

Investigating EFL Learner Needs of English for Hospitality Subject in Vocational School

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Abstract

With the growing demands of the hospitality industry, English proficiency is becoming essential for workers to succeed. As the industry expands, vocational high school students in hotel management programs are eager to join the professional field. However, a recent study shows there is not an English course specifically tailored to their needs in hospitality, despite the curriculum's recommendations to use student-focused materials. This research, therefore, is designed as a needs analysis, an important first step in developing English for Specific Purposes (ESP) courses, as outlined by Brown (2016). The study examines students' current English abilities in hospitality (Present Situation Analysis), compares them to industry requirements (Target Situation Analysis), identifies gaps, and explores student preferences for learning (Individual Differences and Classroom Learning Analysis). Findings indicate that hospitality students aim to improve their English skills, particularly in listening and speaking for front office, restaurant service, and housekeeping scenarios. However, their current proficiency falls short of meeting industry expectations in two of these three areas. Students also expressed preferences for task-based learning, role-play activities, a hands-on approach, video content, and small-group learning. The data includes interview excerpts, allowing future researchers to consider responses that may differ from the majority. This needs analysis highlights key areas to focus on when designing ESP materials that truly support students in meeting the demands of the hospitality industry.

Keywords: Need Analysis; English for Hospitality; Vocational School; English for Specific Purposes.

INTRODUCTION

The rapid growth of international mobility over the decades has resulted in the recognition of English as a lingua franca. This common language has become instrumental in overcoming cultural and linguistic barriers among travelers from diverse backgrounds (Rața, 2013). As international travel continues to expand, the hospitality industry has become one of the sectors most impacted by linguistic shifts. Bilodid et al. (2022) highlight that professional in the hospitality business must possess adequate English proficiency to deliver satisfactory service. Consequently, the growing global tourism and hospitality market has increased the demand for staff with intercultural competence, capable of navigating multicultural environments skills now seen as essential by companies within the sector. Without these competencies, the risk of miscommunication rises significantly, which can lead to financial and credibility losses for hospitality businesses, as noted by Grobelna (2015).

In response to the growing demand, the Indonesian government has taken an active interest in developing the tourism and hospitality sector by introducing various incentives and regulations aimed at boosting growth in the industry (Widiastuti et al., 2021). As a result of the growing interaction with international visitors, Indonesia's tourism sector is increasingly demanding English proficiency from its hospitality workers.

According to research conducted by Widiastuti et al. (2021), workers in the hospitality industry in Indonesia face significant challenges when engaging in English-related interactions, despite

recognizing it as a necessary skill. Furthermore, the findings from Sonia et al. (2022) highlighted the insufficient English proficiency among hospitality workers, which has professional implications, including difficulties in competing for job opportunities in the sector. A key factor contributing to the lack of English proficiency among hospitality staff is the limited availability of field-specific training. Workers often struggle to find time to improve their skills due to the demands of their busy work schedules (Widiastuti et al., 2021). Vocational high schools, with their aim of producing graduates who excel in specific professional fields, could help address the issue of hospitality workers lacking time for skill development. Emir's (2013) evaluation of vocational students after completing their training showed positive outcomes, including better application of theoretical knowledge learned at school, improved foreign language skills, and greater contributions to business success after graduation. The idea that vocational high school graduates fare better is further supported by research findings from Newhouse et al. (2009). Their findings indicate that public vocational schools boost the chances of landing a formal job according to the Indonesian Bureau of Statistics by six percentage points. This showcases the necessity of achieving English proficiency during schooling to guarantee the quality of workers in the Indonesian hospitality industry.

Minister of National Education Regulation (2006) underscores the English courses in vocational high schools and focuses on equipping students with English communication skills that align with their professional needs to prepare the learners with adequate competency in their careers. However, in practice, the majority of vocational high schools in Indonesia provide basic English education, which is similar to the English education provided in high schools (Oktarin et al., 2019). In contrast to regular high school students, vocational high school hotel management students need to master English immediately upon entering the workforce. In contrast, a study conducted by Sarani et al. (2013) found that the English comprehension ability of vocational high school students is below average compared to their counterparts from regular high schools. Apart from the low scores of vocational high school students in understanding general English materials, other factors contribute to the ineffectiveness of English learning. One of these is that the English subject being taught is not sufficient in preparing students for entering the hospitality industry. Additionally, the teaching method used is not tailored to the specific needs of the students (Budhitama, 2021).

The English language used in the hospitality industry differs from the English language used in general communication, not only in terms of vocabulary but also in its application, such as in the level of formality, verbal and non-verbal messages, and so on. According to Blue and Harun (2003), the language of hospitality can be considered a subcategory of English for Occupational Purposes (EOP), much like English for Specific Purposes.

English for Specific Purposes role as the basis of the learning approach could fulfill the needs of hospitality program students through absolute and variable features of ESP, such as 1) ESP is defined to meet the specific needs of the learner; 2) ESP may use, in specific teaching situations, a different methodology from that of General English; 3) ESP is generally designed for intermediate or advanced students (Dudley-Evans & St John, 1998). Conducting a needs analysis is an essential first step in ESP-related learning. It is an essential instrument in language teaching as it guides and evaluates the course and a must-take instrument that enables teachers to understand the students' language needs (Suprayogi, 2018). Hutchinson and Waters (2010) introduce a model of needs analysis that focuses on target needs, dividing them into three categories: necessities, lacks, and wants. "Lacks" refer to the gap between the learner's current understanding and the required proficiency, while "wants" reflect the learners' personal preferences for their learning process. Analyzing both lacks and wants can be valuable for determining the necessity of a program or designing a language course.

The pre-observation and interview with one of the English teachers of eleventh grade SMKN 3 Kota Magelang resulted in numerous data that further support the arguments and previous research, therefore validating the urgency of conducting need analysis. The English curriculum at the Hotel Management Study Program of SMKN 3 Kota Magelang is based on general English materials that do not align with the student's professional context and specific career goals.

The institution does not provide additional or supplementary English materials tailored to the specialized field of hotel management, nor are there any plans to introduce English for Specific Purposes (ESP) materials. Contradictory with non-existent ESP lessons, the school established a

regulation where Eleventh-grade schools must shift the focus of their basic English learning to professional hotel and hospitality English usage. In response to this mandate, the teachers rely solely on what they think is appropriate and suitable materials for the hospitality student, with minimal implementation by modifying the reading text of a general English textbook to include hypothetical hospitality situations.

In creating a new material, the teachers based their design on the Kurikulum Merdeka guidance, where they must assess what the student needs to enhance their learning experience beforehand. The teacher's methods to gather the information include non-systematic instruments and are heavily opinion-based, resulting in questionable validity and reliability regarding what the students need. Therefore, this research attempts to fill the gap by systematically investigating the need analysis of the stakeholders of SMKN 3 Kota Magelang in developing English for Hospitality subject that are appropriate with professional context materials, interaction, learning strategies, and environment.

METHODS

This study utilizes a descriptive qualitative approach to gather information about student needs, which include their lacks and wants. According to Lambert et al. (2012), descriptive qualitative research focuses on providing a detailed summary of specific events or experiences reported by the subjects of the study. This approach emphasizes description over explanation and offers a direct representation of the data that is less interpretive. Consequently, it is considered a legitimate and valuable method for research in the qualitative spectrum. Based on Brown's (2016) suggestion, the descriptive study in the form of need analysis is expanded to include Target Situation Analysis (TSA), Present Situation Analysis (PSA), Gap Analysis, Individual Differences Analysis, and Classroom Learning Analysis. These analyses incorporate qualitative research instruments aimed at describing the situation and preferences of the learners.

The subject of needs analysis research is divided into primary and secondary categories, based on the theory that NA should be a learner-centered study (Brown, 2016). The primary focus of this research is the eleventh-grade students of the Hotel Management program at SMKN 3 Kota Magelang, comprising two classes with the total of 72 students. The secondary focus includes the English teacher at SMKN 3 Kota Magelang. With the combined information of teachers, learners, the instruments provided numerous data to connect the needs of stakeholders.

The data for this study is based on the research focus established by the writer with the aim of identifying the lacks and wants of the learners in the English for Hospitality Course. The primary data includes research instruments such as observation, document analysis, interviews, and questionnaires to identify the lacks, as well as interviews and questionnaires to determine the wants of the stakeholders, who are the students. The study focuses on the learners and also involves obtaining additional secondary data from the teachers. In the literature review, the writer emphasized the importance of Target Situation Analysis (TSA) in formulating subsequent analyses. The guidelines for the objectives and goals in English for Hospitality are outlined in the table below, which serves as the determining factor for identifying the learners' lacks.

Data Guideline			
Need Analysis Component (Brown Model)	Purpose	Instruments	Stakeholders
Target Situation Analysis (TSA)	Learning content of English for Hospitality	Corpora Analysis	-
Present Situation Analysis (PSA)	Students' ability in regard of proficiency of English skills in the hospitality field	Questionnaire, Interview	Students, teachers
Gap Analysis	The gap between what the students currently can do and what they need to do	Test, Observation, Interview	Students
Individual Differences Analysis	Students' preferences regarding the learning processes	Questionnaire, Interview	Students, teachers
Classroom Learning Analysis	The ideal teaching environment based on teachers and learners	Questionnaire, Interview	Students, teachers

To help clarify how the data is interconnected, the writer presents. The Need Analysis Component (based on Brown's model) outlines which analyses the writer intends to conduct in terms of "lacks" and "wants." The Purpose category defines the goals that each analysis aims to achieve. The Instruments section lists the research tools used for each analysis, such as questionnaires, observations, or interviews. Lastly, the Stakeholders category identifies who is involved in the analyses whether it's learners, teachers, or both.

Instruments

The writer designed the research instruments by adapting suggestions from Brown (2016). The instruments were observation, questionnaire, and interview.

1. Observation

The writer used observation to gather authentic data from the students. This involved non-participative observations in the English for Academic Purposes class. The observations was a critical tool for the Present Situation Analysis (PSA), providing insights into the student's current performance. Specifically, the data collected focused on the students' speaking and listening abilities. The observation results assisted in the assessment of whether their skills align with the requirements for English for Hospitality, as identified in earlier studies.

2. Document Analysis

According to Bowen (2009), document analysis is a systematic approach to examining and assessing both printed and electronic materials. The term "document" refers to written text or images that existed prior to the research without direct involvement from the need analyst. The writer analyzed the tasks previously assigned by teachers to assess the writing and reading skills of the learners. The writer then interpreted the assignments to draw conclusions about the gap in the learners' Present Situation Analysis (PSA). For the sake of consistency and credibility, the writer would utilize Brown's (2004) assessment criteria for writing and reading tasks.

3. Questionnaire

The study used a Likert-scale questionnaire, which is a written tool that presents respondents with a series of questions or statements. Respondents can answer by writing their responses or choosing from provided options. The questionnaire items are based on two sources. The first source is the English for Hospitality demand, as shown in Table 2.1. The second involves identifying lacks and wants, as described by Brown (2016), which were further detailed in the research by compiling previous studies' analysis in the literature review. The Likert scale was designed based on studies by Hastuti (2022), and the writer will further elaborate on the mechanism in the data analysis.

4. Interview

This study implemented semi-structured interviews to gain a profound understanding of stakeholders' perspectives. The questions for these interviews were thoughtfully designed based on Brown's (2016) suggestions. These guidelines focus on identifying students' lacks and wants, involving aspects such as course content, teaching methods, learning materials, role play tests and activities. Interviews were conducted with both learners and teachers to gather a wide range of insights.

Data Collection Procedures

The qualitative questionnaire data collection technique in this research integrated questionnaires and their desired criteria in the needs analysis context by Brown (2016). The writer followed these steps to gather the data:

1. The writer distributed the questionnaire through a social media platform. Using an online medium ensured easy access for respondents, encouraging them to participate. The questionnaire included a variety of questions designed based on Brown's model, as explained in the aforementioned table.
2. The writer provided clear instructions and procedures for filling out the questionnaire, emphasizing the importance of honesty and the impact of students' responses.

3. The writer allowed the respondents extended time to complete the questionnaire and then carefully reviewed the responses.

The other data consisted of observations and interviews. The writer gathered data using printed observation and interview sheets. The steps taken during the interview process to address the research questions from the perspectives of teachers and learners were as follows:

1. The writer scheduled an appointment for the interview.
2. The writer obtained participant consent.
3. The writer conducted the interview using the questions on the interview sheet.
4. The collected data were compiled for analysis.

For the observations, the writer followed the format of the observation sheet. The steps taken were as follows:

1. The observations took place in one of the English for Academic Purposes (EAP) class.
2. To gather information on teaching and learner feedback, the writer sat in the class in a non-participative manner and observed the learning process.
3. The writer filled out the observation sheet according to the actual state of the learning process.

Data Analysis

The information obtained from the research instruments was analyzed separately and then grouped according to the stakeholders (teachers and learners). The following are the procedure the writer conducted to analyze the data:

Data From Document Analysis

The purpose of the document analysis was to gather information on learners' current performance in writing and reading abilities. For the reading assessment, the writer accessed previously assigned tasks that involved multiple-choice questions. The students' scores were then analyzed in accordance with Brown's (2004) guidelines and the calculation procedure outlined by Azizah et al. (2019).

Data From Observation

The data from the observations were assessed using the guidelines provided by Brown (2003). The writer utilized a purposive sampling method to evaluate students' speaking performance through their reading-aloud activities and their listening skills through teacher dictation strategies. Students who demonstrated these skills during class sessions were selected for the study. Consequently, data were collected only from those students whom the teacher chose to participate in these activities. In terms of evaluating speaking ability, the writer focused on students' fluency and pronunciation. The interpretation provided by Brown (2014) aligned with the qualitative design of the study, as it offered an informative description of student assessment in speaking through a rating scale. This assessment was then presented in the needs analysis report.

For evaluating listening ability, the writer modified and adapted the mechanism of Dictation Performance Assessment presented in Brown's book. This study retained Brown's (2004) suggestions regarding which aspects to assess in writing. The modification involved implementing a rating system similar to the one used in the previous assessment of speaking.

Data From Questionnaire

The questionnaire data utilized Likert scale strategies. Brown (2016) noted that the effectiveness of the Likert scale is ensured if the writer implements at least five response options. The Likert scale data were then transformed using the interval mean formula to obtain the cumulative perceptions of the respondents. The measurements of the questionnaire for data interpretation are as follows:

Likert Scale Interpretation for Lacks

Score Interval (Mean)	Interpretation
1,00 – 1,79	Very Low Level
1,80 – 2,59	Low Level
2,60 – 3,39	Medium Level
3,40 – 4,19	High Level

4,20 – 5,00	Very High Level
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Table shows the interpretation of students' current ability to navigate the four English skills, which is included as part of analyzing the lacks or Present Situation Analysis (PSA). The questionnaire was formulated as a self-assessment, which would then be corroborated by the results from triangulation.

Likert Scale Interpretation for Wants

Score Interval (Mean)	Interpretation
1,00 – 1,79	Strongly Not Like/Not Preferred
1,80 – 2,59	Not Like/Not Preferred
2,60 – 3,39	Moderately Preferred
3,40 – 4,19	Like/Preferred
4,20 – 5,00	Strongly Like/Preferred

Table shows the analysis of learners' wants with a minor modification to suit the context of the need analysis. The scale interval is the same as in the previous table, but the interpretation here highlights the learners' preferences for the topics included in the questionnaire.

Data from the Interview

In interpreting the data obtained from the open-ended interview, the writer used the thematic analysis proposed by Braun and Clarke (2006). This method involves analyzing qualitative data by identifying patterns as themes and codes. The steps to analyze the data are as follows:

1. Familiarization with the Data
2. Coding the data
3. Generating the Themes
4. Reviewing Themes
5. Defining and naming themes
6. Writing the report

Burnard et al. (2008) In their study, the processed data was transformed into a table format that included connecting the research question with the themes that addressed the question. This research will adopt this method to present the results of the interview data.

FINDINGS AND DISCUSSION

Student Proficiency of English for Hospitality Content

The writer follows the Target Situation Analysis (TSA), which serves as the theoretical foundation for assessing students' understanding of hospitality content related to English usage. To prepare for their future careers, students are expected to focus on three key areas: Front Desk Operations, Food and Beverages, and Housekeeping. The data presented here were collected through questionnaires and interviews with both students and teachers. Each of these data sources complements the others, creating a clearer and more comprehensive understanding of the students' capabilities.

Front Desk Operations Mastery

Student Self-Assessment Questionnaire of Front Desk Operation Mastery

Front Office Jobdesks	Mean	Interpretation
Reservation	3.083	Moderately High
Guest Communication	1.388	Low
Giving Information	2.597	Moderately High
Operating Telephone	1.805	Moderately Low

It displays students' self-assessment regarding their ability to navigate front desk activities while utilizing English. For reservation activities, the learners feel confident, achieving an average score of 3.08, which is interpreted as "moderately high." However, they rate their skills in guest communication as the lowest among all areas, with an average score of only 1.38, indicating "low" proficiency.

In the category of providing information, students feel they possess a certain level of mastery, scoring an average of 2.59, interpreted as "moderately high." Lastly, in telephone activities, students assess their abilities even lower, with an average score of 1.80, interpreted as "moderately low."

Student Self-Assessment Interview of Front Desk Operations

Question	Respondent 1	Respondent 2	Respondent 3
What's your opinion on your understanding of front desk operations in hospitality, especially when it comes to using English?"	"I can handle front desk tasks in English, but I struggle a bit with telephone activities. It's hard to keep track of what the speaker is saying while trying to write everything down.	"I'd say my understanding of hospitality material is sufficient, but when it comes to applying that knowledge in real situations, I don't feel quite ready—especially when I need to use my speaking skills.	"I find front office tasks to be the toughest. It gets complicated when I have to deal with situations that go beyond the scripted interactions we practiced in class, like when a guest asks for something unusual or needs extra information

The excerpt from the interview in Table really backs up the questionnaire data. For example, Respondent 1 points out that telephonic activities are tough because they find it hard to write and listen at the same time. It takes a lot of concentration, which makes it challenging to handle the call effectively. Respondents 2 and 3 express similar struggles when it comes to producing English. Respondent 3 adds that they mostly practice scripted scenarios in class, so they feel unprepared for unexpected situations that come up in real life.

In the end, the interview data highlights that students face challenges with front desk operations, which affects their skills in telephonic activities—where they need to focus on multiple tasks at once—and in guest communication, where they need knowledge beyond what they have learned so far.

Teacher Assessment of Students' Front Desk Activities Mastery

Question	Teacher
What is your assessment regarding the students' mastery of Front Desk Activities?	"Vocabulary really is their biggest challenge when it comes to front desk operations. I often assist them in finding the right translations for words they encounter while interacting with foreigners or during our practice. That's why I encourage them to use a dictionary for self-study, in addition to our regular classes."

The data presents insights from the teacher's interview, concluding that vocabulary is a significant barrier for students in front desk situations. This aligns with the findings from the student interviews, where respondents mentioned struggling with guest communication due to their limited vocabulary. Overall, the teacher's statements suggest that students are moderately proficient in front desk operations but face several limitations that could be greatly improved with supplementary learning.

Food and Beverages Activities Mastery

Student Self-Assessment Questionnaire of Food and Beverages Activities Mastery

Description	Likert Scale	F
Low Level	1	19
Moderately Low Level	2	45
Moderately High Level	3	8
High Level	4	0
Mean: 2.375		
Interpretation: Moderately Low Level		

The data shows that students feel they have a lower level of mastery in the Food and Beverages topic. The overall average score is 2.37, which indicates a "Moderately Low" level of proficiency.

Student Self-Assessment Interview of Food and Beverages Activities

Question	Respondent 1	Respondent 2	Respondent 3
What's your opinion on your understanding of Food and Beverages activities in hospitality, especially when it comes to using English?"	"In Food and Beverages, I feel like I understand the material pretty well. That said, I struggle a bit when it comes to applying the theory in real-life situations. We haven't had enough practical activities in class, so that makes it challenging."	"Honestly, Food and Beverages is my weakest area. It's tough to serve guests or customers when there's pressure, like time constraints and the need to avoid mistakes."	"We've covered the theory, but I don't think I could handle a real situation. We haven't had any simulation practice, and while I can follow the conversation starters we learned, I struggle to initiate conversations outside of that."

It provides further insights into the questionnaire data. The self-assessment average of students, which resulted in a "Moderately Low" rating, is strengthened by Respondent 2, who identified Food and Beverages as their weakest area.

The challenges students face in mastering this topic are highlighted by Respondent 1 and Respondent 3, who mention a "lack of practical activity," while Respondent 2 notes the pressure they feel in real-life situations. Overall, it can be concluded that mastery of Food and Beverages is relatively low among hospitality students.

Teacher Assessment of Students' Food and Beverages Activities

Question	Teacher
What is your assessment regarding the students' mastery of Food and Beverages Activities?	"I'd say the students are doing pretty well when it comes to navigating Food and Beverage activities in English. I often incorporate the Food and Beverage material into lessons on things like procedural texts. That said, there are times when they still need some extra resources to help them out."

The teacher's perspective on students' comprehension levels regarding Food and Beverages mastery is reflected in the table, where the teacher notes that students are proficient in this area. This view contrasts with the data gathered from students, suggesting that the teacher may primarily assess students' theoretical knowledge in Food and Beverages. However, the teacher acknowledges that some students need additional support and employed different strategies to assist them in their learning. This statement aligns with the challenges and feelings expressed by students during their interviews.

Houskeeping Communication Mastery

Student Self-Assessment Questionnaire of Housekeeping Communication Mastery

Description	Likert Scale	F
Low Level	1	0
Moderately Low Level	2	9
Moderately High Level	3	15
High Level	4	48
Mean: 2.875		
Interpretation: Moderately High Level		

It displays students' self-assessments regarding their mastery of housekeeping, indicating a relatively high level of confidence in both theoretical and practical comprehension of the topic. The average score shown in the table is 2.875, which translates to a "Moderately High" level of proficiency.

Student Self-Assessment Interview of Housekeeping Communication Mastery

Question	Respondent 1	Respondent 2	Respondent 3
What's your opinion on your understanding of housekeeping in hospitality, especially when it comes to using English?"	"I understand the procedures involved in housekeeping, especially the ones related to English."	"Besides using it professionally, I don't think using English in housekeeping will be too troublesome."	"It's pretty easy for me since there's less English involved, so I think I can manage it."

The three student excerpts reveal a shared confidence in their understanding and application of English in housekeeping. Student 1 emphasizes their grasp of procedures, while Student 2 expresses comfort in using English professionally without concerns. Student 3 notes that the limited use of English makes the tasks manageable for them.

This collective interview supports the questionnaire results, which indicate a "Moderately High" proficiency level in housekeeping mastery. The students' confidence in their abilities suggests that they feel well-prepared for both theoretical and practical aspects of the subject, reinforcing the positive assessment reflected in the data.

Teacher Assessment of Students' Housekeeping Communication Mastery

Question	Teacher
What is your assessment regarding the students' mastery of Housekeeping Activities?	"I find that English lessons for housekeeping don't require extensive skills. Because of that, when I give assignments related to housekeeping, the students are usually able to complete them easily."

The table reveals that the teacher shares a similar assessment, concluding that students have achieved a high level of understanding in housekeeping knowledge. The teacher further elaborates that students can easily handle communication related to housekeeping. Since this viewpoint aligns with the insights from other stakeholders and instruments, the writer can conclude that, from a professional perspective, students do indeed demonstrate a moderately high mastery of English communication in housekeeping.

Gap Analysis

The data in the gap analysis starts with the Target Situation Analysis (TSA), which provides a theoretical foundation. This is then compared with the students' current abilities, outlined in the Present Situation Analysis (PSA), to identify and draw conclusions about the gap.

Target Situation Analysis (TSA)

EFH learning demand	Level of Proficiency	Reference
Front Desk Operations	Proficient (High)	Kemendikbud (2022)
Food and Beverages Activities	Proficient (High)	
Housekeeping Communication	Proficient (High)	
Listening Skill	Proficient (High) - Prioritized	Masoumpanah et al., 2013; Malini et al., 2022; Nazira et al., 2023).
Speaking Skill	Proficient (High) - Prioritized	
Reading Skill	Less Prioritized	
Writing Skill	Less Prioritized	

It provides a brief overview of the Target Situation Analysis (TSA). It indicates that hotel management students are expected to have a high level of proficiency in English across three main

activities. In addition, among the four English skills, listening and speaking are prioritized, as they are the most frequently used in workplace settings.

Present Situation Analysis (PSA)

EFH learning demand	Current Level	Target Comparison
Front Desk Operations	Moderately Low	Not Achieved
Food and Beverages Activities	Moderately Low	Not Achieved
Housekeeping Communication	Moderately High	Achieved

The table shows students' current capabilities reveal that their understanding of Front Office Operations and Food and Beverages falls short of the proficiency demands outlined in the target situation. In contrast, their comprehension of housekeeping is sufficient to meet the requirements. This indicates a need for an additional English for Hospitality course to enhance their professional effectiveness.

On the other hand, the overall mastery of the four prioritized English skills is relatively low compared to the expectations of the target situation. As a result, there is a noticeable gap between students' current performance in listening and speaking and the proficiency they need to achieve.

Discussion

The goal of this study is to identify the 'lacks' and 'wants' of vocational students and determine which of these are most crucial for developing an English for Hospitality (EFH) course. The writer has successfully gathered information that supports further research into implementing a course that could be effective, as it's tailored to the students' needs and the teachers' professional insights.

The initial step involved conducting a Target Situation Analysis (TSA) using corpora analysis, which revealed that English for Hospitality primarily focuses on front desk operations, restaurant interactions, and housekeeping. This TSA data then served as a key reference for designing instruments to explore how students would prefer to meet these professional demands.

After completing the TSA, as recommended by Brown (2016), the needs analysis moved on to identifying the 'lacks' and 'wants' of the students. In the Present Situation Analysis (PSA), which looks at the students' current abilities, the study found that learners' proficiency in speaking, listening, and writing is moderately low, while their reading skills are interpreted as moderately high. In terms of hospitality skills, housekeeping was identified as the most mastered area with a moderately high rating, while front desk operations and restaurant services were both rated as moderately low.

The Gap Analysis connected the results from TSA and PSA to see where students currently stand in reaching their ideal capabilities. It revealed that, given the demand for strong speaking and listening skills in the hospitality field, most students fall short of these requirements. For specific hospitality tasks, students meet the basic needs for limited-interaction activities in housekeeping, but their skills in front desk operations and restaurant services don't yet meet the standards of proficiency. This suggests that students need further development to meet industry demands.

Regarding the students' 'wants,' the research found that they strongly prefer a kinesthetic learning style, although other styles were also chosen as secondary preferences. When it comes to group size, most students prefer working in small groups, which aligns with their desire to engage with peers for better interest in assignments.

For learning strategies, role-playing was the most desired approach, which matches their preference for learning alongside peers. As for learning methods, students favored task-based learning because it offers a variety of activities that keep them engaged with the topics in English for Hospitality. Lastly, in terms of learning materials, students found vlogs to be the most helpful since they are natural, casual, and relatable, yet still informative and educational.

The writer emphasizes that while the majority of student preferences are clear, insights from interviews with students who had different opinions provide valuable perspectives. Understanding these minority viewpoints can help future writers address areas that some students find less engaging, creating a more inclusive learning experience. Additionally, the input from teachers, though limited, can help enhance the integration of EFH. Teachers tended to align with students on

certain preferences, but in some cases, they offered a different perspective or took a neutral stance, which can also guide future curriculum development.

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