

## TARGET SITUATION ANALYSIS IN IMPLEMENTATION OF ENGLISH FOR HOSPITALITY SPECIFIC PURPOSES PROGRAM

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**Abstract:** *An understanding of target workplace setting will help teachers acculturate to the English needs, which suggests pedagogical implications in implementation of English for hospitality specific purposes program. Target situation analysis as one of needs analysis components was employed by state of vocational high school 1 Tasikmalaya, Indonesia in exploring English needs of those employees position in hospitality industry workplace. This study is to evaluate insider view on English skill needs in target situation for the ultimate goal of English learning program, using responsive evaluation approach with qualitative case study method. The data collection methods used semi-structured interviews. The results showed the ultimate purposes in teaching English program are appropriate already based on target situation of hospitality industry, that the perceived English needs identified by participants include being a hotel employees with English communication competency, and being a good communicator with a service attitude. Students of hospitality accomodation program as candidate of hotel employees not only competence to do their job but also need expresses confidence in English communication with the unique demands of that setting, particularly cultural sensitivity. Lead of recommendations such as this understanding must be reflected in professional teaching plans of English for Specific Purposes.*

**Key Words:** *English for Hospitality Specific Purposes, English Needs in Target Situation, Responsive Evaluation.*

### Introduction

Hospitality industry refers to companies or hotel industry and restaurant that engaged in service to mutual benefits generated and the industry's impacts to the society and economy. Meanwhile, hospitality is human behavior or attitude in welcoming to people or guests. Chan and Mackenzie (2013, p. 11) define Hospitality refers to the relationship process between a customer and a host. When we talk about the "Hospitality Industry", we are referring to the companies or organisations which provide food and/or drink and/or accommodation to people who are "away from home".

Hotel employees have frequent verbal and nonverbal interaction with a variety of guests, including foreign guests from different cultural backgrounds. The hotel industry demands a great deal of its professionals. All employees must have extensive knowledge of all areas and all of the hotel facilities. Employees must also have English skills and interpersonal skills.

Department of hospitality accommodation is one of five departments held at state of Vocational High School 1 Tasikmalaya, Indonesia which belongs to the tourism study scope. The goal is to create graduates capable in doing specific jobs independently, proportionally and professionally that focused on the hotel's service and management expertise. It is not only competence to do their job but also need English skill with the unique demands of that situation setting.

The implementation of English learning program for hospitality specific purposes is carried out based on the needs of educational units which appropriate with the students' interests and needs, social and cultural local developments, current and future conditions, and economic development in the world's business and industry. English learning for Vocational High School level includes Pre-Vocational English as English for Specific Purposes (ESP) approach in English for Occupational Purposes. Dudley-Evans and St. John, (1998, p.7) define, "Pre-Vocational English, which is concerned with finding a job and interview skills. It also deals with succeeding in a job through an understanding of employer expectations and policies". The quotation indicates the importance of needs analysis especially on target situation to meet employer qualification in workplace of hotel and restaurant industries (hospitality industry).

An important concept in Pre-Vocational English is needs analysis, which aims to investigate the perceived language needs of different parties. Hutchinson and Waters (1987, p. 54) define a basic distinction between needs in terms of "*target needs* (i.e. what the learner needs to do in the target situation) and *learning needs* (i.e. what the learner needs to do in order to learn)." Pre-Vocational English focuses on teaching specific English skill based on the students' need to support effectively in their workplace future. Course design usually advocates a learning-centered approach includes a stage in which the teachers identify what specific English skills will students' needs. The identification of English skill needs is used in determining the content of course. Needs analysis tended to be construed as a fairly simple pre-course procedure involving analysis of the target situation. According to Dudley-Evans and St John (1998) as quoted by Basturkmen (2010, p. 18) "*target situation analysis* as objective needs that is function to find out the tasks and activities learners are/will be using English for". The perceived English needs in target situation become a basic to develop a syllabus to lesson plan intensively of courses design.

Responsive evaluation is relativistic evaluation model because the evaluators did not try to determine assessment on program quality with strict process but they do influence the meaning to merit in that situation. Stake (2004, p. 95) defines "in most responsive evaluation, people are used more as informants than as subjects. To emphasize program description, they are asked more of what they saw than what they felt." An evaluation is employed on an insiders' view of English needs in target setting, using evaluative methods or even the larger umbrella term of qualitative evaluation research. It reveals of information about English skill needs in hospitality industry workplaces.

In this study, how target situation analysis of English needs is carried out for determining ultimate purposes in implementation of English learning program for hospitality specific purposes program? Is English skill needs appropriate already based on students' need in target situation of hospitality industry workplace?

## **Review of Literature**

### **Understanding of Evaluation Research**

Evaluation through the research process is intended to obtain information, find the core issues, to solve the problems of ongoing activities, or judge and decide the success of a policy, program or activity. Therefore, systematic (scientific) evaluation is one of the fundamental components in formulating, preparing and improving the quality of the implementation of a product of policy, program or activity. According to Barker as quoted by Royse, Thyer, and Padgett (2010, p. 2) define "Evaluation research refers to "systematic investigation to determine the success of a specific program". Evaluation research is a systematic investigative action to determine the success of a particular program.

Evaluation produces information relevant to a policy product or program about a discrepancy between the expected performance of the policy and the activity actually produced. Evaluations will assist in making policy considerations or product or service-related product quality decisions. Newcomer, Hatry, and Wholey (2015, p. 2) state, "The value of an evaluation is measured: in the strength of the evidence produced; in the credibility of the evaluation to policymakers, managers, and other intended users; and especially in the use of the evaluation information to improve policies and programs." Evaluation does not merely result in conclusions about the accomplishment of activities, but also contributes to clarification and criticism of the underlying values of policies or programs, assisting in further adjustment and formulation. Furthermore, Patton (2011, p. xiii) states, "Studies of evaluation use have consistently found that evaluation use is significantly increased when those in a position to make decisions understand the importance of reality testing and care about using data to inform their decision making." Policy makers or programs require valid information based on the reality of the data that has been tested through the research stages. Consistent use of evaluation results is helpful in determining policies or programs.

### **Substance of Responsive Evaluation**

Responsive evaluation is pluralistic, flexible, interactive, holistic, subjective, constructivist, and oriented to process observation identical to a qualitative approach. The concern of responsive evaluation is identification to find and document the program implementation activities. Stake (2004, p.89) states, "It is not particularly responsive to program theory or stated goals; it is responsive to stakeholders concern". The data most needed by the evaluator is the participant's response to provide information as empirical data related to the implementation activity of learning program applied.

The responsive evaluation perspective is not to represent the quality of a program, but the attitude and interpretation of the program users with extra attention to the process of program implementation activities, the uniqueness of the program, and the cultural plurality of the

community (learners). Furthermore, Stake (2004, p. 90) states, “The evaluators do not replace the goal of finding the merit of the evaluand, but they do influence the meaning we are going to merit in that situation”. An important feature of this approach is people that involved in program implementation must be responsive and understood the issues or obstacles faced in order to process of program implementation appropriate with the nature and characteristics of program used, so as to meet the needs and interests of learners as stakeholders.

### **Target Situation Analysis**

Needs analysis includes target situation analysis, present situation analysis, and learning needs analysis that focused on gathering information related to target needs. Needs analysis is an early act as a principle in English for specific purposes approach that is translated into forms of learning component. Hyland (2006, p. 73) defines, “Needs is actually an umbrella term that embraces many aspects, incorporating learners’ goals and backgrounds, their language proficiencies, their reasons for taking the course, their teaching and learning preferences, and the situations they will need to communicate in”. It means “needs” can be used refer to willingness, demand, hope, motivation, and obligations on the learners.

Target situation analysis is focused on identifying future learners' needs with knowledge and English skills in the workplace. According to Dudley-Evans and St.John (1998) as quoted by Hyland (2006, p. 74) define, “Target situation analysis concerns the learners’ future roles and the linguistic skills and knowledge they need to perform competently in their disciplines.” Furthermore, he asserted, “Any vocationally-oriented course must be based on the fundamental issue of “what learners need to do with English.” Meanwhile, according to Widdowson as quoted by Paltridge and Starfield (2013, p. 326) defines, “target needs are seen as goal - oriented, learner needs are more process – oriented when they refer to what the learner has to do to acquire the language.” It is clear, target situation relate to the purpose or achievement of competence and what should learners do in the process of obtaining English skills.

### **Hospitality Industry**

In the hospitality industry workplace requires competent and professional employees in doing their job including English language skills. The hospitality industry is one of the links in the tourism industry network. A characteristic of hospitality industry business is the existence of services elements that can not be separated from the products. The main function of the hospitality business is to provide services to guests in the form of residences, or temporary residence.

### **Methodology**

This study is evaluative research using responsive evaluation. Stake (2004, p. 92) states, “Perception of the program’s activity is at the heart of responsive evaluation.” A qualitative evaluation approach is applied in obtaining the data. It means that the researcher dealt with naturalistic setting which happened. Goodyear, *et. al.* (2014, p. 9) define, “qualitative evaluations often derive their data from fieldwork observations to describe activities, behaviors, actions, conversations, interpersonal interactions, and organizational or community processes, as well as

open-ended interviewing to generate in-depth responses on the experiences, perceptions, feelings, and knowledge of individuals involved in an evaluation.”

Method is used qualitative case study. According to Stake as quoted by Stufflebeam and Coryn (2014, p. 296) defines, “Qualitative case study is characterized by the main researcher spending substantial time on-site, personally in contact with activities and operations of the case, reflecting, revising meanings of what is going on.” Related with this study, personally the researcher focused on the participants’ activity in analyzing target situation of English skill needs for hospitality industries workplace.

### Research Site and Participants

The research was done in hospitality accommodation department at state of vocational high school 1 Tasikmalaya, Indonesia. The researcher purposively selected as the participants as follow; headmaster, head of hospitality department, the hotel employee, and student’s 3<sup>rd</sup> class who have done field work practice in the hotel. In obtaining the data, the researcher conducted semi-structured interviews with attempts to triangulate using multiple sources of data and multiple points in time.

**Table : 1**  
**Participants’ profiles and data gathering**

Position	Name	Place	Date	Time
Headmaster	HM	School	22 February 2017	07.55 – 08.20 am
Head of department	HD	School	16 February 2017	11.25 – 11.50 am
Hotel Employee	HE	Hotel	8 March 2017	03.40 – 04.05 pm
Student	ST	School	16 February 2017	09.05 – 09.25 am

Before the interview, the participants were greeted by the researcher and given an informed consent statement so that they fully understood the objectives of the study. At the same time, they were informed of the audio-recording and were ensured of confidentiality. After gaining permission for audio-recording, the researcher started to ask the participants semi-structured interview questions. Sets of interview questions were designed respectively: those for the headmaster, head of hospitality accommodation program, hotel employee, and student’s 3<sup>rd</sup> class who have done field work practice in the hotel. The audio-recorded interview was transcribed literally. The finished transcription and interpretation were then sent to the participants for confirmation to avoid any misinterpretation.

### Data analysis procedures

All the collected data were analyzed including the procedures of coding, categorization, description, and interpretation. Coding was a process in which conceptualization of ideas was needed. The transcripts collected from semi-structured interviews were examined and

synthesized. Information gained from participants' statements was voiced through transcription. Direct quotations derived from the transcripts were afterwards cited to exemplify each designated category. Afterwards, reasonable inferences and make sense explanations were proposed, depending on the needs of each situation. Hence, insider view of the English skill needs at the workplace of hospitality was revealed. By using multiple sources of information in this study, the findings were validated and cross-checked. Then, it can be done judgment of insider view activities in determining English skill needs on target situation of hospitality industry workplace.

## **Findings**

Before the learning program is implemented, the school has done study tour and cooperation with several hospitality industries. The steps were taken to know the needs and criteria for qualifying employee requirements in the hospitality workplace including English skill needs. Furthermore, the school synchronizes in the development of syllabus and course design that appropriate with the needs of the target situation context that all hospitality employees have to capable using English communicatively (communication skill).

By means of triangulated data sources, two perceived English needs for hotel employees are identified: (1) being a hotel employee with English communication competency; and (2) being a good communicator with a service attitude. These needs will be elaborated in the following subsections. A selection of extracts from the interview data, some of which were translated from Indonesia to English, was analyzed.

### **1. Being a hotel employees with English communication competency**

The first identified insider view on English skill needs is that hotel employee positions require someone to be a employee with an English communication competency. The employee with English communication competency is typically used in the hospitality industry context of caring for giving information that needed by every hotel guests. Many people or guests arriving in hotel feel totally to meet their services in every need including information. Thus, hotel employees need communication ability in facilitating every guests' need or information as long as living.

At a moment's notice, hotel employees have needed to interact with foreign guests, especially in front office to reply the questions raised by those guests concerning for living. Hence, they usually need to spend of their time using English to communicate with foreign guests by email, phone or face-to-face communication, a figure agreed on by all the employees in front office.

From a headmaster's perspective, a hotel employee is expected to have the ability to communicate in English to serve and take care of all hotel guests' need, especially foreign guests.

*The ideal situation is that hotel employees can communicate in English without any problems. They can do anything assigned. This is my dream. When our graduates are hired, they are able to carry out all assigned tasks including being able to communicate and confidently using English communicatively. (interview data: HM, 22 February 2017).*

To meet the English skill needs expectations in the context of the hospitality workplace, an employee is expected to have good communication in English. It makes sense in the current situation to screen prospective new employees specified qualification requirements.

*All of hotel employees, especially in the front office will be direct contact with hotel guests. The attitude and behavior of all the employees in the front office will deep impression in the eyes of the guests, therefore one of the basic competencies are "communication skills" including in English and "coordinating ability" with officers in other related sections. (interview data: HE, 8 March 2017).*

The front office is a transaction center with hotel guests and also often serves as a collection and distribution of information relating to guests. All of guest information will be the start of the front office interaction with the other related departments that are all coordinated to support the service to meet the satisfaction of the hotel guests.

*Based on investigation result to target situation of hospitality workplace, we continually strive to improve the learner's ability to become a professional worker, including the ability to communicate in English that can not be denied, so that every teacher is required to familiarize communicate with learners using English. (interview data: HD, 16 February 2017).*

By having communication skills, employees (information giver) are expected to provide clear and correct information about hotel facilities and products. As mentioned by student's 3<sup>rd</sup> class who have done field work practice in the hotel.

*English speaking communicatively is important for our to support doing some assignment, especially giving information that foreign guests' need. (interview data: ST, 16 February 2017).*

Communication ability greatly contributes to the speed of service and the level of the guests' satisfaction. The Alacrity and accuracy of the hotel employees in providing all the information needed by hotel guests is very important. It will affect the level of the guests' satisfaction, which in turn will determine the frequency of the hotel guests' visit.

## **2. Being a good communicator with a service attitude**

In addition to having excellent basic language skills, in order to make things run smoothly hospitality employees are also expected to be good communicators, serving as mediators to

connect the guests' needs, and staff another divisions. There are two features for being a good communicator: A service attitude and politeness. Without good communication abilities, serious service problems might develop.

*Communication abilities are required for hospitality employee positions to respond to guests' requests and needs, such as providing information and answering questions about all the things of guests interested. (interview data: HE, 8 March 2017).*

Communication is more than language, hotel employees are expected to be able to communicate with guests coming from all sorts of areas with different necessities. In addition, it is important for hotel employees to be able to see something from the other guests' point of view. The polite and friendly attitude, behavior, and speech of all employees will give a positive impression and mirror the quality of a hotel to the guests when they first enter the hotel.

*The learners are not only competence to do their specific work but also they need to have communication skills and confident using English with a hospitality attitude to serve every need of the hotel guests. (interview data: HD, 16 February 2017).*

Hotel employees frequently deal with guests who are under the pressure of adjustment to their new surroundings, especially foreign guests who have just arrived in a new environment. They need adjusting to the culture, language and everything else. Hotel guests often expect the hotel employees to take care of their every need. The ability to interact well with foreign guests using English should be the top priority. Hotel employees need to be mentally strong enough to handle guests' need in such situations. Therefore, patience and a good attitude are very important qualities for hotel employees.

## Conclusion

The evaluation results showed the ultimate purposes of English learning program for hospitality specific purposes are appropriate already based on target situation of hospitality industry workplace, that the perceived English needs identified by participants include being a hotel employees with English communication competency, and being a good communicator with a service attitude. Target situation analysis: Identification of tasks, activities and skills learners are/will be using English for; what the learners should ideally know and be able to do (Basturkmen, 2010, p. 19). Students of hospitality accomodation program as candidate of hotel employees not only competence to do their job but also need expresses confidence in English communication skill with the unique demands of that setting, particularly cultural sensitivity. Day and Krzanowski (2011, p. 5) define, "ESP exams do exist, of course, but they tend to focus on the learners' ability to **function effectively at work**, rather than purely their level of English".

The ability to communicate in English is a demand in the hospitality industry, so the learning process needs to be conditioned to develop a habitual culture communicating in English. The learners are given the opportunity and motivated to try directly using English communicatively and applicative in every learning activity. The hospitality industry also continues to attract many people for whom English is a second language (Bardi, 2007, p. 419). It can be concluded English needs in target situation of hospitality area holding important role, so hotel employees must be as a caretakers with English communication competency and being a good communicator with a service attitude. There are totally to meet their services for every guest's need or information as long as living.

### Suggestions and Recommendations

It is the real of students' need, the authentic data of English needs (communication skill) in hospitality industry workplace must be implemented in teaching-learning process. The hotel industry demands a great deal of its professionals. All employees must have extensive knowledge of all areas of the facility, and they must understand the overall function of all departments. The employees must also have good communication skills and good interpersonal skills. The industry requires great flexibility in scheduling work responsibilities and personal life. This understanding must be reflected in professional teaching plans. Students need improving English communication skill based on discourse of interpersonal, transactional, and functional.

Lead of recommendations such as the target communication needs perceived by insiders and observation of the target setting can provide ESP teachers with authentic information to establish teaching objectives, by which learners can be guided and duly instructed, and can be used to design teaching materials, including the topics to be covered and the steps to be followed in the teaching plans. Moreover, teachers as course developers can familiarize learners with the language practices of the target discourse community (hospitality industry workplace).

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