

## Learning Situation Analysis For Hotel Accommodation Students' At Vocational High School

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### Abstrak

Bahasa Inggris merupakan bahasa yang dibutuhkan oleh banyak kalangan, salah satunya sekolah menengah kejuruan terutama siswa akomodasi perhotelan. Berdasarkan hasil pre-observasi, ditemukan bahwa masih banyaknya siswa yang kesulitan berbahasa Inggris. Untuk itu dilakukan penelitian ini dengan tujuan menganalisa keinginan siswa akomodasi perhotelan dalam belajar bahasa Inggris dengan menggunakan metode *qualitative descriptive* dan *random sampling* untuk menentukan respondennya. Responden penelitian ini adalah 22 siswa kelas XI akomodasi perhotelan (Ph2). Peneliti mengumpulkan data dengan cara mendistribusikan angket kepada siswa. Adapun tahapan yang peneliti gunakan untuk menganalisis data yaitu *Reading, Describing, Classifying, dan Interpreting*. Peneliti menggunakan enam indikator dari *Learning Situation Analysis* dengan hasil sebagai berikut ; 1) *Hotel Accommodation Students'* belajar bahasa Inggris untuk bisa lancar berkomunikasi dengan tamu lokal maupun foreigners. 2) *Hotel Accommodation Students'* membutuhkan kegiatan pembelajaran yang beragam yang dapat memenuhi tujuan mereka belajar bahasa Inggris. 3) *Hotel Accommodation Students'* menginginkan pengajar yang mengerti kebutuhan mereka dan dapat memenuhi kebutuhan tersebut. 4) Mayoritas *Hotel Accommodation Students'* menggunakan bahasa minang sebagai bahasa ibu, sehingga kesulitan untuk berbicara bahasa Inggris. 5) *Hotel Accommodation Students'* menginginkan tempat yang nyaman dan tenang dengan fasilitas lengkap untuk belajar. 6) *Hotel Accommodation Students'* memilih untuk belajar bahasa Inggris di pagi hari dengan durasi tidak lebih dari 2 jam/hari dan lebih dari satu kali seminggu. Dari hasil di atas dapat disimpulkan bahwa *Learning Situation Analysis* dapat membantu pengajar mengetahui keinginan siswa akomodasi perhotelan dalam belajar bahasa Inggris. Jadi sebaiknya guru melakukan analisa kebutuhan *sebelum mengajar*.

**Kata kunci:** Learning Situation Analysis, Hotel Accommodation Students'

### INTRODUCTION

Hotel Accommodation is a major in vocational high schools that provide a tourism program. This major seeks to prepare students to (1) work in the front office area as a receptionist, reservation telephone, and porter, and (2) work in the housekeeping area as a public attendant, room attendant, order taker, linen and uniform attendant, and laundry attendant. Furthermore, graduates are expected to be competent enough to compete in the global industry. English is one of the skills that should be acquired. This is also regulated in SKKNI (2010:4), *Keputusan Menteri Tenaga Kerja dan Transmigrasi Republik Indonesia no.158 year 2010 about SKKNI (Standard Kompetensi Kerja Nasional Indonesia)* The English education sector specifies particular English unit abilities that students should learn, such as making short phone calls and dealing with complaints.

English for hotel accommodation is more specific. It is an adaptive subject that, according to Ministerial Decree No.22 of 2006, aims to prepare students to (a) achieve English proficiency to support professional program

competency, and (b) apply their competency and English abilities orally and in writing. As a result, it is obvious that the English teaching and learning process for hotel accommodation departments must be adapted to their specific program.

According to Kurniawati (2022:908), as vocational students, the ability to learn English relating to their program is required in order for them to compete in their future work. To compete and communicate effectively in this competition, they required to master English linked to their objective (ESP) in addition to mastering their specific field. It means that ESP is designed to emphasize specific English rather than general English based on the students' needs in order to help students of hotel accommodation staff such as: hotel management, hotel reception, housekeeping, restaurant staff, tour guides, and most other hotel staff positions communicate communicatively.

Based on Akyel and Ozek (2010:970), a significant method for clarifying and validating actual needs is need analysis. This explain need analysis is an effective tool that helps teachers

define students' needs. Needs analysis/assessment is a very useful and beneficial source of information to create lessons for health professionals based on the needs of the learners. This tool allows teachers to adjust lessons design to meet the interests of their students. As a result, needs analysis is a priceless resource for English for Specific Purposes (ESP) teachers, assist them to identify their students' crucial needs and the English skills they will need to acquire in order to succeed in the future.

That problem also happens at Hotel Accomodation class. Hotel Accomodation students are still taught general materials. According to the results of pre-observation with students, the English material provided to them is unrelated to their needs in studying English as Hotel Accomodation students and based on informal interview who have been practicing the field, the researcher found some cases. The first case, students' cannot catch what foreigner guests are talking about. This is because the students' have limited vocabulary and also the students' did not master in listening skill. Then, the students' cannot give a good respond when the foreigner talked to them. This is because the students' cannot speak in English well. This is confirmed by an informal conversation conducted with the English teacher who teaches English in this major, who said that during this time, the teaching materials taught in the Hotel Accomodation majors are a book created by the teacher titled not from the Minister of Education. This book's materials include the topics of reading text and analytical reading. The topic appears not relevant to Hotel Accomodation students. That is, the content is still general and unrelated to the students' subject of study. As a result, students are unable to apply what they learn in the classroom to the field of hotel accommodations. If this problem is not resolved soon, the English taught to students will most likely not help them in their future careers.

The needs of students for English learning different from those of other Study Programs. English Language Learning at Hotel Accomodation Programs must be designed with a specific goal in consideration. Hotel students really need English material that is more relevant to their majors, so they may apply directly to

their studies and occupations.

According to Waluyo et al. (2020:211), Learning Situation Analysis (LSA) is the analysis of the teaching and learning process that includes the resources, strategies, and situations required to learn the target language. It means that Learning Situation Analysis (LSA) is an analysis of the teaching and learning processes required to acquire a target language, with a focus on the needs of the learners. In truth, the problem with English learning is that it is not specific to the needs of the learners.

Sevrika and Riza (2022:847), stated that the need analysis is a phase in gathering data on what the students need on learning material that identifies the language that students will need and how the students' knowledge in the current scenario. Furthermore, as a teacher in a vocational school, she or he should understand what student needs are during learning English. It means that need analysis is the process of collecting data on students specific learning needs. This involves identifying the language skills that students require and evaluating their current knowledge and abilities in relation to the learning material.

Dudley and John in Ronaldo et al. (2020:32), mention there are three essential types of need analysis such as; Target Situational Analysis (TSA), Present Situational Analysis (PSA), and Learning Situational Analysis (LSA). Target Situational Analysis (TSA) The purpose of target situational analysis is to determine the goals of learning English. Present Situational Analysis (PSA) Present situation analysis is required to find out the information about strengths and weaknesses language skills and language learning experiences. Learning Situational Analysis (LSA) Learning needs analysis focuses to find out the language learning information about the effective ways of learning the language and its skill. Then learning situation analysis is needed by the students learning language in learning process. In this research, the researcher would analyze learner' wants. Therefore the researcher used Learning Situation Analysis in collecting the data of learners'.

Learning Situation Analysis is the process of knowing the wants of the learners' in learning language process. Hutchinson and

Waters (1987:60), learning situation analysis is an approach that is used to find out learners needs based on their points. It means that the course that will be given to the learners should match with the wish of the learners. Therefore, the teacher should know the wishes of the learners before giving the course.

Learning Situation Analysis has some aspects. These aspect are needed in doing this research. It is used for help the researcher to know what the students' want in learning english. According to Hutchinson and Waters (1987:62), Learning situation analysis (LSA) has some aspects of learning situation analysis would be seen from these frameworks such as why are the learners taking the course, how the learners learn, what resources are available, who are the learners, where will the ESP course take place, and when will the ESP course take place. Those aspects would be used as indicators to see the learners' needs in learning situation. It means that this analysis provides a complete description of the learner. With knowing the learner's English ability, the difficulty level of the material can be teacher adjust. In addition, an overview of the abilities of the department or level learner's knowledge of their field of interest helps teachers know what material to provide.

In addition, aspects of learning situation also supported by Rahman (2015:27), aspects of learning situation refers to materials, learners needs, proses oriented in learning. It can be a reason for the learners to learn the language, the way they prefer the material to learn, the available resources, and the time and place the course will take place. All aspects would be analyzed one by one to catch the information about the learning situation of the course.

Moreover, learning situation analysis has the additional aspects by Romanowski (2017:151), says that learner's learning situation can be found from the answer of the question who are the learners, why do they take the course, what the learners' learning style are, strategy and technique. It means that the response to the questions who are the students, why do they take the course, what learning styles do the students want, then the methods and techniques can be used to determine the learning situation of the students.

Based on all aspects from the three statements above, the researcher used the aspects Hutchinson and Waters (1987:62), to find out the learner's learning situation. Several aspects would be described as follow why are the learners taking the course, how the learners learn, what resources are available, who are the learners, where will the ESP course take place, and when will the ESP course take place. These aspects would be the researcher' orientation to find out about the learners needs in learning situation analysis. By considering all these aspects, teachers can create a more personalized and effective learning material for their students. Additionally, the Learning situation analysis (LSA) approach can provide effective ways of learning skills and language, while also considering the learner's motivation and efficient methods of acquiring knowledge.

## RESEARCH METHOD

Related to purpose of this research, the researcher decided to use This study is a descriptive qualitative study. Descriptive qualitative research focuses on characterizing situations and conditions that will be explained in the study report. Gay and Airasian (2000:465), The descriptive qualitative research design determines and describes how things are and can be used to study educational challenges and difficulties. It means that, descriptive qualitative research very useful nowadays in investigating many kinds of educational problems included in investigating present situation analysis. Sugiyono (2017: 81) A sample is an aspect of the population that is representative of number and characteristic. In this investigation, simple random sampling was used as a sample technique. In this study is set with the Slovin formula:.

$$n = \frac{N}{Ne^2+1}$$

n : Sample

N : Population

e : The percentage of the due diligence the existing sample error unbearable

e = 0.1 (10%)

In the slovin formula there are rules as follows:

e = 0.1 (10%) value for a large population

e = 0.2 (20%) value for small population

The range of the collected samples from the solvin formula is 10-20 percent of the research population. The population in this study is 108 students', the percentage of the concession used is 20% and results calculations could be rounded up to reach agreement. Then for knowing the research samples, with the following calculations:

$$n = \frac{108}{108(0,2)^2+1}$$

$$n = \frac{108}{5,32} = 21,30 \text{ adjusted by researcher}$$

to 22 respondents'

According to calculations above the sample participating in this study was adjust to 22 students' or approximately 20% of all total hotel accommodation students', which make it easier in data processing and for results.

In this research, the researcher used questionnaire as an instrument to collect the data about this research, the researcher used questionnaire as an instrument to collect the data about learners' needs in learning situation analysis. According to Creswell (2012:220), some question in questionnaire may be closed-ended and some are open-ended to collect the data.

In this research, researcher used closed-ended questionnaire because want to get specific information about student need in learning English. The questionnaire used in bahasa Indonesia to avoid misunderstanding. The questionnaire consisted of 31 statements that constructed from several indicators and sub indicator from (Hutchinson and Waters, 1987:62-63) as follows :

No	Indicator	Sub-Indicator
1.	Why are the learners taking the course?	a. Complusory or Optional b. Apperent need or not c. Are status, money, promotion involved? d. Is for job demands?

2. How do the learners learn?
  - a. Remember something better if their write it down
  - b. They understand better when they read instruction.
  - c. They prefer to learn by doing exercise and drills in the class.
  - d. They understands better things in class when they participate in role-playing.

3.
  - a. Number of professional teacher
  - b. Attitude of teacher
  - c. Materials
  - d. Aids
  - e. Opportunities for out of class activities

4. Who are the the learners?
  - a. Age/sex/nationality
  - b. What do they know already about English?
  - c. What subject knowledge do they have?
  - d. What are their interests
  - e. What is their socio-cultural background?
  - f. What teaching style are they used to?
  - g. What is their attitude to english or to cultures speaking word?

5. Where will the course take place?
 

Are the surrounding :

  - a. Plesant,
  - b. Dull,
  - c. Noisy,
  - d. Cold, etc.

6.
  - a. Time of the day
  - b. Everyday or once a week
  - c. Full time or part time

(Adapted by Hutchinson and Waters 1987)

## FINDING AND DISCUSSION

### FINDING

The finding of this research from six aspect of learning situation analysis. Based on research question “What are the learners need in learning English for Hotel Accommodation at XI grade SMK N 6 Padang?”, the researcher found that the learners’ still need to have ESP course to fulfill their needs in order to have good communication ability.

The first finding showed the learners’ objectives in learning English. Based on the data above, there were some objectives of the learners in learning English. First findings, the learners’ learn English because it needed in their major as a students in hotel accommodation. The second findings, learners need to have good ability in communication. And the third findings was because the learners’ would like to improve their English. The learners’ as a students’ hotel accommodation will be practice in the field as a frontliner who directly dealing with the guest in the hotel. And in fact the guest were not only local people but also foreigners. Thus the learners’ need to master English. In addition, the learners’ also want to learn English to increase their social status, and prepare their self for higher level of their career. Thus, the teacher needed to know the learners’ objectives in learning English, because those objectives would influence the learners’ motivation in mastering English.

The second finding showed that the learning style of learners. Based on the data analysis above, before creating course design the teacher should know the learners’ learning style. The learners’ remember the material better if the teacher write it down, there were more learners who can understand better when read instruction. And learners’ want to learn English by doing exercise and drills in the class and preferred to learn english with role-playing.

The third finding was about the available resources. Based on the data analysis above, the learners’ wanted to have a teacher that have pronunciation like a native speaker and also the teacher that could understand their needs in learning English as a hotel accommodation students’. For the available material, the learners’ want the complete material that includes the

theory and example. And also the learners’ preferred to use video to support their learning process because by using video they could learn English and the way to interact with the guest well. And to support their media the learners’ want a good quality of projector and sound system.

The fourth finding showed that who the learners’ are. Based on the data analysis above, the researcher found that all the learners’ that being the respondents of this research are Indonesian, 13 of them were women and 7 were man. Almost of the learners’ never have ESP course. For subject knowledge, the researcher found that, learners have already understood English, but unable to pronounce the English word. And the learners have known the basic grammatical and have some vocabulary in their mind. The learners also have the reading skill and writing skill, but still don’t master the speaking skill. Therefore the learners interest to improve their speaking skill. From the data analysis above, the researcher known that the learners mother language was Minang so that the learners’ had the difficulties in pronouncing the English word. And the last, the researcher found that almost all learners have the American style when they speak English.

The next finding was about place in taking the course. Based on the data analysis above, the researcher found that the learners’ also agree that they want a quiet and comfortable atmosphere in learning process so that the learners’ could be more focus. And last, the learners’ want to have complete aids in their room to support their learning process.

And the last finding was about the time of taking the course. Based on the data analysis above, the researcher found that, most of learners preferred to learn english in the morning, because the learners feel fresh and may have a good focus in learning. For the day in learning English, half of respondents were agreed to learn English more than once a week, while half disagree. And then most of learners’ would like to learn English more than 2 hours/day.

### CONCLUSION

Based on the research finding, it proved that doing need analysis is the important things

that must be done by the teacher before creating the course design. Because it would help the teachers to know the wants of learners based on their point of view. Therefore, the researcher wanted to investigate about this part. The researcher conducted 31 items from six indicators to find out the learners need in English learning process. This research was descriptive qualitative research that was done at hotel accommodation students class at vocational high school Padang. In addition, the researcher used questionnaire as instrumentation. The researcher distributed the questionnaire to 22 students from ph2 hotel accommodation program at SMK N 6 Padang.

The first indicator, the researcher found that the learners have many objectives in learning English that could motivate them in learning English. The second indicator showed that the learning approach that the learners' wants was used to improve their speaking skill. The third indicator, the researcher found that the learners' need a teacher that could understand their needs and could fulfill it. Next, the fourth indicator show that most of learners' never had an ESP course and their interested to master speaking skill in order to help them have a good communication with the foerigners. And the fifth indicator showed that the learners need to learn English at the comfortable place that complete with all aids that needed in supportingtheir learning process. And for the last indicator, the researcher found that most of learners preferred to learn English at the morning time and more than hours/day.

Based on explanation above, the findings of this research showed that the six indicators from learning situation analysis really needed to found out the learners wants in learning English. The researcher concluded that analyzing the learners want before doing the course would be useful to know the learners need.

## DISCUSSION

Based on six indicators in learning situation analysis, the researcher found that the wants of learners' in learning English. From the first item in the first indicator, the researcher found that the learners learned English at school, but the material that learners got did nor fulfill their need as a hotel accommodation students. It

related with Huchthinson and Waters (1987) who said that the differences of ESP from general English is not such necessity but rather than the consciousness of the needs. It means that if the teacher know what the needs of learner and why the learners learn English, means the consciousness of the needs is here and the goals of the learning will be reached.

In other word, fulfilling the learners' want would be not enough by giving the material of general English because the learners had the the specific goals and different objectives. Ronaldo (2020) stated that need analysis have to fulfill the learners' needs, and create the material that match with the learners' need in order to help the learners achieve their objectives in learning English. It means that the teacher should analysis their need before creating the course in order to know the learners wants during English learning process.

## SUGGESTION

Need analysis of learning situation analysis was the best way to know the learners want during the learning process. By knowing their wants, the process of learning English would be more effective also the learners would be more active. Thus the learners could understand the material faster and what they have learned could be useful in doing their job. Therefore, it would be better for the teacher to do need analysis before creating a course design.

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