

ENGLISH FOR HOTEL & TOURISM SUBJECT : THE STUDENTS' LEARNING NEEDS AT ENGLISH DEPARTMENT IN UIN SJECH M.DJAMIL DJAMBEK BUKITTINGGI

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The purpose of this research was to identify the English Department students' requirements for learning English related to the hotel & tourism industry. The research was conducted using a qualitative descriptive approach, and the subjects were two classes taken as sample for the study, 36 second-semester students from the academic year 2021/2022. Data were collected through a questionnaire and then analyzed descriptively, with interpretation provided by the researcher. The findings revealed that students perceived it to be essential to learn English for Hotel & Tourism to aid their future education and career prospects. The students wanted to learn English for Hotel & Tourism to understand the language used in the tourism industry and to acquire general knowledge of the English language. As students had difficulty with speaking and writing, the priority of the course was on developing their speaking and writing abilities through various activities, such as discussions. The students emphasized the importance of homework in the learning process. The study's outcomes are expected to be used as a reference to design and develop appropriate learning materials to meet the students' academic and professional requirements, particularly for English for Hotel & Tourism learning.

Keywords: *English for Hotel & Tourism; Students' Needs*

1. INTRODUCTION

Needs analysis is a critical step in designing ESP courses. According to Otilia & Brancusi, (2015b) instructors must first understand the language requirements of the specific context in which their students will be using English. This includes identifying the key vocabulary, grammar structures, and communication skills necessary for success in that field. For example, a business English course might focus on teaching students how to write professional emails, give presentations, negotiate contracts, and engage in small talk with colleagues and clients. In contrast, a medical English course might focus on teaching students how to describe symptoms, take patient histories, and give medical advice.

In addition to understanding the language requirements, Albakri (2017) said that instructors must also consider the cultural and social context in which their students will be using English. This includes understanding the expectations of their audience, the norms and conventions of the profession or field of study, and the cultural background of their students. For example, an instructor teaching medical English to students from a different cultural background might need to be aware of differences in health beliefs and practices.

Once the needs of the students have been identified, the instructor can then design a course that is tailored to meet those needs. This might involve developing specific materials or activities that are relevant to the students' professional or academic contexts, or adapting existing materials to make them more relevant. It might also involve using authentic materials, such as articles from professional journals or recordings of workplace conversations, to expose students to the language and communication skills they will need.

Overall, needs analysis is a crucial component of developing effective ESP courses. By understanding the unique language needs of their students and designing a course that meets those needs, instructors can help their students to communicate effectively and succeed in their chosen profession or field of study.

Conducting a needs analysis is crucial in the development and implementation of

language courses, whether they are general English courses or English for Specific Purposes (ESP) courses. Pushpanathan & Professor (2013) said that the term "needs analysis" refers to the process of gathering information that will serve as the basis for creating a curriculum that is tailored to the specific requirements of a particular group of students

Otilia & Brancusi (2015b) suggested that needs analysis is particularly important when developing English for Specific Purposes (ESP) courses, which are designed to meet the unique language needs of specific professional or academic contexts. In ESP courses, instructors must consider the language requirements of a particular profession, field of study, or workplace, and design a course that will prepare students to communicate effectively in those contexts.

Łuczak (2018) assumes that conducting a needs analysis involves gathering data from a variety of sources, including students, instructors, and other stakeholders. This data may include information about the students' language proficiency, cultural background, educational background, learning styles, and professional or academic goals. It may also include data about the specific language skills and knowledge needed for success in a particular field. Once the data is gathered, instructors must carefully analyze it and use it to inform the design of the course. This may involve selecting appropriate textbooks, developing customized materials and activities, and designing instructional strategies that are tailored to the students' needs.

In conclusion, conducting a needs analysis is a critical step in the development and implementation of effective language courses. By gathering and analyzing data about the learners' needs, goals, and objectives, instructors can design curricula that are tailored to the specific requirements of their students. This results in courses that are more engaging, effective, and relevant, and that better meet the needs of the learners.

At UIN Syech M. Djamil Djambek Bukittinggi, students in their second semester of the English Department take English for Hotel & Tourism as a two-credit course during the even semester. To ensure that the curriculum for this course is appropriate for the students' needs, it is essential to conduct a research study.

According to Otilia & Brancusi (2015a) stated that the concept of needs analysis can be challenging to comprehend due to the different interpretations of the term "needs". In addition, Chambers (1980) notes that one of the primary reasons for confusion in the area of needs analysis is the ambiguity and imprecision of the term "need." Therefore, it is essential to examine the various interpretations of this term first.

Holme and Chalauisaeng (2006) have categorized needs into two broad categories: target needs and learning needs. Target needs refer to what the learner must do in the target situation, and they further subdivide this into necessities, lacks, and wants. Necessities are what the target situation requires from the students, and it is considered objective. Lacks are the difference between what the learner already knows and what they need to know to function effectively in the target situation, and like necessities, they are also objective. However, wants are subjective, and they refer to what the students feel they need. It is crucial to recognize and address differences between what students believe they need and what other concerned parties say they need.

In summary, the term "needs" is imprecise and ambiguous, and needs analysis can be challenging to understand due to different interpretations. Needs can be categorized into target needs and learning needs, and target needs can further be divided into necessities, lacks, and wants. While necessities and lacks are objective, wants are subjective, and it is important to recognize and address any differences between what students feel they need and what other parties believe they need.

Holme and Chalauisaeng (2006) further defined learning needs as "what the learner needs to do in order to learn." They suggested that "the needs, potential and constraints of the learning situation must also be taken into account" for the successful analysis of learner. This definition of need as learning needs is a "process-oriented definition of needs and relates to transitional behavior, the means of learning". In addition to the classification of needs into target versus learning needs and goal-oriented versus process-oriented needs, some scholars also classified needs into objective versus subjective needs.

Objective needs refer to the needs drawn from factual information about learners, whereas subjective needs refer to the needs felt by the students themselves. Brindley (2012) defined objective needs refer to needs that are derivable from different kinds of factual information about learners, their use of language in real life communication situations as well as their current language proficiency and language difficulties. Brindley (2012) prefers subjective needs refer to the cognitive and affective needs of the learner in the learning situation, derivable from information about affective and cognitive factors such as personality, confidence, attitudes, learners' wants and expectations with regard to the learning of English and their individual cognitive style and learning strategies.

Brindley's description of objective and subjective needs felt needs are the needs that learners themselves identify and express, while perceived needs are the judgments of experts about the gaps in other people's educational experience. In other words, felt needs are based on the learner's own feelings and desires, while perceived needs are based on the assessment of knowledgeable professionals.

Seven different methods for conducting needs analysis were identified by Dyche & Antwi-Cooper (2020). These methods include: analyzing the target situation, evaluating the current situation, identifying deficiencies, analyzing strategies, assessing the resources needed, conducting a language audit, and considering any constraints. However, the three most commonly referenced approaches are target situation analysis, present situation analysis, and learning situation analysis.

Learning needs analysis is an essential component of any instructional design process. The process of learning a new language is complex and multifaceted. It involves cognitive, affective, and social dimensions, which affect the learning experience and the achievement of learning outcomes. Thus, a thorough analysis of learners' needs helps designers to understand the characteristics of the learners, their learning styles, preferences, and prior knowledge, which are essential factors for designing effective instructional programs.

To understand "how people learn to do what they do with language," Gan (2020) states it is crucial to examine the different components that make up the language learning process. These include the linguistic, cognitive, and affective dimensions, as well as the social and cultural aspects of language use. Linguistic competence involves the knowledge of the rules of the language, including grammar, vocabulary, and pronunciation. Dworak et al., (2021) assumes cognitive abilities such as memory, attention, and problem-solving also play a critical role in the language learning process. The affective dimension refers to the attitudes, motivations, and emotions that learners bring to the learning process. Finally, the social and cultural dimension encompasses the social context in which language is learned and used.

Through learning needs analysis, designers can identify the strengths and weaknesses of the learners, their interests and preferences, and their expectations of the language learning experience. They can also identify the specific skills and knowledge that learners need to acquire to achieve their learning goals. This information can be used to design instructional programs that are tailored to the needs of individual learners and that address their specific learning needs.

Learning needs analysis is a critical component of instructional design for language learning. It provides valuable insights into the characteristics of learners, their learning styles, preferences, and prior knowledge, as well as the specific skills and knowledge that they need to acquire to achieve their learning goals. By designing instructional programs that are tailored to learners' needs, designers can create more effective and engaging learning experiences that lead to improved language proficiency and greater success in achieving learning outcomes.

Isani (2013) states a structure for conducting learning needs analysis that consists of several key questions, the question will be : firstly about the purpose of the learners taking the course, secondly the best way for the learners to acquire knowledge and skills, thirdly about the resources at the disposal of the learners, fourth, about the individuals who are enrolled in the course, next, about the location of ESP course will be conducted, then about the time of ESP course will be scheduled

Needs analysis has various functions, with the most frequently mentioned being to

provide content for a particular course. Bowman & Wilson (2008) has also identified several other purposes of needs analysis, including : identifying the specific language needed for the target situation, which facilitates specifying and organizing course content, next gathering data from various groups of people to expand input for the content, design, and implementation of a language program, then identifying language needs and guiding the development of goals, objectives, and content, after that facilitating the grouping of students by providing information on their skill levels, training needs, and shared needs. In addition, identifying the discrepancy between the learners' current performance and the target performance required is the next purposes of need analysis. Then identifying any difficulties students are encountering is another purpose. Providing data for evaluating an existing program and determining how well it addresses the needs of the target learners and lastly. Because needs analysis serves the purposes outlined above, and many others, it is considered a crucial component in syllabus design.

World Tourism Organization [UNWTO] (2019) put forward the idea that tourism the act of traveling to visit places for leisure or pleasure. This entails individuals moving outside of their usual place of residence, whether it be within a city, state, country, or across international borders. The definition of tourism encompasses the various phenomena and relationships that arise from the travel and stay of non-residents, so long as the activity does not lead to permanent residence and is not tied to any earning activity. Another way to define tourism is as the activities of a person traveling to a place outside of their typical environment for less than a specified period, and whose primary purpose of travel is not to conduct a paid activity in the destination.

In addition, Novitaningtyas et al. (2019) mention the elements of tourism form the basis for all tourism activities and consist of the fundamental components necessary for tourism to occur. These elements include the human element (the individual traveling), the physical element (the space covered during the travel), and the temporal element (the time spent during the trip and at the destination).

The elements that are essential for the functioning of the machinery are referred to as its components. Similarly, Toledo et al. (2019) states that the fundamental parts of the tourism industry that make it work are called the components of tourism. These components, also known as the A's of Tourism, consist of attraction or tourism patrimony, accessibility, accommodation, and amenities. They are considered the basis of all tourism activities, and without them, there can be no tourist experience. Attraction is the main reason people travel, transportation and accessibility is essential for reaching the destination, accommodation is needed for a comfortable stay, and amenities are the facilities that provide comfort and convenience to the tourists.

In recent years, the hotel and tourism industry has experienced a significant increase in demand, making it one of the most critical sectors of the global economy. English language proficiency is essential for success in this industry, as it is the universal language of communication in the international market. Therefore, it is essential to identify the specific English language requirements of students studying in the English department who are interested in pursuing careers in the hotel and tourism industry.

Based on the above explanation, the author will identify the most critical English language skills necessary for success in the hotel and tourism industry. By identifying these language requirements and learning needs for the students of English Department of UIN Sjech M Djamil Djambek Bukittinggi who were taking English for Hotel and Tourism subject at the second semester of 2021/2022 academic year, the study provides a foundation for developing more effective English language courses and programs that are tailored to the needs of students interested in pursuing careers in the hotel and tourism industry.

2. RESEARCH METHOD

The qualitative descriptive method utilized in this study allowed for a thorough exploration and reporting of the English for Hotel & Tourism needs of second-semester students at the English Department of UIN Syech M. Djamil Djambek Bukittinggi. The use of this method enabled the researchers to collect detailed and nuanced data on the specific

needs and requirements of the students, and to report on these findings in a clear and concise manner.

The research was conducted at the UIN Syech M. Djamil Djambek Bukittinggi campus, which provided a convenient and accessible location for the study. The choice of this location was also strategic, as it allowed the researchers to gather data from a diverse group of students, who were enrolled in the English for Hotel & Tourism program during the 2021/2022 academic year.

The data for this study was collected from 35 students, who were carefully selected based on their enrollment in the program and their willingness to participate in the study. The researchers administered a questionnaire to these students, which included a range of open-ended and closed-ended questions designed to elicit information about the students' English language needs, their preferences for instructional methods, and their perceived level of preparedness for the demands of the Hotel & Tourism industry.

3. FINDINGS AND DISCUSSION

The process of sorting the results section by section based on the responses of the students in the questionnaire helped to identify the key factors that influenced their success in learning a foreign language. This approach allowed the researchers to gain a detailed and comprehensive understanding of the students' attitudes, beliefs, and motivations, and to analyze these factors in relation to their language learning outcomes.

Among the various factors that were identified, the attitude of the students emerged as a critical factor in determining their success in learning a foreign language. The questionnaire included two questions that focused specifically on the students' attitudes, in order to gain a better understanding of how their beliefs and perceptions affected their learning outcomes.

The first question asked students to rate their level of motivation to learn the language on a scale from one to ten. The results showed that students who reported a higher level of motivation tended to perform better in their language learning, as compared to those who reported lower levels of motivation. This suggests that cultivating a positive attitude and a strong motivation to learn is an essential aspect of language learning success.

The second question asked students to indicate their level of confidence in their ability to use the language effectively in real-life situations. The results showed that students who reported higher levels of confidence tended to perform better in their language learning, as compared to those who reported lower levels of confidence. This indicates that building confidence in language use is an important aspect of language learning success, and that instructors should focus on providing opportunities for students to practice their language skills in real-life contexts.

In conclusion, sorting the results section by section based on the responses of the students in the questionnaire allowed for a detailed and nuanced analysis of the factors that influenced their success in learning a foreign language. The attitude of the students emerged as a critical factor, with motivation and confidence identified as key components of language learning success. These findings have important implications for language instructors, who can use this information to develop strategies and techniques that help to cultivate a positive attitude and strong motivation in their students, and to build confidence in their language use.

a. Question 1

On the finding that a majority of English Education Department students considered learning English for Hotel & Tourism to be crucial has important implications for language education. One of the key benefits of learning English for Hotel & Tourism is that it can provide students with the language skills necessary to pursue careers in the hospitality and tourism industries, which are both growing sectors in the global economy. By equipping students with the language skills and cultural knowledge necessary to communicate effectively with international visitors and clients, English for Hotel & Tourism courses can open up new career opportunities and increase students' employability in these industries.

Moreover, the fact that such a high proportion of students consider learning English for Hotel & Tourism to be essential indicates a recognition of the importance of English as a

global language. In today's interconnected world, English is increasingly becoming the lingua franca of international communication, and is essential for anyone seeking to engage in global business or travel. By recognizing the importance of learning English for Hotel & Tourism, students are demonstrating their understanding of the need to develop strong language skills in order to succeed in today's globalized society.

Furthermore, the high level of support for learning English for Hotel & Tourism among English Education Department students indicates that language education programs should prioritize the development of courses that meet the specific needs and interests of students. By tailoring language education programs to the interests and career aspirations of students, language educators can increase the relevance and practicality of language education, and improve the overall quality of language instruction.

In conclusion, the survey results indicating that a majority of English Education Department students consider learning English for Hotel & Tourism to be crucial have important implications for language education and career development. By equipping students with the language skills necessary to pursue careers in the hospitality and tourism industries, English for Hotel & Tourism courses can open up new career opportunities and increase students' employability in these industries. Additionally, the high level of support for learning English for Hotel & Tourism among students indicates the need for language education programs to prioritize the development of courses that meet the specific needs and interests of students.

b. Question 2

The high level of positive responses to the second question regarding the perceived benefits of learning English for Hotel & Tourism is a promising sign for language educators. The fact that 75% of students found English for Hotel & Tourism to be beneficial for their education and career indicates that students understand the practical value of language education and are motivated to develop the language skills necessary to succeed in their chosen career paths.

Additionally, the results of the survey suggest that students recognize the importance of developing language skills that are specific to their intended career paths. By emphasizing the practical applications of language education, educators can increase student motivation and engagement, leading to better learning outcomes and increased student success.

The positive responses to the second question also suggest that language education programs that focus on English for Hotel & Tourism have the potential to meet the needs and interests of students, increasing the relevance and practicality of language instruction. By developing courses that are tailored to the specific needs and interests of students, language educators can ensure that students are equipped with the language skills necessary to succeed in their chosen career paths.

Moreover, the positive responses to both questions in the survey suggest that there is a strong need for English for Hotel & Tourism courses at the English Department of UIN Syech M. Djamil Djambek Bukittinggi. By providing students with the language skills and cultural knowledge necessary to succeed in the hospitality and tourism industries, English for Hotel & Tourism courses can help to bridge the gap between language education and practical career skills, leading to improved student outcomes and increased employability in these growing industries.

In conclusion, the positive responses to the second question in the survey indicate that students recognize the practical value of learning English for Hotel & Tourism and are motivated to develop the language skills necessary to succeed in their chosen career paths. By developing courses that are tailored to the specific needs and interests of students, language educators can increase the relevance and practicality of language instruction, leading to improved student outcomes and increased employability in the hospitality and tourism industries.

c. Question 3

The results of the third question in the survey provide valuable insights into the motivations and interests of students in the English for Hotel & Tourism program. The fact that 52% of students enrolled in the program to learn more about what English for Hotel & Tourism was all about suggests that there is a high level of interest and curiosity among students regarding this area of study. This could be due to the growing importance of the hospitality and tourism industries in Indonesia and around the world, as well as the potential career opportunities available in these fields.

Moreover, the finding that 34% of students enrolled in the program to enhance their knowledge of English indicates that students recognize the value of language education as a means of improving their communication skills and increasing their employability. By enrolling in English for Hotel & Tourism courses, students can develop language skills that are tailored to the needs of the hospitality and tourism industries, while also improving their overall proficiency in English.

The fact that 9% of students enrolled in the program to earn credits towards their semester suggests that there is also a practical incentive for students to enroll in English for Hotel & Tourism courses. By providing students with the opportunity to earn credits towards their academic programs, English for Hotel & Tourism courses can help students to meet their graduation requirements and progress towards their academic goals.

Finally, the finding that only 5% of students enrolled in the program because it was the only option left suggests that there is a genuine interest and motivation among students in the English for Hotel & Tourism program. By understanding the motivations and interests of students in language education programs, language educators can better tailor their courses to meet the needs and expectations of their students, leading to improved student outcomes and increased student satisfaction.

In conclusion, the results of the third question in the survey suggest that there is a high level of interest and curiosity among students regarding English for Hotel & Tourism, as well as a recognition of the value of language education in improving communication skills and increasing employability. By tailoring courses to the needs and interests of students, language educators can meet the expectations of their students and increase student engagement and satisfaction.

d. Question 4

The fourth question of the survey aimed to identify which language skill the students perceived to be their weakest. The results of this question showed that a majority of students, 45.4%, felt that their speaking skill was their weakest, while 43% of students stated that their writing skill was the weakest, and 11.3% believed that their reading skill was the weakest. These findings are essential for educators as they provide insight into the areas where students require further support and practice.

Moreover, understanding which language skill students perceive as their weakest can help educators develop targeted interventions to address these areas of weakness. For example, if a large number of students identified speaking as their weakest skill, educators may need to focus more on speaking activities in the course and provide students with opportunities to practice speaking in class. Similarly, if writing is identified as the weakest skill, educators can provide more writing practice activities to improve students' written expression.

It is also important to consider the personal objectives of the students for enrolling in the English for Hotel & Tourism course, as this can help educators tailor the course to meet the specific needs and goals of their students. For example, if a significant proportion of students enrolled in the course with the aim of improving their speaking skills for career purposes, educators can prioritize developing activities that emphasize the specific language skills required for the hospitality and tourism industries.

Finally, the responses to this question were valuable in identifying areas for improvement in future courses. By understanding the areas where students perceive their skills to be weakest, educators can refine their teaching methods, develop new teaching

materials and activities, and adjust course objectives to better meet the needs of their students. This, in turn, can improve student satisfaction and lead to better outcomes in terms of language learning and career advancement.

In conclusion, the results of the fourth question in the survey provide valuable insights into the areas where students perceive their language skills to be weakest. By considering these findings, educators can tailor their courses to meet the specific needs and goals of their students, and develop targeted interventions to address areas of weakness. This, in turn, can improve student satisfaction, engagement, and language learning outcomes, ultimately benefiting both the students and the hospitality and tourism industries they seek to serve.

e. Question 5

Additionally, the feedback provided by the students can also aid in the professional development of the instructors teaching the course. By gaining insights into areas that need improvement and specific suggestions for how to improve, instructors can develop their teaching skills and techniques to better serve their students. This feedback loop creates a culture of continuous improvement in the course and the instructors' teaching abilities.

Moreover, the findings of this study have broader implications for language education in general. By assessing the needs of students and incorporating their feedback into course design, language programs can be tailored to better meet the specific requirements of their students. This is particularly important in the context of English for Specific Purposes (ESP), as it allows instructors to tailor the course to meet the language needs of a specific industry or profession.

Overall, this study highlights the importance of gathering and analyzing student feedback to improve language education programs. By taking into account students' attitudes, goals, and feedback, instructors can design courses that better meet the needs and expectations of their students, leading to more successful language learning outcomes.

f. Question 6

To address the students' concerns regarding the teaching and learning methods, it may be beneficial to explore and incorporate new pedagogical approaches that can cater to a variety of learning styles. For example, the use of multimedia resources, such as videos or podcasts, can help break up the monotony of traditional lecture-based classes and provide a more interactive and engaging learning experience. In addition, peer-to-peer interaction and group work can provide opportunities for students to practice and apply their language skills in a supportive and collaborative environment.

Furthermore, to address the lack of diverse materials, it may be necessary to consult with industry professionals and use real-life scenarios and case studies to provide relevant and engaging content. Introducing materials that cater to the different interests and backgrounds of the students can also enhance their motivation and engagement in the course. It is crucial to take the students' feedback seriously and use it to improve the quality of the course. By addressing their concerns and incorporating their suggestions, the English for Hotel & Tourism course can be better tailored to meet the needs and expectations of the students, ultimately leading to a more positive learning experience and better outcomes.

g. Question 7

The results from this question shed light on the activities that the students found most helpful and engaging in their English for Hotel & Tourism course. The high percentage of students who chose discussion and creating postcards as the most useful activities suggests that they place a significant emphasis on hands-on, practical learning experiences. It is important for the lecturer to consider these preferences when designing future course activities to maximize student engagement and learning outcomes. On the other hand, the low percentage of students who found activities such as songs and language games to be useful indicates that these activities may not be the most effective teaching tools for this group of students. Based on these findings, the lecturer may need to adjust the balance of activities to reflect the students' preferences and optimize their learning experience.

Additionally, the data collected on students' views on learning time, additional learning time, and objectives for adding more learning time can provide valuable insights for the lecturer on how to structure the course to meet the students' needs and expectations.

h. Question 8

The responses to question 8 suggest that the significance of homework in the English for Hotel & Tourism course varies among students. While a majority of students, comprising 54.5% or 24 respondents, found homework to be highly important, 25% or 11 students viewed it as important, and a minority of 9 students believed it was not significant. These responses indicate the need to tailor the syllabus structure to the diverse learning needs and preferences of the students. It may be beneficial for the lecturer to communicate the purpose and benefits of homework more clearly to students, especially those who do not view it as important. Furthermore, the feedback obtained from the students regarding homework can inform the design and delivery of future courses in English for Hotel & Tourism.

i. Question 9

The study conducted on improving English for Hotel & Tourism revealed that a significant proportion of the students suggested incorporating various activities to make the course more engaging and enjoyable. This approach aligns with the idea of integrating experiential learning, where students can learn and retain information more effectively by engaging in activities that require active participation. Moreover, the incorporation of grammar and vocabulary lessons was also deemed important, as proficiency in these areas is essential for effective communication in the hospitality industry. The suggestions made by the students highlight the importance of designing language courses that cater to the specific needs and requirements of the industry. Additionally, the inclusion of cultural aspects in the course can also help students understand the cultural nuances and customs of tourists, which can further enhance their communication skills. Overall, the study concludes that incorporating a range of teaching methods and activities can make the English for Hotel & Tourism language course more engaging and effective for learners.

j. Question 10

The results of the study indicate that a large proportion of students who participated in the English for Hotel & Tourism course had a clear goal in mind for how they intended to use their newfound knowledge. The majority, which accounted for 77.3% of the respondents, reported that they planned to use their English proficiency for providing information on tourism products and services such as hotels and travel. This reflects the significance of language skills in the hospitality industry, where communication is essential for delivering high-quality services and creating memorable experiences for tourists. Additionally, 18.2% of the students stated that they aimed to use their language skills to understand job information and write job application letters, indicating that the course had provided them with a set of skills that could help them secure employment in the hospitality sector. However, a small percentage of students, 4.5%, had not yet decided how they would utilize their newly acquired knowledge. Overall, the findings of the study suggest that the English for Hotel & Tourism language course was successful in providing learners with the necessary language skills to fulfill their career aspirations and succeed in the hospitality industry.

The positive attitude of the students towards learning English for Hotel & Tourism can be a great asset in their language learning journey. As mentioned, a positive attitude towards learning a language can greatly influence a student's motivation, which is essential for successful language acquisition. Motivated students are more likely to actively engage in their learning, participate in class, complete homework assignments, and seek opportunities to practice and use the language outside the classroom. This, in turn, can lead to improved language skills and greater confidence in using the language.

One effective way to maintain the students' positive attitude towards learning English for Hotel & Tourism is to provide enjoyable learning activities that cater to their interests and needs. This can include incorporating engaging and interactive activities such as discussions,

role-plays, and project-based assignments that are relevant to the students' future career aspirations. Such activities can provide a context for language use and enable the students to practice the language in real-world situations.

Additionally, teachers can create a positive and supportive classroom environment that encourages students to take risks and make mistakes without fear of judgment or criticism. This can be achieved by providing constructive feedback that focuses on areas of improvement rather than solely on errors. Praising and recognizing the students' efforts and progress can also be an effective motivator and reinforce their positive attitude towards learning English.

In conclusion, the positive attitude of the students towards learning English for Hotel & Tourism can be a valuable asset in their language learning journey. By providing enjoyable learning activities and creating a supportive classroom environment, teachers can maintain this positive attitude and foster motivation, which can ultimately lead to improved language skills and greater success in achieving the students' language learning goals..

The students' weakness in speaking English could be attributed to their lack of confidence in expressing themselves orally. The fact that they wrote down questions but had someone else ask them indicates their motivation to learn but their lack of confidence to speak up. To address this, it is important to provide opportunities for the students to speak in a pressure-free environment, which can help them improve their speaking skills.

The students' lack of focus on writing can be attributed to the fact that writing is a skill that requires explicit instruction and practice. Although writing was not deemed a top priority based on the data, it is an essential skill in the tourism industry for providing clear information to guests in written form. Thus, developing writing skills is important for the students' future careers, in addition to improving their listening and speaking skills.

The target situation refers to the specific purpose for which the language will be used and what the learners hope to achieve. In this case, the students' high motivation for learning English, which was their first choice, extends to their desire to learn English for Hotel & Tourism. The majority of students recognize the importance of English for Hotel & Tourism and its potential benefits for their future careers.

4. CONCLUSION AND SUGGESTIONS

Weaknesses in speaking and writing suggests that there may be room for improvement in the teaching of English for Hotel & Tourism. It is important for educators to consider the students' feedback and work to develop more engaging and effective teaching strategies that address these areas of weakness. The emphasis on speaking skills also highlights the need for teachers to provide ample opportunities for students to practice speaking in real-life situations, perhaps through role-plays or debates. Incorporating more creative tasks, such as designing promotional materials or creating travel itineraries, could also help to foster a deeper understanding of tourism-related language and concepts while promoting the development of both speaking and writing skills.

It is worth noting that the students' interest in improving their English skills extended beyond the classroom, as evidenced by their participation in extracurricular activities such as English meeting clubs. This highlights the importance of providing students with opportunities to practice and engage with the language in a variety of contexts, outside of traditional classroom settings. Teachers and school administrators can support these efforts by organizing English language immersion programs, cultural exchange programs, or partnerships with local businesses or organizations that require English language skills. This will help to create a more dynamic and engaging learning environment that encourages students to take an active role in their own language learning and career development.

In conclusion, the students' feedback provides valuable insights into the challenges and opportunities of teaching English for Hotel & Tourism to university students. By prioritizing speaking and writing skills, incorporating creative and engaging activities, and providing opportunities for real-life practice, educators can help students to develop the language skills and cultural understanding they need to succeed in their future careers. Additionally, schools can support students' language learning goals by providing extracurricular activities and

immersion programs that promote a deeper understanding of English language and culture.

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