A Critical Task Need Analysis of English for Room Division Department of Hospitality Industry: Internship Students' Reflection

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Abstract. English for hospitality workers is mostly used in the room division where this section is directly related to guests that includes the realm of housekeeping and front office work. In this study, it will be discussed how the needs analysis of the use of English is taken from the learner approach to the task approach. The purpose of the study is for ensuring that language instruction is relevant, efficient, and tailored to the specific requirements of the hospitality industry, ultimately contributing to the success of both employees and the hotel itself. This research is a mixed method research that uses 74 internship students and 5 hotel workers in the field of human resources as research samples. In this study, it was found that the needs of learners that are important to consider at the beginning are subjective and objective needs, related to their attitudes towards English and their own needs. In the task approach, the learning level is divided according to the target task and task type (basic user, intermediate user, and proficient user) and then the pedagogical aspects are analyzed where students in getting learning should be with authentic and communicative materials and student-centered. In addition, from interview of hotel worker, hotel workers recognize English language proficiency as a fundamental skill that enhances their effectiveness, job satisfaction, and career prospects in the dynamic and diverse hospitality industry.

Keywords: ESP, Need Analysis, Room Division, Internship Students

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Introduction

Hotel employees are required to have qualifications in accommodating the needs of guest who come to a hotel (Damayanti, 2019). One of the mandatory competencies required in the hospitality industry is the ability to use English (Musaddad et al., 2019). If employees master English, they are considered to have better skills needed by the industry. By mastering English in accordance with industry needs, there will be several benefits obtained by employees including increasing hotel revenue, improving customer satisfaction, stimulating tourist attendance, and also useful for promotion, placement, and personal branding in the hospitality industry (Damayanti, 2022; Erazo et al., 2019; Thitthongkam & Walsh, 2010).

On that point, the need for English for Specific Purposes (ESP) as an English learning approach that focuses specifically on the use of English in certain scientific and professional fields is also growing. Lertchalermtipakoon et al. (2021) point that ESP students are working professionals who are looking to expand their linguistic competence in a language necessary for their line of work. Basturkmen (2010) also states that ESP courses are aimed to teach learners language and communication abilities that they would be able to use effectively in their future careers. ESP practitioners take on responsibility for determining what students like best and need most to achieve their goal of comprehension in listening, reading, speaking and writing (Belcher, 2009). ESP materials offer authenticity and specificity, allowing practitioners to use carefully selected commercial materials from experts in relevant discourse/genre research, theory, and target-domain data.

In the context of ESP, English becomes one of the mandatory and core learning in the preparation of the hospitality employees (Lin et al., 2014). According to Beshaj (2015), the importance of ESP is not only associated with global interactions and communication but also the extensive English vocabulary of various fields of study. In a globalized economy, the hospitality industry is one of the largest segments whose rapid development can influence the need for languages directly, especially English as a lingua franca. Hospitality industry employees have the same demand to communicate efficiently with hotel guests in English (Inkaew, 2016; Lin et al., 2014; Setiawati, 2016) For example, employees in the room service department must communicate fluently with guests, starting from the reservation service until the guests leave the hotel.

The most widely used English language skills in the hospitality industry are in the room division department. This department is a department that interfaces directly with guests regarding room service. It oversees the front office and housekeeping departments (Arman & Kasmita, 2018; Hidayat & Susanti, 2022). This department requires more communication with guests both oral and written towards local and foreign guests. The need for human resources who master English in accordance with industry demands is very important in the room division department. Room division is defined as a department that has an important role and is responsible for providing various room booking needs. This includes cleaning, maintenance, and janitorial

services for the rooms and common areas of the hotel, including the provision of laundry and the washing and maintenance of linens used by other departments (Arman & Kasmita, 2018). In this context, it is important to teach English for room division to the hotel employees to ensure that all services can be provided optimally for both local and foreign guests.

In the communicative and analytic approach to second or foreign language (L2) teaching, the most underlying things that need to be considered are the objectives of learning, as well as the process and practice in real contexts outside the classroom (Malicka et al., 2019). The first thing to do is to approach identifying students' needs on what should be learned regarding foreign languages. One method of determining this is through a task-based needs analysis (NA) (Long, 2005), which represents a detailed and rigorous investigation of the types of tasks that students should have the ability to execute in relation to the language associated with those tasks.

In English for Specific Purposes (ESP) programs, needs analysis or needs assessment is an inseparable part of language curriculum design as the baseline for materials evaluation and development, planning lessons, syllabus design, as well as instructional design and assessment form development (Widodo, 2017). There are some issues related to needs analysis in the ESP field because it is considered that this approach cannot meet the needs of every learner, and this approach has long been discredited especially when dealing with language learning both tasks and practices from the real life of learners where they have to use the language in the workplace (Long, 2005). Nonetheless, the existence of a needs analysis is still important.

A needs analysis helps to identify specific requirements, difficulties, and possibilities. These then aid in the development of effective tactics, initiatives, or solutions. A proper needs analysis system can help educators better understand the objectives of the learners and the course as a whole (Lertchalermtipakoon et al., 2021). Nhung and Hoa (2021) agree that needs analysis is an essential first step in language education for specific goals. The first step in creating an ESP course is conducting a needs analysis to determine the "what" and "how" of the course. This is followed by curriculum design, materials selection, methodology, and finally, the launch of the course evaluation and analysis (Flowerdew, 2012). Needs analysis is one of the tools used in material development, which includes analysis of needs, goal formulation, and course content organization (Pranoto & Suprayogi, 2020). The needs of learners can be identified through what they know, do not know, or want to know, and data can be collected and analyzed in different ways.

Moreover, when doing research into various aspects of language planning, development, teaching, and learning, several components of language needs analysis may be utilized. TSA (Target Situation Analysis), LSA (Learning Situation Analysis), and PSA (Present Situation Analysis) are the essential components that should be considered when analyzing the language needs of learners; according to a number of researchers in ESP. Target Situation Analysis (TSA) is a type of needs analysis that focuses on assessing learners' language requirements in the workplace or academic setting. Learning Situation Analysis (LSA) refers to subjective, felt, and process-oriented demands, as well as directing what learners want to learn. PSA (Present

Situation Analysis) attempts to determine what the students are like at the start of their language course by examining their strengths and weaknesses (Rahman, 2015).

This study will conduct an analysis of English language needs for the room division department in the hotel industry. On the recent research on need analysis of English for hospitality industry, the focus is on the skill requires such as reading, speaking, writing, and listening (Lin et al., 2014; Ni Putu ade & Ida Nyoman Tri Darma Putra, 2022; Putri et al., 2022; Ratmanida et al., 2020). Overall, research in ESP within the hotel industry aims to improve employees' English language skills, enhance communication effectiveness, and ultimately contributes to superior guest experiences and service delivery in hotels around the world. This research will show another different idea closely related to learner center approach to task-based approach on need analysis to the learner approach by looking at their present and working situation as the study aims to guarantee that language teaching is pertinent, effective, and customized to meet the distinct needs of the hospitality sector, ultimately bolstering the success of both staff members and the hotel as a whole.

Method
Data Collection

This study adopts a mixed method approach. Participants in this study were hospitality internship students from various hospitality school and campuses in Indonesia. For quantitative data, data for this study was obtained at a single point in time (cross section) on students who were interning in four-five-star hotels in Indonesia that had been running for at least 3 months. Four-star and five-star hotels are considered hotels that are very concerned about service quality and using English a lot in working situation of all hotel elements so it is ideal for this study. Participants have gone through an internship period of at least 3 months because it is considered to have sufficient internship experience and interpersonal interaction with colleagues and customers

Data collection was conducted using an online platform where questionnaires were given to participants. A total of 74 questionnaires were distributed with a response rate of 100 percent. Data collection lasted for four weeks. This study used a reverse question as an initial screening to ensure that the participants who filled out the questionnaire were sincere. This study uses a multi-item questionnaire which is divided into three main sections. The first section contains the participant's willingness to be involved in the research and fill in the answers according to the actual situation. In this section, the data provided by the participant is confidential and will only be analyzed accumulatively for academic research purposes. The second section contains present situation data, while the third section contains questionnaire items related to the research variables. All variables used a four-point likert scale. All constructs were adapted from Asean toolbox competencies for front office and housekeeping that have been tested and have sound construct validity.

For qualitative data, semi-structured interviews were conducted to 5 Human Resources (HR) staffs of four-five star hotels, and they were completed individually at a time and place convenient for the interviewees. Their experience ranged from 3 to

5 years working as HR in a hotel that makes them eligible to this research as they have many knowledges of the field. The interview questions were distributed into three parts: (1) the present condition, (2) the working situation, and (3) English skill needed

Data Analysis

For quantitative analysis, before conducting data analysis, a screening of the consistency of answers to the reverse question was carried out. All of data meet the criteria and included in further testing. Descriptive statistics were utilized to identify the characteristics of the data and the overall profile of respondent during the initial data analysis, which was conducted using SPSS Statistics version 25. The data will be grouping into the approach need. For quantitative analysis, the collected data included 5 audio-recorded interviews and field notes. The interviews were coded and transcribed manually for the following condition: Informant's data and English need in working situation.

Findings and Discussion
Learner Approach

In order to know their need in learning English on hospitality industry, the following scale was used to measure the learner situation: 1–1.80 = very low, >1.80–2.60 = low, >2.60–3.40 = medium, >3.40–4.20 = high, >4.20–5 = very high.

Table 1. Target Situation Analysis

Statement	Mean	SD	Level
I like learning English	3,378378	0,488293	Medium
I feel English is essential in my work environment	3,756757	0,431969	High
I am confident in starting a conversation in English	3,094595	0,44318	Medium
I feel that the ability to speak English is the skill that is most needed in my workplace	3,675676	0,471317	High
I feel that listening skills in English are the skills most needed in my workplace	3,662162	0,476201	High
I feel that writing skills in English are the skills most needed in my workplace	3,405405	0,494322	High
I feel that reading ability in English is the most needed skill in my workplace	3,513514	0,503229	High

As we can see in the table above, ability to listen, speak, read, and write in English is very important for the learner. As confirm in the interview, English is essential in hospitality industry the interviewee mention "English is really important in hospitality industry as English is one of the most spoken languages in the world, having a good knowledge of English will minimalize a misunderstanding, confusion and many more. In addition, they said, "English language ability depends on the type of hotel, such as for city hotels; English is only as needed or as necessary, but for resort hotels whose market share is foreign tourist, English will automatically become a daily language. Another case, especially if the location of the hotel is in the city center or the center of a destination that is visited by many from various countries." It can be

inferred that there are no specific skills that they need in the English language of the hospitality room division, they want to master all skills with confidence and the industry also requires this. More detail can be seen in table 2

Table 2. Present Situation Analysis

Statement	Mean	SD	Level
I feel that foreigners speak English too quickly	3,297297	0,489051	Medium
I feel that foreigners speak English with such a problematic accent that I cannot understand what they say	3,256757	0,439826	Medium
I can understand English conversations over the telephone	3,121622	0,368362	Medium
I can pronounce words and phrases correctly in English	3,040541	0,38603	Medium
I have difficulty understanding some words and expressions in English	2,72973	0,688403	Medium
I lack knowledge regarding grammar and sentence structure in English	2,635135	0,732313	Medium
I have a sufficient vocabulary in English	2,986486	0,421778	Medium
I can read texts (long or short) in English	3,175676	0,417366	Medium
I can write simple things (such as taking notes) in English	3,081081	0,397139	Medium
I can write correspondence (such as business letters) in English	2,77027	0,537557	Medium

From the data above, a learning-centered approach should be consider first, all level is in medium level, it means, overall all of the part has to be consider. In the theory about learner approach two things should be consider. First, Objective needs can be obtained from a wide variety of factual information about learners, real-life language use situations, their current language abilities and difficulties. Second, subjective needs can be obtained from information about their affective and cognitive factors such as personality, self-confidence, attitudes, learning desires, learning expectations, cognitive styles, and learning strategies (Kaewpet, 2009).

Table 3. Objectives and Subjective needs

Objectives Need	Subjective Needs
1) **They like to learn English**	1) They are lack of self-confident
2) **They think English is important in hospitality industry**	2) They are brave to start a new conversation with foreign guest
3) **They consider all skill in English is important**	3) They expect they can pronounce words and phrases correctly in English and understand English conversations over the telephone
4) **They feel that foreigners speak English too quick with such a problematic accent that they cannot understand what they say**	4) They can read and write in English long or simple things

Based on the subjective and objectives need, learners' needs also need to be considered, such as the teaching and learning styles that learners are familiar with, appropriate teaching and learning methods, specialized content knowledge that teachers should have, appropriate teaching materials and learning locations, expectations of what learners should achieve in the course and how important the course is to learners.

Task Approach

In order to get the better approach, this framework is used. It is start from knowing what kind of task that will be analyzed. In this study, it is being analyzed English for Room Division in the context of academic to professional situation. More detail can be seen in figure 1 below.
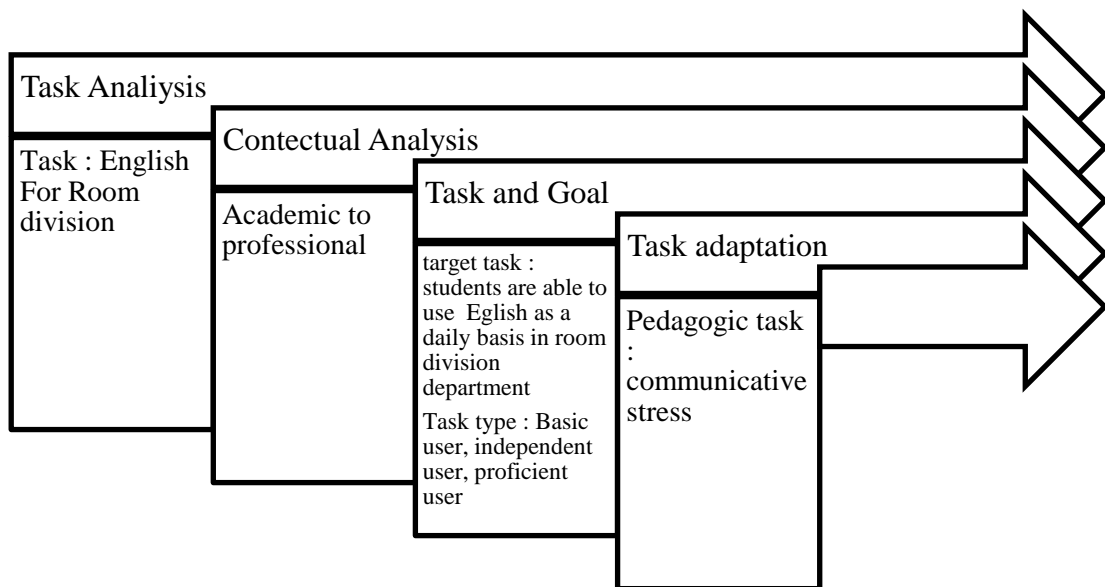

Figure 1. Framework of Task Analysis

Target Task

As interview from HR of hotel industry, several points are concluded and it is divided into two section of work in room division (Housekeeping and Front Office). It is answering the question, what is the target task of room division area

Table 4. Target Task

Room Division	
Housekeeping	**Front Office**
Daily conversation, product knowledge and room explanation	How to communicate and explain about the products that will be offered to guests and how to handle complaints with the use of very subtle words that are easily understood by guests.

English at a basic level and at least able to fulfill requests in an effective manner with guests.	Complex English language skills are required. It means very fluent which has the ability to engage in conversations with guests, and resolving problems with effective sentences.
Even though Housekeeper do not have a lot of interaction with guest, but they still have certain moment where Speaking and listening is crucial, in addition basic writing is also important, the Housekeeper can leave a personalized notes to the guest	for Front office, obviously, speaking and listening in phone, listen about guest comment or complaint, having an advance conversation with guest, giving suggestion about the area, promoting the venue at the hotel
English related to general scope of work	English language related to the general scope of work coupled with international knowledge and current news.

As mention above, in housekeeping area of room division, learners need to acquire the basic level English hat is focus on the general scope of work such as daily conversation, product knowledge and room explanation and also basic writing for leave a personalized note to the guest. Moreover, for front office, they need to be fluent in English because they interact a lot with the guest. It is not only about product knowledge, but also handling problem and having an advance conversation with guest. Since the room division in this study covers both front office and housekeeping jobs, all learning levels from basic, intermediate and advanced should be considered.

Task Type

Along with the target task, the second thing to consider is the task approach. The following scale was used to measure the task type: 1–1.80 = very low, >1.80–2.60 = low, >2.60–3.40 = medium, >3.40–4.20 = high, >4.20–5 = very high.

Basic User

According to the Common European Framework of Reference for Languages (CEFR), at basic users (known as A1 and A2), learners can interact using a variety of everyday expressions that are familiar and very basic in a simple way, can introduce themselves and others and can ask and answer simple questions and can communicate in simple and routine terms that require a simple flow of information exchange (Council of Europe, 2001).

Table 5. Basic User

Statement	Mean	SD	Level
I use English greeting expressions at work.	3,27	0,580441431	Medium
I use small talk expressions in English while working	2,99	0,561144702	Medium
I start and end conversations in English at work.	2,73	0,727112836	Medium
I listen to location questions in English at work	2,78	0,707499364	Medium
I communicate on the phone in English at work.	2,73	0,832512245	Medium
I provide information about location instructions in English at work.	2,64	0,803661558	Medium

I provide simple descriptions and information about hotel services in English at work.	2,82	0,799967604	Medium
I provide simple descriptions and information about hotel room facilities in English at work.	2,80	0,827270305	Medium
I provide simple descriptions and information about attractions around the hotel in English while working.	2,59	0,874586696	Low
I offer laundry services in English at work	2,53	0,939585641	Low
I mention room types and statuses in English while working	3,08	0,823569856	Medium

Independent User

According to the CEFR, independent users (known as B1 and B2), or intermediate level, learners can understand ideas on more complex abstract and concrete topics according to their field of work. In this case, students can interact with both native speakers and foreigners with a level of fluency and spontaneity, being able to relate experiences and events, hopes and briefly provide reasons and explanations for opinions and plans to be carried out (Council of Europe, 2001).

Table 6. Independent User

Statement	Mean	SD	Level
I listen/hear oral briefings (SOP) in English while working.	2,86	0,668761364	Medium
I read written directions (SOP) in English while working	2,89	0,631752673	Medium
I make room status reports in English while working	2,86	0,983763034	Medium
I receive guest complaints in English while working	2,72	0,819626883	Medium
I offer appropriate actions to solve problems (handling the problem) in English at work.	2,46	0,953568484	Medium
I communicate with customers and colleagues on matters related to basic and daily workplace activities and customer service activities in English.	2,46	0,939092964	Medium
I write memos in English at work	2,50	0,910366477	Low

Proficient User

According to the CEFR, proficient users (known as B1 and B2), or advanced level, learners can easily understand almost anything they hear or read. More specifically, in general, learners can use language flexibly and effectively for social, academic, and professional purposes. Learners can orally and in writing summarize information from various sources. In addition, students can reconstruct arguments and stories in a coherent presentation and can express themselves very spontaneously, very fluently

and very precisely. Additionally, learners can produce clear, well-structured, and detailed texts on complex subjects (Council of Europe, 2001).

Table 6. Proficient User

Statement	Mean	SD	Level
I write letters in English at work	2,39	0,872997789	Low
I prepare or write down presentation materials in English while at work.	2,20	0,906290493	Low
I make presentations in English at work	2,14	0,911484178	Low
I write meeting notes in English at work	2,19	0,901682988	Low
I negotiate in English at work	2,22	0,910671441	Low
I request a variety of information to both guests and colleagues in English while at work.	2,39	0,918867194	Low
I write routine or non-routine documents in English at work.	2,42	0,860180879	Low
I write routine and non-routine instructions and instructions in English at work.	2,31	0,920477477	Low
I write short reports in English at work	2,46	0,878809737	Low
I write complex correspondence in English while working	2,11	0,869066064	Low
I write detailed reports such as submissions, tenders and proposals.	2,31	0,93524117	Low

Task Adaptation

The task-based approach in needs analysis does not only emphasize the need for language elements in learning. Learners should be more independent in their learning in which case the learner should be more active so that the learning can fulfill the task of the target task (Long, 2005) . Furthermore, the concept of task here, according to Munby (1978), is similar to communicative events in two-way learning between teachers and learners. A task-based approach to needs analysis has objectives for looking at the targeted tasks and current learning tasks that learners can perform.

The results of this analysis inform how to classify and sequenced pedagogical tasks needed in the learning situation. The purpose of adopting a task-based approach in needs analysis is to transform real-world tasks into pedagogical activities. Ogilvie and Dunn (2010) define tasks as meaningful language learning activities with clear objectives in the context of authentic materials that correspond to reality.

Furthermore, pedagogically, tasks in need analysis require learners to use language as communication in the real world, they not only learn language but also use it in real world activities (Ellis, 2003). In this case it is clear that learners must be at the center of learning. A task can be authentic by designing real-world activities such as serving guests, providing explanations of hotel products, handling guest complaints and so on. Moreover, the development and sequencing of pedagogical tasks to be performed by learners inside and outside the classroom to provide sufficient opportunities for learners to experience various aspects (Long, 2005).

Conclusion

In the learner approach to the task of need analysis of English in the hospitality industry, especially in the room division, there are several things that must be considered such as analyzing the objective and subjective needs of the learner himself, where in conducting need analysis we need to know the conditions of the learner, which in this case in this study is an internship student on the use of English in the realm of room division work.

After knowing these conditions, we can then make a task analysis, to ensure that learning is in accordance with the needs of the target hotel where it works with the actual conditions in learning. In this discussion, it is divided into basic users, independent users and proficient users. This result is expected to accommodate the needs of the industry in a targeted manner. Finally, another thing that must be considered is the pedagogical aspect, which must be communicative learning where the learner is the center of learning and the learning material must be authentic according to the conditions in the hospitality world itself.

In this research, the results of a needs analysis for English in the hotel industry can vary depending on factors such as the specific context of the hotel, its clientele, the roles of employees, and the objectives of the analysis. For further research, the researchers can examine the role of English language proficiency in career advancement opportunities within the hotel industry, exploring how employees with strong English skills may qualify for higher-level positions, such as management roles, where communication with colleagues and guests in English is essential.

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