STUDENTS' PRESENT CONDITION IN IMPLEMENTING OF ENGLISH FOR HOSPITALITY PROGRAM

KONDISI PESERTA DIDIK SAAT INI DALAM IMPLEMENTASI PROGRAM PEMBELAJARAN BAHASA INGGRIS UNTUK PERHOTELAN

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Abstract
The intention and implementation of English subject at the vocational high school should be done based on the principle and characteristics of English for Specific Purposes (ESP), especially in English for Vocational Purposes (EVP) domain. It aims to prepare students using English in a communicative and applicative way to do certain kinds of work in the specific field.The main purposes of this study are to (1) find out students' English communication skill and their perceptions concerning with English proficiencies for employees of hospitality industry field; and (2) to identify students' entry behaviors and their characteristics. The descriptive inquiry is used in identifying students' present situation through semi-structured interviews and observations. The respondents are selected using purposive sampling that includes English teachers and students' at 3rd class who have done fieldwork practice in the hotel. The findings show that students had low English speaking competence caused they seldom practiced and learned to communicate using English in previous studying activities. Furthermore, they had a low ambition to learn and practice English communication.On the other hand, they realized the importance of having English speaking competence as employees' requirement in the hospitality industry field specifically.

Keywords: students' present situation, English for specific purposes, English for hospitality program,

Abstrak
Penjabaran dan implementasi mata pelajaran bahasa Inggris di Sekolah Menengah Kejuruan (SMK) harus dilakukan berdasarkan pada prinsip dan karakteristik bahasa Inggris untuk Tujuan Khusus (ESP), khususnya sebagai ranah bahasa Inggris untuk tujuan vokasi (EVP). Hal tersebut bertujuan untuk mempersiapkan peserta didik

menggunakan bahasa Inggris secara komunikatif dan aplikatif dalam melakukan jenis pekerjaan tertentu di lingkungan dunia kerja. Tujuan utama dari penelitian ini adalah untuk: (1) mengetahui keterampilan komunikasi bahasa Inggris peserta didik dan persepsi mereka tentang kemampuan bahasa Inggris bagi tenaga kerja di bidang industri perhotelan, dan (2) mengidentifikasi kemampuan awal dan karakteristik pesertadidik. Penyelidikan secara deskriptif digunakan untuk mengidentifikasi situasi peserta didik melalui wawancara semi-terstruktur dan observasi. Responden dipilih dengan cara purposif yang terdiri dari: guru bahasa Inggris dan siswa kelas 3 yang telah melakukan praktek kerja lapangan di hotel. Hasil temuan menunjukkan bahwa rendahnya kemampuan peserta didik dalam berbicara menggunakan bahasa Inggris dikarenakan mereka jarang berlatih dan belajar berkomunikasi menggunakan bahasa Inggris dalam setiap proses kegiatan pembelajaran. Selain itu, rendahnya keinginan peserta didik untuk belajar dan mempraktikkan komunikasi dengan menggunakan bahasa Inggris. Akan tetapi, mereka menyadari pentingnya memiliki kompetensi berbahasa Inggris sebagai kebutuhan tenagakerjadi bidang industri perhotelan khususnya.

Kata kunci: situasi peserta didik saat ini, bahasa Inggris untuk tujuan khusus, bahasa Inggris untuk program perhotelan,

A. INTRODUCTION

Program of education, facilitation, and learning at Vocational High School level must be linked and matched to the qualifications of employee requirements in the business and industrial world. Thus, the intention and implementation of English teaching must be done based on the English for Specific Purposes (ESP) characteristics, especially in English for Vocational Purposes (EVP) domain to fulfill the vision by providing preparation in accordance with real of specific workplace. The aim of the vocational education program is to prepare and facilitate students to be ready to work professionally in their interest vocationally fields, including English communication skills.

ESP is positioned as a subject that enables students to prepare themselves for real-world situation (Farahdiba and Asrifan, 2016). Vocational programs involve teaching the necessary skills for specific jobs. These programs are often conducted in technical and further education institutions and may include communication skills. It was understandable that mastering English communicatively is required at business and industrial workplace (Murray and Christison, 2011).In the current education setting, the students' needs, interest, and personal development are the core fundamentally in developing their competence. Improving the ability of vocational graduates should refer to the continuous process by providing learning facilities and infrastructure in accordance with the needs of the industry and have a certificate of competence (Syahputra, Mardji, Sudjimat, and Agoessalim, 2016).

Concerning on the present situation analysis, it is the starting way to identify students' background information (interest, motivation, and English current proficiencies) as one of the "Needs Analysis" processes. Analysis on "needs" will be given information for determining learning needs or learning contexts (materials and teaching method) that appropriate with present students' condition to be reached English competence to meet workplace setting required. Need analysis required as the main driving factor to design the whole component of the teaching and learning process. The area of need analysis covers target situation analysis, present situation analysis, and learning context analysis (Yundayani, Emzir, and Rafli, 2017).

Present situation analysis is as one of the ESP principles and characteristics approach domain that should be done before conducting a teaching-learning process.It draws attention to the gap between what students are able to do with language at the beginning of the course and what they need to do at the end of the course. This is sometimes referred to as their "lacks" (Richterich, and Chancerel 1997, cited in Paltridge and Starfield, 2013). Belyaeva (2015) point out, ESP classes should take into account typical situations of professionalcommunication that motivate students to communicate in a foreign language.A more detailed present-situation needs analysis should be conducted prior to ESPinstruction.This is in line with the opinion of Hyland (2006) states, needs is actually an umbrella term that embraces many aspects, incorporating students' 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.Basturkmen (2010) states, typically, ESP has functioned to help language students cope with the features of language or to develop the competencies needed to function in a discipline, profession, or workplace.

The implementation of English for hospitality specific purposes at hospitality department of vocational high school is believed to be beneficial for students in order to construct a strong English communication competence which will then support them capable in doing specific jobs independently, proportionally, and professionally who focused on the hotel's service and management expertise. Mastering English for tourism purposes provide the individuals with the linguistic tools needed for traveling or for working in a variety of chosen professions in tourism and hospitality sectors (Zahedpisheh, Abu Bakar, and Saffari, 2017). Any vocationally-oriented course must be based on the fundamental issue of "what students need to do with English (Dudley-Evans and St.John, 1998). English for Specific Purposes (ESP), which focus on the communicative needs and practices of particular professional or occupational groups (Hyland, 2006, cited in Cummins and Davison, 2007). Employees' competence in using English communicatively is target situation of hospitality workplace domain (Kardijan, Emzir, & Rafli, 2017).

However, it was found in the previous research that needs analysis was only focused on target situation analysis. The expectation was only for knowing what kind of English skills that should be mastered by the students (Liando, et.al., 2018; Mahirda, et.al., 2016; Albakrawi, 2013). This caused most of the vocational students still have many difficulties to be actively involved in English learning. Their difficulties came from discrepancies between students' previous English skills and the mastery of English skills expected by the schools.This happened due to present situation analysis has not been applied in the implementation of English for hospitality specific purposes. In the selection of new students' enrollment, the priority of school policy is only focused on students' interest through the interview process (psycho-test) without doing any English specific test as basic information of students' initial English current competence. It caused teachers did not have the data concerning students' English current proficiencies. An understanding of the students' English current competence has implication to use of authentic materials and teaching methods providing opportunities for the students in using English communicatively. Concerning of English teaching for hospitality is straight on the English speaking skill that required by students to support them successful to be employees at the hospitality industry workplace.

The highlight of this study is to reveal students' present conditionin the implementation of English teaching for hospitality specific purposes. Therefore, this

study focused on finding the present students' English communication skill, their perceptions concerning with English proficiencies for employees of the hospitality industry field, and their entry behaviors and characteristics.

This current research is crucially needed in order to get a comprehensive understanding related to the importance of need analysis implementation that should be covered on present situation analysis as the earlier step.Through this present analysis, we could get the information concerning with students' previous knowledge of English skills; what have the students already known about the Englis skills, their abilities, their proficiency including their experience in English. The findings give the relevant information in designing English course design that should be based on students characteristics.

B. RESEARCH METHOD

This descriptive research intended to identify students' present situation in English teaching for hospitality specific purposes at hospitality department of vocational high school Tasikmalaya town, covering students' present English communication skill, their perceptions concerning with English proficiencies for employees of hospitality industry field, and students' entry behaviors and their characteristics.

In determining the respondents, the purposive sampling technique was applied. This study involved two English teachers and three students' at 3rd class who have done fieldwork practice in the hotel. The data obtained through semi-structured interviews to find deeper information and observation in the learning process in order to see the actual condition of students' English performance.

The collected data were analyzed through an interpretive process, by reflecting on personal viewpoints and shaping the data interpretations (Clark and Creswell, 2015). A selection of extracts from the interview data, some of which were translated from Indonesia to English, was analyzed.

C.RESULT AND DISCUSSION

The collected data of the research finding were described and discussed in term of, (1) find out students' English communication skill and their perceptions concerning with English proficiencies for employees of hospitality industry field; and (2) identify students' entry behaviors and their characteristics.

1. Students' English communication skill and their perceptions
The following is data analysis result as the research finding,

Table 1. Students' Present Condition Analysis Result

No.	Information Categories	The Findings of Students' Condition	Data Sources
1.	Students' English competences	Most of the students having low ability in communication using English with limited pronunciation, fluency, and accuracy. They were not proficient applying English communication in each classroom learning activities.	Observation: Non-participant. It was taken from students' performance record in the learning process of the English subject. Learning Setting:

		They faced difficulties in doing it.	To push students to use English communicatively. Students were conditioned to familiar English communication in each learning activities.
2.	Students' perceptions	Students realize the importance of English communication skill for employees' hospitality industry in doing specific kinds of work (They have a positive attitude towards English learning)	Interviews: Three students' 3rd class who have done field work practice in the hotel. Drawing perspective setting: To find deeper students' perceptions on English communication skill for employees of the hospitality industry field.

The findings from the data analysis result above, it can be stated that from three components of speaking skill (pronunciation, fluency, and accuracy), most of the students were poor in using its' components. This condition showed that some students' deficiencies must be seriously addressed on these important components of communication competence. To produce appropriate and accurate language, it needs to pay attention to phonology, vocabulary, and grammar, all of which determine the efficiency of language in conveying meaning. In speaking, these elements are essential because, without some degree of phonological, vocabulary and grammatical competence, there can be no communication. These play an important role in making effective communication and speaking fluently and accuracy (Dewi, 1998 cited in Farahdiba and Asrifan, 2016). Furthermore, it was revealed that the students faced some problems in English communication. The following is described of students' problem,

Mispronunciation
Pronunciation is one of the important components in an interaction to have good communication. However, actually, the students made some mistakes in pronouncing some English words. They faced problem to pronounce some English words because mostly they were influenced by the use of their mother tongue. Therefore, the students need a real and authentic situation (environment of the target language is spoken), so they can practice pronunciation as well. Characteristics of a learning environment should enable students to develop self-regulated learning, problem-solving and collaborative learning. In particular, at the end of secondary vocational education students have to be able to solve problems out of their daily (vocational) life in a self-regulated way, individually and with the support of each other (Placklé, et. al, 2014). The students, in this case, surely need more exposure to natural speech,

in addition to the need of learning process which is focused on *speaking* and *listening* such as *individual sounds, word and sentence stress, connected speech* and *intonation* (Amin, Arifuddin, and Nurahmadi, 2017).

Inappropriate Word Choice and Grammatical Error

Actually, there found that the students lacked grammar accuracy. Most of the students used the Indonesian system in constructing English sentences, so the students still needed more practice to overcome barriers in grammar to achieve understanding in English communication. Concerning vocabulary mastery, there found inappropriate English word usage, diction, and words class specifically. On the other hand, they lacked English vocabulary mastery.

Furthermore, connecting with the students' perception, they had a positive feeling on the English course. They were given argue that employees' hospitality industry had to be professional. They must communicate effectively with the guests to give information and direction about the hotel and show the best service by welcoming guests. In short, hotel's employees needed special proficiency and English language skills used in dealing with guests who were leaving the hotel.

The learning tasks must be contained the materials from various sources. These sources included English for tourism and English for general purposes materials, and all of them comprise all the four English skills; speaking, listening, writing and reading. Vocabulary activities and grammar structures are also emphasized in these English sources. It is essential to have a variety of English learning activities that can assist the students to improve their English skills for tourism purposes (Zahedpisheh, Abu Bakar, and Saffari 2017).

It can be noted that most of the students had low ability in communicative English. Therefore, to achieve good English communication (pronunciation, fluently, and accuracy) among students, the teacher should pay much attention to the teaching and learning process by using the English language as often as possible. Rahman (2015) describes, Present Situation Analysis seeks to ascertain what the students are similar at to start the language course, looking into their strengths and weaknesses, including the students themselves, the language-teaching establishment, and the 'user-institution'.

2. Students' entry behavior and their characteristics

The following is data analysis result,

Table 2. Students' entry behaviors and characteristics analysis result

No.	Information Categories	The Findings of Students' Condition	Data Sources
1.	Students' entry behavior	All students are the beginner. They are graduated from junior high schools that don't have any experience in studying English with conversation activities. They have trouble communicating because of different frames of reference.	Interviews: Two English teachers. Drawing perspective setting: To find deeper teachers' information on students' early
2.	Students'	Most of the students have a	

characteristics	similar educational background with low motivation. It was influenced students' performance in English speaking also as a consequence of anxiety.	characteristics in English teaching for hospitality specific purposes.

These conditions above effect the teaching goal, particularly graduate competence targeted. Furthermore, the findings show that students didn't have any experience and knowledge in using hospitality English conversation. Therefore, they need stimulate to improve English communication competency beginning by how to learn and what should be learned to meet daily English conversation in hospitality workplace setting required that belong to almost all of the students have low motivation. They have any reasons for choosing the hospitality department. It is deal to be reached the goals of education in which students becoming human who are productive, innovative, and passionate to meet the demand of the global era.

Based on the findings description above, students' condition is appropriate with their interest on hospitality department; however, investigating the students' English current proficiencies did not have any treatment. An understanding of students' behavior and their characteristics are demanding teachers to design teaching context of English learning for hospitality specific purposes program currently, in terms of both the instructional design including materials development and teaching method usage to facilitate students' need and lack, so that students will be aware to do in English learning effectively related with target workplace required.

Examining the students' interest and needs, specifying the language course objectives might be chosen for instance. Therefore, needs analysis is the base on which curriculum content, teaching materials, and methods are constructed. This gives way to enhancing the students' motivation and achievement as a result (Otilia, 2015). Present situation analysis has several sub-branches according to the aim and function of needs analysis. Basturkmen (2010) point out, Present situation analysis: Identification of what the students do and do not know and can or cannot do in relation to the demands of the target situation including learner factors such as their motivation, how they learn and their perceptions of their needs.

Present situation analysis is an approach based on the students' background and needs at the end of the course program as well as the target level of the students through the course design and the sort of educational activities that take place. The research result conducted by Eshtehardi (2017) describes, a framework for needs analysis and diagnostic testing and highlight the importance of needs analysis for the design of syllabus and language courses. It has significant features of syllabus design, course assessment, and evaluation procedures. Furthermore, Ulla and Winitkun (2017) state, curriculum developers should gather as much information as possible about the needs of their students since developing a good curriculum prioritizes and looks into the appropriate learning needs and interests of the students rather than the content that they would be learning.

Students' interest is a key factor in the teaching-learning process. It is to be highly motivated in achieving course objective and to be quite high at the start of a course. Studying upon interest, students can succeed. If students' present condition is clear, the learning aims can be expressed more easily and the language course can become motivating. If the students are not taken into account, the course will be based on irrelevant course objective, disillusion with the value of instruction or

students' capacity to learn the language, and it will lead to low motivation. In order words, any educational course should be based on needs analysis covering present situation analysis to guarantee success. Present situation analysis is usually performed firstly. The result of data analysis is used to provide students in using the particular English language skills required, and then students' activities will eventually complete. Moreover, students' English current proficiencies will give information of students already in the studying process to achieve competency standard of English for the hospitality workplace setting. The present situation analysis aims to identify what students already know and what they expect (Chovancova, 2014). Present situation analysis seeks to reveal students' characteristics to starting their English course, especially looking at their strengths and weaknesses. All information is regarding students' view on English teaching–learning relating to both of Target Situation Analysis and Present Situation Analysis simultaneously. Present situation analysis is considered to be the umbrella that embraces students' lacks in language proficiencies (Yundayani, 2018).

Furthermore, this is a selection of extracting the interview data from respondents (two teachers and three students) that have converted and analyzed from Indonesia to English.

> *The principles of new students' enrollment selection are channeling the students' interests and talents. It means that we prefer the students who choose the hospitality department as the first choice through psycho-test interviews in collaboration with the Indonesia University of Education.* (interview data: teachers, February 14, 2018, 08.10-08.50 am).

The identification of students' interest and motivation, the education unit conducts an interview (psycho-test) in collaboration with Indonesia University of Education. However, the process does not have any English specific test as basic information of students' initial English present competency. The priority of school policy is only focused on students' interest that related to their choices. These conditions affect the motivation of learners particularly and components of the school community generally. Additionally, Colak & Kaya (2014) point out, in the vocational high school case, for example, curriculum, teaching methods, and assessment are more focused on doing rather than thinking. In other words, in vocational high schools, the purpose is to teach "how to do" and linking doing with thinking is mostly underemphasized.

The findings of present situation analysis show students did not have any experience and knowledge in using hospitality English conversation. They need to stimulate to improve English communication competency beginning by how to learn and what should be learned to meet daily English conversation in the hospitality workplace setting required. An identifying result on students' present condition shows almost all of the students related to their interests as motivation shape. It means to be in a part of hospitality students which is choice and desire of them. They have any reasons for choosing hospitality department. It is deal to be reached the goals of education in which students becoming human who are productive, innovative, and passionate to meet the demand of the global era.

The background of students' interest is a motivation shape for generating study goals as long as in teaching-learning process. Thus, the standard requirements of new

students' admission selection didn't determine by the value of the test result. As the teachers of the hospitality department argue,

> *There is no minimum value required. Our priorities are truly appropriate to the interests of students. English test is integrated as generally not specific to the package of hospitality expertise, however, the learners have to follow the English language lessons at the junior level and the competency achievement meets the minimum criteria.* (interview data: teachers, February 20, 2018, 09.10-09.50 am).

Concerning the students' background interest on hospitality department, they did not choose based on a parent or friend's advice, but really because of their wishes.

> *Hospitality department is my first choice. I want to be a professional employee in the hospitality industry field.* (interview data: students, February 14, 2018, 10.15-10.30 am).

That is not a key point as the importance of present situation analysis but it must be included English current proficiencies. It can be considered to improve the learners' learning and their learning needs. For considering that, without conducting a present situation analysis on the students before course planning, this would have resulted ineffective learning program. Thus, the importance of a needs analysis, especially present situation analysis is indispensable in achieving students' English communicatively targeted. It not only identifies the needs of the students but also discovers the ways to address their needs and the skills needed to be taught for their future careers. Related to the findings of this study, Soviana (2018) states, related to students' self-esteem, they need to know how to maintain their confidence. It is not an easy job but there needs cooperation between the teachers, the parents, and the student-self. Hence, it implies that teachers should know how to treat students' mistakes, how to manage the class, and how to motivate and encourage the students.

An understanding of English demands in relation to the target situation, it needs investigation the lack of students in doing study tasks to be reached English communicative competence. Thus, generally a present situation analysis is concerned with the students' background of interest, motivation, and English current proficiencies in target situation demands. After investigating through semi-structured interviews employed, the students did not have any experience and knowledge in using hospitality English conversation. Thus, they need stimulate to improve English communication competency. There are the students' response given based on their experience during fieldwork practice in the hotel,

> *We didn't ever any following English sort course anywhere. Communication/speaking skill in English is difficult for us, unconfidence to begin in expressing it specifically.* (interview data: students, February 20, 2018, 09.15-09.45 am)

The selection extract of transcript above shows the lack of students in using English required. Moreover, they want to capable in English communication beginning by how to learn and what should be learned to meet daily English conversation in the hospitality industry setting.

Based on the findings description above, students' present condition is appropriate with their motivation and interest on hospitality department; however, investigating the students' English current proficiencies did not have any treatment. An understanding of students' present condition is demanding teachers to design teaching context of English learning for hospitality specific purposes program currently, in terms of both the instructional design including materials development and teaching method usage to facilitate students' need and lack, so that students will be aware to do in English learning effectively related with target workplace required. It is supported by Mohammed & Nur (2018) that point out, present situation analysis elicited from various types of real data about students, their language use in authentic contexts in addition to their present language proficiency and problems. On the other hand, it is concerned with the learners' mental and emotional needs in the learning situation.

D. CONCLUSION

The overview of ESP, present situation analysis is the basis of English teaching program. It can be helpful in determining whether a program should be implemented by finding out the goals and objectives of the students in English learning. The result of present situation analysis can help in improving various components of the English learning program and making these more oriented to the students' background, characteristics and needs. The information on students' background holding an important role, so teachers and students will be aware to do in English teaching-learning effectively base on target workplace setting.

The main aim of this study is to describe students' present conditions that focused on the students' current English proficiencies, behavior and their characteristics in English teaching for hospitality specific purposes. The result described those students had low English speaking competence caused them seldom practiced and learned to communicate using English in previous studying activities. Furthermore, they had a low ambition to learn and practice English communication but they realized the importance of having English speaking competence as employees' requirement in the hospitality industry field specifically.

Present situation analysis should be conducted prior to the English learning program that considered as a basic principle of ESP. It is more useful when students' needs are linked to English communicatively. Hospitality students are the students who already have some acquaintance with English and learn the language so as to communicate in a set of professional skills and to perform particular profession related in activities.Present situation analysis can also help in evaluating an existing program and may appropriately match the needs of the students and simultaneously be acceptable to teachers. Present situation analysis can be limited to gathering information about allcontextual factors, including students' characteristics and English currentproficiencies.

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