

**AN ANALYSIS OF STUDENTS' NEEDS IN LEARNING ENGLISH: A
CASE STUDY AT D3 TOURISM DEPARTMENT IN THE UNIVERSITY
OF MATARAM**



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An Analysis of Students' Needs in Learning English: A Case Study at D3 Tourism Department in the University of Mataram

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ABSTRACT

The present study aimed at identifying the students' necessities, and examining the entry behaviours (lacks) of English of the students' at D3 Tourism Department. This study is conducted in D3 Tourism Department of Mataram University. There are two classes of D3 Tourism Department taken as population (class A and class B). From these two populations, it is taken one class (class A) as sampling by applying random sampling in the fourth semester. The approach used in this study is a quantitative-qualitative approach. The instruments used to collect data are a test, questionnaire, interview, and document analysis. The testing is used to the students' English levels. The questionnaire is used to collect the students' needs (the students' lacks). The interview is used to strengths the additional data for needs. Meanwhile, data from document analysis is used to find out the students' necessities. All data is derived from students', lecturers and major lecture and the documents (syllabus and curriculum). They are calculated in percentage afterward. From the analysis, it is found that the students necessities' are divided into some communicative needs as Hotel and Restaurant professional staff. From the test, it shows that there are 28 students (68.3%) at low level (Basic-Pre intermediate level), 13 students (31. 7%) at high level (intermediate-upper-intermediate level). The students' lacks indicate that the students lack of vocabulary, speaking, writing and grammar caused by some factors, such as the lack of the students' knowledge of English based on their background, and the lack of their interests to individually practice their English out of the class.

Keywords: Tourism School, Lacks, Necessities

Analisis Kebutuhan Mahasiswa Dalam Pembelajaran Bahasa Inggris: Sebuah Studi Kasus pada Departement D3 pariwisata Universitas Mataram

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ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi kebutuhan mahasiswa, dan menganalisis beberapa perilaku (kekurangan) dalam bahasa Inggris mahasiswa di D3 Departemen Pariwisata. Penelitian ini dilakukan di D3 Departemen Pariwisata Universitas Mataram. Ada dua kelas pada perhotelan dan restaurant yang diambil sebagai populasi (kelas A dan kelas B). Dari dua populasi ini, diambil satu kelas (kelas A) sebagai sampling dengan menerapkan sampling acak pada mahasiswa semester empat. Pendekatan yang digunakan dalam penelitian ini adalah pendekatan kuantitatif-kualitatif. Instrumen yang digunakan untuk mengumpulkan data adalah tes, kuesioner, wawancara, dan analisis dokumen. Pengujian (tes) digunakan untuk mengetahui tingkat bahasa Inggris mahasiswa. Kuesioner digunakan untuk mengumpulkan kelemahan mahasiswa. Wawancara digunakan untuk memperkuat data sebelumnya yang telah di dapatkan mengenai kebutuhan mahasiswa. Sementara itu, data yang di dapat melalui analisis dokumen digunakan untuk mengetahui kebutuhan mahasiswa. Semua data yang berasal dari mahasiswa, dosen bahasa Inggris dan dosen mata kuliah utama dan dokumen (silabus dan kurikulum). Sebelumnya data tersebut di hitung dalam bentuk persentase. Berdasarkan analisis yang telah dilakukan, ditemukan bahwa kebutuhan mahasiswa terbagi menjadi beberapa kebutuhan komunikatif dalam konteks sebagai staf profesional pada Hotel dan Restoran. Hasil tes, menunjukkan bahwa ada 28 (68,3%) mahasiswa berada pada tingkat rendah (tingkat menengah Dasar), 13 (31,7%) mahasiswa pada tingkat tinggi (menengah-menengah atas). Kelemahan mahasiswa menunjukkan bahwa mahasiswa lemah dalam hal kosakata, berbicara, menulis dan tata bahasa, ini disebabkan oleh beberapa faktor, antara lain adalah kurangnya pengetahuan mahasiswa dalam bahasa Inggris, berdasarkan latar belakang mereka, dan kurangnya minat mereka untuk mempraktekkan bahasa Inggris mereka secara individu di luar kelas.

Kata Kunci: Sekolah Pariwisata, Kelemahan dan kebutuhan

Introduction

Need has an important subject in education development, especially the language courses at second language students with a specific situation. Many ESP researchers, such as Hutchinson & Waters (1987) and Dudley Evans and St John (1998), argue that as the language in one context may differ from that of other contexts, contents and methods of second language teaching could be different in order to meet the students' needs in a specific situation. In fact, needs analysis has been conducted informally for years by teachers who wanted to assess what language points their students needed to learn. Indeed, the various activities usually called "approaches" are different expressions of this desire to figure out what students need to learn. Applying English as a standard of learning in the second language is one of the problems which are faced by Mataram University, especially in Teaching English in the Non-English Department (TENED). English as the necessity which is needed by all study programs should be developed according to the students' need and the aim of study.

Referring to the problem above, the subject of this study was intended to the students of D3 Tourism Department of Mataram University in which to identify students' necessities and to examine students' lacks as proposed by Hutchinson and Waters (1987) stating that needs are categorized into necessities, wants and lacks.

Review of Related Literature

Dudley-Evans and St John (1998), needs analysis in ESP constitutes some points, namely the first is professional information about the learners which includes the tasks and activities and target situation analysis. The second is personal information about the learners. This relates to some points such as: previous learning experiences, cultural information, reasons for attending the course and expectation of it, attitude to English and learners wants. Third, English language information about learners, what their current skills and language use are (present situation analysis). These will help the researcher to assess the learners' needs. Fourth, the learners' lacks which refer to the gaps between target situation analysis and present situation analysis. Fifth, language learning information which refers to effective ways of meeting learning needs in order to fill their gaps. Sixth, knowledge of how language and skills are used in the target situation. According to Hutchinson and Waters (1987), the learner's needs can be interpreted into several categories: (i.e. the demand of the target situation-where the language to be used), needs as lack (i.e. what knowledge the learner has already known in order to master the language function needed in the target situation), needs as wants (i.e. what the learner would like to gain from the language training 'personal aims'), and needs as necessities (i.e. what the learner has to know in order to function effectively in the target 'real' situation). In ESP course, lacks, wants and needs can be denoted as a journey. It means what students have been done so far is considered as the

starting point (lacks) and the destination (necessities) although that there might be some disputes as to what that destination should reach (wants). That is why this route can be considered as another element of ‘needs analysis’, namely (learning needs).

In addition Hutchinson and Waters (1987) interpreted the target needs (Target Situation Analysis “TSA”) into necessities, wants, and lacks.

1. Necessities

These needs are determined by the demands of the target situation. It means what the learner has to know in order to function effectively in the target situation. For instance, a business person might need to understand business letters, to communicate effectively at sales conferences, to get the necessary information from sales catalogs. He or she will also need to know the linguistics features—discoursal, functional, structural, lexical, and most commonly used in the situations identified.

2. Lacks

It is required to know what the learner knows already (entry behaviors), so that it can be decided then which of the necessities the learners lack. One target situation necessity might be to read texts in a particular subject area. Whether or not the learners need instruction in doing this will depend on how well they can do it already. The target proficiency needs to be matched against the existing proficiency of the learners lacks.

3. Wants

The learners also have a view as to what their needs are. According to Richterich (1980), the existence of need is associated with the perceptions and desires of a person. Needs do not exist in reality, it is rather an image of personal feelings that the learners express on the basis of data pertinent to their environment. Then, wants are, in fact, the reflection of learners' own perceptions.

According to Hutchinson & Waters (1987) for more specifically, besides doing needs analysis, there is an important scheme of needs analysis which defines a success and meaningfulness of the needs analysis and needs to be considered. This is what Hutchinson & Waters mention as another element in needs analysis, namely learning needs. In the ESP based-learning, the whole process is not only relating to knowing or doing, but it is also the learning. This is not enough just to design the learning objectives and to define how the journey goes from the start point to the destination. Needs and potential challenge that has been gone through the route of the journey (learning situation) is very crucial to consider if someone wants to be a success in meaningful based-learning. Specifically, the explanation about the target situation and learning needs analysis which are indicating lacks, wants, and necessities can be seen in the following table, by Hutchinson & Waters (1987):

Target Situation Analysis		Learning Needs Analysis	
Why is the language needed	For study; for work, for training, for combination of these; for some other purposes, e.g. status, exam, promotion ect.	Why are the learners taking the course?	<ul style="list-style-type: none"> ▪ Compulsory or optional; ▪ Apparent need or not; are status, money promotion involved?; ▪ what do learners think they will achieve?; ▪ what is their attitude towards the ESP course?; ▪ Do they want to improve their English or do they resent the time they have to spend on it?
How will the language be used?	Medium: speaking, writing, reading etc. Channel: e.g. telephone, face to face; Types of text or discourse: e.g. academic texts, lecturers, informal conversations, etc.	How do the learners learn?	<ul style="list-style-type: none"> ▪ What is their learning background? ▪ What is their concept of teaching and learning? ▪ What methodology will appeal to them? ▪ What sort of techniques are likely/alienate to them?
What will the content areas be?	Subjects: e.g. medicine, biology, architecture etc. Level: e.g. technician, craftsman, postgraduate, etc.	What resources are available?	<ul style="list-style-type: none"> ▪ Number and professional competence of teachers; ▪ Attitude of teachers to ESP ▪ Teachers' knowledge of and attitude to the subject content; ▪ Materials; ▪ Aids and opportunities out of class activities
Who will the learner use the language with	Native speakers or nonnative; Level of knowledge receive: e.g. expert, layman, student; Relationship: e.g. colleague,	Who are the learners?	<ul style="list-style-type: none"> ▪ Age, sex, nationality what do they know already about English? ▪ What subject knowledge do they have? ▪ What are their interests? ▪ What is their socio-cultural background? ▪ What teaching styles do they use

	teacher, customer superior, subordinate.		to? ▪ What is their attitude to English or to cultures of the English speaking world?
Where will the language be used?	Physical setting; e.g. office, lecture theatre, hotel etc Human context: e.g. alone, meetings, telephone etc Linguistic context: e.g. in own country, abroad	Where will the ESP course take place	Are the surroundings pleasant, dull, noisy, cold etc?

Table 2.1 Needs Analysis (Hutchinson & Waters, 1987 p. 59 and pp.62-63)

Learning needs are frequently associated with the route to the destination set by target situation. The whole ESP program should go with both target needs and the learning situation. According to Dudley and Johns (1998) methodologies depend on the learners' characteristics and their learning strategies and styles. They suggest that PPP (present, practice, perform) can be used for beginners to intermediate where the language and communication event is new to the learners.

There had been a lot of studies investigating needs analysis and ESP with different approaches. One case as sample conducted by Putra (2017) entitled "Need Analysis for Teaching English at Pharmacy Study Program". In his discussion, he focused on finding the entry point of English of the students' at Pharmacy study program and the needs of English perceived by an English lecturer at pharmacy study

program of Mataram University with the population was 41 students. Data was collected through a test, questionnaire, and interview before analyzed quantitatively and qualitatively. The result of his study concluded 79.3% of participants on the low level (Basic-pre-intermediate). In addition, their needs perceived by the English lecturers were reading textbook and English for occupational purposes as a pharmacist.

Another relevant study was conducted by Sujana, Fitriana and Syahrial (2016), entitled “Conflicts among Aspect of Needs in Designing the Teaching of English Using an ESP Approach at higher Education in Indonesia”. Their study aimed to find out the students’ needs (lack, wants and necessities). Their study consisted of 12,456 samples from 8 faculties, and 313 students from 3 faculties, namely Faculty of Education, Faculty of Economics, and Faculty of medicine. The finding of their study showed that the sources of the English learning failure in the university were caused by the contradiction between the high destination (target needs) and the low students' ability (lacks), the number of the limited semester credit system (SKS), as well as the number of the students in the classroom.

Method

This study is conducted in D3 Tourism Department of Mataram University. There are two classes of D3 Tourism Department taken as population (class A and class B). From these two populations, it is taken one class (class A = 41 students) as sampling by applying random sampling in the fourth semester. The approach used in this study is a quantitative-qualitative approach. The instruments used to collect data are a test, questionnaire, interview, and document analysis. The testing is used to the students' English levels. The questionnaire is used to collect the students' needs (the students' lacks). The interview is used to strengths the additional data for needs. Meanwhile, data from document analysis is used to find out the students' necessities. All data is derived from students', lecturers and major lecture and the documents (syllabus and curriculum). They are calculated in percentage afterward.

Finding and Discussion

This finding was taken from the process of target situation and learning need analysis through a test, questionnaire, interview and syllabus analysis as well as curriculum given to the students of D3 tourism department, especially in the hotel and restaurant class.

A. Students Necessities

The students' necessities (target needs) are obtained from the process of Target Situation Analysis (TSA), as mentioned by Hutchinson & Waters (1987) and Dudley and Evans (1988) stating that to find out the target needs (necessities). In this study, the researcher at first analyzes the Target Situation (TS) taken from the responsibilities of hotel and restaurant staffs which have been denoted by Sutisna (2008). This is done to find out the responsibilities of professional staff at hotel and restaurant. From these responsibilities, it was used as the sources in finding the students' language needs (communicative need) at the hotel and restaurant class.

The students' necessities are presented in the following table:

No.	Workplace	Kind of students' future jobs	Responsibilities	Communicative Needs
1.	Hotel	<p style="text-align: center;">Front Office Department (FO) (Receptionist, Informant, Operator, Cashier, Uniform/Bellboy, Reservation) Housekeeping Department (Housekeeping/Room boy)</p>	<ul style="list-style-type: none"> • Welcoming and registering guests. • Taking Reservations, revision, and cancellation. • Helping guests with queries and problems. • Answering the telephone in a quick and efficient manner. • Handling guests complaint. • Answering and preparing letters, Mails, telegrams, and telex. • Giving information to the guest. • Informing and writing guests bills. • Taking and answering request for amenities from. • Handling guests complaint. 	<ul style="list-style-type: none"> • How to welcome and register guests appropriately. • How to take reservations, cancellation, and revision correctly. • How to help guests with queries and problem clearly. • How to answer telephone quickly and efficiently. • How to handle guests' complaint with respectfully. • How to answer and prepare letters, Mails, telegrams and telex brief and correctly. • How to give inform to guests with clear and correctly. • How to inform and write guests bills with clear and correctly. • How to take and answer guests amenities request quickly. • How to handle guests' complaint with respectfully.
2.	Restaurant	<p style="text-align: center;">Food and Beverage Service (Waiter/Waitress).</p>	<ul style="list-style-type: none"> • Welcoming guests in restaurant. • Ensuring the guests feels important in restaurant. • Offering the menu to the guests • Taking guests order at room and restaurant • Recommending a best or better menu to the guests. • Informing the guests about the menu they don't 	<ul style="list-style-type: none"> • How to welcome guests in restaurant politely • How to ensure the guests feels important in restaurant with hospitality. • How to offer the menu appropriately. • How to take guests order at room and restaurant correctly. • How to recommend a best or better menu with captivate and politely. • How to inform the guest about the menu they don't know correctly.

			know. <ul style="list-style-type: none"> • Handling cancelation order. • Handling guests complaint. 	<ul style="list-style-type: none"> • How to handle cancelation with appropriately. • How to handle guests complaint politely.
		Food and Beverage Product (Chef and Barman).	<ul style="list-style-type: none"> • Informing guests how to cooking some foods, if they want. • Informing guests how to making/mixing some drinks. 	<ul style="list-style-type: none"> • How to inform guests about how to cook some foods correctly. • Inform guests about how to make or mix some drinks clearly.

Table: 4.1 Students Necessities.

B. Students' Lacks

Before determining the appropriate recommendation it is important to discover and adapt the students' necessities, lacks and wants, so that, based on the finding in test and questionnaire, it showed that there some obstacles in the learning at the hotel and restaurant class. This is proven with the existence of the *lack* that the resercher found. This problem is seen at students' level that should have been at high level (intermediate-upper-intermediate), however they are mostly at the low level (Basic-Pre intermediate), based on the result of test it showed that 28 students (68.3%) were at low level (Basic-Pre intermediate). Then, 13 students (31.7%) were in high levels (intermediate-upper-intermediate). This problem is caused by some factors, namely; *lack of vocabulary, speaking, writing, and grammar*. Other problems which indicate as

the cause of the students lacks in learning English, such as: The excess of students' capacity and the lack of system credit score (SKS) can be developed by the policy maker of D3 tourism Department.

Recommendation for syllabus

Based on the analysis of target situation, it can be concluded that the students' necessities (language needs) of Hotel and Restaurant students are more dominant in speaking and writing skill. It is relevant with the objectives on their syllabus, it is written that students should be able to: 1. Express opinion, ideas, and wants etc, 2. Write cohesively and coherently, 3. Write and replay letter in English.

Otherwise, these certain objectives are not relevant with the finding, in which the representative students committed their lacks, mostly in vocabulary, speaking, writing and grammar, as it has been explained earlier. These are the sources of the poor levels of students' proficiency (basic-pre intermediate). That is why it is very recommended for the respondents to improve their competency related to the lacks they have been already achieved, such as:

A. In the context of the learning process (speaking, writing and grammar), the recommendation are stated as follows :

- Grammar: 1. Basic Structure, 2. Pre-Intermediate, 3. Intermediate, 4. Pre-Advance and 5. Advance materials should have the same levels with the development of each semester scale of learning.
- Writing: 1. Simple writing, 2. Guide Composition, 3. Simple Correspondence, 4. Professional front office writing.
- Speaking: 1. Daily Conversation, 2. Guided Conversation, 3. Oral Report, 4. Discussion, and Hotel professional conversation.
- In vocabulary, teachers should correlate the materials given with the context of hotel and restaurant as well as the daily context of which.
- Besides that it is necessary to improve teaching materials which is appropriate to students' levels

Conclusion and Suggestion

Based on the analysis of the students' needs of D3 tourism department, especially in the hotel restaurant class (class A), it was found that : the students' necessities were taken from the analysis of their target situation analysis (TSA), then it was found that there were some language needs (communicative needs) which have become their necessities, such as: How to take reservations, cancellation, and revision correctly, How to help guests with queries and problem clearly, How to answer telephone quickly and efficiently.

Furthermore, the students' lack was identified through the result of the *English Communication Skill for Civil Services* (ECSCS) test. Establish along with the result of the placement test, there are 28 students (68.3%) at low level (Basic-Pre intermediate level), 13 students (31.7%) at high level (intermediate-upper-intermediate level) and most of the students' have a lack on vocabulary. It means that the students at the hotel and restaurant class of D3 tourism department are mostly categorized into *low level* and *Lack of vocabulary speaking, writing, and grammar*. in which based on the finding there was 19 students (46.4%) are poor in speaking skill, and 19 students (46.4%) are poor in vocabulary. It means that the students thought that they are poor in speaking skill and have less vocabulary. Meanwhile, at the last rank there are 17 students (41.4%) perceived as *very poor* in writing skill, those lacks also leads to the students' ability in English at low level. In addition, the students' lacks were caused by some factors, such as the lack of the students' knowledge of English based on their background, and the lack of their interests to individually practice their English out of the class. Other problems which indicate as the cause of the students lacks in learning English, such as: The excess of students' capacity and the lack of system credit score (SKS) can be developed by the policy maker of D3 tourism Department.

Based on the mention recommendations, all of which cannot run well without the real support and facilitation from the policy maker, that is why it is also very suggested that:

- Adjust the number of students in one class that the teaching and learning process can be done effectively.
- Furthermore, in order to create the learning effectivity in ESP, it is suggested to sufficiently give a system credit score (SKS) in the English lesson which is one of the ways to achieve a success in ELT. 4 SKS is the least number in learning English. Besides that, to solve the matter of limited SKS is by following the learning out side of the class as additional lesson.
- Another important thing is that the media which plays an important role in every learning, and so does ESP. Therefore, it should be ensured that the students' necessities and wants are appropriately accommodated the teaching media. By the existence of an appropriate media supporting it, the learning will be much more effective.

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