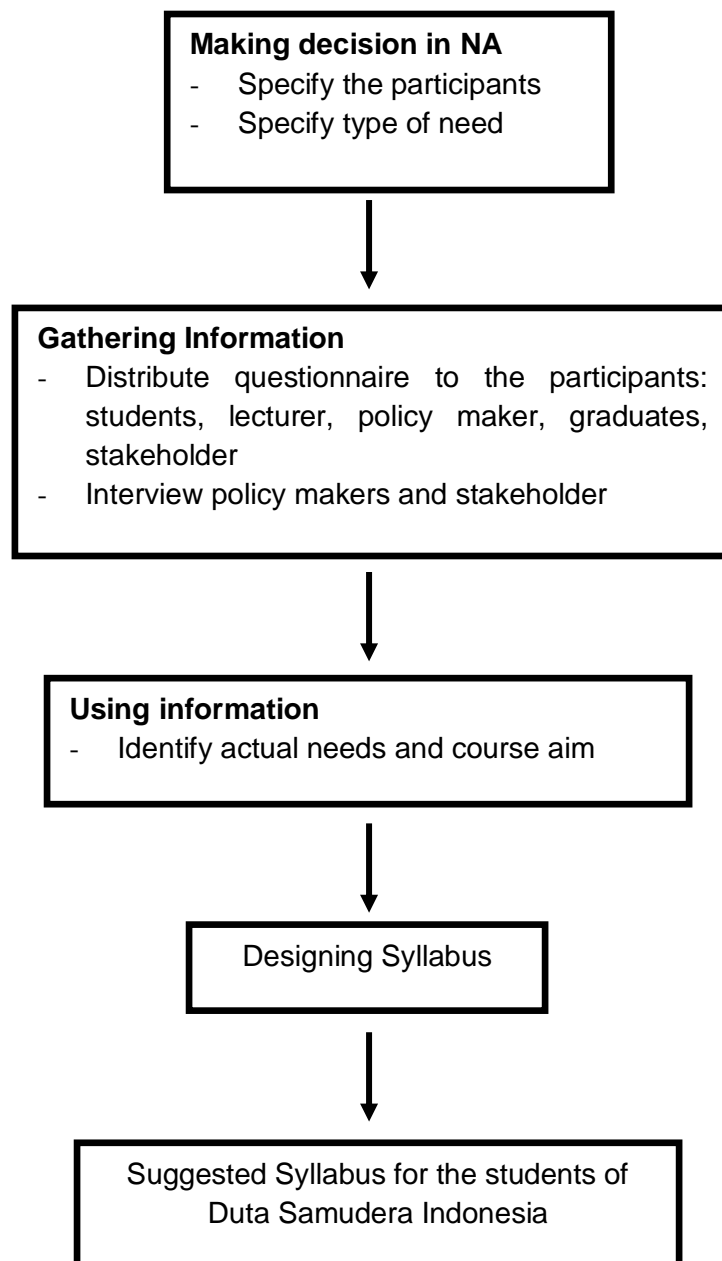
## 3. Using the information

Information of students' needs through questionnaire will be classified in the list of needs. Furthermore, they will be categorized learning priorities, skills, problems and attitudes. They will be used as a clue to define the learning aim. All information will be collected and

used to design a syllabus for the students of Duta Samudera Indonesia.

The whole stage of this study is provided and applied in the form of a conceptual framework for need assessment as a starting point for designing a syllabus based on the need analysis as an instrument for teaching and learning in Duta Samudera Indonesia.

Here is the conceptual framework of the research:



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

This research was a descriptive research that was conducted using mixed method, which combined the quantitative and qualitative method. The participants' responses toward the questionnaire were analyzed quantitatively by using SPSS while their responses in interview were analyzed qualitatively. Studies of descriptive research are aimed at identifying the facts. In other words, descriptive method sets out to describe and interpret data as it is (Cohen et al, 2007:205).

The researcher used this method to describe the real needs of the students of Duta Samudera Indonesia in learning English. In this research, which consisted of need assessment and suggested syllabus, the description was used to describe the students' needs which in turn will become the foundation for designing the syllabus.

#### **B. Research Setting**

The research was carried out at Duta Samudera Indonesia, a cruise ship and hospitality college which located in Jl. Tun Abdul Razak Citraland Celebes No H8. This college offers learners who want to work in a cruise ship and hotel with fundamental knowledge and skills about hospitality. It currently has 3 departments; FB (Food Beverage) Product, FB (Food Beverage) Service and Housekeeping. All students will study intensively for 3 months and will do 6 months of OJT (On the Job Training) after. They

also have to live in the dormitory that the institution provides during the learning process. Furthermore, the students are divided into 2 classes which are no different materials in learning English.

Based on several reasons, the researcher chose this site as a location for the research. First, the researcher in this school was a former teacher, so it gave an overview of how the materials and the process of English learning are going on here. Second, the college never performed any need assessment before, so there was no English syllabus specifically intended based on the students' needs. Last, the English materials were chosen without any consideration to the students' learning preference through need assessment.

### **C. Population and Sample**

The populations of this research were all of the hospitality students of Duta Samudera Indonesia in batch XXXIII with the number of population were 141 students divided into 2 classes, 70 students in class A and 71 students in class B. Considering the big number of students involved in the population and they were homogeneous, the researcher used random sampling. The rationale for choosing this technique was it gave an equal chance for every number of populations to be the member of sample so that it reduced potential of bias. Also, the sample could be generalized to the larger population.

The number of students' sample were based on Arikunto's category (2010), stating that for population more than 100 students, it should

include 10-15% or 20-25% of the total population. As the population of this research was 141 students, then the percentage of the sample included 25% that were, 35 students: the total numbers of the students in each class were respectively 18 students in class A, and 17 students in class B.

To support the data from students, other sources; 1 lecturer, 10 graduates 2 policymakers, and 2 stake holders were chosen purposively. Purposive sampling used because they are selected as they have experienced at the central phenomenon (Creswell, 2009:199). Thus, the total numbers of sample that involved in this research were 50 respondents.

#### **D. Instrument of the Research**

In order to acquire information and data needed to conduct research, the researcher employed questionnaires and interview as the instrument of the research.

##### **1. Questionnaire**

Questionnaire is a list of questions given to the respondents in order to obtain information about the object of the research. The questions of the questionnaire were modified from Aswiro Hasan (2017) which consisted of 12 questions where point 4 and 5 were adapted from general course content of Hospitality Department. The questionnaire in this study conceived in Bahasa Indonesia to facilitate the understanding of the concept of questions by the participants. This instrument was administered to students,



graduates, and lecturers of Duta Samudera Indonesia. The questionnaire covered three parts as follows:

- a. Personal information covered participants' age and gender.
- b. Target needs information covered goals, context, skills and linguistic features, i.e., lexical, grammatical, English skill level and learning issue, and students' desired skill to improve.
- c. Learning need information covered the perceive achievement, learning interest and learning method.

In addition, the questionnaires were designed to collect information about students' need perceived by hospitality students, the needs of students perceived by graduates who have learnt English in relation to their workplace, and the needs of learners perceived by the lecturer who taught English in Duta Samudera Indonesia.

## 2. Interview

Interview, as the second instrument was used by the researcher, was a purposeful interaction that was informed by one person to another. The researcher used semi-structured interviewing in this research. The outcome of the interview completed the finding of the questionnaire addressing to some students, graduates, and lecturers as they might have a wealth of insight about their teaching

and learning needs in Duta Samudera Indonesia which could not be tracked by questionnaire.

Besides, it was very essential to interview the head of Duta Samudera Indonesia and the head of academics as the policy maker in this college. Information about institutional needs such as characteristic of the outcome as well as the vision and mission of the college could not be ignored to ensure the result of this research can be used in the DSI.

Furthermore, the researcher also interviewed Supervisor of Myko Hotel Makassar and HRD Manager of Empress Hotel Makassar as the representative of stakeholders. They were considered as the party who knew best and understood the need of English in the hospitality industry.

#### **E. Pilot Instrument**

Every item in the questionnaire has been reviewed and modified to fulfill the theory and reality requirements before administering them to all respondents. This pilot study was aimed to measure whether the questionnaire was adequate in reliability. It assisted the researcher to identify the questions than can make problems of misunderstanding to the respondents that might lead to biased answers (Gronlund, 2009:107)

In this research, questionnaire as the main instrument have been piloted to 10 respondents in the Duta Samudera Indonesia. Some topics

were replaced by new topic which related to their program in hospitality industry. It was done by consulting to the hospitality lecturer (see questionnaire number 4).

To measure the reliability of the questionnaires, Cronbach formula was employed by using SPSS 16.0 for Windows. The result was the alpha value showed 0.9 of each question which meant reliable value was very high. According to Gronlund (2009), there are 5 category of reliable value: 0.0-0.20 is very low, 0.20-0.40 is low, 0.40-0.60 is enough, 0.60-0.80 is high and 0.80-1 is very high.

#### **F. Procedure of Collecting Data**

The researcher took certain data collection procedures after determining the target population and sample, which were divided into three main phases. Firstly, in order to find important data, the researcher analyzed the obtainable information in Duta Samudera Indonesia such as general program of teaching and course material. It was useful for the researcher to justify their strength and weakness.

The next step is distributing the questionnaire. First, the researcher distributed to the students as the target group of the research. After that, the questionnaire was distributed to graduate and lecturer to explore and collect detail information of students' needs.

Finally, interview session was conducted to students, graduate, lecturer, policymakers and stakeholder. The researcher asked questions about hospitality students' need in learning English and type of syllabus

that is suitable for the students. There were 3 rounds of interview sessions. First interview was on Monday, 30 September 2019 and it was for students and graduate. Second round was for lecturer and policymaker and it was on Saturday, 2 November 2019. And the last was interviewing the stakeholder which was on Wednesday, 10 December 2019.

### **G. Method of Analyzing Data**

The data about students' need in learning English was analyzed quantitatively and also qualitatively. Data obtained from the questionnaire were analyzed by using SPSS. The questions number 1, 2, 8, 9, 10, 11, 12 were based on percentage which the priority was the higher percentage that indicated higher needs of participants. It became a foundation in designing the syllabus.

For the questions number 3, 4, 5, 6, and 7 with the categories such as the importance level, proficiency level, and frequency level, were based on Likert Scale analysis. Developed by Rensis Likert, a Likert Scale is the most commonly used scale in survey research and definitely the one that has entered popular culture. It consists of five ranking scale where in the middle is "neutral" or "undetermined". However, Marguerite (2006) argued that in cases where a decision may be made based on the data, it is recommended that the neutral response is not included. Therefore, this research employed four scale of rating by considering the students' needs that was a basis for decision making. The scale covered not important (1)

to very important (4) by adapting the interval for score interpretation formula to obtain a clear interval of each scale.

Data from questionnaire concerning on the English needs were then displayed, described and interpreted quantitatively based on the following scores

<b>Scores</b>	<b>Importance level</b>	<b>Frequency level</b>	<b>Proficiency level</b>
1	Not important	Never	Poor
2	Less important	Seldom	Fair
3	Important	Often	Good
4	Very important	Always	Excellent

The mean score was calculated by:

- a. Multiplying the score category with frequency
- b. Adding up all the scores
- c. Dividing by the population

Source: Kaharuddin and Arafah, 2017

The mean score of the respondents' perceptions and expectations toward students' needs in learning English were described by using the following scale:

- 1 refers to 0 – 1.50
- 2 refers to 1.15 – 2.50
- 3 refers to 2.51 – 3.50
- 4 refers to 3.51 – 4.00

To support the data analysis of questionnaires, the data from interview passed three steps toward the conclusion i.e. data reduction, data display, and the last is drawing a conclusion. In data reduction, the data were selected, limited, simplified, and transformed by summarizing or paraphrasing the interview transcripts. Furthermore, the data displayed in the form of conversation in order the researcher got ease to understand the data clearly. The last step was drawing conclusion which intended to present the final result of the data. The results of interview were taken into account for a more in-depth searching of students' need.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents and analyzes the data obtained from the sample population. It is divided into two parts, where the first part presents the need analysis which consists of the answers to the questionnaires and interview of the target populations and the last part presents the suggested syllabus for Duta Samudera Indonesia.

#### **A. Need Assessment (Analysis)**

Different components of language needs analysis are employed to investigate different focuses and issues in language planning, development, teaching and learning. Many ESP scholars (Dudley-Evans and St. John, 1998; Robinson, 1991; Chambers, 1980; Munby, 1984) suggest that TSA (Target Situation Analysis), LSA (Learning Situation Analysis), PSA (Present Situation Analysis) are the fundamental components for assessing language needs of learners. Therefore, the analysis of target need and learning need proposed by Hutchinson and Waters (1987) then now is broken down into TSA, LSA, and PSA. This decision was made to obtain clearer information of the students' need.

The first section analyzed the PSA questionnaires and interviews that show the answers and discussion relating to the skill and issue of the students. TSA refers to purpose, context, ability, preferential achievement, linguistic features i.e. topic, grammar and LSA describes learning preferential and methodological preference. The last part presents the

listed information of the actual Hospitality students' need as the core item in designing an appropriate syllabus.

Furthermore, the researcher presented the respondents' answers of the questionnaires in tabular form with some symbols; "F" is "frequency" which represented the number of the respondents who answered the questionnaires and "%" is "percentage" which represented the percentage of the amount of respondents who answer the questionnaires. Since this research employed a triangular source of data, in some cases the percentage of needs presented by each source of data may be opposite from one to another. To align this different perspective, the average score was taken into account, as Hutchinson and Waters (1987:58) said that when the views of need do conflict, it is necessary for source designer to aware of those differences and takes account of them in developing materials and methodology. For this reason, the students' actual needs are determined by the average score from each of respondent in each table.

### **1. Present Situation Analysis**

Present Situation Analysis is looking at what students are like at the beginning of their language course, looking at their strengths and weaknesses. This follows Dudley-Evans and St. John (1998:124) which state that PSA estimates strength and weaknesses in language, skill and learning experiences.



### a) Learning Abilities

The finding in the question 6 was related to the students' ability in learning ESP. The main reason of asking this question is to find out the level of the students ability in learning the language. According to Hutchinson and Waters (1987:56) the ability to reach the target need depends on how well they can do it already, hence the target proficiency has to be matched against the existing proficiency of the students.

**Table 1: Students' Ability in Learning English**

Question 6: Please identify your strength and weakness of your English proficiency in the following area!

English Skills	Level of Proficiency			
	Students	Lecturer	Average	Categories
Listening	2.22	1	1.61	Fair
Speaking	2.57	3	2.78	Good
Reading	2.80	1	1.9	Fair
Writing	2.48	2	2.24	Fair
Grammar	2.02	2	2.01	Fair
Vocabulary	2.65	3	2.82	Good
Pronunciation	2.45	2	2.22	Fair

0 – 1.50	= poor	2.51 – 3.50	= good
1.51 – 2.50	= fair	3.51 – 4.00	= excellent

Table 1 showed that the students' proficiency levels of ability in English skills perceived by two groups were varied. Interestingly, most of the students claimed that their level of listening (2.22) was quite fair and level of reading (2.80) was already good, yet the lecturer said

differently. The lecturer perceived the students level in listening (1) and reading (1) as poor level. To align these differences, average scores was needed to clarify which level they belong to. Except speaking and vocabulary, other aspects in English were in fair level. Therefore, the researcher should consider this students' lack and make them as a priority in the teaching learning process.

In line with the evidence of students' ability, the responses in interview also stated that

*“Menurut saya belajar Bahasa Inggris itu ada sulitnya, ada gampangya. Sulitnya seperti listening. Cara mengartikan apa yang diucapkan oleh speakernya kadang sulit ditangkap. Kalau gampangya misalnya kadang disuruh singing English song”* (student)

“I think in studying English, there is ease and difficulty. The difficulty is like listening. The way we interpret what the speaker says is sometimes difficult to get. The ease is sometimes we are asked to sing an English song” (interview: Sept 30, 2019)

*“Belajar Bahasa Inggris itu 50:50. Ada sulit ada juga gampangya. Kalau saya speaking dan listening yang susah. Dan agak gampang adalah pronunciation karena selalu dipraktekkan”* (student)

“Studying English is 50:50. There is ease and also difficulty. For me, speaking and listening are difficult. Pronunciation is quite easy because we always practice” (interview: Sept 30, 2019)

These facts related to the respondents perception in the table 2, where the table showed the learning problems faced by students that influence the students' ability in mastering English.

#### b) Learning Problems

In this part, learning problems were identified as the difficulties that arise from learning needs based on their problems in learning English

and to make necessary adjustments to the future instructions in the classroom. The identification of potential learning problems arising from learning ESP course was carried out by getting the respondent to provide their responses to a series of questions about learning problems in language skills. The information on the students' learning problems was identified in the following tables.

**Table 2: Students' Learning Problem**

Question 7: How often do you experience the following problem?

Problems	Level of Frequency				
	Students	Graduates	Lecturer	Average	Categories
<b>Listening</b>					
Have to understand every word	2.51	2.6	3	2.70	Often
Should have listened many times	2.22	2.6	3	2.60	Often
Difficulty to concentrate in listening the length information	2.91	2.7	3	2.87	Often
Do not know the meaning of the word	2.37	2.5	4	2.95	Often
Could only understand slow speech	2.74	3.5	3	3.08	Often
<b>Speaking</b>					
Difficulty in pronounce	2.65	2.7	3	2.78	Often
Afraid of making a mistake	3	2.4	3	2.8	Often
Unfamiliar topic	3.14	2.4	2	2.51	Often
Less vocabulary and grammar	3.08	2.5	3	2.86	Often
<b>Reading</b>					
Lack of motivation to read	2.60	2.5	3	2.7	Often
Very limited vocabulary and grammar complexity	3.37	2.8	3	3.05	Often
Must know the meaning every word	2.48	2.6	3	2.69	Often
Text context that is not relevant to hospitality	2.97	2.4	2	2.45	Seldom
<b>Writing</b>					
Less knowledge of grammar and vocabulary	3.40	2.8	3	3.06	Often
Do not know how to write well	2.48	2.5	3	2.66	Often
Spelling and punctuation problem	3.2	3	2	2.73	Often
0 – 1.50 = never	2.51 – 3.50 = often				
1.51 – 2.50 = seldom	3.51 – 4.00 = always				

Based on the table 2 above, it can be concluded that the students had problems in English skills. They were in the 'often' level of frequency because almost all the problems were range score from 2.51 to 3.08 which meant 'often'

The listening problems occurred quite 'often' which students have to understand every word (2.70), students need to listen many times (2.60), difficulty to concentrate in listening the length information (2.91) and do not know the meaning of the word (2.95), whereas the problem related to understanding slow speech only became the highest average (3.08).

Although students and lecturer claimed that students ability in speaking and vocabulary were already in a 'good' level (see Table 1), some problems still quite 'often' occurred in learning process such as unfamiliar topic (2.51), difficulty to pronounce (2.78), afraid of making mistakes (2.8). Even less vocabulary and grammar was the highest problem in speaking skills which was 2.86.

In other case, some difficulty also happened in reading skills. Very limited vocabulary and grammar complexity (3.05) became the biggest problem followed by lack of motivation to read (2.7) and students must know the meaning every word (2.69). However, the context of the text is not relevant to hospitality was in 'seldom' level which average score was 2.45. The writing problem i.e. less knowledge of grammar and

vocabulary also dominated in developing writing skill which average score indicated 3.06.

The most common problem in learning English faced by students repeatedly was 'lack of vocabulary and grammar'. It should be the focus for further development of syllabus. The proposed syllabus in this research should reduce this barrier to the successful ESP teaching in Duta Samudera Indonesia.

## **2. Target Situation Analysis**

According to Dudley-Evans and St. John (1998:123), Target Situation Analysis includes objective, perceived and product-oriented needs. Product-oriented needs are derived from the goal or target situation. Related to the target situation analysis, questionnaires were distributed to the students, graduates and lecturer as the target group. The information on hospitality students target situation is the learning priority in defining learning goals, specific context, linguistic features and specific skill. The result and discussion provided in the following table:

**Table 3. Students' Purpose in Learning English**

Question 1: What is your purpose in learning English at the Nutrition Department?

Purposes	Students		Graduates		Lecturer		Average
	F	%	F	%	F	%	%
To support to get a job	13	37.1	5	50	1	100	62.36
To success in the present study	6	17.1	0	0	0	0	5.7
To pursue study	0	0	0	0	0	0	0
To visit other countries	1	2.9	0	0	0	0	0.97
To develop future carrier	14	40	5	50	0	0	30
Other purposes	1	2.9	0	0	0	0	0.97
	35	100	10	100	1	100	100

This part specifically explores the purpose of learning ESP and is intended to clarify what students intend to do with their English in the future. The three groups of respondents showed that the students learn English to support them to get a job (62.36%). It seemed reasonable since many students came from rural area who have not experienced in a working area. Therefore, through English they hope they can pass the user interview in a cruise ship after finishing their study.

Another important purpose the students had was to develop future carrier (30%). They applied to this hospitality course in order to learn basic skill about hospitality and also English as an international language. Mastering English may put them in a special place in the working competition later or they can start their own business related to hospitality and food.

Relate to this finding, graduates shared their experience on how English takes an important part of their work by stating that

*“Bahasa Inggris sangat membantu dalam OJT (On the Job Training) contohnya dalam hal menghandel complain atau tamu yang berasal dari luar negeri. Selain itu Bahasa Inggris juga membantu dalam hal interview kerja”* (graduate)

“English is very useful in OJT, for example in handling complaint and foreign guests. Besides, English is also very beneficial in interview for job” (interview: Sept 30, 2019)

*“Bahasa Inggris sangat membantu saya selama masa training. Kebetulan saya di bagian pastry, jadi tidak berkomunikasi secara langsung dengan tamu. Tapi kalo saya lagi in charge di Swiss Café, saya yang handle tamu bule. Jadi Bahasa Inggris sangat diperlukan untuk komunikasi”* (graduate)

“English helps me a lot during my training process. I am in pastry department, so I don’t communicate directly with the guests. However, if I am in charge in Swiss Café, I’m handling foreign guests. So, English is very needed in communication” (interview: Sept 30, 2019)

Moreover, the policymaker highlighted a few points that the institution prepared the students to face the following situation:

*“Industri pariwisata dalam dan luar negeri semakin berkembang. Leisure business tambah meningkat. Saya juga melihat fakta bahwa di negara negara Barat, Eropa dan Amerika itu mereka kecenderungannya untuk berwisata di kapal pesiar. Terbukti dengan bertambahnya perusahaan kapal pesiar yang didirikan. Dan itu butuh ribuan tenaga kerja dari Asia. Oleh karena itu, saya merasa bahwa ini adalah industry yang sangat menjanjikan dan membuka peluang kerja untuk anak muda kita di sini dengan dibekali skill dan bahasa inggris sebagai alat komunikasi internasional”*(director of DSI)

“The domestic and foreign tourism industry is growing. Leisure business increased. I also saw the fact that people in Europe and American countries tend to travel on cruise ships. It is proved by the increase of established cruise ship companies. It requires thousands of workers from Asia. Therefore, I feel that this is a very promising industry and opens up job opportunities for our young people here. They will be equipped with skills and English as an international language of communication” (interview: Nov 02, 2019)

*“Kalau DSI sendiri kita fokusnya bagaimana siswa bisa lolos interview untuk bekerja di kapal pesiar. Mereka dibekali skill speaking yang tentunya didukung dari vocabulary yang banyak”* (academic chief of DSI)

“In DSI, we focus how students can pass the interview job for cruise ship. They are taught speaking skill and supported by many vocabularies for sure” (interview: Nov 02, 2019)

From the result of questionnaire and interview, it is very clear that the concept of ESP supposed to cover what the students' need during their OJT to prepare themselves facing hospitality industry in the future. Equipping students with English language skills in accordance with their respective fields of knowledge can facilitate them to get a job and perform the prescribed tasks appropriately at work (Aniroh, 2009). Therefore, hospitality students may learn English for immediate use in a study environment particularly in developing their competence in the hospitality industry and will be used later when the students return to their job for practical use of English in performing their job.

To realize this purposes, it is crucial to consider what the students intends to achieve in their learning outcome in table 4 below

**Table 4. Students' Achievement in Learning English**

Question 10: What benefits do you want to achieve from English lessons in Hospitality Department?

Achievement	Students		Graduates		Lecturer		Average
	F	%	F	%	F	%	%
Able to communicate oral/written English	33	94.3	9	90	1	100	94.77
Able to translate English text	0	0	1	10	0	0	3.33
Easy to do the English language test	0	0	0	0	0	0	0
Easy to understand the foreign culture	2	5.7	0	0	0	0	1.9
Other benefits	0	0	0	0	0	0	0
	35	100	10	100	1	100	100



Among the ideal learning outcome provided, the three groups of respondents revealed a convincing perception to what the students need to achieve in learning ESP that was being able to communicate oral and written English with the average score was 92.15%. Knowing what the students want at the end of the lesson may ease the researcher to determine the general course aim for the next syllabus.

To be more effective, the perceived learning outcome should be mapped in a specific context. The identification of specific context provides information on situation where English will be used after taking the course. This finding should be considered in the development of syllabus.

**Table 5. Students' Specific Context in Using English**

Question 2: To what context are you going to use your English?

Achievement	Students		Graduates		Average
	F	%	F	%	%
In the hospitality industries	24	68.6	6	60	64.3
In services	8	22.9	3	30	26.45
Other context	3	8.5	1	10	9.25
	35	100	10	100	100

Table 5 showed an interesting response, the context where English was used dominantly stated at the hospitality industries such as hotel and cruise ship with the average of percentage of students and graduates responses was 64.3% while in services received 38.64% of respondents' answers. Also, 2 students stated that they wanted to use

English for studying abroad and another student claimed that English was useful for general context.

This finding indicated that the students had their own perceive work situation. The students have figured out the target work situation that they will utilize their English in the future after completing the present study. Therefore, they will use their English functionally to help them not only in the work situation but also in education even the percentage of students said so was just less than 10%.

Having determined the context, the next investigation was language skills that mostly use in the context. Generally, there are four language skills that students need to have in order to master English. However, in one particular context may require one or two and even integrated skills for students to have. Grading the level of importance on each skill will posit which skill should be prioritized as in the table 6.

**Table 6. Students' Specific Skills in Using English**

Question 3: Based on your need in hospitality industry, please indicate the importance of the four skills in studying English?

English Skills	Level of importance				
	Students	Graduates	Lecturer	Average	Categories
Listening	3.8	3.7	4	3.83	Very important
Speaking	3.91	3.9	4	3.93	Very important
Reading	3.31	3.4	2	2.90	Important
Writing	3.17	3.3	3	3.15	Important
0 – 1.50 = not important		2.51 – 3.50 = important			
1.51 – 2.50 = less important		3.51 – 4.00 = very important			

Table 6 describes that the students perceived the four language skills were important, yet speaking and listening skills with the percentage of average Likert Scale score seems to be very important as it gained 3.93 and 3.83. Meanwhile, reading and writing gained 2.90 and 3.15 average score which categorized as 'important' level perceived by three groups. This indicated that the students' priority on language skills was listening and speaking. Therefore, the result of this questionnaire should be considered in the suggested syllabus and in the process of teaching and learning English in the classroom. Providing the language skills that the students felt interested in would give a positive impact to the students' motivation and learning achievement.

Despite the fact that listening and speaking skills were prioritized because of the level of its importance (see table 6), identification of which skills of the students that need to be improved is also crucial because students may be fully aware that they lack of one particular skill, but they would not consider it as a necessary skill to acquire in a course. Thus, investigating the students' want in improving skills cannot be ignored.

**Table 7. Students' Skills to Improve**

Question 8: Which skills do you want to improve?

Improved Skills	Students		Graduates		Lecturer		Average
	F	%	F	%	F	%	%
Listening	7	20	4	40	1	100	53.33
Speaking	27	77.1	6	60	0	0	45.7
Reading	1	2.9	0	0	0	0	0.97
Writing	0	0	0	0	0	0	0
	35	100	10	100	1	100	100

Previously, the students prioritized listening and speaking skills as the very important skills to master in learning English. This may benefit to enable them to communicate in English. In line with result of table 7, listening and speaking also became the highest skill to improve based on students and graduates answers. Since there was only one lecturer as the respondents of this research, the lecturer thought that listening was the skill that students needed to learn more. Hence, the development listening and speaking skills will be the focus of this research in composing an appropriate syllabus for hospitality students in Duta Samudera Indonesia.

Commenting on this result, graduates, policy makers, and stakeholder expressed their idea to what skill should be prioritized in teaching English in Hospitality Department by saying that

*“Menurut saya, perbanyak praktek untuk berbicara di depan kelas khususnya aktivitas semacam speech, supaya mental siswa terbentuk. Salah satu yang memudahkan kita untuk berbicara bahasa inggris adalah mental dan percaya diri. Untuk itu perbanyak praktek speaking di depan kelas” (graduate).*

“In my opinion, students need more practice of speaking in front of the class, especially activities such as speech, so that students' mentality is formed. One of things that makes it easy for us to speak English is mental and confident. Therefore, adding speaking practice in front of the class will be better” (interview: Sept 30, 2019).

*“Output yang kita inginkan adalah anak-anak ini kita fokuskan mereka speaking, untuk itu kita memfokuskan banyak ke practice untuk berbicara. Jadi tidak terlalu banyak untuk reading, writing, grammatical. Grammar dasar ada, tapi setelah itu pengembangannya lebih kepada bagaimana mereka practice untuk melakukan conversation dengan orang lain karena yang sangat mereka butuhkan adalah situasi kerja sehari-hari dimana mereka harus berkomunikasi sama atasan, rekan kerja, dan para tamu dengan menggunakan bahasa Inggris”* (director of DSI).

“As the output, we want to focus on students' speaking, so we concentrate on adding more practice in speaking. There are not too much in reading, writing and grammatical. Basic grammar is taught but after that, the development is more about how they practice speaking to other people. What they really need is a daily working situation where they have to communicate with supervisor, co-workers and guests using English” (interview: Nov 02, 2019).

*“Yang utama kalau pegawai hotel itu harus menguasai skill berbicara karena speaking itu sangat dibutuhkan sekali untuk mereka bisa greeting ke tamu pada saat tamu check in, check out maupun selama berada di hotel. Sebenarnya basicis okay dan yang paling utama itu di bagian FO (Front Office). Mereka harus paham betul komunikasi komunikasi basic dan sistem hotel seperti bahasa bahasa perhotelan. Mungkin saja mereka belajar itu di sekolah yang memang menjurus ke perhotelan. Skill lain seperti writing dan reading kurang diperlukan”* (HRD of Empress Hotel).

“The main thing is that hotel employees must master speaking skills because speaking is very much needed for them to be able to greet guests when guests check in, check out or while in the hotel. Actually basic is okay and the most important thing is in the FO (Front Office). They must understand very well basic communication and hotel systems such as hospitality languages. Maybe they study it in a school that focuses on hospitality. Other skills such as writing and reading are less needed” (interview: Dec 10, 2019).

Falling back to the priority on the both skills, it was in line with other finding (Table 4). Three groups of respondents generally said that what the students need to achieve in learning ESP was that being able to communicate oral and written English. However based on the interview, graduate, policy maker and stakeholder emphasized on speaking skill and thought that writing and reading were less needed in hotel industry. This implies that students need more speaking activity that will increase their listening skill at the same time.

In facilitating the students to develop their language skills particularly speaking and listening, a range of topics was given to all groups of respondents. These topics were derived from the general course content of competence based on adjustments to some curriculum for Hospitality Department. It was done by consulting with the lecturer and one of HRD hotel in Makassar. As Richard (2001:66) stated that a great of consultation is needed with the various stakeholders to ensure that the conclusion drawn from a need analysis are appropriate and relevant.

Table 8 showed the respondents' priority on topics which will be prioritized in order to suit the students' needs and their area of interest. They were asked to give scale on each topic. Then, Likert Scale scoring system was applied to justify whether they are in the category of not important, less important, important, and very important. How

important these topics for the students can be seen in the following table.

**Table 8. Topic in Learning English**

Question 4: From the topics below, please indicate the important topics for you to learn in English!

Topics	Level of importance				
	Students	Graduates	Lecturer	Average	Categories
Dealing with phone calls	3.57	3.5	4	3.69	Very important
Giving information	3.71	3.8	4	3.83	Very important
Taking restaurant bookings	3.4	3.4	4	3.6	Very important
Serving in the bar	3.22	3.3	4	3.50	Important
Giving instructions	3.71	3.6	4	3.77	Very important
Taking food order	3.68	3.6	4	3.76	Very important
Dealing with request	3.6	3.4	4	3.66	Very important
Describing dishes	3.45	3.1	3	3.18	Important
Job and workplace	3.6	3.5	4	3.7	Very important
Dealing with complains	3.68	3.9	4	3.86	Very important
Health and safety at work	3.77	3.9	4	3.89	Very important
Hotel facilities and service	3.62	3.6	4	3.74	Very important
Offering help and advice	3.48	3.2	3	3.22	Important
Dealing with problem	3.8	3.6	4	3.8	Very important
Telling price and dealing with payment	3.37	3.5	4	3.62	Very important
Writing application latter and CV	3.65	3.4	4	3.68	Very important
Dealing with job interview	3.77	3.6	4	3.79	Very important
Other topics	0	0	0	0	Not important
0 – 1.50 = not important		2.51 – 3.50 = important			
1.51 – 2.50 = less important		3.51 – 4.00 = very important			

Table 8 presents clear information of the three groups of respondents' preference of the importance of the topics. The respondents had graded some topics ranging from the important to very important one. The respondents selected their preferred topics which they were interested and familiar. Due to the time constraint of

the course, consequently, the topics should be ranked based on their average course and topic with the highest score which meant very important will be prioritized. According to the curriculum, ESP course is taught for 3 months which normally divided into 55 meetings session including mid-term and final-term session in one course. The divisions of the selected topic ranked from the highest to the lowest presented as follows:

Health and safety at work	3.89	very important
Dealing with complains	3.86	very important
Giving information	3.83	very important
Dealing with problem	3.80	very important
Dealing with job interview	3.79	very important
Giving instruction	3.77	very important
Taking food order	3.76	very important
Hotel facilities and service	3.74	very important
Job and workplace	3.70	very important
Dealing with phone calls	3.69	very important
Writing application letter and CV	3.68	very important
Dealing with request	3.66	very important
Telling price and dealing with payment	3.62	very important
Taking restaurant bookings	3.60	very important
Serving in the bar	3.50	very important
Offering help and advice	3.22	important
Describing dishes	3.18	important

Discussion on this part is also strengthened by the result of interviewing the students, graduates, lecturer, policymaker and stake holders. Most of them have similar view on the importance of using hospitality topic in learning English rather than general topic. The following comments described it.

*“Menurut saya, penting untuk belajar topic khusus perhotelan. Kita akan berkecimpung di dunia perhotelan, jadi bagusnya lebih focus topic itu. Cukuplah kita dibekali dengan grammar for speaking”* (student).



"In my opinion, it is important to study specific topics of hospitality. We will be in the hospitality industry, so it is good to focus on that topic. It is enough that we are equipped with grammar for speaking" (interview: Sept 30, 2019).

*"Kalau saya bagusnya dicombine (General English dan khusus perhotelan). Kita mulai dari pondasinya. Bahasa Inggris yang bagus itu diawali dari pondasi yang kuat. Walaupun kita tau istilah perhotelan tapi pondasi grammar untuk speaking tidak bagus, kadang itu membuat kita tidak percaya diri untuk berbicara"*(student).

"For me, it is better to combine those things (general English and specialty hospitality). We start from the foundation. Good English starts from a strong foundation. Even though we know the hospitality terms, but the grammar for speaking is not good, sometimes it makes us not confident to speak" (interview: Sept 30, 2019).

*"Topik khusus perhotelan itu penting supaya mereka jauh lebih mengenal industri perhotelan karena ini sekolah khusus perhotelan. Mereka harus tau bagaimana caranya dalam menjamu tamu, taking orders, dan memberikan arahan. Jadi penting untuk adanya pembahasan khusus perhotelan"*(lecturer).

"The specific topic of hospitality is important so that the students are more familiar with the hospitality industry because this is a hospitality school. They must know how to serve guests, take orders, and tell direction. So it is important to have hospitality topic" (interview: Nov 02, 2019).

*"Pada dasarnya, materi materi yang diberikan umum dan sangat basic seperti telling about hometown. Tapi kita selalu berusaha memasukkan itu ke dalam specific term misalnya perhotelan, kadang seperti kapal atau pariwisata. Contoh contoh yang kita berikan selalu kita benturkan ke bidang tersebut misalnya explaining about reason why do you want to work on the ship. Supaya nanti memudahkan mereka untuk interview. Materinya tidak terlalu jauh melebar ke bidang lain"* (director of DSI).

"Basically, the material provided is general and very basic, such as telling about hometown. But we always try to include it in specific terms such as hospitality, sometimes like ships or tourism. The examples that we give always include this topic for example explaining about the reasons why you want to work on the ship. So later on, it will make them easier to do the interview. The material is not too far extended to other fields" (interview: Nov 02, 2019).

Hence, the limitations of English vocabulary (see table 2) may be undertaken through the specification of topics which is expected to provide a context in which specific vocabulary are presented based on their higher frequency. The preferred topics of the respondents are considered in the suggested syllabus to help the students get motivated in their learning. When the language input delivered in the preference topics, the students would feel easy to learn and be accustomed to pick up the language.

Similarly, the knowledge of grammar has also dominated the problem of learning English (See table 2). To some extent, focus on grammar may impede the students' speaking fluency. In other hand, listening and speaking abilities are closely related which means that listening does have a positive effect on improving the participants' oral skills. For this reason, listening and speaking skills are the ones that should always be kept in coordination with another. It is necessary to make students realize that improving their listening skill will improve their speaking skill as well.

In determining the preferred grammar items to be learnt in ESP class, it is important to review the existing course material since there is no exact curriculum that is used by the lecturer in Duta Samudera Indonesia. The specific grammatical item for hospitality has already been defined. However, the items need to be reselected due to the

time allocation for the subject. As a result, the item with a higher average of Likert scale was the priority in the syllabus.

### Table 9. Grammar in Learning English

Question 5: From the following grammar items below, please indicate the important item for you to develop your English skills!

Grammar	Level of importance				Categories
	Students	Graduates	Lecturer	Average	
Past tense	3.6	3.6	4	3.73	Very important
Present tense	3.65	3.6	4	3.75	Very important
Future tense	3.54	3.6	4	3.71	Very important
Determiner	3.22	3.2	2	2.80	Important
Quantity	3.25	3.2	2	2.81	Important
Imperative	3.25	3.1	2	2.78	Important
Some/any, much/many, a little/a few	3.65	3.3	3	3.31	Important
Modal	3.2	3.2	3	3.13	Important
Active/passive voice	3.48	3.5	3	3.32	Important
Verb	3.8	3.6	4	3.8	Very important
Adverb	3.62	3.3	4	3.64	Very important
Preposition	3.62	3.4	4	3.67	Very important
Degree of comparison	3.05	3.1	4	3.38	Important
Pronoun	3.62	3.4	4	3.67	Very important
WH-Question	3.6	3.6	4	3.73	Very important
Yes/No-Question	3.4	3.4	2	2.93	Important
Numbers	3.48	3.5	4	3.66	Very important
Conditional Sentences	3.25	2.9	2	2.71	Important
Relative Clause	3.11	3.8	2	2.97	Important
Demonstrative	3.02	3	2	2.67	Important
Countable and Uncountable Noun	3.6	3.4	4	3.66	Very important
Affixes	3	2	2	2.33	Less important
Other grammar	0	0	0	0	Not important
0 – 1.50 = not important		2.51 – 3.50 = important			
1.51 – 2.50 = less important		3.51 – 4.00 = very important			

In the table 9, all of the respondents have given their perception associated with the grammar item that necessary to be available in the ESP course and the result of the respondents selection revealed that

generality all of the grammar items are very important. As stated earlier that not all the items include in the syllabus, thus the researcher ranked the average percentage from the highest to the lowest. Items with a higher percentage should be prioritized as the syllabus content by considering the time allocation for all items to be covered in each meeting in the ESP teaching. Therefore, 19 grammar items are listed to be used in the syllabus except affixes which gained 2.33 average score indicated it was less important.

Verb	3.80	very important
Present tense	3.75	very important
WH-Question	3.73	very important
Past tense	3.73	very important
Future tense	3.71	very important
Preposition	3.67	very important
Pronoun	3.67	very important
Numbers	3.66	very important
Countable and uncountable noun	3.66	very important
Adverb	3.64	very important
Degree of comparison	3.38	important
Active/passive voice	3.32	important
Relative clause	2.97	important
Yes/No-Question	2.93	important
Quantity	2.81	important
Determiner	2.80	important
Imperative	2.78	important
Conditional sentence	2.71	important
Demonstrative	2.67	important
Affixes	2.33	less important

The grammar items with the “very important” status in the list will be integrated into the topic developed in the reading skills and speaking skills in each session. These grammar items become the integral part of course material in each session. However, it is also possible to consider the “important” level of grammar if additional needed due to

the number of meetings in one course is 55 meeting included mid and final test.

### **3. Learning Situation Analysis**

To design an ESP course syllabus, it is important to find out the learning needs that refers to the students' learning situation which intends to unveil how the learners learn, what their learning background is, what methodology will appeal to them, what sorts of technique are likely to bore them, what their interest are, what teaching styles they are used to like, what their attitude to English, and so forth. To answer those questions, patterns and style of students learning preferences were investigated by identifying their attitudes in learning English.

Through the learning situation analysis, the researcher drew an illustration on how students learn the language which in turn can assist the lecturers to give the most appropriate teaching methods, strategies and provide some challenge activities in teaching which trigger the students to achieve better learning outcomes.

#### **a) Learning solution**

This part aims to uncover the solution of learning problems in Table 2 that perceived by students and lecturer in their teaching and learning activities. This information may help the lecturer to set up better teaching strategies, course material and even provide some extra class

work to sure the students learning deficiency and accelerate the achievement of the target need.

**Table 10. Students' Problem Solution**

Question 9: based on your answer on question 7, will you do the following activities to overcome your problem in learning English?

Things need to be done	Option	Students		Lecturer		Average
		F	%	F	%	%
Build up concentration	Yes	35	100	1	100	100
	No	0	0	0	0	0
Expanding vocabulary	Yes	32	91.4	1	100	95.7
	No	3	8.6	0	0	4.3
Listen more English through media	Yes	34	97.1	1	100	98.55
	No	1	2.9	0	0	1.45
Pronunciation practicing	Yes	33	94.3	1	100	97.15
	No	2	5.7	0	0	2.85
Improving self confidence	Yes	35	100	1	100	100
	No	0	0	0	0	0
More reading activity	Yes	26	74.3	1	100	87.15
	No	9	25.7	0	0	12.85
Studying grammar	Yes	32	91.4	1	100	95.7
	No	3	8.6	0	0	4.3
More practicing in writing	Yes	23	65.7	1	100	82.85
	No	12	34.3	0	0	17.15

The question whether the respondents intend to carry out some efforts to overcome their learning problem received high attention where indicated by large percentage of each item. As it can be seen from the table 10, most of the respondents agree to so some effort to solve their problem: build up concentration (100%), improving self confidence (100%), listen more English through media (98.55%), pronunciation practicing (97.15%), expanding vocabulary (95.7%), studying grammar (95.7%), more reading activity (87.15%) and more

practicing in writing (82.85%). As stated earlier that this finding will be considered in the improvement of teaching strategies and the most important one is the availability of extra class work for students that potentially improve these efforts.

b) Learning attitude

According to Brown (1995:44), an attitude in learning needs analyzing to uncover information about how well the students like studying in a program. Learning attitudes here refer to the students' belief and habitual way of learning which is normally affected by the students' learning style. Moreover, Willing (1988) as cited in Nunan (2015:158) admitted that the identification of learning style in connection to the students' learning strategies had indicated some classifications of learner with particular kinds of activity they tended to like.

Consequently, the mismatch between students' learning style and learning activities provide in the course ends up on the ineffectiveness of language teaching and learning as the boredom shape the students' effort in learning which further affected the unwillingness to engage in the classroom activity. To this end, various interesting activities suggested by Ur (1996) were used to advocate the students' learning preference in terms of their learning style, as presented in the table 11. To complete this part, it is important to align students' learning style and the lecturers' teaching style, as presented in the table 12.

## 1. Learning preference

**Table 11. Students' Learning Preference**

Question 11. Do you like studying English in the following activities?

Activity	Option	Students		Graduates		Lecturer		Average
		F	%	F	%	F	%	
<b>Listening</b>								
Describing objects based on instruction	Yes	17	48.6	7	70	1	100	72.87
	No	18	51.4	3	30	0	0	27.13
Giving sign based on listened sentence	Yes	25	71.4	7	70	1	100	80.47
	No	10	28.6	3	30	0	0	19.53
Giving short response towards true/false statement	Yes	30	85.7	9	90	1	100	91.9
	No	5	14.3	1	10	0	0	8.1
Finding error with responding lecturer's statement	Yes	20	57.1	3	30	1	100	62.37
	No	15	42.9	7	70	0	0	37.63
Guessing object based on definition	Yes	28	80	10	100	1	100	93.33
	No	7	20	0	0	0	0	6.67
Answer lecturer's question directly	Yes	25	71.4	9	90	1	100	87.13
	No	10	28.6	1	10	0	0	12.87
Writing listening text with different sentence	Yes	24	68.6	7	70	1	100	79.53
	No	11	31.4	3	30	0	0	20.47
Conclude the short listening transcript	Yes	25	71.4	9	90	1	100	87.13
	No	10	28.6	1	10	0	0	12.87
Listening problem and offer the solution	Yes	32	91.4	9	90	1	100	93.8
	No	3	8.6	1	10	0	0	6.2
<b>Speaking</b>								
Describing pictures	Yes	32	91.4	10	100	1	100	97.13
	No	3	8.6	0	0	0	0	2.87
Describing different pictures	Yes	26	74.3	7	70	1	100	81.43
	No	9	25.7	3	30	0	0	18.57
Solving problems	Yes	31	88.6	9	90	1	100	92.67
	No	4	11.4	1	10	0	0	7.13
Role plays	Yes	31	88.6	10	100	1	100	96.2
	No	4	11.4	0	0	0	0	3.8
Interview	Yes	34	97.1	10	100	1	100	99.03
	No	1	2.9	0	0	0	0	0.97
Explaining procedures	Yes	29	82.9	9	90	1	100	90.97
	No	6	17.1	1	10	0	0	9.03
Presentation	Yes	24	68.6	9	90	1	100	86.2
	No	11	31.4	1	10	0	0	13.8
Discussion	Yes	31	88.6	10	100	1	100	96.2
	No	4	11.4	0	0	0	0	3.8
Debate	Yes	26	74.3	9	90	1	100	88.1
	No	9	25.7	1	10	0	0	11.9



<b>Reading</b>								
General question is given before reading	Yes	20	57.1	7	70	0	0	42.37
	No	15	42.9	3	30	1	100	57.63
Compose and answer your own questions	Yes	17	48.6	7	70	1	100	72.87
	No	18	51.4	3	30	0	0	27.13
Suggest a title after reading	Yes	21	60	5	50	0	0	36.67
	No	14	40	5	50	1	100	63.33
Summarize the content in a sentence or two sentences	Yes	25	71.4	8	80	0	0	50.47
	No	10	28.6	2	20	1	100	49.53
Reading a story and guess what happen next	Yes	21	60	8	80	0	0	46.67
	No	14	40	2	20	1	100	53.33
Finding mistakes in the text	Yes	23	65.7	8	80	0	0	48.57
	No	12	34.3	2	20	1	100	51.43
Comparing two texts in similar topic, find the similarities and differences	Yes	24	68.6	7	70	0	0	46.2
	No	11	31.4	3	30	1	100	53.8
Responding a letter/e-mail	Yes	21	60	7	70	0	0	43.33
	No	14	40	3	30	1	100	56.67
Showing correlation in some cases using illustration	Yes	16	45.7	6	60	0	0	35.23
	No	19	54.3	4	40	1	100	64.77
<b>Writing</b>								
Writing book review	Yes	16	45.7	3	30	0	0	25.23
	No	19	54.3	7	70	1	100	74.77
Writing instruction	Yes	16	45.7	8	80	0	0	41.9
	No	19	54.3	2	20	1	100	58.1
Writing a story based on pictures or series of pictures	Yes	31	88.6	9	90	0	0	59.53
	No	4	11.4	1	10	1	100	40.47
Describing event/view/people in a text	Yes	30	85.7	9	90	0	0	58.57
	No	5	14.3	1	10	1	100	41.43
Writing a response letter	Yes	30	85.7	9	90	0	0	58.57
	No	5	14.3	1	10	1	100	41.43
Writing application letter	Yes	31	88.6	9	90	0	0	59.53
	No	4	11.4	1	10	1	100	40.47
Writing curriculum vitae	Yes	31	88.6	8	80	0	0	56.2
	No	4	11.4	2	20	1	100	43.8
Writing a report	Yes	21	60	6	60	0	0	40
	No	14	40	4	40	1	100	60
Correcting spelling or punctuation in a text	Yes	16	45.7	6	60	0	0	35.23
	No	19	54.3	4	40	1	100	64.77
<b>Vocabulary</b>								
Translating vocabularies	Yes	32	91.4	10	100	1	100	97.13
	No	3	8.6	0	0	0	0	2.87
Error identification of spelling	Yes	25	71.4	8	80	0	0	50.47
	No	10	28.6	2	20	1	100	49.53
Memorizing the vocabularies using dictionary	Yes	16	45.7	10	100	0	0	48.57
	No	19	54.3	0	0	1	100	51.43
Word class list	Yes	25	71.4	8	80	0	0	50.47
	No	10	28.6	2	20	1	100	49.53

Matching synonym, antonym based on definition	Yes	25	71.4	9	90	0	0	53.8
	No	10	28.6	1	10	1	100	46.2
Gap filling in a text or paragraph	Yes	29	82.9	8	80	0	0	54.3
	No	6	17.1	2	20	1	100	45.7
Answering multiple choice	Yes	25	71.4	8	80	1	100	83.8
	No	10	28.6	2	20	0	0	16.2
<b>Grammar</b>								
Memorizing tenses formula	Yes	25	71.4	7	70	1	100	80.47
	No	10	28.6	3	30	0	0	19.53
Error identification	Yes	17	48.6	6	60	1	100	69.53
	No	18	51.4	4	40	0	0	30.47
Completing the sentence using correct grammar	Yes	30	85.7	9	90	1	100	91.9
	No	5	14.3	1	10	0	0	8.1
Composing sentences using correct grammar	Yes	30	85.7	8	80	1	100	88.57
	No	5	14.3	2	20	0	0	11.43
Recognizing grammar in reading text	Yes	26	74.3	8	80	1	100	84.77
	No	9	25.7	2	20	0	0	15.23
Translating sentences	Yes	31	88.6	10	100	1	100	96.2
	No	4	11.4	0	0	0	0	3.8
<b>Pronunciation</b>								
Learning from dictionary	Yes	15	42.9	3	30	0	0	24.3
	No	20	57.1	7	70	1	100	75.7
Imitating the lecturers	Yes	28	80	9	90	1	100	90
	No	7	20	1	10	0	0	10
Learning from native speaker recording	Yes	30	85.7	9	90	1	100	91.9
	No	5	14.3	1	10	0	0	8.1
Tongue twister	Yes	26	74.3	8	80	0	0	51.43
	No	9	25.7	2	20	1	100	48.57
Learning and performing dialog	Yes	34	97.1	10	100	1	100	99.03
	No	1	2.9	0	0	0	0	0.97
Repetition of drill	Yes	32	91.4	8	80	1	100	90.47
	No	3	8.6	2	20	0	0	9.53

Most of the activities in the table 11 received positive responses (>50%) from three groups of respondents. These findings indicated that the need for various activities in the teaching ESP was high since they may trigger students' motivation in learning. Hutchinson and Water (1987:139-140) suggested to apply a wide range of technique such as information gaps, variety of activities, topics or learner roles

and etc. The following rank justify which activities will take part in the syllabus design.

<b>Speaking Task</b>	<b>% Yes</b>	<b>Listening Task</b>	<b>% Yes</b>
Interview	99.03	Listening problem	93.8
Describing pictures	97.13	Guessing object	93.33
Role play	96.20	Giving short response	91.9
Discussion	96.20	Answer question	87.13
Solving problem	92.67	Conclude listening	87.13
Explaining procedure	90.97	Giving sign	80.47
Debate	88.10	Writing listening text	79.53
Presentation	86.20	Describing object	72.87
Pictures differences	81.43	Finding error	62.37
<b>Reading Task</b>	<b>% Yes</b>	<b>Writing Task</b>	<b>% Yes</b>
Q n A questions	72.87	Writing a story	59.53
Summarize	50.47	Writing application letter	59.53
Finding mistakes	48.57	Describing event/people	58.57
Reading and guessing	46.67	Writing a response letter	58.57
Comparison	46.20	Writing a Curriculum Vitae	56.20
Responding an e-mail	43.33	Writing instruction	41.90
Question before reading	42.37	Writing a report	40
Suggest a passage title	36.67	Spelling correction	35.23
Showing correlation	35.23	Writing book review	25.23
<b>Vocabulary Task</b>	<b>% Yes</b>	<b>Grammar Task</b>	<b>% Yes</b>
Translating vocabulary	97.13	Translating sentences	96.20
Multiple choice	83.80	Completing sentences	91.90
Gap-filling in the text	54.3	Composing sentences	88.57
Synonym/antonym	53.8	Recognizing grammar	84.77
Error identification	50.47	Memorizing tenses formula	80.47
Word class list	50.47	Error identification	69.5
Memorizing vocabulary	48.57		
<b>Pronunciation Task</b>		<b>% Yes</b>	
Learning and performing dialog		99.03	
Learning from native speaker recording		91.9	
Repetition of drill		90.47	
Imitating the lecturer		90	
Tongue twister		51.43	
Learning from dictionary		24.30	

The result from interview also put higher demand on the practical rather just on theoretical use of English, the policymaker have commented on this.

*“Metode yang diajarkan harus menarik karena mereka datang ke DSI tidak mau sekolah yang lama. Mereka mau yang singkat. Shortcut tapi mereka bisa. Mereka tidak di university 4 tahun tapi training center yang singkat dan efektif. Pertama tama yang harus kita kembangkan dulu apakah mereka happy? Happy dengan pengajarnya, happy dengan pelajarannya, happy dengan memperkuat mereka punya speaking. Selanjutnya, saya ingin mereka belajar seperti mereka lagi bermain. Kita punya alat peraga seperti bola dan segala macam. Tanpa mereka menyadari mereka itu sementara belajar tapi feelingnya I’m having fun” (director of DSI)*

“The learning method must be interesting. The students come to DSI because they don't want to go to school for a long time. They want short ones. Shortcut but they can work immediately. They are not at a 4-year university but a short and effective training center. First of all we have to develop whether they are happy. Happy with the instructor, happy with the lesson, happy by strengthening them to have speaking skill. Next, I want them to study like they are playing. We have props like balls and other else. Without being aware of learning but their feeling is I'm having fun” (interview: Nov 02, 2019)

In line with this comment, students and graduates expressed their idea on what kind of activity the hospitality students may have during the lesson.

*“Sebaiknya lebih perbanyak games atau debat menurut saya. Kalau saya pribadi suka di debat karena memancing untuk betul betul berbicara dibandingkan dengan fokus materi. Kalau fokus materi akan mudah merasa boring” (graduate).*

“In my opinion, it is better if there are more games or debates. Personally, I like debate because it can trigger us to speak more rather than focus on material. We will easily feel bored if the lesson just focuses on theory” (interview: Sept 30, 2019).

*“Menurut saya, perbanyak praktek untuk berbicara di depan kelas khususnya semacam speech supaya mental siswa terbentuk. Salah*

*satu yang memudahkan kita berbicara bahasa inggris adalah mental dan praktek” (graduate)*

“In my opinion, it is better to give more speaking practice in front of the class, especially a kind of speech so that students' mentality is formed. One that makes it easier for us to speak English is mental and practice” (interview: Sept 30, 2019)

*“Materi yang baik itu bagusnya perbanyak games, debat dan diskusi. Kalau cuma untuk menulis saya rasa itu jadul yah. Apalagi kita milenial yah sekarang. Sudah dipenuhi sistem komunikasi yang sangat lengkap, jadi susah kalau cuma fokus teori” (student)*

“Good material is more games, debates and discussions. If it's just for writing, I think it is old-school. Moreover, we are millennial now. We have been provided with a very complete communication system, so it is difficult if it only focuses on theory” (interview: Sept 30, 2019)

It is clear that policymaker, students and graduates were hoping that English was taught in various activities of learning. Thus, all of the activities with positive response ( $\geq 50\%$ ) on the table will be considered and be integrated in the lesson's activity in each session and later on, be delivered by the lecturer with appropriate method.

## 2. Methodological preference

Another reason to investigate the students' learning attitude is to match the students' learning style for successful language learning. Nunan (2015:159) claimed that the ineffectiveness may occur in our teaching when teaching styles do not suit to the students' learning styles. Generally, analytical learner may work more effectively alone and at their pace, while global learner work more effectively in groups. The lecturer should be aware of this condition.

The aim of asking this question was to obtain information about what teaching methodology the students expect from ESP course. Therefore, the students will be motivated to participate in ESP course and achieve the goals as a result of receiving input on the way that suits to their expectation.

**Table 12. Students' Methodological Preference**

Question 12: Do you like studying English in the following method?

Method	Option	Students		Graduates		Lecturer		Average
		F	%	F	%	F	%	%
Studying individually	Yes	21	60	4	40	0	0	33.33
	No	14	40	6	60	1	100	66.67
Studying in pair	Yes	24	68.6	10	100	1	100	89.53
	No	11	31.4	0	0	0	0	10.47
Studying in a small group	Yes	34	97.1	9	90	1	100	95.7
	No	1	2.9	1	10	0	0	4.3
Studying in a large group	Yes	8	22.9	3	30	0	0	17.63
	No	27	77.1	7	70	1	100	82.37
Studying outside the classroom	Yes	27	77.1	9	90	1	100	89.03
	No	8	22.9	1	10	0	0	10.97

Obviously, the answers varied when the students were asked about methodological preference. Table 12 showed that the students' methodological preference in learning English. Three out of five methods received high percentage. The high percentages were studying in a small group (95.7%), studying in pair (89.53%) and studying outside the classroom (89.03%). However, studying individually just received 33.33% and studying in a large group received 17.63% of three groups of respondents.

The data above showed that the percentage of the students' need on appropriate methodology was large enough. Therefore, it was suggested that the lecturer should provide powerful teaching methodology in the classroom. In a particular circumstance, one method may work better than others. Thus, it is quite logic to say that no method better than others for all teaching situation. Consider the classroom management by dividing up the time between group work and individual work, and there are also times when lecturer needs to talk for a while before all-class discussion in order. There are lots of iterations of individual, pair, group, lecturer only, student only and even everyone together that lecturer can use to ensure that there should be something for everyone and keeping that all things are interesting and effective for students and for the lecturer. Furthermore, the students' preference of the way they prefer to learn English in classroom are considered in the syllabus.

To conclude the whole part of needs analysis, firstly, invaluable information dealt with the students' current level of proficiency (See table 1), and learning problem (see table 2), act as the cornerstone in developing the syllabus, to ensure the language input is properly available for the students neither too easy nor too difficult as Krashen (2009:21) said that learners acquire by understanding language that contains structure a bit beyond their current level of competence ( $i + 1$ )

Secondly, information such as students' purpose, context, perceive achievement (see table 3, 4, and 5) become basis consideration in interpreting the general aim and the description of the course in the syllabus.

Thirdly, the skills in the syllabus were integrated skills i.e. listening and speaking. Listening skill is the students' lack and it is very important for oral communication while speaking skill is one of the students' want as the skill which needs to be improved after listening (see table 1, 6, and 7). Therefore, it was important for hospitality students to receive more input through listening before communicating through speaking. However, it did not mean that skills such as reading and writing were eliminated from the course. Regarding to their importance, both skills were integrated in the development of listening and speaking skills even though they would have a small portion in the activities since they are not prioritized.

Fourthly, what language context to teach is the item that most of the respondents think important and appear to be the basic solution in the language problem (see table 8 and 9). How the students sink in the classroom activities depends on kinds of activities provided (see table 11). How lecturer manages the class to help the students learn much depends on the students' methodological preference as well (See table 12) and learning solution (see table 10). It is believed that when



lecturers' methodology suit to the students' learning style, the process of achieving the goal of learning will run faster and better.

Finally, lack of certain competence (see table 2) in relation to the preference skill i.e. listening and speaking has indicated that students were aware of their lack, therefore they need to improve it by improving their listening and speaking skills. The students' lack and their preference skills were related in the following way; understand only the slower speech rate, the students might involve in natural speaking-listening activity either with peer, lecturer, or native speaker in a direct speaking or media basis activity. Vocabulary difficulties by building students' knowledge about the topic of listening might facilitate vocabulary practice. Difficulty in pronunciation might be overcome by identifying minimal pair, practicing rhymes and limericks.

Then, researcher proposed a syllabus for the students at Duta Samudera Indonesia. This syllabus was developed to aid the students in improving their English skills, which in turn will produce human resources who are ready to face the global demands.

## **B. Syllabus Design**

Having discussed and analyzed the hospitality students' need, the next step is to determine the scope of students' actual needs and its sequence before writing the syllabus. Scope is concerned with the breadth and depth of coverage of items in the course, while sequence deals with how much

will be included in relation to the topic, which content is needed early in the course and which provides a basis for things that will be learned later.

### **1. Scope**

Philosophically, the existence of language lecturer in ESP class particularly in Hospitality Department is solely teaching the language in hospitality context. Hence, the goal of need analysis is to gather information to develop a profile of the language needs of a group of learners in order to able to make decision about the goals and content of a language course (Richards, 2001:90). In deciding the goals and content for ESP course either lecturer or course designer may interpret them from the result of need analysis as Hutchinson and Waters (1987:80) said that in defining the syllabus, statement of what will be learned passes through several stages before it reaches the destination in the mind of learner. Each stage imposes a further layer of interpretation. Based on this idea, the researcher formulates a proposed-syllabus for ESP course which based on the interpretation of actual students' needs.

Richard (2001:32) stated that different types of students have different language needs and what they are taught should be restricted to what they need i.e. only basic skills, vocabulary, pattern of grammar, function of language, themes, topics, situations, and communicative needs are included which are required for the students' purposes.

Summarizing from the findings in the present situation analysis, target situation analysis, and learning situation analysis, Rosset, 1982 as cited in Brown (1995:43) classifying the needs into five questions to answer in the process of gathering information that is what is students' learning problem, learning priorities, learning abilities, learning attitude and learning solution. The list of students' actual needs is now presented as follows:

**Table 13. List of Hospitality Students' Actual Needs**

<b>List of Needs</b>	<b>Description</b>
1. Learning problems <ul style="list-style-type: none"> <li>- Potential problem</li> </ul>	<ul style="list-style-type: none"> <li>- Less of grammar and vocabulary</li> <li>- Understand only the slower speech rate</li> <li>- Do not know the meaning of the word</li> <li>- Difficult to concentrate in listening long in information</li> <li>- Afraid of making mistake</li> <li>- Difficulty in pronunciation (See table 2)</li> </ul>
2. Learning priorities <ul style="list-style-type: none"> <li>- Purpose</li> <li>- Context</li> <li>- Skills</li> <li>- Achievement</li> <li>- Language content</li> </ul>	<ul style="list-style-type: none"> <li>- Support to get a job (See table 3)</li> <li>- Using English in hospitality industries (See table 5)</li> <li>- Listening and Speaking (See table 6 and 7)</li> <li>- Being able to communicate oral/written English (See table 4)</li> <li>- Topic: Health and Safety at Work, Dealing with Complains, Giving Information, Dealing with Problem, Dealing with Job Interview, Giving Instruction, Taking Food Order, Hotel Facilities and Service, Job and Workplace, Dealing with Phone Calls, Writing Application Letter and CV, Dealing with Request, Telling Price and Dealing with Payment, Taking Restaurant Booking (See table 8)</li> <li>- Grammar: Verb, Present Tense, WH-Question, Past Tense, Future Tense, Preposition, Pronoun, Numbers, Countable and Uncountable Noun, Adverb.</li> </ul>
3. Learning abilities <ul style="list-style-type: none"> <li>- Students' level of English</li> </ul>	<ul style="list-style-type: none"> <li>- 'Good' in Speaking and Vocabulary</li> <li>- 'Fair' in Listening, Reading, Writing, Grammar, and Pronunciation (See table 1)</li> </ul>

<p>4. Learning attitude</p> <ul style="list-style-type: none"> <li>- Learning preference</li>   <li>- Methodological preference</li> </ul>	<ul style="list-style-type: none"> <li>- Giving short response, Guessing object, Listening problem, Describing pictures, Role plays, Interview, Translating vocabularies, Answering multiple choice, Completing sentence, Composing sentence, Translating sentence, Learning from native speaker recorder, Learning and performing dialog, Repetition of drill, Writing story, Writing application letter, Summarize content, Gap filling (See table 11)</li> <li>- Learning in small group, Learning in pair, Learning outside the classroom, Learning individually, Learning in a large group.</li> </ul>
<p>5. Learning solution</p> <ul style="list-style-type: none"> <li>- Perceive solution</li> </ul>	<ul style="list-style-type: none"> <li>- Build up concentration</li> <li>- Improving self confidence</li> <li>- Listen more English through media</li> <li>- Pronunciation practicing</li> <li>- Expanding vocabulary</li> <li>- Studying grammar</li> <li>- More reading activity</li> <li>- More practicing in writing (See table 10)</li> </ul>

From the list above, the researcher then formulated the course aim. The purposes of aim statements are to provide a clear definition of the purposes of the program, to provide a guideline for teachers, learners, and materials writer, to help provide a focus for instruction and to describe important and realizable changes in learning (Richard, 2001:120). Furthermore, statements of objectives possess characteristics: objective describes a learning outcome, objective should be consistent with the curriculum aim, the objectives should be precise and feasible.

Based on the theoretical point about aims and objectives, the formula of course aims and objectives were referring the need inventory from the students of hospitality department. This syllabus

was specifically designed to meet the needs of all students of Duta Samudera Indonesia in learning English.

#### 1. The course aims

The aim of the course was students are expected to be able to identify various questions in job interview and be able to convey idea in English orally, especially about hospitality industry and daily conversation generally before they join the professional work in the future.

#### 2. Course Objectives

- a. Understanding about basic concept of hotel facilities and service and the importance of correct pronunciation of words and expression
- b. Understanding common expressions used when talking on the telephone
- c. Responding to guests' request about information on hotel facilities and services
- d. Using expression to give instruction and directions
- e. Recognizing various expression for dealing with problems and complaints
- f. Understanding common expression used when taking order and guests' requests
- g. Understanding different types of payment, tax, tips and extra charge

- h. Using expression and vocabularies for talking about job and describing workplace
- i. Understanding and being aware about health and safety at work
- j. Recognizing and composing a good application letter and CV
- k. Learning to ask and answer various questions in job interview

## **2. Sequence**

The topics in the course content were sequenced chronologically according to the order of event which commonly occurs in the Hospitality services. This is done by consulting with the hospitality lecturer and stakeholders in the field. The list topic then presented below:

1. Hotel facilities and service
2. Dealing with phone calls
3. Giving information
4. Giving instruction
5. Dealing with problem and complaints
6. Taking food order or restaurant booking and request
7. Telling price and dealing with payment
8. Health and safety at work
9. Job and workplace
10. Writing application letter and CV
11. Dealing with job interview

The type of syllabus is a layered syllabus or mostly known as an integrated syllabus. It occurs when the authors choose to mix two or more types of syllabuses together into what looks like a different type of syllabus at least in the table of content (Brown, 1995:12). The decision of defining this type of syllabus underpinned by some findings in the need analysis (see table 9, 10, and 11). The higher positive response of all respondents has indicated a higher need for hospitality topic, acceptance of basic grammar for speaking and listening, and positive response to the range of task and activity in the class signifies that Topical, Grammatical and Task-Based Syllabus suit to the hospitality students' need in learning ESP. Since it has satisfied three out of ten kinds ESP syllabus proposed by Richard (2001:153-165) then three of them were mixed and taken advantage of their strengths in facilitating students learning.

There are numbers of advantages of using this type of syllabus for ESP course which facilitate all hospitality students' target needs and learning needs. A topical syllabus organized around the different topic and how to talk about them in English. It can facilitate comprehension and make linguistic form more meaningful. Content serves as the best basis for teaching the skill areas, address students' need, motivate learner allow for integration of the four skills, and allow for use of authentic materials.

Moreover, a grammatical syllabus is organized around grammatical item. It is believed can represent a familiar approach to teaching for many people and most of the teachers and students regard grammar as an important part of their course. It also provides convenient framework for a course. It represents a core component of a language proficiency such in communicative competence includes the ability to use grammar. A Task-based syllabus organized around different tasks and activities that the learners would carry out in English. It can provide activities that drive the second language acquisition process. Learners will acquire grammar as a productive as a product of carrying out tasks, motivate the learner and engage them in meaningful communication.

Utilizing their advantages, the next step is realizing them into the scope and sequence of course content by considering the time allocated for this subject in the syllabus.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The aim of this study is to find out the hospitality students' need to learn English through a need assessment as the basis information and to design their ESP syllabus based on the students' need. First thing is an overview of the student's need. The issues have to be identified to know the needs of the students. This research finds that students have some problems in learning English such as less vocabulary and grammar, difficulty in pronunciation, afraid of making a mistake, difficulty in knowing the meaning, and the students do not know to write well. This study indicated the students had weaknesses in English skills (speaking, listening, reading and writing skills). Also, it pointed out that the students purposes in learning English is to support them to get a job in the hospitality service institution and the priority on English skills are listening and speaking because they need to be able to communicate effectively with the guests in hotel or cruise ship.

Moreover, the priority in hospitality topics should be considered in designing syllabus. The students learn English in suggested activities provide positive response ( $\geq 50\%$ ). These indicate that in process of teaching and learning ESP, the students need different activities that can improve their learning motivation. Also, the most chosen method of learning is in groups, pair learning, outside of classroom activities.

Furthermore, the students' preferences of the way they learn English in classroom are considered in the syllabus. As a conclusion, this study shows the students' positive responses in the hospitality topic, grammar items and interesting tasks that could be considered in suggested syllabus.

The second element of this research is the syllabus. The syllabus suggested in this research is focused on Duta Samudera Indonesia students' need which is the combination of some types of syllabus that are topical or content-based syllabus, grammatical syllabus, and task-based syllabus. The appropriate syllabus is created to help the students in ESP course to improve their English skills. It focuses on the improvement of the students' ability to use English orally to prepare them to be able to successfully meet their needs, which in turn will help to achieve the objective or goal that provided in the suggested syllabus.

## **B. Suggestions**

The researcher proposes some suggestions to all English users in designing and applying the syllabus by concerning need analysis. English for specific purposes is an appropriate learning process for students as it will support the students' professional skills. Therefore, requirement of needs analysis before composing the syllabus is much more important. The syllabus designers also need to conduct need analysis to know what students need from the course.

Furthermore, Duta Samudera Indonesia should provide general English for students who must have basic in English before taking courses. General English (GE) in the first semester and English for Specific Purposes (ESP) in the second semester.

Then, lecturers should pay more attention to the students in the learning process such as their attitude towards the subject of the lesson and encourage them in learning English for specific purposes because it is very inevitable to support students' skills in the field of work later.

For the next researchers who interested in syllabus design in Duta Samudera Indonesia, it will be more beneficial to divide the syllabus based on their department to make students more understand what they need to know and what they need to understand related to their own department before working in hospitality area. Besides, the next researcher can consider to do deep research for this suggested syllabus in order to create the learning material which is appropriate with the syllabus.

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# APPENDICES

**PROPOSED SYLLABUS**

**Subject** : **English for Hospitality Students**

**Duration** : **3 months**

**Course Description**

Consider English as the international language, the hospitality students should be provided for adequate English skills to be able to compete in a globalized world. Given the time allotted, the ultimate goal of the course is directed for students to be able to communicate effectively not only with the guest but also with the colleagues. It aims to effectively and efficiently meet the hospitality employees' current needs of English in order to provide a strong foundation of language skills so that students can use it in the context of hospitality industries.

**Course Aims**

Students are expected to be able to identify various questions in job interview and be able to convey idea in English orally, especially about hospitality industry and daily conversation generally before they join the professional work in the future.



## **Course Objectives**

By involving in the varieties of learning task, at the end of the course students are expected to be able to:

- a. Understanding about basic concept of hotel facilities and service and the importance of correct pronunciation of words and expression
- b. Understanding common expressions used when talking on the telephone
- c. Responding to guests' request about information on hotel facilities and services
- d. Using expression to give instruction and directions
- e. Recognizing various expression for dealing with problems and complaints
- f. Understanding common expression used when taking order and guests' requests
- g. Understanding different types of payment, tax, tips and extra charge
- h. Using expression and vocabularies for talking about job and describing workplace
- i. Understanding and being aware about health and safety at work
- j. Recognizing and composing a good application letter and CV
- k. Learning to ask and answer various questions in job interview

Unit	Meeting	Topic	Skill	Task
1. Introduction	1	Introduction	<ul style="list-style-type: none"> <li>- Speaking</li> <li>- Listening</li> </ul>	<ul style="list-style-type: none"> <li>- Let the students introduce themselves</li> <li>- Inform the students about class contract and all units lesson during learning process</li> <li>- Provide multiple games for bonding among students</li> </ul>
	2	Part of speech	<ul style="list-style-type: none"> <li>- Speaking</li> <li>- Pronounce</li> <li>- Grammar (Noun and Adjective)</li> </ul>	<ul style="list-style-type: none"> <li>- Students are introduced to Noun and Adjective</li> <li>- Memorize some vocabularies in form of Noun and Adjective</li> <li>- Imitate lecturer's pronunciation</li> <li>- Describe some pictures</li> </ul>
	3	Part of speech	<ul style="list-style-type: none"> <li>- Speaking</li> <li>- Writing</li> <li>- Grammar (Verb and Adverb)</li> </ul>	<ul style="list-style-type: none"> <li>- Students are introduced to Verb 1 and Adverb</li> <li>- Compose sentences using Verb 1 and Adverb</li> <li>- Match picture and explanation</li> <li>- Provide games related to Verb 1 and Adverb</li> </ul>
	4	Part of speech	<ul style="list-style-type: none"> <li>- Speaking</li> <li>- Reading</li> <li>- Writing</li> <li>- Grammar (preposition and conjunction)</li> </ul>	<ul style="list-style-type: none"> <li>- Students are introduced to preposition and conjunction</li> <li>- Gap-filling in the text</li> <li>- In pair, summarize a passage contains preposition and conjunction</li> <li>- Tongue twister</li> </ul>
	5	Focus	<ul style="list-style-type: none"> <li>- Speaking</li> <li>- Listening</li> <li>- Writing</li> </ul>	<ul style="list-style-type: none"> <li>- Explain part of speech in groups presentation</li> <li>- Question and answer session</li> <li>- Provide games related to part of speech</li> <li>- Give a quiz for comprehending part of speech</li> </ul>
2. Hotel Facilities and Service	6	Hotel Facilities	<ul style="list-style-type: none"> <li>- Vocabulary</li> <li>- Speaking</li> <li>- Listening</li> </ul>	<ul style="list-style-type: none"> <li>- Practice saying hotel facilities and match verbs</li> <li>- Memorize terms about hotel facilities</li> <li>- Listen and write sentence about hotel facilities</li> </ul>

			<ul style="list-style-type: none"> <li>- Writing</li> <li>- Grammar (Singular/Plural)</li> </ul>	<ul style="list-style-type: none"> <li>- Complete sentences</li> <li>- Spelling bee</li> </ul>
	7	Hotel Service Part I	<ul style="list-style-type: none"> <li>- Speaking</li> <li>- Pronunciation</li> <li>- Listening</li> <li>- Grammar (Simple Present: To Be)</li> </ul>	<ul style="list-style-type: none"> <li>- Students are introduced to various expressions for greeting and introduction</li> <li>- Repetition of drill</li> <li>- In pairs, compose and practice a dialogue</li> <li>- Gap filling and memorizing</li> </ul>
	8	Hotel Service Part II	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Writing</li> <li>- Grammar (Simple Present: Interrogative)</li> </ul>	<ul style="list-style-type: none"> <li>- Listen a conversation asking about well being and farewell</li> <li>- Students are introduced to expression about the well being and farewell</li> <li>- Students are introduced to Question Words</li> <li>- Role play of the guest and hotel staff</li> </ul>
	9	Focus	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Writing</li> <li>- Speaking</li> </ul>	<ul style="list-style-type: none"> <li>- Review hotel facilities and hotel service</li> <li>- Read an article and compose some questions</li> <li>- Write a short profile of a hotel and present it</li> </ul>
3. Dealing with Phone Calls	10	Phone calls	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Writing</li> <li>- Speaking</li> <li>- Grammar (Modals)</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to a telephone call conversation and answer the question</li> <li>- Learn various expression related to phone calls and practice it</li> <li>- Students are introduced to Modals</li> <li>- In pair, compose phone call conversation using Modals</li> </ul>
	11	Memo message	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Writing</li> <li>- Grammar (Future Tense)</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to a telephone call and match with the information cards</li> <li>- Students are introduced to memo message</li> <li>- Listen to various telephone calls and write their memo messages</li> </ul>

	12	Collecting and clarifying information	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Writing</li> <li>- Listening</li> <li>- Grammar (Past Tense)</li> </ul>	<ul style="list-style-type: none"> <li>- Read a passage and indentify the problem</li> <li>- In a small group, discuss about telephone call types in every department in hotel</li> <li>- Listen to telephones calls and summarize the information</li> <li>- Provide a game related to phone calls</li> </ul>
	13	Focus	<ul style="list-style-type: none"> <li>- Writing</li> <li>- Reading</li> <li>- Speaking</li> </ul>	<ul style="list-style-type: none"> <li>- Review Topic Dealing with Phone Calls</li> <li>- Students are given short scenario and identify the situation</li> <li>- Discuss in a group and compose the dialogue</li> <li>- Presents the dialogue</li> </ul>
4. Giving Information	14	Opinion	<ul style="list-style-type: none"> <li>- Writing</li> <li>- Speaking</li> <li>- Listening</li> <li>- Grammar (Degree of Comparison)</li> </ul>	<ul style="list-style-type: none"> <li>- Learn various expression about asking and giving opinions</li> <li>- Students are introduced to Degree of Comparison</li> <li>- Comprehend the expressions for agreeing and disagreeing</li> <li>- In pairs, practice expressions above by role playing</li> </ul>
	15	People and things	<ul style="list-style-type: none"> <li>- Writing</li> <li>- Speaking</li> <li>- Grammar (Determiner)</li> </ul>	<ul style="list-style-type: none"> <li>- Answer questions</li> <li>- Comprehend various adjectives to describe people's personalities and things</li> <li>- Students are introduced to types of determiner</li> <li>- Describe different pictures related to people and things</li> </ul>
	16	Functions and purposes	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Writing</li> <li>- Speaking</li> <li>- Grammar (Active and Passive Voice)</li> </ul>	<ul style="list-style-type: none"> <li>- Read a passage and answer the question</li> <li>- Students are introduced to active and passive voice</li> <li>- Fill in the blank with active and passive voice</li> <li>- Practice describing functions and purpose through pictures</li> </ul>

	17	Focus	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Writing</li> <li>- Speaking</li> </ul>	<ul style="list-style-type: none"> <li>- Review lesson about giving information</li> <li>- Quiz</li> <li>- In pairs, practice interview</li> </ul>
5. Giving Instruction	18	Employability	<ul style="list-style-type: none"> <li>- Speaking</li> <li>- Listening</li> <li>- Writing</li> <li>- Grammar: Imperative</li> </ul>	<ul style="list-style-type: none"> <li>- In pairs, discuss a picture</li> <li>- Students are introduced to Imperative</li> <li>- Listen to supervisor's instructions and conclude the listening</li> <li>- In a small group, practice giving and checking instruction</li> </ul>
	19	Manual instruction	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Writing</li> <li>- Speaking</li> <li>- Grammar: Adverb</li> </ul>	<ul style="list-style-type: none"> <li>- Read a passage and answer the questions</li> <li>- Students are introduced to conjunctive adverb</li> <li>- In a small group, students prepare pictures and put it in order</li> <li>- Provide games related to the topic</li> </ul>
	20	Direction	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Grammar: Preposition</li> </ul>	<ul style="list-style-type: none"> <li>- Learn expression for asking and giving direction</li> <li>- Students are introduced to preposition</li> <li>- In pairs, practice a dialogue giving directions</li> <li>- Comprehend extra vocabularies related to direction</li> </ul>
	21	Focus	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Reading</li> <li>- Speaking</li> </ul>	<ul style="list-style-type: none"> <li>- Review topic about giving instructions</li> <li>- Listen to the instruction and guess the title</li> <li>- In a group, work together to formulate response to the question cards</li> </ul>
6. Dealing with Problem and Complaints	22	Problem	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Writing</li> <li>- Grammar: too/enough, adjective</li> </ul>	<ul style="list-style-type: none"> <li>- Match problems and department in hotel</li> <li>- Listen to problems at work and answer the questions</li> <li>- Learn too/enough + adjective</li> <li>- In pairs, make a dialogue and practice</li> </ul>

	23	Complaints	<ul style="list-style-type: none"> <li>- Speaking</li> <li>- Listening</li> <li>- Grammar: Future Tense</li> </ul>	<ul style="list-style-type: none"> <li>- Learn various common hotel complaints</li> <li>- In pairs, practice giving response to guests' complaints</li> <li>- Students are introduced to future tense</li> <li>- Role play with useful expression</li> </ul>
	24	Solution and offers	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Grammar: to infinitive</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to problems at hotel and answer the questions</li> <li>- Students are introduced to infinitive</li> <li>- In a group, brain storm solution and offers for certain situation</li> <li>- Debate</li> </ul>
	25	Focus	<ul style="list-style-type: none"> <li>- Speaking</li> <li>- Listening</li> </ul>	<ul style="list-style-type: none"> <li>- Review lesson about problems and complaints</li> <li>- Listen to guests commenting on their stay in your hotel</li> <li>- In pairs, discuss best solution for the problems and complaints</li> <li>- Provide games related to the topic</li> </ul>
7. Case Study	26	Review	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Writing</li> <li>- Reading</li> </ul>	<ul style="list-style-type: none"> <li>- In a small group, students choose a topic to elaborate</li> <li>- Discuss the topic and prepare pictures</li> <li>- Presentation</li> </ul>
MID TEST				
8. Taking Food Order or Restaurant Booking and Request	28	Food	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Writing</li> <li>- Speaking</li> <li>- Grammar: countable and uncountable noun</li> </ul>	<ul style="list-style-type: none"> <li>- In pairs, discuss about food around the world</li> <li>- Students are introduced to countable and uncountable noun</li> <li>- Learn about eating habit and match dishes with countries</li> <li>- Correct the mistakes in sentences</li> </ul>

	29	Food: Like or Dislike	<ul style="list-style-type: none"> <li>- Speaking</li> <li>- Writing</li> <li>- Listening</li> <li>- Grammar: like/don't like</li> </ul>	<ul style="list-style-type: none"> <li>- Brain storm about favorite food</li> <li>- Use grid to represent information</li> <li>- Comparing two pictures</li> <li>- Listen for a reason</li> <li>- Provide games</li> </ul>
	30	Food Service and Request	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Reading</li> <li>- Writing</li> <li>- Grammar: Modal</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the conversation and answer questions</li> <li>- Introduced to modal for politeness</li> <li>- Practicing dialogue</li> <li>- Complete passage with words in the box</li> </ul>
	31	Focus	<ul style="list-style-type: none"> <li>- Writing</li> <li>- Speaking</li> <li>- Listening</li> </ul>	<ul style="list-style-type: none"> <li>- Review about taking order and request</li> <li>- In pairs, raw picture and description</li> <li>- Presentation</li> <li>- Role play</li> </ul>
9. Telling Price and Dealing with Payment	32	Money	<ul style="list-style-type: none"> <li>- Speaking</li> <li>- Listening</li> <li>- Reading</li> <li>- Grammar: Numbers</li> </ul>	<ul style="list-style-type: none"> <li>- Guess the topic by looking at the pictures</li> <li>- Spell the numbers</li> <li>- Read a passage and answer questions</li> <li>- Individually, match the verbs with the definitions</li> </ul>
	33	Bills and Payment	<ul style="list-style-type: none"> <li>- Speaking</li> <li>- Listening</li> <li>- Grammar: Yes/No Question</li> </ul>	<ul style="list-style-type: none"> <li>- Learn various expression related to bills and payment</li> <li>- Students are introduced to yes/no question</li> <li>- In pairs, make a dialogue and practice</li> <li>- Discuss in groups problem when guests settle bills</li> </ul>
	34	Shopping Habit	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Writing</li> <li>- Grammar: Adverb</li> </ul>	<ul style="list-style-type: none"> <li>- In pairs, discuss shopping habits at hotel</li> <li>- Students are introduced to adverb of frequency</li> <li>- Mingle to have shopping habits survey</li> <li>- Listen to the lecturer and find error</li> </ul>

	35	Focus	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Writing</li> </ul>	<ul style="list-style-type: none"> <li>- Review lesson about telling price and dealing with payment</li> <li>- Provide extra vocabularies</li> <li>- Gap-filling in the text</li> <li>- Debate</li> </ul>
10. Health and Safety at work	36	Introduction to Safety	<ul style="list-style-type: none"> <li>- Speaking</li> <li>- Listening</li> <li>- Grammar: must/must not, can/cannot</li> </ul>	<ul style="list-style-type: none"> <li>- Students are introduced to healthy and safety signs</li> <li>- Match the meaning to the pictures</li> <li>- Listen to health and safety phrases and practice it</li> <li>- Use prompt and notes to talk</li> </ul>
	37	Workplace Injuries	<ul style="list-style-type: none"> <li>- Speaking</li> <li>- Listening</li> <li>- Grammar: Past Tense</li> </ul>	<ul style="list-style-type: none"> <li>- Students are introduced to different types of injuries and discuss it in groups</li> <li>- Practice dialog</li> <li>- Comprehend the vocabularies related to injuries</li> <li>- In a small group, prepare picture and describe injuries and its effect</li> </ul>
	38	Watching for Hazard	<ul style="list-style-type: none"> <li>- Speaking</li> <li>- Listening</li> <li>- Writing</li> <li>- Grammar: might and could</li> </ul>	<ul style="list-style-type: none"> <li>- Students are introduced to typical workplace hazard</li> <li>- Brainstorm job where slips and trips are frequent</li> <li>- Make sentences about possible danger</li> <li>- Role play for reporting a hazard</li> </ul>
	39	Focus	<ul style="list-style-type: none"> <li>- Speaking</li> <li>- Writing</li> <li>- Listening</li> </ul>	<ul style="list-style-type: none"> <li>- Review Health and Safety at Work</li> <li>- Quiz</li> <li>- In a small group, make safety signs, safety rules, and effect of injuries</li> <li>- Presentation</li> </ul>
11. Job and Workplace	40	Roles and Responsibilities	<ul style="list-style-type: none"> <li>- Speaking</li> <li>- Writing</li> <li>- Listening</li> <li>- Grammar: to</li> </ul>	<ul style="list-style-type: none"> <li>- Elicit job titles and discuss about it</li> <li>- Mime the actions and guess the job and its workplace</li> <li>- In pairs, match the sentence to the jobs</li> </ul>



			infinitive	- Discussion and debate
	41	Advertising	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Reading</li> <li>- Speaking</li> <li>- Grammar: much/a lot, a little/a bit</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to advertisement and guess the object</li> <li>- Read a passage and answer the questions</li> <li>- Students are introduced to target grammar</li> <li>- Role play a marketing meeting</li> </ul>
	42	Hospitality Industries	<ul style="list-style-type: none"> <li>- Speaking</li> <li>- Writing</li> <li>- Listening</li> <li>- Grammar: present continuous</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss famous hotel and cruise ship around the world</li> <li>- Students are introduction to present continuous</li> <li>- Do exercise to find correct tense</li> <li>- Start presentation about their favorite hotel and cruise ship and its facilities</li> </ul>
	43	Focus	<ul style="list-style-type: none"> <li>- Speaking</li> <li>- Writing</li> <li>- Listening</li> </ul>	<ul style="list-style-type: none"> <li>- Review job and workplace</li> <li>- Quiz</li> <li>- Write a description about their future hotel and cruise ship</li> <li>- Provide games</li> </ul>
12. Writing Application Letter and CV	44	Application Letter	<ul style="list-style-type: none"> <li>- Speaking</li> <li>- Writing</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the importance of application letter</li> <li>- Hand out copies of an example of the application letter and highlight the important parts</li> <li>- Critique the sample letter to find the error</li> <li>- Practice writing application letter</li> </ul>
	45	Curriculum Vitae	<ul style="list-style-type: none"> <li>- Speaking</li> <li>- Writing</li> </ul>	<ul style="list-style-type: none"> <li>- In pairs, brainstorm and write the purpose of a CV and compare to other pairs</li> <li>- Discuss the element of a good CV</li> <li>- Read an example of CV and correct the misspelling</li> <li>- Read the guideline of writing a CV and write an appropriate CV</li> </ul>

	46	Problem in Writing Application Letter and CV	<ul style="list-style-type: none"> <li>- Speaking</li> <li>- Writing</li> </ul>	<ul style="list-style-type: none"> <li>- In a small group, discuss problem at writing application letter and CV and list them</li> <li>- Compare with other groups</li> <li>- Find Error</li> <li>- Comprehend vocabularies by matching with the meaning</li> </ul>
	47	Focus	<ul style="list-style-type: none"> <li>- Writing</li> <li>- Speaking</li> </ul>	<ul style="list-style-type: none"> <li>- Review writing application letter and CV</li> <li>- Case study</li> <li>- Cross-check application letter and CV with partner</li> <li>- Provide games</li> </ul>
13. Dealing with Job Interview	48	Communication	<ul style="list-style-type: none"> <li>- Writing</li> <li>- Listening</li> <li>- Speaking</li> </ul>	<ul style="list-style-type: none"> <li>- Quiz about methods of communication</li> <li>- Listening to social networking and communication skills</li> <li>- Comprehend tense for expressing future plans</li> <li>- In pairs, talk about future plans and report to the class</li> </ul>
	49	Job interview	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Writing</li> </ul>	<ul style="list-style-type: none"> <li>- Watch a video of interview process and answer questions</li> <li>- In small group, discuss types of questions in interview</li> <li>- Elaborate a word into a sentence</li> <li>- Practice writing job interview question and role play with partner</li> </ul>
	50	Do's and Don'ts of Job Interview	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Speaking</li> <li>- Writing</li> </ul>	<ul style="list-style-type: none"> <li>- Read handout about Do's and Don'ts of job Interview</li> <li>- Discuss the handout and elicit the reason with partner</li> <li>- Read a passage and answer questions</li> <li>- Provide games</li> </ul>

	51	Focus	<ul style="list-style-type: none"> <li>- Speaking</li> <li>- Writing</li> <li>- Listening</li> </ul>	<ul style="list-style-type: none"> <li>- Review dealing with job interview</li> <li>- In small group, prepare picture of hotel/cruise ship and job vacancy</li> <li>- Role play between HRD staff and job seeker performing job interview</li> </ul>
14. Mini Project Part II	52		<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> </ul>	<ul style="list-style-type: none"> <li>- Mini Drama</li> </ul>
15. Mini Project Part II	53		<ul style="list-style-type: none"> <li>- Writing</li> <li>- Speaking</li> <li>- Listening</li> </ul>	<ul style="list-style-type: none"> <li>- Making Poster</li> <li>- Presentation</li> </ul>
JOB INTERVIEW PRACTICE				
FINAL TEST				

## UNIT 2

## HOTEL FACILITIES AND SERVICE

This unit teaches various vocabularies related to hotel facilities and various expressions for greeting, introduction, and farewell as the part of hotel service. Through learning vocabularies and basic grammar, the students can be more familiar and used them to improve their communication skill.

## Lesson 1: Hotel Facilities

## 1. Vocabulary

A. In pair, discuss the following word and repeat after the lecturer!

- |                                 |              |
|---------------------------------|--------------|
| - Airport hotel                 | A. Luxury    |
| - All suites hotel              | B. Upscale   |
| - Conference / convention hotel | C. Mid-range |
| - Motel                         | D. Budget    |
| - Resort hotel                  | E. Economy   |
| - Spa hotel                     |              |

HOTEL  
Swimming pool  
Games room  
Mini-gym  
Sauna / solarium  
Good restaurants  
Ironing facilities  
Car park  
24-hour laundry service  
Free newspaper  
Telefax  
Café  
Longue  
Conference Room

ROOM  
Radio / TV  
Direct dial telephone  
Hairdryer  
Electric trousers press  
Bathrobes  
Mini-bar  
Private bathroom  
24-hour room service  
Tea and coffee-making  
Air conditioning  
Writing desk

B. Look at the list of hotel facilities above and make a guess about what type of hotel it fits!

C. People often do these things when they travel. Match the verbs (1-5, 6-10) with the correct phrases (a-e, f-j)

- |               |                    |              |                       |
|---------------|--------------------|--------------|-----------------------|
| 1. buy        | a) security        | 6. watch     | f) a hotel room       |
| 2. confirm    | b) a ticket        | 7. take      | g) some shopping      |
| 3. collect    | c) at the check-in | 8. book      | h) at the hotel       |
| 4. go through | d) their flight    | 9. do        | i) an in-flight movie |
| 5. queue      | e) their luggage   | 10. check in | j) a bus or taxi      |

## 2. Listening and Writing

D. Listen to the teacher spell the hotel facilities and make sentences using those words!

## 3. Grammar Focus

E. Learn the following grammars which focus on singular and plural noun using *there is/there are* !

### Uses

- We use *there is (not)a* + singular noun to say that something exist or doesn'texist  
**There's a** coffee machine on the second floor  
**There isn't a** swimming pool in this hotel
- With plural nouns, we use *there are* with *some* in positive statements, and *there are not* with *any* in negative sentences  
**There are some** people in the conference room  
**There aren't any** flights on Sunday
- We use *is there/are there* + *a/any* to ask a question  
**Is there a** message for me?  
**Is there any** baggage?  
**Are there any** good nightclubs in the city?

F. **Complete these sentences with the correct form of *there is* or *there are*.**

- 1 It's a very small airport. *There aren't* any shops in the terminal.
- 2 ..... a problem with my ticket?
- 3 ..... any aisle seats available.
- 4 ..... a stopover in Frankfurt.
- 5 ..... any flights to Zurich tonight?
- 6 I'm afraid ..... a flight to Warsaw this afternoon.
- 7 ..... two cafés in the terminal.
- 8 ..... any buses from the airport to the city centre?

## 4. Speaking

G. In pairs, practice spelling hotel facilities above. Cross-check your pronunciation with lecturer if needed.

H. Play games: Spelling Bee

## Lesson 2. Greeting Service Part I

### 1. Vocabulary

- A. Look at the following expressions and repeat the pronunciation after the lecturer!

#### Formal Expressions

Good morning (sir/ma'am)

Good afternoon (sir/ma'am). Welcome to (name of hotel/restaurant, etc)

Good evening (sir/ma'am)

How are you this morning (afternoon, evening, today)?

#### Less Formal Expressions

Hello

Hi

What's up?

How's it going?



Hello

What's your name?

It's a pleasure to meet you.

Allow me to introduce myself.

This is ... (Mrs. Harris)

I would like to introduce... (my boss, Mr. Larson).

Please allow me to introduce ... (my friend John).

I'm ...(Emily Pearson)

My name is...(Bob Friendly)

Nice to meet you, too.

I would like to introduce myself.

- B. In pairs, practice in a dialogue using greeting and introduction expression above!
- C. Take turn with other group to present the dialogue in front of the class!

2. Grammar Focus  
Present Tense (To Be)

Form		
+	<b>I'm (= am)</b> <b>He's/She's/It's (= is)</b> <b>You're/We're/They're (= are)</b>	a student. from Poland. at work.
-	<b>I'm not (= am not)</b> <b>He/She/It isn't (= is not) or</b> <b>He's/She's/It's not</b> <b>You/We/They aren't (= are not) or</b> <b>You're/We're/They're not</b>	American. here. Chinese. lawyers.
?	<b>Am I</b> <b>Is he/she/it</b> <b>Are you/we/they</b>	late? at the office? tired?

Questions with *to be*

- We put the form of the verb *to be* at the beginning.  
*Am I early?*                                      *Is it here?*  
*Is he a manager?*                              *Are you Spanish?*
- We do not use the short form of the verb in answers.  
*Are you a consultant?*                      *Yes, I am.* (NOT ~~Yes, I'm.~~)  
*Is she married?*                              *Yes, she is.* (NOT ~~Yes, she's.~~)  
*Are they OK?*                                      *Yes, they are.* (NOT ~~Yes, they're.~~)

D. Complete this information with short form of the verb to be!

My name's.....<sup>1</sup> Maristella. I.....<sup>2</sup> Brazilian and I.....<sup>3</sup> from São Paulo. I.....<sup>4</sup> a research analyst for an investment bank in New York. I.....<sup>5</sup> married with two children, a boy and a girl. They.....<sup>6</sup> at high school in Scarsdale. My husband.....<sup>7</sup> American and he.....<sup>8</sup> a doctor. My sister.....<sup>9</sup> in New York, too. She.....<sup>10</sup> a student at Columbia University. We.....<sup>11</sup> all interested in sports and movies. My son.....<sup>12</sup> a good tennis player.

3. Listening and Speaking

E. Complete this chart about yourself. Then introduce yourself to a partner

<b>1</b> Name .....	<b>4</b> Nationality .....
<b>2</b> Job <i>I'm a(n)</i> .....	<b>5</b> Interests .....
<b>3</b> City <i>I'm from</i> .....	<b>6</b> Favourite sports .....

F. Now write a paragraph about your partner and present it in the front of the class

#### 4. Extra Work

G. Complete these sentences using negative form of *to be*

- 1 She's Russian, but ~~she is~~'t from Moscow.
- 2 They're Japanese, but ..... from Tokyo.
- 3 He's German, but ..... from Munich.
- 4 I'm in sales, but ..... the manager.
- 5 The office is in Paris, but ..... in the centre.
- 6 Her name is Sophia, but ..... Italian.

### Lesson 3: Greeting Guest Part II

#### 1. Listening

A. Listen to the conversation and answer questions

*Audio Script*

**Staff:** Good afternoon, welcome to The Plaza.

**Guest:** Hi.

**Staff:** How can I help you today?

**Guest:** I need to check in.

**Staff:** Of course sir, My name is Sopida Hakam and I'll be your guest representative during your stay. Could I have your name please?

**Guest:** Freddy Benson.

**Staff:** Yes Mr. Benson, here you are. And how are you today?

**Guest:** Tired actually, it was a very long flight.

**Staff:** Well, I'll get you checked in as soon as possible so you can relax.

Questions!

- a) What is the hotel's name?
- b) What is the name of hotel's staff?
- c) What is the name of the guest?
- d) How is the guest condition and why?



## 2. Vocabulary

B. Look at the expressions about asking and answering well being and farewell. Repeat the expressions after the lecturer!

### **IF GOOD**

How are you?	Great.
How's it going?	Couldn't be better.
How has your day been?	Fantastic.

### **IF SO-SO**

How have you been?	Could be worse.
How's the family?	Fair to middling.
Did you have a good day?	I can't complain.

### **IF BAD**

How do you feel?	Not too good.
How was your day?	I've had better days.
Have you had a good day?	No, it was lousy.

### **More Formal expressions**

Goodbye  
Thank you for coming. Have a pleasant day.  
Goodbye, please come again.  
Goodbye, I hope to see you again.

### **Less Formal Goodbyes**

See you later (soon)	So long
Good bye (bye)	Please come again
I have to run	I have to be going now
Catch you later	See you again

C. In pairs, practice using expression above

### 3. Grammar Focus

WH-Questions

Question words	Meaning	Examples
<b>who</b>	person	Who's that? That's Nancy.
<b>where</b>	place	Where do you live? In Boston
<b>why</b>	reason	Why do you sleep early? Because I've got to get up early
<b>when</b>	time	When do you go to work? At 7:00
<b>how</b>	manner	How do you go? By car
<b>what</b>	object, idea or action	What do you do? I am an engineer

- D. Make questions for each of question words above
- E. Switch the questions with partner and answer those questions

### 4. Speaking

- F. In pair, make a dialogue between hotel staff and guest
- G. Role Play in front of the class

## Lesson 4: Focus

### 1. Listening

- A. Review hotel facilities by listening spelling audio and write the word

*Audio Script*

- a) H-A-I-R-D-R-Y-E-R
- b) L-U-X-U-R-Y
- c) L-O-N-G-U-E
- d) M-I-N-I-B-A-R
- e) R-E-S-T-A-U-R-A-N-T
- f) E-C-O-N-O-M-Y
- g) T-E-L-E-P-H-O-N-E
- h) A-I-R-C-O-N-D-I-T-I-O-N-E-R
- i) S-A-U-N-A
- j) M-I-N-I-G-Y-M

- B. Switch the answer with partner and check the error

## 2. Reading

C. Read a passage below and make a question



# Hilton Tokyo

### About the hotel

The Hilton Tokyo is in the centre of Tokyo's Shinjuku skyscraper business district. This luxury hotel has 808 guest rooms and a choice of seven inviting bars and restaurants.

Guests can swim in the hotel's indoor pool, play tennis on one of the two rooftop tennis courts, or relax in the jacuzzi and sauna in the hotel's 24-hour health club.

Guests can visit nearby Tokyo attractions, including Yoyogi Park, the Meiji Shrine and the Imperial Palace. For guests with children, the Tokyo Disney resort is about 20 kilometres from the hotel. The hotel's 24-hour reception team offers advice on places to visit. Guests can also book sightseeing tours and theatre tickets. Shinjuku's busy shops are a 10-minute walk from the hotel.

Guests feel at home in the spacious rooms, with large windows and city views. In each room, there is a desk, air conditioning and voicemail. Rooms have high-speed internet access, a flat-screen TV and on-demand videos.



The Musashino serves Japanese specialities. Le Pergolese offers French cuisine. Guests can try Chinese food at the Dynasty and order a midnight snack at the Marble Lounge.



The Hilton Tokyo is the perfect place for meetings. There are 16 meeting rooms. The largest room has space for 1,200 people. There is also a 24-hour business centre.

From Narita International Airport, the easiest way to arrive is to take the airport limousine. It takes about two hours. Getting around is easy. There is a free shuttle service from the hotel to Shinjuku station. The hotel is also directly connected to the Tokyo Metro subway.

D. Read question one by one in front of the class and other students compete to find the answer orally!

### Angket Mahasiswa

Angket ini dibuat sebagai bagian dari penelitian tentang desain silabus mata pelajaran Bahasa Inggris. Karena Anda telah mempelajarinya, maka secara khusus angket ini ingin meminta pendapat dan harapan Anda terhadap mata pelajaran tersebut. Silahkan menjawab pertanyaan dengan jujur dengan cara mencentang (√) pada kotak pilihan atau opsi yang disediakan karena informasi yang anda berikan akan menjadi acuan untuk mendesain silabus mata pelajaran Bahasa Inggris di Jurusan Kru Kapal Pesiar dan Perhotelan.

#### A. Informasi Pribadi

Berikan informasi tentang diri Anda

1. Jenis Kelamin :
2. Usia :

#### B. Gambaran tentang target *need* pada mata pelajaran Bahasa Inggris

1. Tujuan apa yang ingin anda capai dari pembelajaran Bahasa Inggris di Jurusan Kru Kapal Pesiar dan Perhotelan?
  - a. Untuk membantu mendapatkan pekerjaan.
  - b. Untuk membantu keberhasilan pada pendidikan saat ini
  - c. Untuk dapat melanjutkan pendidikan
  - d. Untuk berkunjung keluar negeri
  - e. Untuk pengembangan karir
  - f. Tujuan lain, sebutkan.....
2. Dalam konteks apa Anda akan menggunakan Bahasa Inggris yang Anda pelajari?
  - a. Pada industri perhotelan
  - b. Pada jasa pelayanan
  - a. Konteks lain, sebutkan.....
3. Berdasarkan kebutuhan Anda di bidang perhotelan, seberapa pentingkah keterampilan berbahasa Inggris di bawah ini?

Keterampilan	1	2	3	4
	Tidak Penting	Kurang Penting	Penting	Sangat Penting
a. Listening				
b. Speaking				
c. Reading				
d. Writing				

4. Seberapa pentingkah topik di bawah ini bagi Anda saat mempelajari Bahasa Inggris di Jurusan Kru Kapal Pesiar dan Perhotelan?

Topik	1	2	3	4
	Tidak penting	Kurang penting	Penting	Sangat penting
a. Dealing with phone calls				
b. Giving information				
c. Taking restaurant booking				
d. Serving in the bar				
e. Giving instructions				
f. Taking food order				
g. Dealing with request				
h. Describing dishes				
i. Job and workplace				
j. Dealing with complaints				
k. Health and safety at work				
l. Hotel facilities and service				
m. Offering help and advice				
n. Dealing with problem				
o. Telling price and dealing with payment				
p. Writing application letter and CV				
q. Dealing with job interview				
r. Topik lain...				

5. Seberapa pentingkah item tata bahasa di bawah ini bagi Anda untuk mengembangkan keterampilan Bahasa Inggris Anda di jurusan Kru Kapal Pesiar dan Perhotelan?

Tata Bahasa	1	2	3	4
	Tidak Penting	Kurang Penting	Penting	Sangat Penting
a. Past Tense				
b. Present Tense				
c. Future Tense				
d. Determiner				
e. Quantity				
f. Imperative				
g. Some/any, much/many, a little/a few				
h. Modal				
i. Active & Passive Voice				
j. Verb				
k. Adverb				
l. Preposition				
m. Degree of comparison				
n. Pronoun				
o. Wh-Questions				
p. Yes-No questions				

q. Numbers				
r. Conditional Sentences				
s. Relative Clause				
t. Demonstrative				
u. Countable and Uncountable Noun				
v. Affixes				
w. Tata Bahasa yang disarankan.....				

6. Aspek mana saja yang menjadi kekurangan dan kelebihan Anda terkait tingkat kecakapan berbahasa Inggris Anda?

Aspek	Kurang	Sedang	Baik	Sempurna
	1	2	3	4
a. Listening				
b. Speaking				
c. Reading				
d. Writing				
e. Grammar				
f. Vocabulary				
g. Pronunciation				

7. Seberapa sering Anda mengalami masalah belajar pada skill di bawah ini?

Masalah	1	2	3	4
	Tidak Pernah	Jarang	Sering	Selalu
<b>Listening</b>				
a. Harus mengerti arti setiap kata				
b. Harus mendengarkan berkali-kali				
c. Sulit konsentrasi mendengarkan informasi panjang				
d. Tidak mengetahui arti kata				
e. Hanya bisa mengerti ucapan yang lambat				
f. Lainnya.....				
<b>Speaking</b>				
a. Kesulitan pengucapan				
b. Takut membuat kesalahan				
c. Topik yang tidak dikuasai				
d. Kurang kosakata dan tata bahasa				
e. Lainnya.....				
<b>Reading</b>				
a. Kurang motivasi membaca				
b. Kosakata yang sangat				

terbatas dan kompleksitas tata bahasa				
c. Harus mengetahui setiap kata dalam Bahasa Inggris				
d. Isi teks yang tidak relevan dengan perhotelan				
e. Lainnya.....				
<b>Writing</b>				
a. Kurang pengetahuan tata bahasa dan kosakata yang sangat terbatas				
b. Tidak menguasai cara menulis yang baik				
c. Masalah ejaan dan tanda baca				
d. Lainnya.....				

8. Keterampilan berbahasa Inggris apakah yang ingin Anda tingkatkan?
- Listening
  - Speaking
  - Reading
  - Writing
9. Berdasarkan jawaban Anda pada nomor 8, apakah Anda ingin melakukan hal di bawah ini?

Hal yang ingin dilakukan	Ya	Tidak
a. Melatih konsentrasi		
b. Menambah perbendaharaan kata		
c. Membiasakan mendengar tuturan berbahasa Inggris melalui media		
d. Melatih pengucapan		
e. Meningkatkan rasa percaya diri		
f. Lebih giat membaca		
g. Mempelajari tata bahasa		
h. Berlatih menulis sesuai organisasi teks		

C. Gambaran tentang *learning need* pada mata pelajaran Bahasa Inggris

10. Manfaat apa yang Anda inginkan dari mengikuti mata pelajaran Bahasa Inggris di Jurusan Kru Kapal Pesiar dan Perhotelan.
- Mampu berkomunikasi secara lisan/tulisan berbahasa Inggris
  - Mampu menerjemahkan teks berbahasa Inggris
  - Mudah mengerjakan soal tes berbahasa Inggris
  - Mudah memahami budaya orang asing
  - Manfaat lainnya.....

11. Apakah Anda suka belajar Bahasa Inggris dengan kegiatan belajar di bawah ini?  
Silahkan centang!

<b>Listening</b>	<b>Ya</b>	<b>Tidak</b>
a. Menggambar objek berdasarkan instruksi		
b. Memberi tanda berdasarkan kalimat yang didengar		
c. Memberi respon singkat terhadap pernyataan benar atau salah		
d. Mencari kesalahan dengan cara merespon pernyataan dosen		
e. Menebak objek berdasarkan definisinya		
f. Menjawab langsung pertanyaan dosen		
g. Menuliskan kembali teks listening dengan kalimat berbeda		
h. Merangkum dengan singkat transkrip listening yang didengarkan		
i. Mendengar kan masalah dan menyarankan solusi		
j. ....		
<b>Speaking</b>	<b>Ya</b>	<b>Tidak</b>
a. Mendeskripsikan gambar		
b. Mendeskripsikan gambar yang berbeda		
c. Penyelesaian masalah		
d. Bermain peran		
e. Wawancara		
f. Menjelaskan prosedur		
g. Presentasi		
h. Diskusi kelompok		
i. Debat		
j. ....		
<b>Reading</b>	<b>Ya</b>	<b>Tidak</b>
a. Menjawab pertanyaan umum yang diberikan sebelum membaca		
b. Membuat dan menjawab pertanyaan sendiri		
c. Menentukan judul setelah membaca		
d. Merangkum isi bacaan menjadi satu atau dua kalimat		
e. Membaca teks cerita, menebak apa yang akan terjadi berikutnya.		
f. Menemukan kesalahan-kesalahan dalam teks		
g. Membandingkan dua teks dengan topik yang sama, temukan persamaan dan perbedaan		
h. Memberikan respon dan balasan surat terhadap surat/artikel yang produktif		
i. Menunjukkan hubungan kejadian dalam teks menggunakan ilustrasi		
j. ....		
<b>Writing</b>	<b>Ya</b>	<b>Tidak</b>
a. Menuliskan review buku yang disukai		
b. Menulis lembar instruksi, missal menyediakan makanan tertentu		
c. Menulis cerita berdasarkan gambar/rangkaian gambar		
d. Mendeskripsikan kejadian/pemandangan/seseorang		



e. Menjawab surat yang diberikan		
f. Menuliskan surat lamaran pekerjaan		
g. Menulis riwayat hidup ( <i>curriculum vitae</i> )		
h. Menulis laporan		
i. Mengoreksi ejaan, tanda baca sebuah teks		
j. ....		
<b>Vocabulary</b>	<b>Ya</b>	<b>Tidak</b>
a. Menerjemahkan kosakata		
b. Identifikasi kesalahan ejaan dalam teks		
c. Menghafalkan kata menggunakan kamus		
d. Membuat daftar kata sesuai kelas kata		
e. Menjodohkan; sinonim; antonim; berdasarkan definisi		
f. Melengkapi kalimat atau paragraph		
g. Menjawab soal pilihan ganda		
h. ....		
<b>Grammar</b>	<b>Ya</b>	<b>Tidak</b>
a. Menghafal rumus tenses		
b. Mengidentifikasi kesalahan gramatikal		
c. Melengkapi kalimat dengan tata bahasa yang tepat		
d. Menyusun kalimat menggunakan tata bahasa yang tepat		
e. Mengenali tata bahasa dalam teks		
f. Menerjemahkan kalimat		
g. ....		
<b>Pronunciation</b>	<b>Ya</b>	<b>Tidak</b>
a. Belajar dari kamus		
b. Menirukan pengucapan dosen		
c. Belajar dari rekaman penutur asli		
d. Bermain game dengan kata (tongue twister)		
e. Belajar dengan mempraktekkan dialog		
f. Latihan dengan pengulangan pengulangan		
g. ....		

12. Apakah Anda suka belajar dengan metode di bawah ini?

<b>Metode Belajar</b>	<b>Ya</b>	<b>Tidak</b>
a. Belajar secara individu		
b. Belajar berpasangan		
c. Belajar dalam kelompok kecil		
d. Belajar dalam kelompok besar		
e. Belajar di luar kelas		
f. Lainnya ...		

### Angket Alumni

Angket ini dibuat sebagai bagian dari penelitian tentang desain silabus mata pelajaran Bahasa Inggris. Karena Anda telah mempelajarinya, maka secara khusus angket ini ingin meminta pendapat dan harapan Anda terhadap mata pelajaran tersebut. Silahkan menjawab pertanyaan dengan jujur dengan cara mencentang (√) pada kotak pilihan atau opsi yang disediakan karena informasi yang anda berikan akan menjadi acuan untuk mendesain silabus mata pelajaran Bahasa Inggris di Jurusan Kru Kapal Pesiar dan Perhotelan.

#### A. Informasi Pribadi

Berikan informasi tentang diri Anda

1. Jenis Kelamin :
2. Usia :
3. Tempat Kerja :

#### B. Gambaran tentang target *need* pada mata pelajaran Bahasa Inggris

1. Tujuan apa yang ingin anda capai dari pembelajaran Bahasa Inggris di Jurusan Kru Kapal Pesiar dan Perhotelan?
  - a. Untuk membantu mendapatkan pekerjaan.
  - b. Untuk membantu keberhasilan pada pendidikan saat ini
  - c. Untuk dapat melanjutkan pendidikan
  - d. Untuk berkunjung keluar negeri
  - e. Untuk pengembangan karir
  - f. Tujuan lain, sebutkan.....
2. Dalam konteks apa Anda akan menggunakan Bahasa Inggris yang Anda pelajari?
  - a. Pada industri perhotelan
  - b. Pada jasa pelayanan
  - c. Konteks lain, sebutkan.....
3. Berdasarkan kebutuhan Anda di bidang perhotelan, seberapa pentingkah keterampilan berbahasa Inggris di bawah ini?

Keterampilan	1	2	3	4
	Tidak Penting	Kurang Penting	Penting	Sangat Penting
a. Listening				
b. Speaking				
c. Reading				
d. Writing				

4. Seberapa pentingkah topik di bawah ini bagi Anda saat mempelajari Bahasa Inggris di Jurusan Kru Kapal Pesiar dan Perhotelan?

Topik	1	2	3	4
	Tidak penting	Kurang penting	Penting	Sangat penting
a. Dealing with phone calls				
b. Giving information				
c. Taking restaurant booking				
d. Serving in the bar				
e. Giving instructions				
f. Taking food order				
g. Dealing with request				
h. Describing dishes				
i. Job and workplace				
j. Dealing with complaints				
k. Health and safety at work				
l. Hotel facilities and service				
m. Offering help and advice				
n. Dealing with problem				
o. Telling price and dealing with payment				
p. Writing application letter and CV				
q. Dealing with job interview				
r. Topik lain...				

5. Seberapa pentingkah item tata bahasa di bawah ini bagi Anda untuk mengembangkan keterampilan Bahasa Inggris Anda di jurusan Kru Kapal Pesiar dan Perhotelan?

Tata Bahasa	1	2	3	4
	Tidak Penting	Kurang Penting	Penting	Sangat Penting
a. Past Tense				
b. Present Tense				
c. Future Tense				
d. Determiner				
e. Quantity				
f. Imperative				
g. Some/any, much/many, a little/a few				
h. Modal				
i. Active & Passive Voice				
j. Verb				
k. Adverb				
l. Preposition				
m. Degree of comparison				
n. Pronoun				
o. Wh-Questions				
p. Yes-No questions				
q. Numbers				

r. Conditional Sentences				
s. Relative Clause				
t. Demonstrative				
u. Countable and Uncountable Noun				
v. Affixes				
w. Tata Bahasa yang disarankan.....				

6. Aspek mana saja yang menjadi kekurangan dan kelebihan Anda terkait tingkat kecakapan berbahasa Inggris Anda?

Aspek	Kurang	Sedang	Baik	Sempurna
	1	2	3	4
a. Listening				
b. Speaking				
c. Reading				
d. Writing				
e. Grammar				
f. Vocabulary				
g. Pronunciation				

7. Seberapa sering Anda mengalami masalah belajar pada skill di bawah ini?

Masalah	1	2	3	4
	Tidak Pernah	Jarang	Sering	Selalu
<b>Listening</b>				
a. Harus mengerti arti setiap kata				
b. Harus mendengarkan berkali-kali				
c. Sulit konsentrasi mendengarkan informasi panjang				
d. Tidak mengetahui arti kata				
e. Hanya bisa mengerti ucapan yang lambat				
f. Lainnya.....				
<b>Speaking</b>				
a. Kesulitan pengucapan				
b. Takut membuat kesalahan				
c. Topik yang tidak dikuasai				
d. Kurang kosakata dan tata bahasa				
e. Lainnya.....				
<b>Reading</b>				
a. Kurang motivasi membaca				
b. Kosakata yang sangat terbatas dan kompleksitas				

tata bahasa				
c. Harus mengetahui setiap kata dalam Bahasa Inggris				
d. Isi teks yang tidak relevan dengan perhotelan				
e. Lainnya.....				
<b>Writing</b>				
a. Kurang pengetahuan tata bahasa dan kosakata yang sangat terbatas				
b. Tidak menguasai cara menulis yang baik				
c. Masalah ejaan dan tanda baca				
d. Lainnya.....				

8. Keterampilan berbahasa Inggris apakah yang ingin Anda tingkatkan?

- a. Listening
- b. Speaking
- c. Reading
- d. Writing

C. Gambaran tentang *learning need* pada mata pelajaran Bahasa Inggris

9. Manfaat apa yang Anda inginkan dari mengikuti mata pelajaran Bahasa Inggris di Jurusan Kru Kapal Pesiar dan Perhotelan.

- a. Mampu berkomunikasi secara lisan/tulisan berbahasa Inggris
- b. Mampu menerjemahkan teks berbahasa Inggris
- c. Mudah mengerjakan soal tes berbahasa Inggris
- d. Mudah memahami budaya orang asing
- e. Manfaat lainnya.....

10. Apakah Anda suka belajar Bahasa Inggris dengan kegiatan belajar di bawah ini?

Silahkan centang!

<b>Listening</b>	<b>Ya</b>	<b>Tidak</b>
a. Menggambar objek berdasarkan instruksi		
b. Memberi tanda berdasarkan kalimat yang didengar		
c. Memberi respon singkat terhadap pernyataan benar atau salah		
d. Mencari kesalahan dengan cara merespon pernyataan dosen		
e. Menebak objek berdasarkan definisinya		
f. Menjawab langsung pertanyaan dosen		
g. Menuliskan kembali teks listening dengan kalimat berbeda		
h. Merangkum dengan singkat transkrip listening yang didengarkan		
i. Mendengar kan masalah dan menyarankan solusi		
j. ....		
<b>Speaking</b>	<b>Ya</b>	<b>Tidak</b>
a. Mendeskripsikan gambar		
b. Mendeskripsikan gambar yang berbeda		
c. Penyelesaian masalah		

d. Bermain peran		
e. Wawancara		
f. Menjelaskan prosedur		
g. Presentasi		
h. Diskusi kelompok		
i. Debat		
j. ....		
<b>Reading</b>	<b>Ya</b>	<b>Tidak</b>
a. Menjawab pertanyaan umum yang diberikan sebelum membaca		
b. Membuat dan menjawab pertanyaan sendiri		
c. Menentukan judul setelah membaca		
d. Merangkum isi bacaan menjadi satu atau dua kalimat		
e. Membaca teks cerita, menebak apa yang akan terjadi berikutnya.		
f. Menemukan kesalahan-kesalahan dalam teks		
g. Membandingkan dua teks dengan topik yang sama, temukan persamaan dan perbedaan		
h. Memberikan respon dan balasan surat terhadap surat/artikel yang produktif		
i. Menunjukkan hubungan kejadian dalam teks menggunakan ilustrasi		
j. ....		
<b>Writing</b>	<b>Ya</b>	<b>Tidak</b>
a. Menuliskan review buku yang disukai		
b. Menulis lembar instruksi, misal menyediakan makanan tertentu		
c. Menulis cerita berdasarkan gambar/rangkaian gambar		
d. Mendeskripsikan kejadian/pemandangan/seseorang		
e. Menjawab surat yang diberikan		
f. Menuliskan surat lamaran pekerjaan		
g. Menulis riwayat hidup ( <i>curriculum vitae</i> )		
h. Menulis laporan		
i. Mengoreksi ejaan, tanda baca sebuah teks		
j. ....		
<b>Vocabulary</b>	<b>Ya</b>	<b>Tidak</b>
a. Menerjemahkan kosakata		
b. Identifikasi kesalahan ejaan dalam teks		
c. Menghafalkan kata menggunakan kamus		
d. Membuat daftar kata sesuai kelas kata		
e. Menjodohkan; sinonim; antonim; berdasarkan definisi		
f. Melengkapi kalimat atau paragraph		
g. Menjawab soal pilihan ganda		
h. ....		
<b>Grammar</b>	<b>Ya</b>	<b>Tidak</b>
a. Menghafal rumus tenses		
b. Mengidentifikasi kesalahan gramatikal		
c. Melengkapi kalimat dengan tata bahasa yang tepat		
d. Menyusun kalimat menggunakan tata bahasa yang tepat		
e. Mengenali tata bahasa dalam teks		
f. Menerjemahkan kalimat		
g. ....		

<b>Pronunciation</b>	<b>Ya</b>	<b>Tidak</b>
a. Belajar dari kamus		
b. Menirukan pengucapan dosen		
c. Belajar dari rekaman penutur asli		
d. Bermain game dengan kata (tongue twister)		
e. Belajar dengan mempraktekkan dialog		
f. Latihan dengan pengulangan pengulangan		
g. ....		

11. Apakah Anda suka belajar dengan metode di bawah ini?

<b>Metode Belajar</b>	<b>Ya</b>	<b>Tidak</b>
a. Belajar secara individu		
b. Belajar berpasangan		
c. Belajar dalam kelompok kecil		
d. Belajar dalam kelompok besar		
e. Belajar di luar kelas		
f. Lainnya ...		

### Angket Dosen

Angket ini dibuat sebagai bagian dari penelitian tentang desain silabus mata pelajaran Bahasa Inggris. Karena Anda sedang atau telah mengajarkannya, maka secara khusus angket ini ingin meminta pendapat dan harapan Anda terhadap mata pelajaran tersebut. Silahkan menjawab pertanyaan dengan jujur dengan cara mencentang (√) pada kotak pilihan atau opsi yang disediakan karena informasi yang anda berikan akan menjadi acuan untuk mendesain silabus mata pelajaran Bahasa Inggris di Jurusan Kru Kapal Pesiar dan Perhotelan.

#### A. Informasi Pribadi

Berikan informasi tentang diri Anda

1. Jenis Kelamin :
2. Usia :

#### B. Gambaran tentang target *need* pada mata pelajaran Bahasa Inggris

1. Tujuan apa yang ingin anda capai dari pembelajaran Bahasa Inggris di Jurusan Kru Kapal Pesiar dan Perhotelan?
  - a. Untuk membantu siswa mendapatkan pekerjaan.
  - b. Untuk membantu keberhasilan siswa pada pendidikan saat ini
  - c. Untuk membantu siswa melanjutkan pendidikan
  - d. Untuk membantu siswa berkunjung keluar negeri
  - e. Untuk pengembangan karir siswa
  - f. Tujuan lain, sebutkan.....
2. Berdasarkan kebutuhan siswa di bidang perhotelan, seberapa pentingkah keterampilan berbahasa Inggris di bawah ini?

Keterampilan	1	2	3	4
	Tidak Penting	Kurang Penting	Penting	Sangat Penting
a. Listening				
b. Speaking				
c. Reading				
d. Writing				

3. Seberapa pentingkah topik di bawah ini bagi siswa saat mempelajari Bahasa Inggris di Jurusan Kru Kapal Pesiar dan Perhotelan?

Topik	1	2	3	4
	Tidak penting	Kurang penting	Penting	Sangat penting
a. Dealing with phone calls				
b. Giving information				
c. Taking restaurant booking				
d. Serving in the bar				
e. Giving instructions				
f. Taking food order				



g. Dealing with request				
h. Describing dishes				
i. Job and workplace				
j. Dealing with complaints				
k. Health and safety at work				
l. Hotel facilities and service				
m. Offering help and advice				
n. Dealing with problem				
o. Telling price and dealing with payment				
p. Writing application letter and CV				
q. Dealing with job interview				
r. Topik lain...				

4. Seberapa pentingkah item tata bahasa di bawah ini bagi siswa untuk mengembangkan keterampilan Bahasa Inggris Anda di jurusan Kru Kapal Pesiar dan Perhotelan?

Tata Bahasa	1	2	3	4
	Tidak Penting	Kurang Penting	Penting	Sangat Penting
a. Past Tense				
b. Present Tense				
c. Future Tense				
d. Determiner				
e. Quantity				
f. Imperative				
g. Some/any, much/many, a little/a few				
h. Modal				
i. Active & Passive Voice				
j. Verb				
k. Adverb				
l. Preposition				
m. Degree of comparison				
n. Pronoun				
o. Wh-Questions				
p. Yes-No questions				
q. Numbers				
r. Conditional Sentences				
s. Relative Clause				
t. Demonstrative				
u. Countable and Uncountable Noun				
v. Affixes				
w. Tata Bahasa yang disarankan.....				

5. Aspek mana saja yang menjadi kekurangan dan kelebihan siswa terkait tingkat kecakapan berbahasa Inggris ?

Aspek	Kurang	Sedang	Baik	Sempurna
	1	2	3	4
a. Listening				
b. Speaking				
c. Reading				
d. Writing				
e. Grammar				
f. Vocabulary				
g. Pronunciation				

6. Seberapa sering siswa mengalami masalah belajar pada skill di bawah ini?

Masalah	1	2	3	4
	Tidak Pernah	Jarang	Sering	Selalu
<b>Listening</b>				
a. Harus mengerti arti setiap kata				
b. Harus mendengarkan berkali-kali				
c. Sulit konsentrasi mendengarkan informasi panjang				
d. Tidak mengetahui arti kata				
e. Hanya bisa mengerti ucapan yang lambat				
f. Lainnya.....				
<b>Speaking</b>				
a. Kesulitan pengucapan				
b. Takut membuat kesalahan				
c. Topik yang tidak dikuasai				
d. Kurang kosakata dan tata bahasa				
e. Lainnya.....				
<b>Reading</b>				
a. Kurang motivasi membaca				
b. Kosakata yang sangat terbatas dan kompleksitas tata bahasa				
c. Harus mengetahui setiap kata dalam Bahasa Inggris				
d. Isi teks yang tidak relevan dengan perhotelan				
e. Lainnya.....				
<b>Writing</b>				
a. Kurang pengetahuan tata bahasa dan kosakata yang sangat terbatas				
b. Tidak menguasai cara menulis yang baik				
c. Masalah ejaan dan tanda baca				
d. Lainnya.....				

7. Keterampilan berbahasa Inggris apakah yang sebaiknya siswa tingkatkan?
- Listening
  - Speaking
  - Reading
  - Writing
8. Berdasarkan jawaban Anda pada nomor 7, apakah siswa perlu melakukan hal di bawah ini?

Hal yang perlu dilakukan	Ya	Tidak
a. Melatih konsentrasi		
b. Menambah perbendaharaan kata		
c. Membiasakan mendengar tuturan berbahasa Inggris melalui media		
d. Melatih pengucapan		
e. Meningkatkan rasa percaya diri		
f. Lebih giat membaca		
g. Mempelajari tata bahasa		
h. Berlatih menulis sesuai organisasi teks		

C. Gambaran tentang *learning need* pada mata pelajaran Bahasa Inggris

9. Manfaat apa yang Anda inginkan terhadap siswa dengan mengikuti mata pelajaran Bahasa Inggris di Jurusan Kru Kapal Pesiar dan Perhotelan?
- Mampu berkomunikasi secara lisan/tulisan berbahasa Inggris
  - Mampu menerjemahkan teks berbahasa Inggris
  - Mudah mengerjakan soal tes berbahasa Inggris
  - Mudah memahami budaya orang asing
  - Manfaat lainnya.....
10. Apakah siswa suka belajar Bahasa Inggris dengan kegiatan belajar di bawah ini? Silahkan centang!

Listening	Ya	Tidak
a. Menggambar objek berdasarkan instruksi		
b. Memberi tanda berdasarkan kalimat yang didengar		
c. Memberi respon singkat terhadap pernyataan benar atau salah		
d. Mencari kesalahan dengan cara merespon pernyataan dosen		
e. Menebak objek berdasarkan definisinya		
f. Menjawab langsung pertanyaan dosen		
g. Menuliskan kembali teks listening dengan kalimat berbeda		
h. Merangkum dengan singkat transkrip listening yang didengarkan		
i. Mendengar kan masalah dan menyarankan solusi		
j. ....		
Speaking	Ya	Tidak
a. Mendeskripsikan gambar		
b. Mendeskripsikan gambar yang berbeda		
c. Penyelesaian masalah		
d. Bermain peran		
e. Wawancara		
f. Menjelaskan prosedur		

g. Presentasi		
h. Diskusi kelompok		
i. Debat		
j. ....		
<b>Reading</b>	<b>Ya</b>	<b>Tidak</b>
a. Menjawab pertanyaan umum yang diberikan sebelum membaca		
b. Membuat dan menjawab pertanyaan sendiri		
c. Menentukan judul setelah membaca		
d. Merangkum isi bacaan menjadi satu atau dua kalimat		
e. Membaca teks cerita, menebak apa yang akan terjadi berikutnya.		
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i. Menunjukkan hubungan kejadian dalam teks menggunakan ilustrasi		
j. ....		
<b>Writing</b>	<b>Ya</b>	<b>Tidak</b>
a. Menuliskan review buku yang disukai		
b. Menulis lembar instruksi, misal menyediakan makanan tertentu		
c. Menulis cerita berdasarkan gambar/rangkaian gambar		
d. Mendeskripsikan kejadian/pemandangan/seseorang		
e. Menjawab surat yang diberikan		
f. Menuliskan surat lamaran pekerjaan		
g. Menulis riwayat hidup ( <i>curriculum vitae</i> )		
h. Menulis laporan		
i. Mengoreksi ejaan, tanda baca sebuah teks		
j. ....		
<b>Vocabulary</b>	<b>Ya</b>	<b>Tidak</b>
a. Menerjemahkan kosakata		
b. Identifikasi kesalahan ejaan dalam teks		
c. Menghafalkan kata menggunakan kamus		
d. Membuat daftar kata sesuai kelas kata		
e. Menjodohkan; sinonim; antonim; berdasarkan definisi		
f. Melengkapi kalimat atau paragraph		
g. Menjawab soal pilihan ganda		
h. ....		
<b>Grammar</b>	<b>Ya</b>	<b>Tidak</b>
a. Menghafal rumus tenses		
b. Mengidentifikasi kesalahan gramatikal		
c. Melengkapi kalimat dengan tata bahasa yang tepat		
d. Menyusun kalimat menggunakan tata bahasa yang tepat		
e. Mengenali tata bahasa dalam teks		
f. Menerjemahkan kalimat		
g. ....		
<b>Pronunciation</b>	<b>Ya</b>	<b>Tidak</b>
a. Belajar dari kamus		
b. Menirukan pengucapan dosen		

c. Belajar dari rekaman penutur asli		
d. Bermain game dengan kata (tongue twister)		
e. Belajar dengan mempraktekkan dialog		
f. Latihan dengan pengulangan pengulangan		
g. ....		

11. Apakah siswa suka belajar dengan metode di bawah ini?

<b>Metode Belajar</b>	<b>Ya</b>	<b>Tidak</b>
a. Belajar secara individu		
b. Belajar berpasangan		
c. Belajar dalam kelompok kecil		
d. Belajar dalam kelompok besar		
e. Belajar di luar kelas		
f. Lainnya ...		

## Wawancara

### Mahasiswa

1. Apakah belajar mata kuliah Bahasa Inggris sulit?
2. Apakah materi yang diajarkan menarik?
3. Apa tanggapan anda terhadap cara mengajar dosen mata kuliah bahasa Inggris?
4. Seberapa pentingkah pengajaran mata kuliah Bahasa Inggris disajikan dengan topic khusus perhotelan?
5. Bagaimana seharusnya materi mata kuliah Bahasa Inggris yang baik?

### Alumni

1. Apakah belajar mata kuliah Bahasa Inggris sulit?
2. Apakah bahasa Inggris membantu pekerjaan anda?
3. Seberapa pentingkah pengajaran mata kuliah Bahasa Inggris disajikan dengan topic khusus perhotelan?
4. Bagaimana seharusnya materi mata kuliah Bahasa Inggris yang baik?

### Dosen

1. Apa yang anda ingin capai dalam pengajaran mata kuliah Bahasa Inggris?
2. Bagaimana sikap mahasiswa ketika belajar mata kuliah Bahasa Inggris?
3. Seberapa pentingkah pengajaran mata kuliah Bahasa Inggris disajikan dengan topic perhotelan?
4. Bagaimana seharusnya materi kuliah Bahasa Inggris yang baik?

### Pembuat kebijakan

1. Apa harapan institusi terhadap pengajaran mata kuliah Bahasa Inggris di DSI?
2. Apakah pengajaran mata kuliah Bahasa Inggris sudah memenuhi harapan institusi?
3. Seberapa pentingkah pengajaran mata kuliah bahasa Inggris disajikan dengan topic perhotelan?
4. Bagaimana seharusnya materi kuliah Bahasa Inggris yang baik?

### Stakeholder

1. Mengapa bahasa Inggris diperlukan pada industry perhotelan?
2. Seberapa sering bahasa Inggris digunakan dalam industry perhotelan?
3. Skill bahasa Inggris apa yang dibutuhkan oleh karyawan perhotelan?
4. Topik apa saja yang harus dikuasai oleh karyawan dalam penggunaan bahasa Inggris di industry perhotelan?



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
UNIVERSITAS HASANUDDIN  
FAKULTAS ILMU BUDAYA

JL. PERINTIS KEMERDEKAAN KAMPUS TAMALANREA KM.10, MAKASSAR, 90245. TEL P: (0411) 587223 FAX: (0411) 587223  
E-mail: [info@pasca.unhas.ac.id](mailto:info@pasca.unhas.ac.id) Website: <http://pasca.unhas.ac.id>

Nomor : 6399/UN4.9.1/PT.01.04/2019  
Lamp. : -

22 Oktober 2019

Yth. Gubernur Provinsi Sulawesi Selatan  
C.q. Kepala Badan Koordinasi Penanaman  
Modal Daerah (BKPM) Provinsi Sulsel  
di Makassar

Dengan hormat, kami sampaikan bahwa mahasiswa Program Magister (S-2) Bahasa Inggris Fakultas Ilmu Budaya Universitas Hasanuddin, yang tersebut di bawah ini:

n a m a : DEWI ANDRIANI  
nomor pokok : F022181003  
program pendidikan : Magister (S-2)  
program studi : Bahasa Inggris  
konsentrasi : Kependidikan

bermaksud melakukan penelitian dalam rangka penulisan tesis dengan judul: **From Need Assessment to Syllabus Design: Constructing an ESP Course for Hospitality Students at Duta Samudera Indonesia Makassar**

Waktu Penelitian : Oktober 2019 s.d. selesai  
Tempat Penelitian : Duta Samudera Indonesia Makassar

Sehubungan dengan hal tersebut, kami mohon kebijaksanaan Bapak/Ibu kiranya berkenan memberi izin kepada yang bersangkutan untuk melakukan penelitian di unit kerja Bapak.

Atas perkenan dan kerjasama Bapak/Ibu diucapkan terima kasih.



Prof. Dr. H. Fathu Rahman, M.Hum.  
NIP. 19601231198703025

Tembusan

1. Dekan Sekolah Pascasarjana Unhas sebagai laporan
2. Ketua Program Studi S-2 Bahasa Inggris
3. Mahasiswa yang bersangkutan;
4. Peringgal.



PEMERINTAH PROVINSI SULAWESI SELATAN  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : 25076/S.01/PTSP/2019  
Lampiran :  
Perihal : Izin Penelitian

Kepada Yth.  
Walikota Makassar

di-  
**Tempat**

Berdasarkan surat Dekan Fak. Ilmu Budaya UNHAS Makassar Nomor : 6399/UN4.9.1/PT.01.04/2019 tanggal 22 Oktober 2019 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : DEWI ANDRIANI  
Nomor Pokok : F022181003  
Program Studi : Bahasa Inggris  
Pekerjaan/Lembaga : Mahasiswa(S2)  
Alamat : Jl. P. Kemerdekaan Km. 10, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Tesis, dengan judul :

**" FROM NEED ASSESSMENT TO SYLLABUS DESIGN : CONSTRUCTING AN ESP COURSE FOR HOSPITALITY STUDENTS AT DUTA SAMUDERA INDONESIA MAKASSAR "**

Yang akan dilaksanakan dari : Tgl. 28 Oktober s/d 10 Desember 2019

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar  
Pada tanggal : 25 Oktober 2019

A.n. GUBERNUR SULAWESI SELATAN  
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU  
PINTU PROVINSI SULAWESI SELATAN  
Selaku Administrator Pelayanan Perizinan Terpadu



**A. M. YAMIN, SE., MS.**

Pangkat : Pembina Utama Madya  
Nip : 19610513 199002 1 002

Tembusan Yth  
1. Dekan Fak. Ilmu Budaya UNHAS Makassar di Makassar,  
2. Peringgal.