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Current Needs and Difficulties in English Language Skill Faced by The Tourism Students

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Abstract

Recently, the development of tourism is increasing sharply and hotel industry has important role to support the tourism development in terms of providing the comfortable accommodation and excellent services and English language competencies should be possessed by the hotel employees in order to provide excellent services. However, some hotel employees still have low competence in English language skill. The purpose of this study is to find out the language skills that are mostly needed and categorized as the problems by the hotel employees in their work. This study employed quantitative study by using questionnaire and interview as the method of data collection. The sample of this study was taken by using purposive sampling by taking 30 tourism students who have just completed their six-month internship program in the industry. Based on the results of data analysis, it has been found that most language skills (listening, speaking, and writing) are categorized "High" used by the hotel employees, as their score between 3.41-4.20. While reading skills are categorized "Moderate" as its mean score between 2.61-3.40. And also All the language skills (listening, speaking, reading, and writing) are categorized "High" as problems faced by the hotel employees, as their score between 3.41-4.20

Keywords: Need, Difficulties, Language Skills, Employees, Needs Analysis, Competence.

1. Introduction

Nowadays, tourism development is increasing sharply and hotel industry has important role to support the tourism development. The hotel industry is a vital part of tourism in terms of providing the comfortable accommodation and excellent services to the tourists.

In the hotel industry, hotel staff ranges from top management to front line staff. One important function in the hotel business is the front office department, which can be considered as the center of hotel operations. In addition, front office staff, such as the front desk agent, door attendants, bell persons and parking attendants, are the first and last people who communicate and serve the customers. When the customers' requirements are clearly identified and understood, the hotel staff are more likely to anticipate and fulfill their needs and wants. In addition, front office staff are considered a supporting factor in determining customer satisfaction and the decision to return, to recommend the hotel, or to demonstrate loyalty to a particular hotel.

Language proficiency is necessary for the staff in the hotel industry, especially the front office staff. In Indonesia, English is used as the medium of international communication. Furthermore, the English skills of listening, speaking, reading, writing, grammar and vocabulary are vital for effective and fluent communication. According to Richards, English is needed by people who work in tourism, business, and civil service. As English is now both popular and important for tourism, staffs' demand for English has increased accordingly. English language skills are recognized as the vital need of those working in Tourism and hospitality.

English is quickly becoming a necessity for communication in the tourism industry. Crystal (1997) suggested that the domain of transportation and accommodation are mediated through the use of English as an auxiliary language for people who are brought into the world of package holidays, business meetings, academic conferences, international conventions and other official gatherings.

Nowadays, there are many English for tourism courses provided in many countries, including Indonesia. English for tourism and hospitality courses can help learners become familiar with the language requirements of many kind of businesses such as hotel, food and beverage service, travel agencies and tour operations. Language learner development can lead to success in the tourism and hospitality industries. Tourism terms, reading, writing, listening, speaking and grammar should be taught to learners

Therefore the existence of Makassar Tourism Polytechnic to provide the human resources who mastered in English language skills are full of challenges. One of the challenges that should be put into account is providing the teaching materials which is suitable with the current needs and problems in English language skills of the employees in the workplaces. So, it is imperative to carry out a Needs Analysis (NA). NA is defined as "the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities" (Richards & Platt, 1992, p. 242). With such views, need analysis is important to be conducted before arranging the syllabus design of ESP. In addition, based on the result of need analysis, the ESP teacher can create or develop the materials to meet the learners' need. As pointed out by Hutchinson and Waters (1987) that what is being taught should be relevant to learners.

Need analysis has a vital role in the process of designing and carrying out a language program. It is claimed to be a critical part of the process of curriculum planning in language learning (Brown, 1995; Richards, 2001). The output of needs analysis will become the input to syllabus design (Long, 2005b)

However, in many vocational schools, there is no need analysis conducted by the English teachers before designing the syllabus and teaching materials. They tend to ignore the students' needs in learning English even there is no collaboration among the stakeholders in designing the course. Therefore, the English teaching seems to be failed to improve the students' competence in English. Some of the students have been described as low-competent in the English language. It can be seen from the failure of some students to get a job in the hotel and tourism industry where English competence puts as one of the requirements. Ratnah (2010) pointed out that one factor became the cause of the failure of the students in learning English in Poltekpar Makassar is the using of ESP textbook which is not relevant with the students' needs. The students' needs have been neglected in the English course. Furthermore, related to the using of ESP textbook in hotel and tourism institution and the analysis of the employees' needs in hospitality industry in Morocco, Bouzidi (2009) stated that there is a mismatch between the content of ESP textbook used and actual workplace language demand in the hospitality industry in Morocco.

Therefore, English competence skills are still as big problems faced by the employees in tourism and hospitality industry particularly the hotel employees who handle the customers directly. These problems are also faced by the students who have just finished their six-month internship program in the hotel. This research focused to find out the current needs and problems faced by the hotel employees in English language skills.

2. Review of Related Literature

2.1 The Previous of Research Findings

Several previous studies have been conducted to survey the needs and problems of using English. Some researchers have conducted needs analysis focused on hotel and tourism hospitality which are relevant to this research. Jasso-Aquilar (2005) has conducted a study on needs analysis of the maid's / housekeeper' job in one of the large hotels in Waikiki. The study set out to identify the task and language needed to perform a housekeeper's job. Two concerns guided the study: (1) to find out whether language was needed to perform the tasks, whether or not the maids perceived this need, and to what extent the lack of language abilities might have affected their performance, (2) To identify the needs and wants of both the maids and the institutional representatives, and to interpret any discrepancies. By using the multiple methods and resources (participant observations, unstructured interviews, and questionnaire, task-force meeting, briefings, documents, and curriculum) to the samples of study (human resources, executive housekeeper, housekeeper and supervisors) they collect data on NA. The results found that the language necessary for the tasks that the hotel maids have

to perform in their job is very limited, and a lack of English language skills does not affect their performance.

Mulyana and Suprasyasa (2009) have conducted research on needs analysis of English for students of Spa training program in Tourism Higher Education, Bali. Their research was conducted to identifying the profile of the learner's target needs of the English language course in the Spa training program, especially at basic operational level. It has been found that the proportion of communicative acts or functions varies from job to job depending on the communicative tasks of the jobs. Based on their findings, they stated that the English language teachers of basic operational level Spa training program are supposed to implement the needs analysis results as a guideline in the teaching and learning process, including the instructional planning, implementation and assessment.

Al-Khatib (in Tamimi, 2010) has conducted research to examine communication needs in English in tourism and banking and to identify workers' attitude toward English and the use of English in the workplace. The findings revealed that English communication skills were very important for tourism and banking workers though the former needed these skills more than the latter. In addition, it was found that positive attitude of almost all of the respondents in both workplaces towards using English language for achieving multiple purposes. On the basis of his research, Al-Khatib concluded that in designing ESP courses for tourism and banking undergraduates, it is of great importance to include workplace communication needs.

All of the three research findings above only identified the needs of the students in hotel and tourism hospitality. The information provided in these researches is focused on giving suggestions or recommendations to improve English teaching quality in the hotel and tourism school and it is related to this research which is also focused on tourism hospitality.

Bouzidi (2009) has conducted a research on ESP classroom related to the employees' needs at the hospitality industry. This study has found that the ESP textbook used in the classroom is mismatch between the actual workplace language demands

Fergina (2010) has conducted a research on Evaluating '*English for Economics*' Textbook in Tanjungpura University. The findings of this study indicated that the activities in the *English for Economics* textbook failed to provide adequate skills for learners to use the language in performing the task. Therefore, it is difficult for the materials to meet the learners' needs and goals of the programme in the target situations.

Ratnah (2010) has found in her research that the ESP textbook used in the classroom for the Food and Beverage Service department in AKPAR Makassar is not fully relevant with the students' needs in the workplace.

Ravisuda Aunruen (2005) conducted a needs analysis of English for travel agents in Chiang Mai. The findings showed that the travel agents mostly needed English language to communicate with clients. Speaking skill was considered as the skill they used most with their routine jobs. Listening, writing and reading were also needed. Grammar and pronunciation were considered as the lowest needs. Moreover, they faced most problems with speaking skill, followed by grammar and listening respectively.

Thawatchai Tangniam (2006) investigated the English language needs for Thai Airways ground staff. As for English needs, listening and speaking were much needed skills for Thai Airways ground staff. Moreover, listening skill was considered the most difficult.

As can be seen, the related research revealed the job needs of the use of English in various aspects according to the differences in job fields.

2.2 Some Concepts of Needs

Various writers have discussed different meanings of needs. Needs are important abilities that subjects have not mastered. Mountford (1981) viewed needs as that which an institution considers as important knowledge that learners should learn, while Widdowson (1981) defined needs as what people have to learn for their job requirements. According to Hutchinson and Waters (1996), language needs are divided into two types: the target needs and learning needs. The target needs focus on the use of language, divided into three subcategories: necessities, lacks and wants.

- a. Necessities are the requirement of English language in target situations which people should know. This helps people to use English to communicate smoothly in target situations.
- b. Lacks are what learners do not know and need improvement in order to function effectively in target situations.
- c. Wants are learners' perception about what they need and what they desire.

Robinson (1991) mentioned that needs are judgments about a topic. The English language required at work is one of five aspects of English needs. It is a goal-oriented need. Professionals need English language skills because they have to use them for their routine jobs.

Referring to needs assessment, there are many theorists who have defined needs assessment in various ways. Michael West created the term of "need analysis" in 1920s when he was trying to establish the best way learners should learn English (Brown, 1987). Nunan (1989) stated that needs analysis refers to a family of procedures for gathering information about learners and about communication tasks for use in syllabus design. Ellis and Johnson (1994) add that needs analysis is a method of obtaining a detailed description of learner needs or a group of learner

Needs analysis as the information that can be obtained from a range of different people, such as company staff, trainers and the learners themselves. This will have implications for future training programs. Moreover, Graves (2000) further stated that needs analysis is a systematic and ongoing process of gathering information about students' needs and preferences, interpreting the information, and then making course decisions based on the interpretation in order to meet the needs.

According to different scholars, needs analysis is significant in various ways. Robinson (1980) pointed out that one of the chief values of needs analysis is its ability to "demonstrate the teacher's interest in the students and to lead to some useful discussion" Hawkey (1980) suggested that the needs analysis enables the course designer to achieve two things: to produce a detailed profile of what the learner needs to be able to do in English in an occupation for which he or she is being trained, and to produce a specification of the language skills, functions and forms required to carry out the communication described in the needs profile.

Richards et al. (1992) mentioned that needs analysis provides three main purposes as follows:

- 1). It provides data that can be used to review and evaluate an existing program. It helps to design the program to meet students' needs.
- 2). It identifies general or specific language needs that can be used in developing goals, objectives and the content of a program.
- 3). It provides a mechanism for obtaining a wider range of input into the content and the design of a language program.

2.2 English Language Skills

English language plays an essential role in the further development of the Indonesian economy in both public and private sectors. The importance of English as an international language continues to increase as more people want to learn and use English. English is also the tool for international communication.

Communication is the process of sharing and exchanging thoughts, ideas and feeling among people. People use language and express information clearly and unambiguously to communicate messages. The English language skills discussed in this part are listening, speaking, reading, writing, grammar and vocabulary.

Harmer (2001) said that when people listen, they must use their background knowledge as they access the process of comprehension. People who do not have background knowledge relevant to what they are hearing will find the listening task more difficult. Moreover, regular interaction in conversation will help people to communicate efficiently. There are six stages in the process of listening (Brownell, 1994).

1. **Hearing:** the response caused by sound waves stimulating the sensory receptors of the ear. The conscious act of listening begins when the listener focuses the sounds and selects what they choose to hear (Guffey,2003).
2. **Understanding:** the act of meaningful comprehension of different sounds selected to hear. The listener must understand the intended meaning and the context assumed by the sender.
3. **Remembering:** the act of storing the information
4. **Interpreting:** once a listener has paid attention to a sound or message, he/she begins to interpret or decode a message.
5. **Evaluation:** the active listener weighs the evidence, differentiates facts from opinions, and determines the presence or absence of bias or prejudice in a message.
6. **Responding:** this stage requires that the receiver complete the process through verbal and/or nonverbal feedback.

Hair, Friedrich & Dixon mentioned that speaking is the production in the oral mode to send an oral message. It is the most direct method of communication. According to Harmer (2001), these are the elements that are necessary for spoken production.

1. **Connected speech:** a speaker needs to know not only how to produce the individual phonemes of English, but also how one word is usually followed by one or two words. They need to know the word that is used in a certain order together.
2. **Expressive devices:** Changing the pitch and stress of specific parts of pronunciation, varying volume and speed, presenting non-verbal to give feeling to words, are the devices that contributes to the ability to convey meaning.
3. **Lexis and grammar:** the use of a number of common lexical phrases makes for spontaneous speech. People should know phrases for different functions, such as agreeing or disagreeing, approval or expressing emotion.
4. **Negotiation language:** the negotiation language is used to clarify in effective speaking.

According to Anderson, reading is an active process which combines the words or written text with the reader's background knowledge and experiences. It is the process of decoding the meaning of the encoded passage. The way to read should be determined primarily by the reader's purpose in reading such as for pleasure, gaining specific information, and checking information, particularly in business

documents. In addition, if the readers attain full comprehension, the reading process is complete.

Writing is a productive language skill that enables people to plan and rethink the communication process. According to Hampton (1989), there are some writing goals as follows:

- Writers are independent when they are able to write without much assistance.
- Writers gain comprehensibility when they can write so that it can be read and understood by themselves and others.
- Writers are fluent when they are able to write smoothly and easily as well as understand ably.
- Writers gain creativity when they can write their own ideas, not copying what has already been written, so that they can be read and understood.

Grammar is very important within English language because it holds language together. It is the way in which sentences are structured and the language is formatted. Meaningless and the unclear messages can be the result of using incorrect grammar in sentences. This means that people are not able to communicate effectively.

According to Sternberg (1987), vocabulary is important, and most vocabulary is learned from context. It can be said that vocabulary is comprised of three things: writing, reading and speaking. All three of these elements are used to make up the larger structure called literacy. Knowing vocabulary will allow people to successfully convey their ideas to others, and it can also improve their career outlook. When people apply for a job, or have to give a speech, the vocabulary will determine the level of success.

2.4. English Language Difficulties/Problems

In Indonesia, English is an important medium for communication with the foreigner from all over the world. Therefore, the ministry of education has put English subject in all level of the education from Junior High School even some schools have learnt English from Elementary School. The ability of people to use English language effectively has an effect on a variety of personal and social situations. However, the English competence skills are still problems. Indonesian students still use Indonesian language in the English classroom, so they are inexperienced in the usage of English. They do not speak English regularly in daily life; thus, it decreases the chance to become a potential English language user.

Indonesia has always been a country with one official language, Indonesian language. Therefore, English is the first foreign language that students must study in schools. Indonesians' level of English proficiency is low in comparison with many countries in Asia. In contrast, English is still used as a medium of expression among people in former colonies, such as Singapore, the Philippines, Malaysia, Hong Kong, Myanmar and Thailand.

The Minister of Tourism has put the tourism as the leading sector or the main source of income in Indonesia. However, the human resources of tourism still have a poor command of English. Indonesian has contributed to misunderstandings and a negative attitude towards Indonesia.

In terms of problems for speaking skill, some students and employees wish they could speak English fluently but most of them think that English is too challenging for them to be competent because of these difficulties:

- Interference from the mother tongue (Makassarese, Buginese, Torajanese, and Mandarese) particularly in pronunciation, syntax and idiomatic usage
 - Lack of opportunity to use English in their daily lives
 - Unchallenging English courses

- Being passive learners
- Being too shy to speak English with foreigners
- Lack of responsibility for their own practice and learning

There are the problems that affect listening and speaking skills. Brown (1994) stated that for English beginners, the difficulty of listening is simply too many new and unfamiliar words. Learners must be able to recognize and understand words immediately because, if they pause to think, the English speaker will keep speaking and listener will not comprehend what they say. It is very important to maintain listening fluency and the ability to recognize and understand English words and phrases punctually when listeners perceive them.

According to the researcher's experiences, Indonesian people have difficulties in all English language skills; listening, speaking, reading and writing. In listening skill, they are not accustomed to listening to native speaker's accents. They attempt to catch every word they hear and try to analyze the sentence structure. They do not catch the whole picture of what they heard at all. Moreover, the difference in accents makes it more difficult to listen, such as American English and British English. Some people have limited knowledge of vocabulary, such as slang, idioms and proverbs. Also, they have problems in English pronunciation. The inadequate knowledge of English language structure causes Indonesian people to construct incorrect sentences in English. In addition, in reading skill, the problems faced are they do not understand English language usage and its structure as the cause of problems in reading skill. While in writing skills, Indonesian people have fewer opportunities to practice writing English. Most Indonesians rarely consider the correct English language structure, which is different from Indonesian language, when they write something. They write in English based on their own ideas in Indonesian with Indonesian language structure. There are not any transition words to link their ideas. In fact, writing skill can be improved by practicing, such as writing again and again and learning from mistakes.

People face the problem about English grammar in many aspects, such as complex sentence patterns, usages of preposition, a huge number of exceptions, perplexity with linking words and idiomatic expressions. In terms of vocabulary, there are great amounts of vocabulary in English that really make people suffer when they use it to communicate with a native speaker as encounter a lot of unknown words; the most confusing part is even if they know the meaning, they can't really understand the meaning of the whole sentence because an English word gives different impressions in different situations. This makes things so confusing and people get confused about the meaning of the word.

3. Research Methodology

3.1 Research Design

Research design is identified as a plan or strategy for conducting the research. This research employed Descriptive Quantitative by using Likert Scale to find out the front liners' current needs and problems faced in English language skills. The data collected from the questionnaires be analyzed in the statistical analysis to find the frequency and the percentage.

3.2 Population and Sample

The population of this research was all the tourism students majoring in the hotel department. The sample of this study was taken by using purposive sampling and taking 30 hotel department students who have just completed their six-month internship program in the hotel as the respondents.

3.3 Instrument of the Research

To collect data needed, this research use three instruments as follows:

1. Questionnaire of Needs Analysis to find out the current needs and problems in English language skills.

The questionnaire consisted of three parts as follows:

Part I: *The general information of the respondents*

This section contained the respondents' information about sex, age, educational back ground, duration of work in their position, the necessity of English in their job area, as well as the opinions about using English language skills.

Part II *The needs and problems of the English language skills for the hotel employees.*

In this part of the questionnaire, the questions were divided into three main sections. In each section, the questions covered various English language functions for hotel employees. A five-point Likert scale was used for the respondents to rate as follows:

Rates of opinion	Interpretation of the scale
5	Very High
4	High
3	Moderate
2	Low
1	Very Low
Mean	Level of Need/problem
4.21-5.00	Very High
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Very Low

2. Interview

3.4 Technique of Data Analysis

Data collected from the questionnaire were analyzed by using descriptive statistics to see the frequency and percentage and then describe it in the table or diagram. The researcher gave more description in each table. The results of the questionnaires and interviews were used to describe the current need and problems faced by the front liners.

4. Findings and Discussions

This part reports the result of the study based on the data gained from the 30 students. The results of the survey are presented in three parts according to the questionnaire.

4.1. General Information of the Respondents

Table 1. The Gender of the Respondents

Gender	Frequency	Percentage
Male	12	40.0
Female	18	60.0
Total	30	100

It is shown in Table 1 that most of the respondents (60.0%) were female, and 40.0% of them were male.

Table 2 The Age of the Respondents

Age	Frequency	Percentage
20-25	3	10.0
26-30	5	16.7
31-35	7	23.3
36-40	8	26.7
More than 40	7	23.3
Total	30	100

Table 2 shows that most of them (26.7%) were between 36-40 years old, and 23.3% were between 31-35 and more than 40 years old. There are 10% of them who were between 20-25 years old, and 16.7% of them were between 26-30 years old and 36-40 years old.

Table 3 The Level of Education of the Respondents

Education	Frequency	Percentage
Senior High School	12	40.0
Diploma	10	33.3
S1 (bachelor's degree)	8	26.7
Total	30	100

Table 3 indicates that the majority of the respondents (40%) held a senior high school degree and 33.3% were Diploma degree and 26.7% were bachelor's degree.

Table 4. The Working Experience of the Respondents

Experiences (years)	Frequency	Percentage
Less than a year	6	20.0
1-5	7	23.3
6-10	5	16.7
11-15	6	20.0
More than 15	6	20.0
Total	30	100

Table 4 shows that most of them (23.3%) had worked between 1-5 years and 20% had worked less than a year, between 11-15 years, and more than 15 years. 16.7 of them had worked between 6-10 years.

4.2 The English Language Skills needed of Hotel Employees

This part explains the perceptions of hotel employees of language skills needed in the work places. It covers the English language skills which are mostly required include the three most important activities required English language in each skills.

The four English language skills are important for those who are working in hotel industry. All the skills cannot be separated from each other as they are all integrated skills. Speaking skills, for example, cannot be separated from listening skills, writing skills cannot be separated from reading skills. Table 6 above shows that most of the hotel employees need English in their workplaces while the needs of each skills can be seen in the following table.

Table 5. The Use of English at Work

The Use of English	Frequency	Percentage
Yes	27	90.0
No	3	10.0
Total	30	100

From Table 5, almost all respondents (90%) need using English language skill in their job. It indicates that the hotel employees still consider English language skills are very important.

English is very important for those who are working in hotel industry. To work successfully in hotel business, the employees should perform the English competencies. Most of the respondents recognized that English competency skills are useful in hotel business.

Table 6 The Needs of English Language Skill

No	Language Skills	Mean Score (X)	Meaning	Rank
1	Listening	3.54	High	2
2	Speaking	3.68	High	1
3	Reading	3.27	Moderate	4
4	Writing	3.46	High	3

Table 6 above has shown that most the language skills (listening, speaking, and writing) are categorized "High" used by the hotel employees, as their score between 3.41-4.20. While reading skills are categorized "Moderate" as its mean score between 2.61-3.40. However, speaking skills is the most important skill needed by the hotel employees followed by listening, writing and reading skills. This is related to the statement of one student who has worked in the travel industry in the interview:

Di tempat kerja, semua keterampilan berbahasa sangat dibutuhkan. Pada bagian reservasi misalnya, kita harus mempunyai kemampuan speaking and listening khususnya dalam menangani tamu yang memesan kamar atau dalam memberikan informasi tentang fasilitas hotel yang kita miliki. Yang lebih penting lagi dalam menangani tamu yang memesan kamar dan tamu yang check-in dan check-out. Kita juga harus mempunyai kemampuan dalam writing dan reading skill, khususnya dalam membalas reservasi tamu lewat surat atau email. (In the workplace, all the language skills are needed. In reservations for example, we have to be competent in speaking and listening particularly in handling the guests' reservation and giving explanation about the hotel facilities. We also have to be competent in reading and writing skills to handle the guest reservation by letter or email. (Interview, 6 September 2018)

In addition, based on the results of the interviews with the hotel employees, the language activities for each skill can be described as follows:

1. *Listening Skill*

Three most important activities of listening skill that the hotel employees needed to communicate in English language were listening to conversations by phone, listening to customers' complaints, and listening to and understanding what customers want.

2. *Speaking Skill*

The three most important activities in speaking skills that the hotel employees needed to communicate in English language were conducting conversations by phone, welcoming/greeting and apologizing when mistakes occurred, and offering assistance.

3. *Reading Skill*

The three most important activities in reading skill that the hotel employees needed to use English language were reading E-mail, and reading business letters and faxes, and reading brochures.

4. *Writing Skill*

The three most important activities that the hotel employees needed to use English language were writing E-mails, and taking telephone message, writing messages for customers, and writing business letters in appropriate formats and writing daily reports.

4.3 The Problems Faced by the Hotel Employees in English Language Skills

This part explains the problems or difficulties faced by the hotel employees of English language skills in the work places. It covers the English language skills which are mostly difficult include the three most important problems faced by the hotel employees in English language in each skills. Based on the result of data analysis the problems faced by the hotel employees in English language skill can be seen in the following table.

Table 7 The Problems Faced in English Language Skill

No	Language Skills	Mean Score (X)	Meaning	Rank
1	Listening	3.62	High	1
2	Speaking	3.54	High	2
3	Reading	3.44	High	4
4	Writing	3.46	High	3

Table 7 above has shown that all the language skills (listening, speaking, reading, and writing) are categorized "High" as problems faced by the hotel employees, as their score between 3.41-4.20. It indicates that all the English language skills were recognized as the problems by the hotel employees. However, listening skills is the highest problems faced by the hotel employees followed by speaking, writing and reading skills.

Listening and speaking skills are categorized as the most difficult skills faced by the hotel employees. There are the problems that affect listening and speaking skills. Brown (1994) stated that for English beginners, the difficulty of listening is simply too many new and unfamiliar words. Learners must be able to recognize and understand words immediately because, if they pause to think, the English speaker will keep speaking and listener will not comprehend what they say. It is very important to maintain listening fluency and the ability to recognize and understand English words and phrases punctually when listeners perceive them.

Based on the interviews, hotel employees are not accustomed to listening to native speaker's accents. They attempt to catch every word they hear and try to analyze the sentence structure. They do not catch the whole picture of what they heard at all. Moreover, the difference in accents makes it more difficult to listen, such as American English and British English. Some people have limited knowledge of vocabulary, such as slang, idioms and proverbs.

In addition, they mostly have problems in English pronunciation. The inadequate knowledge of English language structure causes them to construct incorrect sentences in English. They also have less consideration of the final consonant in English language and lack the chance to communicate in English regularly.

According to one of the hotel employees, the cause of problems in reading and writing skills are the fewer opportunities to practice reading and writing English when they were in school. Most of them rarely consider the correct English language structure, which is different from Indonesian language, when they write something. They write in English based on their own ideas in Indonesian with Indonesian language structure. There are not any transition words to link their ideas. In fact, writing skill can be improved by practicing, such as writing again and again and learning from mistakes as well as in reading skill. People who do not understand English language usage and its structure often encounter problems when reading and lack proficiency in comprehension.

People face the problem about English grammar in many aspects, such as complex sentence patterns,

usages of preposition, a huge number of exceptions, perplexity with linking words and idiomatic expressions. In terms of vocabulary, there are great amounts of vocabulary in English that really make people suffer when they use it to communicate with a native speaker as encounter a lot of unknown words; the most confusing part is even if they know the meaning, they can't really understand the meaning of the whole sentence because an English word gives different impressions in different situations. This makes things so confusing and people get confused about the meaning of the word.

However, English is quickly becoming a necessity for communication in the tourism industry. Crystal (1997) suggested that the domain of transportation and accommodation are mediated through the use of English as an auxiliary language for people who are brought into the world of package holidays, business meetings, academic conferences, international conventions and other official gatherings.

Nowadays, there are many English for tourism courses provided in many countries, including Thailand. English for tourism and hospitality courses can help learners become familiar with the language requirements of many kind of businesses such as hotel, food and beverage service, travel agencies and tour operations. Language learner development can led to success in the tourism and hospitality industries. Tourism terms, reading, writing, listening, speaking and grammar should be taught to learners.

Based on the results of the interviews with the students, the problems of language activities for each skills can be described as follows:

1. *Listening Skill*

The three most problematic activities in listening skill that the hotel staff encountered when communicating in English language were listening to conversations by phone, listening to personal details and information, and listening to other English accents.

2. *Speaking Skill*

The three most problematic activities in speaking skills that the hotel employees encountered when communicating in English language were welcoming and greeting, making polite requests, and conducting conversations by phone and explaining the reason for mistakes.

3. *Reading Skill*

The three most problematic activities in reading skill that the hotel employees encountered were reading E-mail, reading minutes of meetings, and reading customers' travel documents.

4. *Writing Skill*

The most three problematic activities that the hotel employees encountered when writing in English language were writing E-mails, followed by writing business letters in appropriate formats, and writing memos.

To find out the skills which are most important and difficult for the hotel employees, the writer in this research analyzed the data using SPSS program on the *Scatter* diagram and the *Crosstab* table. The Scatter diagram was used to see the flow of the respondents' answer and *Crosstab* was used to find out the numbers of the respondents for each point in the Scatter diagram.

Based on the results of the Scatter diagram and crosstab, it was found that speaking is one of the skills recognized by the respondents as the important and difficult skill and followed by listening skill then writing and reading skills. The Scatter diagram of the speaking skill and writing skill can be seen in the Figures 1 and 2.

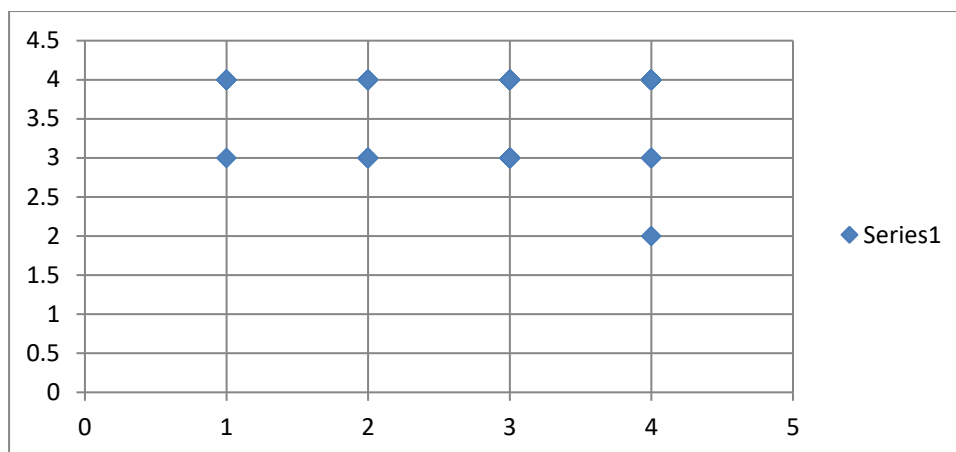


Figure 1 The Level of Importance and Difficulties of Speaking Skill

The Figure 1 above illustrates that the flows of the respondents’ opinion of the importance and difficulties of the English language skill is varied with nine different answers. However, this diagram needs to be described in the quantity to see the number of students at each point as indicated in the following table.

Table 8 The Level of Importance and Difficulties of Speaking Skill in working places

The Difficulties of Speaking skills in Hotel Industry	The Importance of Speaking Skill in Hotel Industry				N
	1	2	3	4	
1	0	0	1	2	3
2	0	0	2	1	3
3	0	1	4	4	9
4	0	0	8	7	15
-	-	1	15	14	30

Table 8 shows the importance and difficulties level of the speaking skill. There are 7 students say that speaking skill is very important and very difficult, 8 students say that speaking skill is important and very difficult, 4 students say that speaking skill is very important and difficult, and 4 students say that speaking skill is important and difficult. Therefore, there are 23 respondents out of 30 or 77% state that speaking skill is more important and more difficult skill in English language. It is slightly different from the listening skill as indicated in the figure 2.

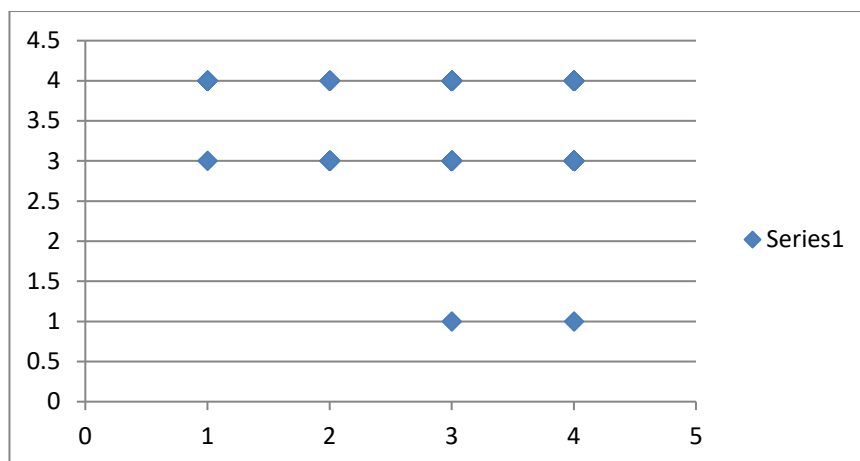


Figure 2 The Level of Importance and Difficulties of Listening Skill

Figure 2 illustrates ten different answers of the students regarding the level of importance and difficulties of Listening skill. The descriptions of the ten different answers of the students can be seen in the following table.

Table 9 The Level of Importance and Difficulties of Listening Skill in Working Places

The Difficulties of Listening skills in Hotel industry	The Importance of Listening Skill in Hotel Industry				N
	1	2	3	4	
1	0	0	1	1	2
2	0	0	2	1	3
3	1	0	4	5	10
4	1	0	6	8	15
	2	0	13	15	30

Table 9 above indicates that 8 students recognize that listening is very important and very difficult skill, 5 students say that it is very important and difficult, 6 students mention that it is important and very difficult, and 4 students think that it is important and difficult. Therefore, there are 23 out of 30 respondents or 77% who think that listening is also more important and difficult for the employees of hotel industry and it is the same with the speaking skill, 23 out of 30 respondents. Both Tables 9 and 10 above illustrate that speaking and writing skills are more important and more difficult for the employees of hotel industry in the workplace than the other skills.

Based on the previous description and analysis, it seems that the English language skills particularly speaking and listening are highly needed by the hotel employees. However, these skills are also categorized as the serious problems. Therefore, their language skills still need to be improved as indicated in the following table.

Table 10. The Skills Mostly Needed to Be Improved

Skills	Frequency	Percentage	Rank
Listening	8	26.7	1
Speaking	7	23.3	2
Reading	4	13.3	4
Writing	5	16.7	3
Grammar	2	6.7	6
Vocabulary	4	13.3	5
Total	30	100	-

Table 10 shows that 26.7% of the respondents would most like to improve their listening skill. 23.3% of them would like to improve their speaking skill. 16.7%, 13%, 6.7% of them would like to improve their writing, reading, vocabulary and grammar, respectively.

5. Conclusion and Suggestions

5.1 Conclusion

Based on the results of the findings and discussions, it was concluded that:

1. Most the language skills (listening, speaking, and writing) are categorized "High" used by the hotel employees, as their score between 3.41-4.20. While reading skills are categorized "Moderate" as its mean score between 2.61-3.40. However, speaking skills is the most important skill needed by the hotel employees followed by listening, writing and reading skills. Three most important activities of listening, speaking, reading and writing skill that the hotel employees needed are listening to conversations by phone, listening to customers' complaints, and listening to and understanding what customers want; conducting conversations by phone, welcoming/greeting and apologizing when mistakes occurred, and offering assistance; reading E-mail, and reading business letters and faxes, and reading brochures; and writing E-mails, and taking telephone message, writing messages for customers, and writing business letters in appropriate formats and writing daily reports
2. All the language skills (listening, speaking, reading, and writing) are categorized "High" as problems faced by the hotel employees, as their score between 3.41-4.20. It indicates that all the English language skills were recognized as the problems by the hotel employees. However, listening skills is the highest problems faced by the hotel employees followed by speaking, writing and reading skills. The three most problematic activities in all skill that the hotel staff encountered when communicating in English language were listening to conversations by phone, listening to personal details and information, and listening to other English accents; welcoming and greeting, making polite requests, and conducting

conversations by phone and explaining the reason for mistakes; reading E-mail, reading minutes of meetings, and reading customers' travel documents; writing E-mails, business letters in appropriate formats, and writing memos.

B. Suggestion

1. The vocational school such as the school of tourism and hospitality should consider the students' needs in the workplaces, should provide the teaching materials, methods and activities suit their needs. Their English language skills should be effective in order to avoid problems with communication and to enhance customers' satisfaction.
2. The hotel should provide English language training for their employees in their spare time.

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APPENDIXES

Questionnaire of Needs Analysis for Employees

Bagian I : Data Pribadi

Jawablah pertanyaan berikut sesuai dengan data pribadi Anda!

1. Jenis kelamin : _____
2. Umur : _____
3. Pendidikan : _____
4. Pekerjaan : _____
5. Pengalaman Kerja :
 - * Perusahaan : _____
 - * Departemen : _____
 - * Outlet : _____
 - * Lama bekerja pada outlet tersebut : _____

Bagian II : Overview Kebutuhan Bahasa Inggris di Tempat Kerja

1. Di tempat kerja, berapa seringkah mahasiswa jurusan MJP menggunakan keterampilan berbahasa berikut ini ?

Keterampilan Berbahasa	Hampir Tidak Pernah (1)	Jarang (2)	Kadang-Kadang (3)	Sering (4)
Listening				
Speaking				
Writing				
Reading				

2. Apakah keterampilan berbahasa berikut ini merupakan kesulitan bagi Anda dalam berkomunikasi di tempat kerja?

Keterampilan Berbahasa	Hampir Tidak Pernah (1)	Jarang (2)	Kadang-Kadang (3)	Sering (4)
Listening				
Speaking				
Writing				
Reading				

3. Di tempat kerja, apakah keterampilan berbahasa berikut ini penting bagi Anda?

Kemampuan Berbahasa	Dalam (1)	Tidak Penting (1)	Kurang Penting (2)	Penting (3)	Sangat penting (4)
Listening to English					
Speaking English					
Writing English					
Reading English					

4. Apakah keterampilan berbahasa berikut ini penting bagi karier di industry hotel?

Kemampuan Berbahasa	Dalam (1)	Tidak Penting (1)	Kurang Penting (2)	Penting (3)	Sangat penting (4)
Listening to English					
Speaking English					
Writing English					
Reading English					

5. Apakah fungsi bahasa berikut ini penting bagi Anda untuk berkomunikasi di tempat kerja?

Fungsi Bahasa	Tidak Penting (1)	Kurang Penting (2)	Penting (3)	Sangat penting (4)
Greet and say good-bye with the hospitality courtesy				
Ask and answer "Yes/No" questions politely				
Ask and answer "informative" questions politely				
Handle telephone conversation with the telephone courtesy call				
Make and reply to offers and requests politely				
Ask for and give information, suggestions, and directions				
Make reservations and travel arrangements				
Describe object, people and places				
Tell time, schedule, itinerary and change currency				
Make offers and give recommendations politely				
Make apologies and respond to complaints				
Create invoices, faxes, memos, and letters				
Others (please specify) ----- -----				

Terima Kasih atas jawaban Anda