

**DESIGNING ENGLISH FOR SPECIFIC PURPOSE SYLLABUS THROUGH  
HOSPITALITY STUDENTS' NEED ANALYSIS AT MAKASSAR TOURISM  
POLYTECHNIC**



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The Writer

THESIS  
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States truthfully that this thesis was the result of my own work and it is not the work of the 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 sanction for my work.

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## ABSTRACT

**MUHAMMAD CHAIRUL ARIS. F022202009.** Designing English for specific purpose syllabus through Hospitality Students' need analysis at Makassar Tourism Polytechnic (Supervised by Noer Jihad Saleh and Nasmilah)

Many professionals need to have skills which could help them to communicate with their work partners especially in reading, writing and speaking to obtain information in English to enhance their job performance. In fact, in the last several decades, there has been an increasing need to use English Language for the expression of knowledge within specific professional fields. This study aims to find out the needs of Hospitality department students in learning English at Makassar Tourism Polytechnic and to design the syllabus after the need assessment. The study involves 40 students as its population. A mixed method of quantitative and qualitative paradigms is applied by giving questionnaires to students and semi-structured interview to the students and lecturer to support the answers to the research questions. The result showed that the students need English material that support their communicative competence. Therefore a syllabus was designed by prioritizing speaking as the main course in order to enable students to communicate with the guest from foreign countries. This is not only for communicative purposes but also to prepare students to get job in hospitality industries. The syllabus design as the output of this study covers hospitality-related topics, grammar items and variety of learning activities that engaged students' interest in classroom.

**Keywords: Need Analysis, Hospitality Students' Need, Syllabus Design, English for Specific Purpose**



## ABSTRAK

MUHAMMAD CHAIRUL ARIS. *Perancangan Silabus Bahasa Inggris untuk Tujuan Khusus Melalui Analisis Kebutuhan Mahasiswa Hospitality di Politeknik Pariwisata Makassar* (dibimbing oleh Noer Jihad Saleh dan Nasmilah).

Para pakar seharusnya memiliki keahlian yang dapat membantu mereka dalam berkomunikasi dengan rekan kerjanya khususnya membaca, menulis, dan berbicara untuk mendapatkan informasi dalam bahasa Inggris dan meningkatkan keterampilan kerja. Telah terbukti bahwa selama beberapa dekade terakhir terdapat peningkatan kebutuhan penggunaan bahasa Inggris sebagai pengungkap ilmu pengetahuan di dalam bidang profesional yang spesifik. Penelitian ini bertujuan memenuhi kebutuhan mahasiswa Departemen Hospitality untuk belajar Bahasa Inggris di Politeknik Pariwisata Makassar dan merancang silabus setelah dilakukan penilaian. Sebanyak empat puluh mahasiswa sebagai bahan uji coba menggunakan metode campuran, yaitu kuantitatif dan kualitatif. Data diperoleh melalui pemberian kuesioner kepada mahasiswa dan semi wawancara kepada mahasiswa dan dosen untuk mendukung jawaban mereka. Hasil penelitian menunjukkan bahwa mahasiswa membutuhkan materi Bahasa Inggris yang mendukung kemampuan mereka dalam berkomunikasi. Silabus tersebut didesain dengan memprioritaskan kemampuan berbicara sebagai topik utama agar mereka mampu berkomunikasi dengan tamu dari luar negeri. Selain itu, dapat mempersiapkan mahasiswa untuk mendapatkan pekerjaan di *industry hospitality*. Rancangan Silabus sebagai hasil penelitian memuat topik-topik yang berkaitan dengan *hospitality*, tata Bahasa, dan beragam aktivitas pembelajaran yang sesuai dengan ketertarikan mahasiswa di kelas.

Kata kunci: analisis kebutuhan, kebutuhan mahasiswa Hospitality, desain silabus, Bahasa Inggris untuk tujuan khusus



## TABLE OF CONTENTS

TITLE.....	I
ACKNOWLEDGEMENT .....	II
APPROVAL SHEET .....	IV
STATEMENT OF AUTHENCITY.....	V
ABSTRACT.....	VI
ABSTRAK.....	VII
TABLE OF CONTENTS.....	VIII
CHAPTER I: INTRODUCTION	
A. Background of The Research .....	1
B. Research Questions .....	4
C. Research Objectives .....	4
D. Significance of the Research .....	5
E. Scope of the Research .....	6
CHAPTER II : REVIEW OF RELATED STUDY	
A. Related Previous Studies .....	7
B. Theoretical Discussion .....	9
1. English for Specific Purposes (ESP) .....	9
2. The Definition of Syllabus and its characteristic .....	13
3. Syllabus Design Criteria .....	16
4. Type of Syllabus.....	17
5. Need Assessment (Analysis).....	23
6. Types of needs.....	25
7. Target Needs.....	26
8. Learning Needs .....	27



9. Hospitality industry .....	28
C. Conceptual Framework .....	29
1. Making decision .....	30
2. Gathering information .....	30
3. Using information.....	31

### CHAPTER III: METHOD OF THE RESEARCH

A. Research Design.....	33
B. Research Setting .....	33
C. Population and Sample .....	34
D. Instrument of the Research.....	35
E. Pilot Instrument .....	37
F. Procedure of Collecting Data.....	37
G. Method of Analyzing Data .....	38

### CHAPTER IV: FINDINGS AND DISCUSSION

A. Need Analysis .....	41
B. Syllabus Design .....	80

### CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion.....	84
B. Suggestion.....	87

BIBLIOGHRAPHY .....	88
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### APPENDICES

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

Nowadays with the dynamical changing of economy and technology in the world, the demand for English application has been growing in all the professional areas too. Many professionals need to have skills which could help them to communicate with their work partners especially in reading, writing and speaking to obtain information in English to enhance their job performance. In the fact, during last several decades, there has been an increasing need to use English Language for the expression of knowledge within specific professional fields. A clear example of the demand is the way in which international communication takes place, no matter whether English is used in the world of science and technology or in education. It is also generally recognized that English is an effective tool to use in many sectors especially Tourism.

Along with the global spread of English and the wide recognition of World English, a whole breadth of studies have been conducted to explore the attitudes of learners toward the different variety of English. In Indonesia, English is the compulsory foreign language subject in the public schools which is most widely learnt by students till secondary schools and once they start studying at university they are offered English for specific purposes (ESP) Course within their field of study.

Moreover, with the potential of tourism sectors, Indonesia is one of the most visited country which get many visitors from abroad. This chance should clearly be taken advantage of by.

The tourism industry has been growing in two different aspects. Firstly, due to more people have an interest to spend their leisure time for vacation abroad with growing disposable incomes, most of them choose to spend some of their time and money on tourism. Secondly, combination of semantics and statistics. The activities that were previously seen as unrelated are being categorized under the umbrella of tourism. The Indonesian government paid greater attention to tourism sectors when they realize how contributive the tourism sectors towards economy development. This opportunity should be handled well by those entities who have concern on this issue such as Tourism students because they are the figure who will contribute more on this particular object.

However, the situation in Indonesia is quite dynamic, where the language habits and behavior of people are fairly rapidly changing. There are many things around such as the development of technology, information, way of life and think and goods and service, that affect people's habits and behavior in Indonesia, especially when we are talking about English as a foreign language. Considering these conditions, we should realize that learner's habit and behavior toward learning English also have significant from less to more exposure in learning it. Further, the

teaching material and the methodology of teaching should also change based on the learner needs.

Despite the fact that many people are motivated to English because they recognize that this thing will help them to get better position in their careers in the airlines, travel industry and other tourism sectors, it is founded that there is surprisingly little literature on the subject. In addition, the professional literature has nor clearly provided the topic of English for specific purpose in the tourism sector, nor providing many English language training programs and materials been designed specifically for this term.

Makassar Tourism Polytechnic is one of famous Institutes in Makassar. it is located in Gunung Rinjani Tanjung Merdeka Street about 10 kilometers from Hasanuddin University, this institute offers very excellent tourism programs for students and prepare the students to be very competent in communicating, educating, tourism and hospitality promoting and etc. based on this reason, this institute has became one of all tourism learning centers in Makassar. On the other hand, This campus has other courses to provide such as Hospitality operational, occupational health and safety, Business etiquette, Basic management, Enterpreneurship, Marketing and Etc. The students at this institute is Non-English Background learners where the English competence is really expected.

Conversely, having conducted unstructured interview with the students and lectures, the English learning syllabus which provided by the institute does not engage to the needs of students where the learning materials are general and not specific to major field.

As English is constituted as one of the compulsory subjects, the students are really encouraged to have a great performance at the classroom because they will be sort of actors that will enhance local and national tourism sectors in international world someday. Also, in order to make that that learning English impart the communication Skills that are most useful graduates in their chosen careers, it is now time that the quality should be prioritized by putting a program that suit and engaged to their needs. Then it is expected that Hospitality department students will exhibit positive attitudes toward English in order to meet the achievement and the successful in learning process.

## **B. Research question**

Based on the problem statements above, the present study addresses two major research questions as follows:

1. What are the needs of Makassar Tourism Polytechnic students in learning English?
2. How will the syllabus be designed based on the students' needs learning English?

### **C. Objectives of the study `**

As this research has goals to provide description of the actual condition of the ESP teaching for hospitality students, the objectives of this research are:

1. To find out the needs and Preferred learning Method of hospitality department students in learning English.
2. To design the syllabus based on the hospitality department students' needs in learning English.

### **D. Significance of study**

This research is expected to give big contribution to the involved stakeholders:

#### **1. Theoretical Benefit**

The researcher hopes that this study could contribute a lot to the expanding theories of need analysis and syllabus design for hospitality students in line with their major in the workplace.

#### **2. Practical Benefit**

Knowing student attitudes and needs in learning English will provide deeper insight into how students view themselves as students and how they value the experience of learning English. With students being motivated and positive attitude, the effectiveness and efficiency of teaching will improve dramatically.

Effective teaching with motivated students can produce more positive learning result. It is also expected for the lecturer and the student to improve their efforts and desire to achieve success by working together in a language learning classroom situation.

#### **E. Scope of the Study**

This research has a limitation to specify the thing that has been be discussed and make sort of analysis to what be discussed. This research focuses on identifying the needs of hospitality students' needs in learning English through needs assessment. The writer hopes that the data that gathered from need assessment towards students can be references and information in designing an appropriate syllabus for hospitality students at Makassar Tourism Polytechnic.

## **CHAPTER II**

### **LITERATURE REVIEW**

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

To begin this literature review, the writer places previous study to accomplish the explanation about the references of this research. In some cases of the study of need analysis had been done by some researchers in aims to fulfill the needs of linguistic insight.

The first study, the study has been done by Rima (2016) entitled “Teaching English for Tourism in Bali based on Local culture: What do students need?”, this research identified the need analysis of Learning program in tourism sector. The result showed that development of the instructional materials should be created based on Bali local heritage such as introducing traditional market, dance and ceremony to the tourist. This material should cover very appropriate communicative expression.

Second study, the study has been conducted by Liwei (2014) entitled “Effectiveness of English for specific purposes courses for Non-English speaking students of hospitality and tourism: A latent growth curve analysis”, this research examined whether ESP program affects Students’ TOEIC score as student language performance during learning program. The result showed that more hours of ESP



Classes do not give any betterment for students performance in standardized English test. The researcher claimed that adding more hours for regular learning time can help the students.

Another research that has correlation to this proposal's title is the research which has been done by Wenli& Fay (2014) entitled "ESP Program evaluation framework: Description and application to a Taiwanese University ESP Program". Having conducted<sup>3</sup> this research, this research used a framework to evaluate whether an ESP Program has been effective or not and offered insights into making the evaluation process beneficial for all stakeholders to develop new ESP Programs and revise the current ESP Program, the updated framework tried to analyze authenticity, learner autonomy and learning transfer.

From all of the previous studies above, we could see that the first journal discussed about the problems that are faced by the foreigners that come to tourism places due to lack of language competence of local people. However the second and the third journals focused on the examining the ESP program at university in terms of the effectiveness. The similarity between this research and those related researches, we agree on how important the English curriculum which related to an ESP Program. While the difference is this study focuses on analyzing the needs of the English Learners and put it in syllabus as the reference for them to enhance their competence accurately.

## **B. Theoretical Discussion**

This theoretical review has focus to discuss some keywords such as English for specific purposes for tourism students and the syllabus design.

### **1. English for Specific Purposes (ESP)**

#### **a. The Definition of ESP**

Many researchers have come up and shown their ideas regarding English for specific purposes. Mackay and Mountford (1978) claimed that English for specific purpose can be identified as the “obviously utilitarian” teaching of English. It means that we need to use specific language abilities in learning English and apply it in daily life so that learners could use English on the basis of their particular requirements which can be academic, occupation, professional and sciences purposes. Hutchinson and Waters (1987) define that English for Specific Purposes (ESP) is an approach to language teaching, which aims to meet the need of particular learners. This means in practice that much of the work done by ESP teachers is concerned with designing appropriate courses for various groups of learners. To create successful performance, ESP design should be based on the learners’ needs to develop particular English course, which later determine the kind of syllabus and the materials instruction.

Robinson (1991) explained that English specific purpose can be seen under two main criterias. Firstly, English for specific purpose is normally goal directed. This explanation refers that learning English is not only because the students are interested in learning the language, but they also need to have sort of purposes to learn the language such as for working purposes or academic purposes. Secondly, English for specific purpose is designed well to fulfill the people needs.

#### **b. The Criteria of ESP**

Robinson (1991) explained that a number of features are often thought as criteria to ESP courses. First, ESP is normally goal directed. Students learn English because they need English for study or work purposes. Second, an ESP course is based on a needs analysis, which aims to specify as closely as possible what exactly it is that students have to do through the medium of English. It emphasizes target or end of course requirements. Third, the students on an ESP course are usually adults. It means that they have already studied general English. The need ESP to continue their learning English in more specific way related to their study or work. Finally, people who learn ESP course in class should be identical. Even though there are some differences in the learners' ages or educational backgrounds, they must have the same kind of work or

specialist studies. It is not common to have people with various studies or works in the same class in ESP course.

In addition, Hutchinson and Waters (1987) have mentioned before in criteria on number two that is about need analysis, they offer the awareness of target needs, a definable need to communicate in English that distinguishes the ESP learners from general English learners to conduct need analysis. They added that getting the target needs from the learners will be helpful as the means to obtain complete data about the learners' necessities, lacks, and wants: necessities are determined by the demands of the target situation that is what the learners has to know in order to function effectively in the target situation, lack is insufficient to know about the learners' necessities only, but knowing what the learners know already can show the learners' lacks, wants are assumed as what motivates the learners because of apparent relevance to their course of study. Wants are what the learners want to know and learn about the subject.

### **c. ESP Categories**

According to Hutchinson and Waters (1987) said that the categorization of ESP is based on the general nature of the learners' purpose and specific needs or specialization. On the learners' purpose,

ESP is divided into two main types, namely English for Academic Purposes (EAP); that is for learners who require English for academic study and English for Occupational Purposes (EOP), English for Vocational Purposes (EVP) and Vocational English as Second Language (VESL); that is for working or training.

The main interest of the ESP movement can be categorized in a number of ways (Johns & Machado in Celce-Murcia 2001). According to their current importance, some of these categories will be highlighted as follows: English for Occupational Purposes and English for Academic Purposes. The clear description about the classification of ESP categories is described in the figure.

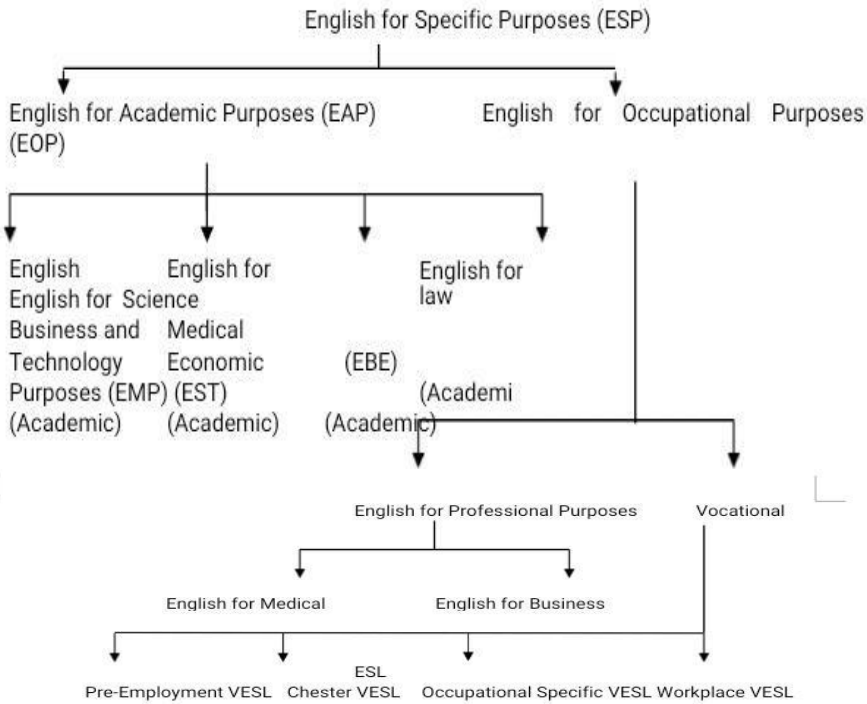


Figure 2.2 The classification of ESP categories by (Johns & Machado in Celce-Murcia 2001).

In this study, based on the classification, the English course for Hospitality Department at Makassar Tourism Polytechnic is categorized under Vocational ESL and Occupational Specific VESL

## **2. The Definition of Syllabus and its characteristic**

Syllabus can be identified as a document that show what needs to be learnt by students through structural phases before achieving its goal in the mind of the learners. However for English for specific purpose, the syllabus should be designed correctly based on the learners need specifically. Hutchinson (1987) said that It gives a platform for students and teachers by creating manageable and accessible language learning work.

Harmer (2011) said that Syllabus concerns the selection of items to be learnt and the grading of those items into an appropriate sequence. There are various types of different syllabus in language teaching. Each syllabus provides a different focus or emphasis that will give different results. A

decision maker should be able to determine the type of syllabus that best fits the needs analysis and learning objectives to be achieved.

McKay in Brown (1995) put his perspective to the idea of Syllabus where this document provides specific goal and competence to be achieved and learnt along with consideration for how that material should be selected, chosen and ordered. Syllabus is a bunch of specific lesson plans. It drives the teachers and learners by providing some goals to be achieved.

On the other hand, The term syllabus cannot be separated with the term of curriculum. Dubin and Olstain (1986) identified curriculum as broad description about total content that will be taught and shared and goals to be reached in a school or institution by indicating education and culture philosophy, while the syllabus can be identified as written document which portrays deeper description and depiction about goal of particular subject or level in an institution.

Based on the definitions from the experts above, it indicates that syllabus is more comprehensive and specific than the curriculum. It covers many data on lesson plan, including the objectives, goals and targets of study and teaching methodology that involves learning assessment for students and evaluation. Syllabus is designed well for specific purpose as a tool to guide education programs to achieve the learning goal easily.

Engaged with the current learning program at Makassar Tourism Polytechnic, the syllabus that will be proposed by the writer as result of this research will be constructed to express opinion and preference on language learning program as well as to find the need for language skills in the Hospitality industry. On the other hand, the proposed syllabus will contribute a lot in English for specific purpose for hospitality as a guide for students and lectures during learning process in all educational practices. Not only that but, this syllabus will inform the parents of students, employers and stakeholders involved regarding how the language program activity runs and may fit into their expectation as consumers.

Similarly, Dubin and Olstain (1986) explained that there are three main points in designing syllabus; (a) language content and its three important subcomponents such as 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 three features will be references in designing a good syllabus for hospitality students throughout gathering data method. The next step is to determine the type of syllabus needed for students that includes data regarding the teaching objectives, materials and others which will be achieved



at the end of learning program by the students and then apply in their workplace after graduating.

However, the design and development of the syllabus should be based on several criteria. Furthermore, Harmer (2011) suggests several criteria in designing the syllabus.

### **3. Syllabus Design Criteria**

- a. Learnability: some structural or lexical items are easier for students to learn than others. Thus we teach easier things first and then increase the level of difficulty as the students' language level rises.
- b. Frequency: it would make sense, especially at the beginning levels, to include items which are more frequent in the language, than ones that are only used occasionally by native speakers.
- c. Coverage: some words and structures have greater coverage (scope for use) than others.
- d. Usefulness: the reason that words like book and pen figure so highly in classrooms (even though they might not be that frequent in real language use) is because they are useful words in that situation. In the same way, words for family members occurs early on in a students' learning life because they are useful in the context of what students are linguistically able to talk about.

### **4. Types of Syllabus**

As part of language teaching programs, an appropriate syllabus is needed as a one of important platforms to succeed language program. There are some different types of syllabus, All those things might be taken well as first step in designing materials for students at course. The following are some types of language teaching syllabus that are distinctively discussed.

#### **a. Grammatical Syllabus**

The grammatical syllabus are designed to teach the systematic development of grammatical structures and functions, leading the students to understand grammatical system of the language. This type of syllabus contains collection of forms and language structures such as grammar that include nouns, verbs, adjectives, pronoun, adverb, conjunction, clauses, statements and so on.

Nunan (1988) explained that staging and sequencing are carried out according to criteria of:

1. Simplicity (simple structures are taught first)
2. Regularity (generalizable and productive structures are taught first)
3. Frequency (most common structures are taught first)

4. Contrastive difficulty (structures not found in the L1 are emphasized)

5. Social and pedagogical utility

Nevertheless, Sabah (2018) claimed that grammatical syllabus has many shortcomings:

1. Meaning of words are taught separately from context. They are taught in a list of Isolated lexicon

2. As grammar is taught in rules, there is no teaching of the way in which grammar is used in an utterance to express a social context.

3. Teaching grammar is overemphasized through drilling exercise.

4. Structural syllabus may make students feel bored or demotivated.

#### **b. The lexical syllabus**

Lexical syllabus has a purpose to identify vocabulary that will be taught normally arranged according to levels such as 500 to 2000 words. On the other hand, this syllabus consists of 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 and an additional more than 2000 words for advanced level. Willis (1990) explained that learners do

accumulating language forms and phrases, so lexical syllabus should be related with an instructional methodology focused on language use.

### **c. Functional syllabus**

Functional syllabus is designed with communicative approach such as Offering, Requesting, Inviting, Complaining, Suggesting, agreeing or disagreeing. This type of syllabus will deal with certain situations that students need in real communication such as how phrases can be expressed or how to serve the people around.

Functional syllabus aims to analyze the concept of communicative competence of students into different components with the assumption that mastering individual function will be created in overall communicative liability. Through learning materials, this functional syllabus has proved to be very usual and general. It can be said as very usual and general because it becomes the representation of wide perspective of English than grammar itself and it also focuses more on English rather linguistic type. It also provides an easy structure and sequence in designing teaching materials, particularly in the aspect of listening and speaking skills.

Yasin (2017) explained that functional syllabus is supported with need analysis. The needs of the students should be analyzed by the

variety of communication types where the students ought to deal with. Although needs analysis implies a focus and need of students, critics of this approach suggest that a new list has replaced the old one.

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

Situational Syllabus is created around the language needed based on the situations such as at the hospital or hotel. A situation is a conditional setting in which certain communicative acts typically occur. A situational syllabus is a platform to identify the situations in which the students can use the language and the typical communicative acts and language used in that setting.

Rabbini (2002) identified that the principal organizing characteristic is a list of situations which portrays the language and behavior which are used every day outside the classroom. That is a reason, by connecting structural theory to situations the students are capable to produce the meaning from a relevant context.

The benefit of this type of syllabus is that when situations suddenly occur in the language of communication, students are not used to spontaneously communicating in the language. The basic purpose of a situational syllabus is to give language teaching that happens in the

situations. For instances ordering some food, giving complains, asking for help and soon.

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

The topic-based syllabus is designed with various topic discussion as its learning materials, such as sport, weather, items, survival, music, vehicles, building and so on.

James (2006) explained that Topic-based syllabus is designed straightforward fairly, the topic on this syllabus selects language items, structures, language functions and vocabulary as its learning materials. The topic also suggests relevant materials such as listening, speaking tasks or interactive activities that persuade students to learn English such as games or information-gap. The goal of this material is not to give students all accessible information on particular topic, but it is to use the topic as part of instructional scaffolding form to let students explore certain aspects in particular topic and language associated with it.

#### **f. Competency-Based Syllabus**

This type of syllabus is designed based on certain skills that need to be mastered by the students and can be used related to circumstances

and activities which they are doing at the moment. Skills are identified in this context as depiction of vital abilities, comprehension and attitudes supposed to perform certain duties and operations effectively and accurately. Historically, there were only certain countries who first applied this syllabus as an approach to specifying the objectives of a syllabus or curriculum of the English Language Teaching (ELT) in 1970s. Kern (1990) believed that Competency-Based Syllabus is a syllabus that engaged to students competencies that should be developed during learning course and outlined, explained, resulted through students performance.

#### **g. Skills Syllabus**

This type of syllabus is constructed around different underlying abilities that are involved in using a language for purposes such as reading, writing, listening or speaking. The language materials cover specific abilities that may play a part in using language. Skills can be identified as things that the Language learners need to have to be very skillful in using language depend on situation in which the language is needed.

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

A task-based syllabus is based on task-based learning, an approach where learners carry out tasks such as solving a problem or planning an activity. The language learnt comes out of the linguistic demands of the activity. A task-based syllabus is structured around a series of these tasks. The task-based syllabus offers a refreshing alternative to traditional linguistic syllabuses.

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

The basic goal of need analysis towards English For Specific Purpose is to find out the English materials that correlated with the need for learners based on their profession and goals that want to be achieved. Consequently, the instructor of English for specific purpose courses should provide authentic and specific language materials for students' need and interest. It also can be identified as required proficiency level of students and the language that could be used.

Brown (1995) explained that Need Analysis as an activity which focus on gathering information that will serve as references to develop curriculum that will engage to learning needs of students. On the other hand, the concept of “needs” in language learning program is not only about fulfilling the wants or the needs of students in learning English but it is also related to identifying



the needs of teaching institution, user- institutions graduates as well as society's needs in a wider number.

However, Richards (2001) claimed that need assessment is a platform to gather information about students references. The assessment is conducted towards group of students. Moreover, the aim of need assessment can be identified into several purposes such as: what language competence and skills that needed by students, identifying a gap between what students are able to do and what they need to able to do and to collect information about a particular problems that students are encountering.

To conduct this need assessment process, Brown (2005) classified the participants into four categories :

The target group. They are chosen as the subject whose will ultimately be collected, i.e. students in program

The audience. They are people who are required to act upon the analysis after need assessment conducted, such as lecturer or Program administrator.

The need analysts. They are people who are responsible to conduct the need analysis trial such as consultants or members of faculty designated for the job.

The resource group. They are people who are responsible to give any information regarding the target group.

Based on the clear explanation above, need assessment is very fundamental element as the first step to conduct English for specific purposes and put it in syllabus designing afterwards. In order to enhance student performance and motivation during learning program, the lecturer should be able to determine the proper methods and teaching techniques for students. At the end, need assessment will be seen as the best method to meet the conditions laid down by certain stakeholders as well as to provide enthusiastic English training for students.

## **6. Types of needs**

Needs may be categorized into some types. Those types of needs can be reference for teaches or lecturers to the procedure of need analysis process. Brindley (1984) identified that there are two kinds of needs such as “objective” and “Subjective” needs. This expert explained that objective needs as preferable from variety of types from factual data about the students, the way they use language in real situation for communication in daily life as well as their actual language skills and the difficulties that they are facing towards language now. Subjective needs are student’s cognitive and emotional needs to identify several things such student’s personality,

confidence, wants, attitudes and their individual cognitive styles and learning strategies.

Furthermore, Hutchinson and Waters (1987) categorized needs into two types: target needs and learning needs. He explained that target needs are the wants, wishes and necessity of students when they are learning something while learning needs are sort of steps to achieve learning goals. The researcher uses these two terms as the core concept to conduct this research.

## **7. Target Needs**

Target needs can be identified as the need of students in learning particular subject. In other words, what the linguistic components are really needed to fulfill very specific aims of communication. On the other hand, there are deeper explanations towards target needs terms which are necessities, lacks and wants.

Necessities are the academic or occupational requirements of target situation. It is what students are needed to figure out so that the function can run effectively to target situation. For instance, street vendors who sell martabak need to understand about types of martabak and able to promote or communicate effectively with the customer.

Lacks are what needs to be covered and improved towards students, For example what they cannot perform in English. In addition, lacks are the

gaps between target and actual language proficiency of students. Having known the lack of students, the teacher will easily to design appropriate study course that engage to their needs.

Wants are personal expectation of the students when they learn English, For instance what they want to achieve from the language program. Having known the needs of students, it is important thing in assessing their needs. Because every student has its own interest and goal to learn English, learner-informed data could assist lecturers decide what to teach and how to do it.

## **8. Learning Needs**

In English for specific purposes setting, it is not enough to analyze what student needs to learn but also how they will learn it to design a course properly. Hutchinson and Waters (1987) claimed learning needs as what students need to do in order to learn. Furthermore, Robinson (1991) explained that learning need as what student need to do to use the language. In this particular statement, learning needs are designed to search data related to the learning circumstances that takes into account the type of student, learning motivation and level of language proficiency, available materials, actual resources and all the information that can be reference for teacher to provide appropriate knowledge to the students.

Therefore, to investigate the core items in need assessment process are target needs and learning need. A well-sequence of procedure could not be ignored in need assessment to design a relevant syllabus for hospitality students.

## **9. Hospitality industry**

According to Cambridge Dictionary, Hospitality means friendly and generous action to entertain guests, visitors, or strangers. It also similar to food, beverage or any entertainment which provided by one institution or stakeholder to the guests or business partners. Basically, Hospitality is a tool to impress the guests through particular treatment and services. These things can be found in some areas such as hotels, restaurants, houseboats, casinos, stadium, bars and etc. Barrow et al (2012) explained that hospitality is not only about hotels or restaurant which serve costumers or guest but it also includes institutions that offer shelter, food or both to people away from their home.

Hospitality industry is one of the largest thing that contribute a lot to economical development of one country. This industry generates a lot of employment all over the world directly as well as indirectly for instance escorts and guides, suppliers and sellers of local handicrafts. It also gives a lot

of high foreign exchange, as people who always travel to other countries spending money on transport, accommodation, shopping, sightseeing and etc.

The development of tourism industry has an important role in the origin, growth and development of the hospitality industry. Based on the explanation above, people love to travel from one place to other countries to see something different from where they have seen previously.

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

### **C. Conceptual Framework**

In order to compile a structured need assessment, certain systematic steps should be conducted properly. Brown (1995) proposed three main steps to conduct, there are making decision assessment, gathering information and using the information. The clearer steps are identified as follows:

#### **1. Making decision**

This step determines people who will be involved in need assessment which in this study, hospitality students will be a target group, lecturer as target audience and stakeholder as resource group. As Hutchinson and Waters proposed (1987), types of information are categorized into two divisions: target needs and learning needs. Target needs are included with necessities, lacks and wants of students while learning needs are included with information regarding the achievement, learning interest and learning method.

## **2. Gathering information**

In this step, the questionnaire as the instrument to conduct research will be distributed to students, lecturer and stakeholders. The contents of the questionnaire are:

- a. Introduction as personal information
- b. Target need as any terms that related to students' skill to improve such as the purpose, context, skill, linguistic, features, Level of language proficiency.
- c. Learning need as students achievement, learning method, learning style and interest.

Furthermore, interviewing stakeholders is need to get further information regarding mission and vision of the collage and the need of English material in hospital industry in the institution,

### **3. Using information**

Information of students' needs will be categorized in the list of needs through questionnaire. In addition, they will be categorized into several main topic such as learning priorities, skills, problem and attitudes. Those things will used as references to define the learning aim afterwards. All information will be collected and acquired in designing appropriate syllabus for Hospitality Department students at Makassar Tourism Polytechnic.

All stages in this study is provided and applied in the form of a conceptual framework to conduct need assessment as the first step to design a syllabus based on the need analysis as an instrument for teaching and learning at Makassar Tourism Polytechnic.



Here is the sequence phases of the research:

