

## DEDICATION

I dedicate this thesis to:

1. My Mom and Dad, Sofyah and Djasmin to whom I propose a great respect for their endless love,
2. My beloved brothers and sister, Sugeng, Budi and Vina I. J., thanks for inspiring me with hope and confidence,
3. My pretty boy, Eko Susilo Santoso, I know you love me more than words.
4. 1997 level of English Department, We are the best, Guys,
5. My lecturers,
6. My best friends, Yani and Aris, we will be friends forever,
7. My almamater, Jember University.

**CONSULTANTS' APPROVAL**

**AN ANALYSIS OF LEARNERS' NEEDS AND LEARNING NEEDS  
FOR ESP COURSE AT HOTEL AND TOURISM PROGRAM  
OF BUSINESS TRAINING CENTER (BTC) JEMBER  
IN THE 2001/2002 ACADEMIC YEAR**

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The Writer

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12. Lembar Konsultasi Penyusunan Skripsi

## ABSTRACT

Nurul Hidayah, February 2002, An Analysis of Learners' Needs and Learning Needs for ESP Course at Hotel and Tourism Program of Business Training Center (BTC) Jember in the 2001/2002 Academic Year.

Thesis, English for Education Program, Language and Arts Education Department, Teacher Training and Education Faculty, Jember University.

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2. Drs. I Putu Sukmaantara, MEd

This research was meant to analyze learners' needs and learning needs for ESP course. The problems set up were (1) how are the learners' needs in relation with Target Situation Analysis (TSA), and (2) how are the learning needs in relation with Present Situation Analysis (PSA) for ESP course at Hotel and Tourism Program of Business Training Center (BTC) Jember in the 2001/2002 Academic Year. The objectives of this research were to analyze the learners' needs in relation with Target Situation Analysis (TSA) and the learning needs in relation with Present Situation Analysis (PSA) for ESP Course. This research was conducted at BTC Jember. The respondents were the learners of Hotel and Tourism Program and an ESP teacher. Qualitative method was used to conduct the research. The data were taken by using questionnaire, interview, observation and documentation. The results were analyzed by using descriptive qualitative and descriptive quantitative. The finding demonstrated that the learners' needs in relation with Target Situation Analysis (TSA) were to get a job and to do the job in hotel and tourism field. Therefore, the necessities of the learners concerned with the hotel and tourism jobs. The learning needs in relation with Present Situation Analysis (PSA) demonstrated that the strengths of the learners were they studied ESP enthusiastically and they like the activities very much, which much focused on oral presentation. The weaknesses of the learners were they never joined any English course before entering BTC and they also got difficulties in speaking and listening English.

Key Words: ESP Course, Learners' Needs, Learning Needs, TSA, PSA



## CHAPTER I INTRODUCTION



### 1.1 Background of the Study

It is undeniable that English is a paramount need in this era. It is the main international language in the world of communication. According to Toolan (1997), English is not only used as the first language, but also used as a second and a foreign one. Therefore, almost all of life aspects need English as a medium of communication and the teaching of English as the main foreign language in Indonesia is a must.

In Indonesia, the world-communication has strategic position in the fields of politics, economics and social. Therefore, it is understandable why English becomes the first foreign language in Indonesia, taught officially as a compulsory subject in public schools (Nababan in Sukmaantara, 1997). Apart from political and economical reasons, the possibilities for cultural, social and education change the aim and the goal of teaching English in Indonesia. This is also supported by several reasons. Let us see at a smaller scope why one is eager to learn English. Some students prefer to study English because they want to be admired by their parents, teachers and their friends. For others, studying English is needed for preparing their future jobs. University students think that by mastering English they can get a good position in a job more easily.

The examples above show the fact that a lot of people want to learn English not for pleasure or prestige of knowing the language, but because English is the key to the international currencies of technology and commerce (Hutchinson and Waters, 1987:6). Finally, it is very necessary to fulfill the demand of English by establishing English for Specific Purposes (ESP) courses as soon as possible. Hutchinson and Waters (1987:7) state that at the same time as the demand was growing for English courses tailored to specific needs, influential new ideas began to emerge in the study of language. According to Robinson (1995:2), ESP is normally goal-directed, that is, students study English not because they are

interested in the English language (or English language-culture) as such, but they need English for study or work purposes.

At one of the business schools in Jember, known as Business Training Center (BTC), the ESP package is given to the three programs: Financial and Banking, Hotel and Tourism and Secretary and Management. In this case, every program has different materials based on the learners' and learning needs. Blackie (1979) states that at a fairly recent conference on ESP or English for Special Purposes, it has become clear that the term 'ESP' is being used by different people to mean different thing. The objective of ESP course in this institution is to give students a skill and they can use the language, which is needed for their jobs to be. Moreover, students can practise the topics and activities that are relevant to their specialist study.

In order to make the investigation more simply, the writer tries to focus on Hotel and Tourism Program only. In choosing this program, the writer has a special reason. In Indonesia, there are so many Hotel and Tourism places. To increase or maintain these industries to be professional, the company must have good management and services to the tourists. To produce professional hotel and tourism workers, it needs qualified courses. Nowadays, English courses, which offer hotel and tourism package are in great numbers and one of them is Business Training Center (BTC) Jember. This institution provides ESP for Hotel and Tourism to fulfill the necessities of the learners' target needs. In this case, the writer is eager to know how the learners and learning needs at BTC produce hotel and tourism workers based on learners' target needs.

The background explained previously has inspired the writer to choose to accomplish this thesis with the title: "An Analysis of Learners' Needs and Learning Needs for ESP Course at Hotel and Tourism Program of Business Training Center (BTC) Jember in the 2001/2002 Academic Year".

## 1.2 Problem Formulation of the Study

Based on the background explained above, the problems to be investigated are as follows:

- 1) How are the learners' needs for ESP course in relation with their Target Situation Analysis (TSA) at Hotel and Tourism Program of Business Training Center (BTC) Jember in the 2001/2002 academic year?
- 2) How are the learning needs for ESP course in relation with Present Situation Analysis (PSA) at Hotel and Tourism Program of Business Training Center (BTC) Jember in the 2001/2002 academic year?

## 1.3 Operational Definitions of the Variables

The terms of variables which need to be clarified are *learners' needs* and *learning needs*.

### 1.3.1 Learners' Needs

Learners' needs in this study refers to the needs of the learners to produce a language based on target needs, which consist of necessities, lacks and wants (Hutchinson and Waters, 1987:55-57). *Necessities* means needs which are decided by the demand of target situation. For example: a restaurant receptionist might need to communicate effectively through telephone. *Lacks* may refers to a gap of target and existing proficiency of the learners. In addition, Robinson (1995:8) states that lacks are what the students do not know or cannot do in English. For example: one target situation necessity might be to receive reservation of table in the restaurant or room in the hotel through telephone. Whether or not the learners need instruction in doing this will depend on how well they can practice it already. *Wants* refers to the conflict between course designer, sponsors, teacher and learners about necessities as perceived by syllabus designer or ESP teacher and what the learners want or feel based on their needs. Hutchinson and Waters (1987:57) illustrate the paragraph below as the example:

Jose Lima is a Brazilian salesman. He needs to be able to talk on the telephone to customers and to other colleagues. He also needs to read catalogues and business letters. Jose is an outgoing, sociable man, who gets on easily with people. His spoken English is not accurate, but is fluent. His employer feels that Jose's real need is for greater accuracy in spoken conversation, because it reflects badly on the company's image to have one of its representatives speaking very incorrect English. However, Jose feels that his spoken English is very good, and he resents the implication that it is not. After all, he communicates very well. He sees the English classes as a criticism of his performance as a salesman. He, therefore, has little motivation to attend classes.

In this research, the writer just wants to analyze the learners' needs based on the necessities in relation with Target Situation Analysis (TSA), because 'lacks' is included on the necessities and 'wants' is just about the psychological conflict between the syllabus designer or the teacher and the learners. Furthermore, the writer wants to eliminate the problem, which focus on the necessities.

### **1.3.2 Learning Needs**

In this study, learning needs refer to the way of the learners going to get from the starting point to the destination. In this case, the destination is the target situation (Hutchinson and Waters, 1987:60). Moreover, Hutchinson and Waters add the result of the target situation analysis may be recorded in terms of language items, skills, strategies, subject, knowledge, etc., and learning needs will show how those items are used to be learnt. In this research, the learning needs will be related to Present Situation Analysis (PSA) which emphasize on the strength and the weaknesses of the learners on the start of the course.

### **1.4 Objectives of the Study**

Based on the problems to be investigated, the objectives of conducting this study are:

- 1) to analyze learners' needs for ESP course at Hotel and Tourism Program of Business Training Center (BTC) Jember in the 2001/2002 academic year,

- 2) to analyze learning needs for ESP course at Hotel and Tourism Program of Business Training Center (BTC) Jember in the 2001/2002 academic year.

### **1.5 Significances of the Study**

The result of this research will hopefully be useful for the instructor, the Branch Manager and the other researchers. *For the Teacher*, it will be useful to know the learners' and learning needs in his class objectively, so he can decide what parts of the weaknesses need further attention. *For the Branch Manager*, the research will give him information about the learners' and learning needs of the course carried out by the instructor. *For the other researchers*, the result of this research can be used as information or input to conduct further research.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Definition of ESP

It is essential to discuss the definitions of ESP, that it is a popular activity around the world today (Robinson, 1995:1). According to Robinson (1980:5) and White (1988:18), the term English for Specific Purposes (ESP) was derived from language (s) for Special Purposes (LSP) and it was firstly known as English for Special Purposes (in Sukmaantara, 1997). Robinson (1980) says that special means special and restricted languages, while specific is more focussed on the learners' specific attention and "refers to the whole range of language resource".

There are many types of ESP. As a branch of English as foreign language (EFL), ESP is divided into two main types. Hutchinson and Waters (1987:16) define ESP differentiated according to whether the learner requires English for Academic Study (EAP: English for Academic Purposes) or for work/training (EOP/EVP/VESL: English for Occupational Purposes/English for Vocational Purposes/Vocational English as a second Language). At the next level down, they distinguish ESP by the general nature of the learners' specialism. Three large categories are usually identified here: EST (English for Science and Technology), EBE (English for Business and Economics) and ESS (English for the Social Sciences).

Hutchinson and Waters (1987:18) offer three criteria to get closer to a definition of ESP by showing what ESP is not. Firstly, ESP is "not a matter of teaching specialized varieties of English". In these criteria, the learner is more likely to meet in the learning needs and target situation. Secondly, ESP is "not just a matter of science words and grammar for scientists or Hotel words and grammar for Hotel staff and so on". It means that there is a close relationship between particular words and grammar of particular fields study with structure. In this case, they should support each other. The third ESP is not different in kind from any other form of

language teaching". There is no difference between methodology in ESP and General English (GE), but the most important thing is making the methodology more effective and efficient in learning. Furthermore, Hutchinson and Waters (1987:19) conclude that ESP must be seen as an approach to language teaching in which all decisions as to content and method based on the learner's reason for learning. In addition, Blackie (1979) states that ESP refers to programs designed for homogeneous groups of learners that have aims and specific learning objective in communication term. It can be said that ESP is an approach which has specific objective based on the need analysis of the certain groups of learners.

According to Strevens (in Johns and Dudley-Evans, 1991), ESP has absolute and variable characteristics. The absolute consists of four characteristics:

English language teaching, which is:

- designed to meet specified needs of the learner
- related in content (i.e., in its themes and topics) to particular disciplines, occupations and activities
- centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc, and analysis of this discourse
- in contrast with General English.

Citing Johns and Dudley-Evans (1991), Sukmaantara states that the variables consist of two characteristics. Firstly, ESP may or may not focus on a particular language skill (e.g., reading only), and it is not thought by following a "pre-or-dained" methodology. Secondly, ESP does not waste time because it focuses on the learner's needs. Therefore its attempt to be relevant to the learner so that learning can occur more successfully and effectively than that of "General English" (Strevens in Johns and Dudley-Evans, 1991).

## **2.2 ESP Courses/Programs**

It is very important to define what ESP courses are in order to provide clear responses from adult language institution, publishers, planners and writers for the ESP programs. In this case, Munby (1978:2) argues ESP courses as:

those where the syllabus and material are determined in all essentials by the prior analysis of the communication needs of the learner, rather than by non learner-centered criteria such as the teacher's institution pre determined preference for General English or for treating English as part of general education.

From the statement above, it can be concluded that in ESP courses, it should also be important to distinguish the English course for students who need ESP for study or for work. Munby (1978:2) supports two major categories of ESP course. Firstly, where the participant need English to perform part of all his occupational duties, e.g. working civilaviation or tourist hotel management (appropriately labeled English for Occupational Purpose-EOP). Secondly, where the participant needs English for Educational Purpose, to pursue part or all of studies (referred to as English for Academic Purpose-EAP). This obviously matches Robinson's (1995:4) idea that students study English not because they are interested in the English language (or English language culture) but since they need English for study or work.

ESP course that might appear is concerned with very clear schedule and course objective. Moreover, the institution and teachers should create those programs properly. The aim is to produce a syllabus, which gives high priority to the language forms that students would meet in their studies and give low priority to forms they would not meet (Hutchinson and Waters, 1987:10).

To make the transformation of the lesson is easier to understand, the students of an ESP course should be adult or have mastered Basic English rather than children in Elementary school. Blackie (1979) states that ESP should be reserved for students who have mastered 'Basic English' and that there was little point in teaching students at a lower level any language, which was 'tehnical' or 'advanced'. In addition, Robinson (1995:3) suggests that the students of ESP are not the beginners but after they study General English for some years.



Since the ESP course exists to satisfy a particular educational need, there must be any distinction field of specialist. The student in a class should be from the same kind of work or specialist studies. Therefore, the course should involve specialist language (special terminology) and content, but the most important is the activities that the students engage in (Robinson, 1995:4). The reasons for having a subject-specific approach include two effective factors: face validity and familiarity as identified by Hutchinson and Waters (1987:166). *Face validity* means subject-specific materials look relevant and *familiarity* means learners have got used to work with particular kind of text in the ESP classroom and they will be less of worried about target situation. In this case, conducting ESP course is not free from methodology for ESP.

Methodology in ESP is nothing very specification and it is not far different from ESL class (Hutchinson and Waters, 1987:142). ESP teacher can certainly learn about methodological material of General English (GE) and General ESL. Robinson (1995:47) argues that ESP is almost the same as general ELT. How to make the class of ESP livelier and active is more important. Besides, learners enjoy having effective environment for both learners and practitioners in communicative acts, it also needs to be paid attention. The basic learning features such as; learner's interest, enjoyment, creativity and involvement could be included (Robinson, 1995:46).

Robinson (1995:6) states that by methodology, she refers to what goes in the classroom, to what students have to do. The technique for General English can be available applied in ESP class (Hutchinson and Waters, 1987:142). Therefore, the teacher does not necessary to learn new methodology, because classroom skills and techniques acquired are almost the same. Swales (in Robinson, 1995:97) clarifies that a great deal General ELT materials, level of technique and methodological suggestions could be learnt by ESP practitioners.

The difference between ESP class and General ELT is ESP learner has specialism, but General ELT has no specialism. According to Robinson (1995:46), the basic keys that must be considered are the relations between the methods and the

student's specialism, and the nature of language practice. ESP course should be based on the language skills, which learners require cope with target situation (Hutchinson and Waters, 1987:142). They also offer some ways of method in ESP, such as: tasks, role-play and simulation, case studies, project work and oral presentation. They way can be based on the material given and authentic goals. In addition, the teacher should select authentic goals and methodology, then realize them within the teaching of language in the classroom. In order the ESP course is not less of worried from the target situation, it is essential to conduct need analysis before the class started.

### 2.3 Need Analysis

An analysis based on the learning and learners need in order to construct syllabus and course material, can be called as need analysis. In this matter, Hutchinson and Waters (1987:8) have slogan "Tell me what you need English for, and I tell you the English that you need". It means ESP teachers should firstly find out what the learners' needs before designing syllabus and course materials (Sukmaantara, 1997). In this case, ESP teacher will not rely entirely on a general course book that is usually designed "around general human interest topics, situation, functions, etc." (Robinson in Sukmaantara, 1997), but they select those that are linked to the learners.

In many cases, need analysis is still needed to prepare and to get the target of the course. Huckin and Olsen (in Johns and Dudley-Evans, 1991) state that the use of experts to suggest and confirm needs and discourse analysis hypothesis has continued since that time. This obviously matches Flowerdew's (1990) ideas that need analysis, the feature many see as the distinguishing feature of ESP courses, is now also well accepted as a tool for General English course design. Robinson (1995:7) also argues that needs analysis is generally regarded as criteria to ESP, although ESP is by no means the only educational enterprise, which makes use of it. There are two kinds of needs, as identified by Hutchinson and Waters (1987:54), learners needs and learning needs. In relation to the 'needs', Robinson suggests to the term of TSA and PSA.

Therefore, the following section will discuss further about learners' needs, learning needs, PSA and TSA.

### 2.3.1 Learners'-Needs

Learners needs in this context will refer to goal oriented. Robinson (1995:8) argues that goal oriented equally as product with a target view of needs to identify the target level product at the end of an ESP course. According to Hutchinson and Waters (1987:54), target needs can be formulated as what the learner needs to do in the target situation. It is more useful to look at the target situation in the term of necessities, lack and wants. The following is the complete explanation of those categories as identified by Hutchinson and Waters (1987:55-56):

#### *a). Necessities*

We can call 'necessities' as the type of need which is determined by the demands of the target situation, that is what the learner has to know in order to function effectively in the target situation. For example, a businessman or woman might need to understand business letters, to communicate effectively at sales conferences, to get the necessary information from sales catalogues and so on.

#### *b). Lacks*

To identify necessities alone, however, is not enough, since the concern in ESP is with the need of particular learners. You also need to know what the learner knows already, so that you can then decide which of the necessities the learner lacks.

#### *c). Wants*

Bearing in mind the importance of learner motivation in the learning process, learner perceived wants could not be ignored. What this means in practical terms is well illustrated by Richard Mead/s (1980) account of this research into the motivation of students following ESP courses in the faculties of Medicine, Agriculture, and Veterinary Science at a University in the Middle East.

Based on those categories, it can be said that the analysis of learner's needs involve far more than simply identifying the linguistics features of the target situation. In this case, Hutchinson and waters (1987:21) suggest to asks wide range of questions: general and specific, theoretical and practical in order to provide a rational

basic for the subsequent process of designing the syllabus, writing the material, teaching in the classroom and evaluation. The following are the questions that should be known by the teacher:

**Why** do the students need to learn?

**Who** is going to be involved in the process? This will need to cover not just the student, but all the people who may have some effects on the process: teachers, sponsors, inspectors, etc.

**Where** is the learning to take place? What potential does the place provide? What limitation does it impose?

**When** is the learning to take place? How much time is available? How will it be distributed?

**What** does the student need to learn? What aspect of language will be needed and how will they be described? What level of proficiency must be achieved? What topic areas will need to be cover?

**How** will the learning be achieved? What learning theory will underlie the course? What kind of methodology will be involved?  
(Hutchinson and Waters, 1987:21)

The following is an example of a framework for finding out learners' needs:

*A framework for analyzing target situation*

**Why** is the language needed?

- for study;
- for work;
- for training;
- for a combination of these;
- for some other purposes, e.g. Status, examination, promotion

**How** will the language be used?

- medium: speaking, writing, reading, etc.;
- channel: e.g. Telephone, face to face;
- types of text or discourse: e.g. academic texts, lectures, informal conversation, technical manual, and catalogues.

**What** will the content areas be?

- subject: e.g. technician, biology, architecture, shipping, commerce, engineering;
- level: e.g. technician, craftsman, postgraduate, secondary school.

**Who** will the learner use the language with?

- native speakers or non-native;
- level of knowledge of receiver: e.g. expert, layman, student, relationship: e.g. colleague, teacher, customer, superior, subordinate

**Where** will the language be used?

- physical setting: e.g. office, lecture theatre, hotel, workshop, library;
- human context: e.g. alone, meetings, demonstrations, on telephone;
- linguistic context: e.g. in own country, abroad.

**When** will the language be used?

- Concurrently with the ESP course or subsequent, in large chunks. (Hutchinson and Waters, 1987:59-60).

This framework has function to find out the learner's target roles. Another aim is to specify the language skills or linguistics, which is needed to perform their roles adequately.

### 2.3.2 Learning Needs

Learning needs in this context will refer to the process oriented. It is emphasized on the process of learning in the ESP course. Process oriented, according to Robinson (1991:8), equating process with a learning view to identify processes which students will need to control at the end of an ESP course. Furthermore, Hutchinson and Waters (1987:60) suggest to consider the route of the learning or the way of the learning going to get from starting point to the destination to have any useful analysis of need, that is called learning needs. The following is an example of a framework for finding out learning needs.

#### *A framework for analyzing learning needs*

**Why** are the learners taking course?

- compulsory or optional;
- apparent need or not;
- Are status, money, promotion involved?
- What do learners think they will achieve?
- What is their attitude towards the ESP course? Do they want to improve their English or do they resent the time they have to spend on it?

**How** do the learners learn?

- What is their learning background?
- What is their concept of teaching and learning?
- What methodology will appear to them?

- What sort of techniques are likely to bore/alienate them?

**What** resources are available?

- number and professional competent teacher;
- attitude of teacher to ESP;
- teachers' knowledge and attitude to subject content;
- materials;
- aids;
- opportunities for out-of-class activities.

**Who** are the learners?

- age/sex/nationality;
- What do they know already about English?
- What subject knowledge do they have?
- What are their interests?
- What is their social-cultural background?
- What teaching styles are they used to?
- What is their attitude to English or to the culture of the English speaking world?

**Where** will the ESP course take place?

- Are the surroundings pleasant, dull, noisy, cold etc?

**When** will the ESP course take place?

- time of day;
- every day/once a week;
- full-time/part-time;
- concurrent with need or pruned.

(Hutchinson and Waters, 1987:62-63)

This framework is used to analyze what they are able to do and what difficulties they might have. By understanding such learner's difficulties, ESP teachers may assume what they require in order to learn well (Sukmaantara, 1997)

### 2.3.3 Target Situation Analysis

Target Situation, according to Hutchinson and Waters (1987:12) is the situation in which the students will use the language they are learning. Further, they argue that by first identifying the target situation and then, carrying out a rigorous analysis of the linguistics features of that situation, the ESP course design process should be proceed. TSA can be meant as an analysis of the situation in which the

learners use the language. Robinson (1995:8) states that TSA is a need analysis, which focuses on learners' need at the end of a language course.

In this case, TSA may be target-centered, which is to say that it looks at learners future role(s) and attempts to specify what language skills or linguistics knowledge the learners needs in order to perform the role(s) adequately (Bloor, 1984). TSA deals with two different stages for the students through theory and practice. Therefore, the institution and the teacher get ready for a further training course through English medium for preparing the jobs after taking a course. Based on the fact, Johns and Dudley-Evans (1991) say that:

‘ESP materials designers and practitioners continue in their efforts to improve and expand their collection and analysis techniques. They argue that all students are enrolled in ESL or EFL classes for particular reasons and that the students target English situation have identifiable elements; thus, it is the responsibility of teachers to discover these factors and to deliver courses that are suitable for their students populations’.

May be the requirements of the English language in theory of course training and the practice of later job will be different, but both need to be considered as well. Because the jobs sometimes only involves few of reading and writing and more focused on discussion and negotiation in English. In this case, beside practicing on examination and answering on theory of lesson, the learners are also eager to practice a lot of oral work for their jobs to be.

#### **2.3.4 Present Situation Analysis (PSA)**

Present Situation Analysis (PSA) is a need analysis, which focuses on establishing at the start of student's language course, investigating their strengths and weaknesses (Robinson, 1995:9). PSA can be learner-centered, which is to say that it examines what the learner can do at the commencement of the course, what problems he or she may have or what skills he may posses that will enable him to learn well in certain directions (Bloor, 1984). By conducting this analysis the teacher will find out what the strength or the skill of the learners may posses and the weaknesses or

problems of the learners in the learning situation. Risterich and Chancerel (in Robinson, 1995:9) suggests that there are three basic sources of PSA information: the students themselves, the language teaching establishment, and the user institution, for example the students' place of work. PSA is conducted before TSA in order to know the information of students' ability of their respective levels for each of those sources, involve financial and technical and their views on language teaching and learning. This is general agreement that as much as possible of the needs analysis should be completed before any course or series of courses start. PSA needs to be repeated during the life of the course, because the PSA may change (Robinson, 1995:15).



## CHAPTER III RESEARCH METHOD



This research was conducted by applying qualitative and quantitative methods. The following section discusses research design, area determination method, respondent determination method, data collection method, and data analysis method.

### 3.1. Research Design

As this research was intended to describe deeply learners' and learning needs for ESP course at BTC, the suitable research design chosen was a case study. According to Merriam (in Bogdan and Biklen, (1992:62), "A case study is a detailed examination of one setting or a single subject, a single depository of document, or one particular event". In addition, Robinson (1995:13) states that a case study is one of the observations in which one individual is shadowed over period of time, so that the information obtained to support the data will be more detail.

The procedures of the research design included:

- a. designing the guides for questionnaires, interview, documentation and observation
- b. distributing the questionnaires to the learners
- c. interviewing the teacher
- d. observing the teaching learning process
- e. collecting the data needed from documents
- f. analyzing the questionnaires data. The technique applied is descriptive quantitative
- g. analyzing the interview, documentation and observation data. The technique applied is descriptive qualitative
- h. cross-checking the analysis data of questionnaires with the analysis data of interview, documentation and observation.

### **3.2 Area Determination Method**

The area where the researcher conducted the research must be determined. In this research, purposive sampling area was used. Team FKIP Universitas Jember (1994:14) state that purposive sampling was used by the researcher when she or he directly decides the research area in a certain place, not in other place. The researcher conducted the research at the Business Training Center (BTC) which is located at Jl. Bedadung 1 Jember. BTC is an institution, which conducts a Diploma 1 (D1) degree education. This area was chosen because the condition of the area has been well recognized and this institution provides sufficient time, facilities and the data needed.

### **3.3 Respondent Determination Method**

This research used population method to determine the respondents. As this research would analyze learners' needs and learning needs for ESP course at Hotel and Tourism Program, all of the Hotel and Tourism learners, which consist of 21 learners and an ESP teacher at BTC Jember became the respondents. According to Arikunto (1996:15), if a researcher wants to investigate all of the elements in the research area, the researcher can use population method to determine the respondents. Moreover, she adds (1996:117), population only used for a research which has a few subjects or not more than a hundred respondents.

### **3.4 Data Collection Method**

The data to be collected in this research were about the learners' and learning needs for ESP course. Concerning with this research, there were four methods used in collecting data. The methods were used orderly. They were as follows: *questionnaire, interview, documentation, and observation.*

#### **3.4.1 Questionnaire**

Questionnaire is one of data collection instruments that are very flexible and easy to use, the data finding is factual categories (Azwar, 1997:101). According to Robinson (1991:12), questionnaires can be sent fairly easily to a

large number of people. In this research, the data about the learners' and learning needs for ESP course in relation with PSA and TSA are taken from questionnaire. The questionnaires consist of seven items for learners' needs and eight items for learning needs, each of which had several options. To avoid learners' misunderstanding, the writer gave clear explanation about need analysis and gave the questionnaires written in Indonesian.

#### **3.4.2 Interview**

Interview could be conducted by questioning the key informants about facts of a case or phenomena and asking them to express their own opinion about the case (Yin, 1997:108). The interviewee was an ESP teacher. The data about teacher's procedures in conducting ESP course were to support the data of learners' and learning needs which were taken from the result of an interview. As the research needs to get valid data from the respondent, the interview technique chosen was co-research interview. In this technique of interview, the researcher gave clear information to the respondents about the objective of the research and the data needed (Faisal, 1990:63).

#### **3.4.3 Documentation**

This method was used to get data from written documents, which were called formal documents. Formal documents include: memos, meeting summary, formal publication, achieve, statistics, data and other from of documents (Bogdan and Biklen, 1992:30). In this research, the intended formal documents were the teachers' syllabus/lesson plan, textbooks and the identity of the students.

#### **3.4.4 Observation**

The method of observation involves the research in watching, recording and analyzing event of interest (Blaxter et al., 1997:158). In conducting this research, the writer used direct observation. In this method, the writer directly entered into respondent community to know directly the activities in the ESP

course and to get the data, which support the data about strengths and weaknesses in the teaching-learning process.

### 3.5 Data Analysis Method

There are two kinds of data in this research, primary data and supporting data. The primary data involve: the necessities of the learners related to target situation and strengths and weaknesses of the learners related to present situation. The supporting data involve: teaching procedures in conducting ESP course related to need analysis, teaching materials/course book, syllabus and learners identification and learning activities in the classroom.

Referring to the kinds of data to be collected, descriptive quantitative and descriptive qualitative methods were applied to analyze the collected data.

- a. *Descriptive quantitative* was applied to represent the data in the form of percentage, which was informed about how far every item supports all of the problem context discussion (Arikunto, 1993:331). It was applied to analyze the data, which was gotten from the questionnaire. The steps to analyze the finding data involve percentage the data per-item and per-option, determining the higher and lower percentage result and interpreting the percentage from questionnaire data resulted. According to Blexter, et al (1997:197), interpretation is the process by which the researcher put him/her own meaning on the data that have been collected and the percentage formula applied was as follows:

$$P = \frac{f}{N} \times 100 \%$$

Notes: P = percentage of each option

f = frequency of the students selected the options

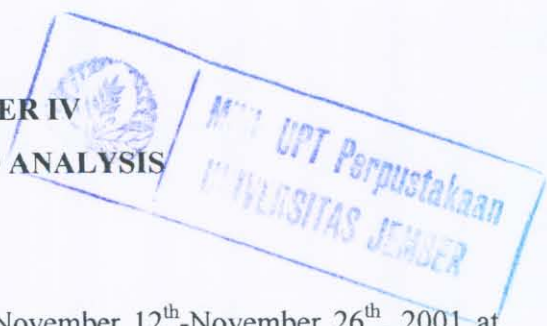
N = the number of individual (Sudijono, 1994:40)

- b. *Descriptive qualitative* was applied to give a predicate to the variables, which had been investigated based on the real condition (Arikunto, 1993:335). This technique was applied to analyze the supporting data, which was collected by interview, documentation, and observation. The data resulted from these techniques as the crosscheck of the questionnaire results.

Those analyses were clarified as follows:

No.	Analysis	Kinds of Data	Sources	Techniques
1.	Descriptive Quantitative	<ul style="list-style-type: none"> <li>- necessities of the learners related to target situation</li> <li>- strengths and weaknesses of the learners related to present situation</li> </ul>	Learners	Questionnaire
2.	Descriptive Qualitative	<ul style="list-style-type: none"> <li>- teacher procedures in conducting ESP course related to need analysis</li> <li>- teaching materials/course book, syllabus and the identity of the learners</li> <li>- learning activities in the class</li> </ul>	Teacher  Formal document  - teacher - students	Interview  Documentation  Observation

**CHAPTER IV  
RESULT AND ANALYSIS**



This research was conducted on November 12<sup>th</sup>-November 26<sup>th</sup>, 2001 at Hotel and Tourism Program of Business Training Center (BTC) Jember. The data were gathered by questionnaire, interview, observation and documentation.

**4.1 Results of Questionnaire**

There are two kinds of questionnaire results: results of questionnaire of learners' needs in relation with Target Situation Analysis (TSA) and results of questionnaire of learning needs in relation with Present Situation Analysis (PSA).

**4.1.1 Learners' Needs in Relation with Target Situation Analysis (TSA)**

Dealing with the objective of attending the English subject at BTC, 100% of the respondents chose option **a** and none selected options **b** or **c**.

No.1. *What is your objective to study English at Hotel and Tourism Program?*

- |   |      |                |
|---|------|----------------|
| a. It is needed to get and to do the job of hotel and tourism field | 100% | 21 respondents |
| b. Do not know  | -    | none           |
| c. Other reasons  | -    | none           |

It means that all of the respondents believed that studying English at Hotel and Tourism Program was needed to get and to do the job.

In line with the language skills would be used in relation with the respondents' jobs to be in hotel and tourism field, 6 respondents or 28.6% noted option **a**. Fifteen respondents or 71.4% selected option **e**.

No.2. *What language skills which will be used in relation with their jobs in hotel and tourism field?*

a. Speaking	28.6%	6 respondents
b. Reading	-	none
c. Writing	-	none
d. Listening	-	none
e. Other choices	71.4%	15 respondents

(two, three and all the four language skills)

It can be predicted that most of them believed that the language skills needed not only one isolated language skill, but they also needed two, three or all the four language skills. In this case, 5 of 15 respondents wrote Speaking and Listening, while the others, 10 respondents notified the combination of the four language skills. For six respondents who chose option **a**, regarded that the language skill needed for their jobs to be was Speaking. The respondents considered that they would not limit only one language skill, such as: Reading, Writing or Listening, because none chose options **b**, **c** or **d**.

Concerning the media in applying English in their jobs to, 11 respondents or 52.3% selected option **b** and 10 respondents or 47.7% selected option **e** and none selected options **a**, **c** or **d**.

No.3. *What kind (s) of media that will be used to communicate in your jobs at hotel and tourism field?*

a. Telephone	-	none
b. Face to face	52.3%	11 respondents
c. Correspondence	-	none
d. Do not know	-	none
e. Other choices	47.7%	10 respondents

(either through telephone, face to face or correspondent)

It means that beside direct or face to face conversation, none chose the media in applying the language only on telephone, correspondence only or do not know. It was proved by 11 respondents who noted face to face conversation and 10 respondents noted the combination of telephone conversation, face to face conversation and correspondence.

Dealing with the materials needed in hotel and tourism jobs, the respondents who selected option **a** were 10 or 47.7% and selected option **d** were 11 or 52.3%. None chose options **b** or **c**.

No.4. *What kind of material (s) needed in hotel and tourism jobs?*

a. Conversation	47.7%	10 respondents
b. Correspondence	-	none
c. Do not know	-	none
d. Other choices (conversation, correspondent and hotel and tourism knowledge)	52.3%	11 respondents

It was clear that they have been consistent with their choices about situation in which they used the language (item number 3). The item number 3 has shown that the respondents needed the language skills to communicate through face to face and combination between correspondence, telephone, and face to face conversation. Therefore, they needed materials to get the language, such as: conversation and combination of conversation, correspondence and hotel and tourism knowledge. Ten respondents noted that the material needed was conversation. Eleven respondents noted that they not only needed conversation, but also the combination of conversation, correspondence and hotel and tourism knowledge. On the other hand, none of the respondents considered that they only needed correspondence material.



In line with the English level needed, 42.8% chose option **b**, 33.3% chose option **c**, 22.3% chose option **e** and none chose options **a** and **d**.

No.5. *What is the language level needed for your jobs to be?*

a. Senior High School level	-	none
b. Diploma 1 level (1)	42.8%	9 respondents
c. Scholar level	23.9%	7 respondents
d. Do not know	-	none
e. Other choices (as long as they can do the jobs and use the language well)	23.3%	5 respondents

These results showed that 9 respondents needed diploma 1 level, 7 respondents needed scholar level. It sounds hard, because they were in D1 degree students. Different from those respondents, 5 respondents considered that it was more important for them to be able to do the jobs and used the language in their jobs. None of them chose option **a** (Senior High School level) or option **e** (do not know).

Dealing with the people who would use English with the respondents when they become hotel and tourism workers in the future, 9 respondents or 42.8% chose option **a**. None chose options **b** and **d**, 5 respondents or 23% chose option **c** and 5 respondents or 23.9% chose option **e**.

No.6. *With whom will you use the language?*

a. Native speakers	42.8%	9 respondents
b. Indonesian people	-	none
c. Foreign people but non-English native speakers	23.9%	5 respondents
d. Do not know	-	none
e. Both (point a and c)	23.9%	5 respondents

It means that most of them would use the language with native speakers. For 5 or 23.9%, would use the language with foreign people, but non-English native speakers. The others, 5 or 23.9% decided that they would use the language with native speakers and foreign people but non-English native speakers. All of the respondents believed that they would not use English with Indonesian people. It was proved by none chose option **b**.

Concerning language receiver in the respondents' jobs to be, 15 respondents or 71.4% chose option **a** and 6 or 28.6% chose option **d**.

No.7. *Who is (are) the language receiver in the learners' jobs to be?*

a. Customers	71.4%	15 respondents
b. Superiors	-	none
c. Colleagues and Subordinates	-	none
d. Other Choices	28.6%	6 respondents
(two, three or all options)		

It means that most of them, 15 respondents, would use the language with customers. Six respondents were sure that the language receivers not only the customers, but also the other people who have relationship with their jobs to be. With regard to this problems, 3 of 6 respondents noted superiors and customers, while the others noted that all of the relationship, such as: customers, superiors, colleagues and sub ordinate as the language receiver. For options **b** or **c**, none chose it, they considered that the language receiver not only superiors, colleagues or sub ordinates, but also two, three or all of the options.

#### 4.1.2 Learning Needs in Relation with Present Situation Analysis.

Dealing with the learners' opinion about, none of the respondents chose option **a**, 10 or 47.7% chose option **b** and 11 or 52.3% chose option **c**.

No.1. *What do you think about English?*

a. Easy	-	none
b. At the average	47.7%	10 respondents
c. Difficult	52.3%	11 respondents

It means that none of them noted that English was easy. Ten of them considered that English were not too easy and not too difficult. More than a half of them, 11 respondents, considered that English was difficult.

In line with the English language which was used by the learners for daily life (see Appendix 3 item number 2), none of the respondents chose option **a**, 10 or 47.7% chose option **b** and 11 or 52.3% chose option **c**.

No.2. *Do you use English in your daily life?*

a. Always	-	none
b. Sometimes	47.7%	10 respondents
c. Never	52.3%	11 respondents

It means that none of them who always use English in their daily life. Some of them, 10 respondents, sometimes use English and the others, 11 respondents, never use English for daily life. The results of this item still have connection with item number 1 in which all of the respondents who never use English in their daily life noted that English was difficult.

In connection with the boring learning methods according to the learners, most of the respondents, 19 or 90.5% chose option **a** and only 2 respondents or 9.5% chose **b**. None of them chose option **c**.

No.3. *What is the boring method in ESP course?*

a. Lecture	90.5%	19 respondents
b. Discussion	9.5%	2 respondents
c. Demonstration	-	none

It means that most of them were bored with lecture method and only 2 of them were bored with discussion method. The respondents believed that demonstration was not the boring method in ESP class.

Concerning the interesting method according to the learners, 2 respondents or 9.5% chose option **a**, 3 or 14.3% chose option **b**, 3 or 14.3% chose option **c** and 13 or 61.9% chose other choices (option **d**)

No.4. *What is the boring method in ESP course?*

a. Lecture	9.5%	2 respondents
b. Discussion	14.3%	3 respondents
c. Demonstration	14.3%	3 respondents
d. Other choices (both discussion and demonstration)	61.9%	13 respondents

It means that the most interesting method according to the respondents, 13 respondents, were discussion and demonstration methods. The others, 2 respondents, selected lecture, 3 respondents selected demonstration as the interesting method in teaching and learning process.

In line with the easiest language skill for the respondents, most of the respondents, 16 or 76.1% noted option **a**, and 5 respondents or 23.9% noted option **d**. None of them chose options **b** or **c**.

No.5. *What is the easiest language skill?*

a. Reading	76.1%	16 respondents
b. Writing	-	none
c. Listening	-	none
d. Speaking	23.9%	5 respondents

It means that most of them considered that reading was the easiest language skill and for 5 respondents, speaking was the easiest language skill. On the other

words, writing and listening were difficult for them, because none selected these options.

In contrast with the item above, this item talks about the result of the most difficult skill for the learners. None of the respondents selected option **a**. Most of them selected options **c** and **d**, 9 or 42.8% chose option **c** and 9 or 42,8% chose option **d**. Three or 14.3% selected option **b**.

No.6. *What is the most difficult language skill?*

a. Reading	-	none
b. Writing	14.4%	3 respondents
c. Listening	42.8%	9 respondents
d. Speaking	42.8%	9 respondents

It means that most of them considered that listening and speaking were the most difficult language skills, and few of them considered that writing was the most difficult language skill. In other words, all of them believed that reading was the easiest language skills.

Concerning the learners who have joint English course before entering BTC, most of the respondents, 16 or 76.1% chose option **b** and 5 or 23.9 % chose option **a**.

No.7. *Have you joined English course before entering BTC?*

a. Yes	23.9%	5 respondents
b. No	76.1%	16 respondents

It means that most of them, 16 respondents never joined English course before entering BTC. This item was the crosscheck of the item number 1, in which a half of them thought that English was difficult. For the learners who have joint English course, considered that English was not too easy and not too difficult.

Concerning the time needed to study ESP for Hotel and Tourism in a week, 5 respondents or 23.9% selected option **a**, 12 or 57.1% selected option **b** and 4 or 19% selected option **c**.

No.8. *How many times needed to study ESP in a week?*

a. Once in a week	23.9%	5 respondents
b. Twice in a week	57.1%	12 respondents
c. More than twice in a week (2 learners need 3 times in a week and 2 learners need 4 times in a week)	19%	4 respondents

It means that 12 respondents considered that they needed twice meeting in a week, 4 respondents considered that the time needed was more than twice in a week. Whereas, 5 respondents considered that once meeting in a week was sufficient time to learn ESP for Hotel and Tourism. Four respondents who considered that they needed more than twice in a week, 2 of them noted three times meeting in a week and out of the others, noted four times meeting in a week.

#### **4.2 Results of Interview**

There are two parties results of interview: results of teachers' procedures in conducting ESP course related to learners' needs in relation with Present Situation Analysis and results of teachers' procedures in conducting ESP course related to learning needs in relation with Target Situation Analysis.

##### **4.2.1 Teachers' Procedures in Conducting ESP Course Related to Learners' Needs in Relation with Target Situation Analysis.**

Concerning with the argument of need analysis (see Appendix 4 item number 1), the ESP teacher said that need analysis was important to be conducted before conducting ESP course. This analysis was aimed at finding out what was needed by the learners in their future jobs.

In identifying need analysis (see Appendix 4 item number 2), the ESP teacher always conducted it before conducting ESP course, because need analysis was important for the teacher to know what the learners' necessities in their field, especially Hotel and Tourism Program. By knowing their needs, the teacher could prepare the goal and material, which were also applied in teaching and learning process. The teacher hoped that the result of this process would make the learners more professional to face their target situation.

In selecting the materials based on the learners' necessities to reach target situation (see Appendix 4 item number 3), the teacher had several requirements. The requirements consist of three criteria. The first, the materials should have close relationship with the fact in the fields. The second, the materials should have practical than theoretical purpose. The last, the materials should be in accordance with the students' level.

Concerning the topics of materials, which were offered in syllabus (see Appendix 4 item number 4), usually covered the learners' necessities to reach target situation. The teacher informed that in this process, the teacher would contact the other teachers, such as: food and beverage teacher, house keeping teacher and sanitation and hygienist teacher to make the material more perfect (additional information).

Related to the purposes of the institution in conducting ESP course (see Appendix 4 item number 5), the institution had target to produce the human resources who have skills in their fields and ready to work in the company of hotel and tourism.

In connection with, the language skills needed (see Appendix 4 item number 6), according to the ESP teacher, ESP for Hotel and Tourism included four language skills, but Speaking was very much needed. Speaking would be used very often in their target situation. If the learners could speak English fluently, they would be ready to compete with the others in looking for a job and would be useful to add it in their references.

#### **4.2.2 Teachers' Procedures in Conducting ESP Course Related to Learning Needs in Relation with Present Situation Analysis.**

Regarded to the ESP teacher's procedures in finding the strengths and weaknesses of the learners in ESP course (see Appendix 5 item number 1), these included conducting pre-test to classify the learners' English level and dividing them into two classes. Based on the result of the pre-test, the teacher was not necessary to divide the learners into two classes. Moreover, most of the learners of Hotel and Tourism Program at BTC Jember were from the same level, with the same educational background (from the results of documentation).

In line with the strategies (see Appendix 5 item number 2), the teacher has his own strategies to cover the learners' weaknesses. The strategies involved were: giving the learners reinforcement and spirit in order that they were more active in the class, giving additional meeting to the learners who had problems with their study and giving remedial teaching for the learners who had bad score in a test.

Dealing with the methodology of ESP course (see Appendix 5 item number 3), it was not quite different from General English. In this case, the teacher said that he would use several methods in ESP classes. He would choose the appropriate methodology based on the materials or topics to be discussed. For example: he would apply discussion and demonstration for Speaking.

### **4.3 Results of Documentation**

There are three kinds of documentation results: results of learners identification, syllabus and course book.

#### **4.3.1 Learners Identification**

The results of the documentation involved were: that the number of Hotel and Tourism Program learners was 21 learners, aged between 17 up to 21, consisting of 11 males and 10 females. Learners did not have any other study or work besides studying Hotel and Tourism Program of BTC Jember. The education backgrounds of the learners were 15 people graduated from Senior High Schools



and 6 learners from vocational schools. Based on the information of Front Office Department, at BTC (especially Hotel and Tourism Program) the learners take ESP course after finishing Fluency I and Fluency II levels instead of General English.

#### **4.3.2 Syllabus**

As the aim of the materials were to give the skills to the learners of Hotel and Tourism Program, the syllabus tended to give moral support to the teacher and learners who made the language learning appeared manageable. The syllabus at Hotel and Tourism Program of BTC covers the following topics:

1. Explanation of Symbols,
2. Making a Booking,
3. Advertisement,
4. Front of House,
5. Visitors Problems,
6. Tourist Information,
7. The Travel Agents.

The topics above would be divided into 16 meetings and each meeting was held once a week. The syllabus of Hotel and Tourism of BTC did not include methodology to conduct ESP course in every meeting.

#### **4.3.3 Course Book**

The kinds of teaching materials used by the teacher in ESP for Hotel and Tourism were a combination of in-house material and textbooks. The following talks about in-house materials and a textbook used by the ESP teacher at BTC Jember.

##### **A. In-house Material**

At BTC, the in-house materials were as follows:

1. Application for a Job,
2. Brochures of Hotel,
3. Reception Conversation,

4. Offer and Reply Letters,
5. Personnel Structure in the Food Service Industry,
6. The Food Service Industry,
7. Making Reservations at a Travel Agency,
8. Choosing a Hotel,
9. Dealing With Complaints
10. The Tourist Industry
11. Tourism and Transportation.

*The following is an example of a Hotel Brochure:*

### **WELCOME TO IBIS**

Located in the near of Yogyakarta's Business District, right on the famous Malioboro street and also connected with the biggest shopping mall in town. IBIS Malioboro caters for business travelers of Central Java. Only 40 minutes to Borobudur Temple, one of the Seven Wonders of the World.

From the moment you arrive to the time you check out, you can be assured of the finest quality and service. All of our staff have been carefully selected and trained to ensure that you stay with us is a memorable one. Our reception is open 24 hour a day. Facilities and services include: Guest Relation Officers, Safety Deposit Boxes, 24 Hours Room Service, Satellite TV, In-house Movies, Coffee Shop Lounge Bar, Pool Bar, Business Center, Drug Store, sauna, Swimming Pool, Fitness Center, Massage, Foreign Exchange, Travel Agents and a Mall with 60 shops.

Welcome to IBIS Malioboro Hotel Yogyakarta, where everything has been designed with you in mind. Whether on business or leisure, enjoy your stay with us and experience the warm welcome of Javanese people while staying in the comfort of an International Hotel.

Our 150 guest rooms and suites are bright, modern and comfortable. Individual room features include, Satellite TV, in-house Movies Channels, IDD Telephone, Minibar, Tea/coffee Making Facilities. Also available, Non smoking Rooms and Disabled Room. All rooms have individual AC controls.

Whether you prefer the extensive Asian and Western breakfast, lunch, and dinner buffet or ordering from our A la Carte menu, the Turangga Coffee

Shop is the place to satisfy all tastes, with the finest cuisine from around the world served in friendly surroundings.

Harjana, our meeting room is the ideal place for your meeting. The equipment is available upon request.

The Sunshine, the fresh cocktails or a leisurely snack while soaking up the sun at our open-air swimming pool, located at the 5<sup>th</sup> floor, fitness center facilities also include exercise room, a sauna and massage.

*(Taken from IBIS Hotel Brochure)*

## **2. Textbook**

At Hotel and Tourism Program, the teacher did not use any textbook. He only took the materials from several resources and designed local materials for the course, which were appropriate with the concept of the syllabus.

### **4.4 Results of Observation**

The activities of teaching learning process in the ESP class were taken from observation. The observation was conducted in the Hotel and Tourism class starting from November 12<sup>th</sup>, 2001 to November 26<sup>th</sup>, 2001. This observation was aimed to know the strengths and weaknesses of the learners in the classroom to support the data of learning needs. The following are the topics that were taught in the class during the observation:

1. Monday, November 12<sup>th</sup>, 2001, Application for a job and sample of career opportunity
2. Monday, November 19<sup>th</sup>, 2001, Application for a job (criteria of application letter) and sample of application letter
3. Monday, November 26<sup>th</sup>, 2001, Reservation (kinds of reservation, e.g. telephone reservation, direct reservation, facsimile reservation, etc) and the example of conversation in telephone reservation.

The followings are the explanation of each got obtained from observation in the classroom. The class of ESP was taught at 03.00 p.m. up to 04.30 p.m. Point 1 was the first observation. The topic discussed was Application for a Job

and the language skill taught was Speaking. The language component was Vocabulary about the job of hotel and tourism. The strategy used by the teacher involved giving the information to the learners about the prospect of hotel and tourism job. To raise the motivation of the learners to study ESP for hotel and tourism, the teacher gave the example of career opportunity from newspaper. When the teacher gave them chance to discuss about the topic, the learners were very enthusiastic, even though not all of them used English to express their ideas. From this observation, it could be seen that the strength of the learners was they had good motivation to study and enjoyed their discussion. On the other hand, the weakness was that they had difficulties to speak English.

In Point 2, the second observation, the teacher continued to discuss about application for a job that was about the criteria of application letter. The language skill taught was Writing and the language component was Vocabulary about the term to arrange application letter. The strategies used by the teacher involved giving explanation to the learners about the criteria of application letters, giving the examples of application letter and asking the learners to make application letters. During the teaching learning process, the teacher used lecture method. The weakness of the learners was they got difficulties to make application letter by the time given with their own words, which was appropriate with the context.

The third observation, in Point 3, the teacher taught about the kinds of reservation, for example: telephone conversation, direct conversation, facsimile reservation, etc. The methods used were discussion and demonstration. In this case, after giving the text of conversation about booking a room through telephone. The teacher and the learners discussed about the guide form to receive the reservation and the teacher asked the learners to demonstrate the conversation in booking a room through telephone using their own words. The language skills, which were appeared in this meeting, were Listening and Speaking. The language component was vocabulary about the term to make conversation through telephone, especially in booking a room. It was almost the same as Point 1, in doing the demonstration; they had difficulties to find appropriate words in this

context. It seems that they had poor English vocabularies. Nevertheless, they were very enthusiastic to demonstrate the conversation.

#### 4.5 Discussion

It is stated in chapter II that ESP is an approach which has specific objective based on the need analysis of the certain groups of learners. In discussing ESP, the term need analysis cannot be avoided, because it is an analysis based on learners' and learning needs to design materials and syllabus of ESP course. At BTC, the teacher has been conducting need analysis. From the result of interview, the teacher said that he always conducted need analysis, because it was very important for him to know what the learners' necessities in their jobs to be. Moreover, the teacher could prepare the goals and materials, which were applied in teaching-learning process.

In this study, need analysis was focused on two points, that were, learners' needs in relation with Target Situation Analysis which were emphasized on necessities of the learners, and learning needs in relation with Present Situation Analysis which was emphasized on strengths and weaknesses of the learners'. The necessities of the learners involve the objective of studying ESP, the English skill will be used, the media in applying English, the materials needed, the English level needed, the people who will use English with learners need and the language receiver. The strengths and weaknesses of the learners' involve: the learners use English in their daily life, the boring and interesting method, the easiest language skill, joining English course before entering BTC and the time needed to study ESP in a week.

Dealing with the necessities of the learners, in a view of the objective of the learners to study ESP subject, they need the language to get and to do the jobs of hotel and tourism field. From the learners' objective to study ESP, it means that they had already fulfill the requirements of conducting ESP course. This fact was match with Robinson (1991:2) idea that students study English not because they are interested in the language (or English language culture) but since they need for study or work. It has already matched with the objective of the institution in

conducting ESP. Based on the results of the interview, the teacher said that the institution had target to produce the human resources who have skills in their fields and ready to work in the company of hotel and tourism. The objective of the learners to study the language was important to know because the foundation of all ESP was based on the learners reason needed to learn a foreign language (Hutchinson and Waters, 1987:19). Further, Hutchinson and Waters add that by knowing the reason of the learners' to study ESP will flow a whole host of further questions, some of which will relate to the learners themselves, some of the nature of the language the learners will need to operate, some to given learning context.

Concerning the language skill used in the target situation, most of the learners decided that the combinations of the four language skills are needed. The others decided that they only need Speaking and the combination of Speaking and Listening. To perceive this matter, the teacher argued that the language skills needed were the combination of four language skills, but must be emphasized on Speaking skill. He added that Speaking would be used very often in their target situation. If the learners could speak English fluently, they would be ready to compete with other competitors in looking for a job, especially in the interview term. Furthermore, it would be useful to add in their references. The learners had appropriate decision, because to master a certain language could not limited only in one skill. The four language skills are important to learn and support one to another. It was supported by some experts idea that concentration on one skill is limiting and that some attention to other skills likely to improve performance in the target skill (Chitravelu, 1980: Hutchinson and Waters, 1987, John and Dudley-Evans, 1991).

In connection with the media in applying English in the target situation, a half of the learners noted face to face or direct conversation. If we see from their field study, it was reasonable because their business in the future would more on services than products. A half of them considered that face to face conversation was needed to serve the customers. On the other hand, others considered that they would not only use face to face conversation, but also telephone conversation and correspondence. It was also reasonable, because in their jobs to be, they will not

only directly has contact with them, they also receive message through telephone, facsimile, letter, etc.

The previous paragraph has discussed about the media in applying English in target situation. To cover the needs to communicate through those media, the learners decided the materials, which were appropriate with the media in applying English. A half of them needed the materials to make conversation through both telephone and face to face conversation. The others needed conversation, correspondence and hotel and tourism knowledge. Regarding this matter, the teacher, will follow the need of the learners. Besides, he had several requirements in order that it would really based on the learners' necessities to reach target situation. The requirements were the materials should have a close relationship with the fact in the field, should have practical than theoretical purpose and it should be in accordance with the students' level. According to Sukmaantara (1997) many ESP teachers' attitude indicate that the choice ESP books or other materials which were relevant and appropriate is not certain, but, in this study, the teacher was sure that the topic of materials which were offered in syllabus usually covered the necessities of the learners.

The ESP course was based on the learners' need and the language level needed must be considered. Discussing about the level needed, most of the learners need Diploma 1 level. It was matched with the fact that they were Diploma 1 students. Some of the learners were inconsistent with their study level, because they needed English as scholar level. It sounds hard for them, because they only have a year to study in the course. The others considered that they did not need any level of language as long as they could use the language on their target situation.

Regarding the people who would use English with the learners in the target situation, most of the learners considered that they would use the language with native speakers. Some of them considered that they would use it with foreign people but non-English native speakers and the others considered that they would use it with both native and non-English native speakers. That was reasonable, in their target situation, they do not only face people who come from other countries

which use English as the first language, such as: Britain, America, Australia, etc, but also the countries which use English as second or foreign language, such as: Philippine, Thailand, Korea, etc.

Discussing the language receivers, most of the learners believed that they would use the language with the customers. It was reasonable, because commonly the language would be used with the customers who come from other countries. On the other hand, a few of them considered that they would use the language with customers, superiors, colleagues and sub-ordinates. It could happen if they want to get a job in abroad or the situation of the company where the learners want to get jobs use English to communicate.

Dealing with the learning needs in relation with Present Situation Analysis, which emphasize on the strengths and weaknesses of the learners. It has been stated that learning needs was based on the process oriented. The learning has been conducted after the learners studied Fluency I and II, instead of General English (based on the Front Officers' information). The learning conducted would be based on learners' education background that was, graduated from Senior High School (based on the documentation results). By knowing the level of the learners, the teacher could create certain methodology and treatments to the learners. To classify the level of the learners, the teacher conducted a test. It was supported by Robinson (1995:14) idea that students ideally should be tested before the start of the ESP course, in order that the course designer can have some ideas in their present level of ability. The results of the test also give a certain information about the strengths and weaknesses of the learners.

Discussing strengths and weaknesses of the learners, based on the data resulted in this study, the learners had several strengths and weaknesses in learning process. The strengths of the learners in learning process were started from the opinion about English. A half of them considered that English was not too difficult and too easy. This condition would give them motivation to study ESP. The motivation of the learners was in line with their enthusiasms in ESP class, especially in discussing and demonstrating something concerning with the topic discussed.



The strengths of the learners also appeared in the practicing English in daily life. Eventhough, only a half of them sometimes practiced English, but it was to be their potential to study ESP. It means that they had partners to practice the language. Besides, the strengths of the learners could be seen in the learners' interest method. The learners were interested in both discussion and demonstration teaching method. This fact was good, because it could improve their speaking ability. With regard to this matter, the teacher said that he would use appropriate methodology to teach based on the topics to be discussed. Moreover, Sukmaantara (1997) states that the teacher must be able to select appropriate and relevant methodology for a certain course material. The last, the other strength of the learners in learning process related to the language skill was reading.

In line with the weaknesses of the learners in learning process, from this study, it could be said that the weaknesses of the learners also started on the opinion about English. In this case, a half of the learners considered that English was difficult. Moreover, a half of the learners never use English for daily life. This condition might be caused by they have no partner to practice English or might be they shy to speak English. This condition in line with the results of the observation, eventhough they looked enthusiastic, they got difficulties to speak English. It was also supported by the data about most of them never joined any English course before entering BTC (from the result of questionnaires).

Concerning the weaknesses of the learners in learning process about the language skills, most of them considered that Speaking and Listening were the most difficult language skills, but a few of them considered that Writing was the most difficult language skill. This condition also proved the results of the observation, in which they got difficulties to speak English and to make or to choose appropriate words in writing a certain tasks. The data resulted in this research was match with Yin (1988:102) argument that the most pressing problem faced by the learners in ESP class is poor linguistics knowledge and could be a constraint of the progress of their professional subject. In facing this problem, based on the interview results, the teacher had his own strategies. The strategies

were giving reinforcement and spirit, giving additional meeting and giving remedial teaching for the learners whom had bad score.

In line with the weaknesses of the learners in learning process about the boring method, the learners considered that lecturing was the most boring method. However, lecturing could not be avoided in the ESP class. Based on the results of interview, concerning this problem, the teacher should have strategies to create a certain condition in order that the teaching-learning process was interest. It was match with Robinsons' idea (1980:46) in which to make the teaching-learning process interesting, the teacher should be attention to basic learning features, such as: learners' interest, enjoyment, creativity and involvement.

In line with the time allocation needed in conducting ESP course, at BTC, ESP was taught in ninety minutes and held once in a week. Most of the learners believed that once in a week meeting was insufficient. It was reasonable, because they needed several materials to discuss in order they could use the language in target situation. They needed additional meeting, for example twice in a week. It was supported by Brennan and Van Naerssen (1989:197 in Sukmaantara 1997) that the time allocated for ESP classes in most education are usually limited supported it.



## CHAPTER V CONCLUSION AND SUGGESTION

### 5.1 Conclusion

Concerning with the finding and analyzing of this research, it can be drawn that the conclusion were as follows:

Firstly, the learners need in relation with Target situation Analysis (TSA) emphasized on the necessities of the learners which can be said that the objective of the learners needed the language to get and to do the job in the field of hotel and tourism. The language that would be used in the target situation was the combination of the four language skills, but it was much focused on Speaking. The media in applying English involve face to face conversation, telephone conversation and correspondence. The materials that were needed by the learners consisted of conversation, correspondence and the knowledge of hotel and tourism. The language level needed was Diploma 1 (D1) level. The people who would use English with the learners in the target situation were both native speakers and foreign people but non-English native speakers. The learners believed that they would use the language with the customers in the jobs to be.

Secondly, learning needs in relation with Present Situation Analysis (PSA) emphasized on two categories: strengths and weaknesses. The strength of the learners in learning process were involve a half of them thought that English was not too easy and not too difficult, they also sometimes practice English in daily life. The learners interest in joining discussion and demonstration methods was regarded as the strengths of the learners were both discussion and demonstration and they considered that Reading as the easiest language skill. Dealing with the weaknesses of the learners in learning process, it can be said that a half of them told that English was difficult and they never practice English for daily life. The weaknesses of the learners in learning process of language skills were Speaking and Listening and the learners'

boring method was lecturing. In addition, they never joined any English course before entering BTC. At last, in order that teaching learning process successful, they need twice meeting in a week.

## **5.2 Suggestions**

The suggestions are given to the following parties:

### **1. The ESP teacher**

The ESP teacher should conduct real needs analysis before conducting ESP course in order that the teacher can design syllabus, methodology and materials, should not less of Target Situation of the learners. In this case, the teacher should pay attention to the learners' strengths and weaknesses in the teaching-learning process, with the results that the learners at the end of the course could use the language. Hopefully, the teacher can consider and apply the results of this research in conducting ESP course, especially in the matter of need analysis.

### **2. The Branch Manager**

As the leader of the institution, the Branch Manager should give facilities to conduct need analysis. The Branch Manager also should pay attention to the learning needs in ESP course, which need additional meeting in a week.

### **3. Other Researchers**

The analysis is worth taking as input for needs analysis, both learners' needs and learning needs. The writer believes that there are only small numbers of researchers who have conducted this kind of analysis. Therefore, language researcher should conduct further research with similar problems, but focusing on other areas.

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**The Research Matrix**

Title	Problems	Variables	Indicators	Data Resources	Research Methodology
<p>An Analysis of Learners' and Learning Needs for ESP Course at Hotel and Tourism Program Business Training Center (BTC) Jember in the 2001/2002 Academic Year</p>	<p>1. How are the learners' needs for ESP course in relation with their Target Situation Analysis (TSA) at Hotel and Tourism Program Business Training Center (BTC) Jember in the 2001/2002 academic year?</p> <p>2. How are the learning needs for ESP course in relation with Present Situation Analysis (PSA) at Hotel and Tourism Program Business Training Center (BTC) Jember in the 2001/2002 academic year?</p>	<p>1. Learners' Needs</p> <p>2. Learning Needs</p>	<p>- Necessities</p> <p>- Strengths</p> <p>- Weaknesses</p>	<p>1. Respondents: - Hotel and Tourism students of BTC Jember in the 2000/2001 academic year</p> <p>- ESP teacher at Hotel and Tourism Program BTC Jember</p> <p>2. Documentation: - the names of the students - text book - syllabus</p> <p>3. Informant: - the front officer (FO) BTC Jember</p>	<p>1. Research Design: - Case Study</p> <p>2. Data Collection Methods: - Questionnaire - Interview - Documentation - Observation</p> <p>3. Research Area: - BTC Jember</p> <p>4. Data Analysis Methods: - Descriptive Qualitative - Descriptive Quantitative</p>

Appendix 2

Questionnaire

(Untuk siswa Program Hotel dan pariwisata)

Jawablah pertanyaan di bawah ini dengan jujur, jawaban anda tidak berpengaruh terhadap skore anda dalam mata kuliah. Atas kerjasamanya, saya ucapkan terima kasih.

**A. Learners' Needs in relation with TSA**

1. Apakah tujuan anda belajar Bahasa Inggris di Program Hotel dan Pariwisata?
  - a. karena dibutuhkan untuk memperoleh/melaksanakan pekerjaan yang berkaitan dengan Hotel and Tourism
  - b. tidak tahu
  - c. lain-lain .....(sebutkan)
2. Skill apa yang akan di gunakan dalam pekerjaan anda di bidang Hotel dan Pariwisata?
  - a. speaking
  - b. reading
  - c. writing
  - d. listening
3. Dalam pekerjaan anda di bidang Hotel dan Pariwisata akan menggunakan Bahasa Inggris melalui apa?
  - a. telepon
  - b. langsung/face to face
  - c. koresponden
  - d. tidak tahu
  - e. gabungan antara .....(sebutkan)



4. Materi tentang apa yang anda butuhkan dalam kaitannya dengan pekerjaan di bidang Hotel dan Pariwisata?
  - a. conversation
  - b. coresponden
  - c. tidak tahu
  - d. gabungan antara .....(sebutkan)
5. Setingkat apakah level Bahasa Inggris yang akan anda butuhkan dalam pekerjaan nanti?
  - a. setingkat Sekolah Menengah Umum (SMU)
  - b. setingkat Diploma
  - c. setingkat Sarjana
  - d. tidak tahu
  - e. lain-lain .....(sebutkan)
6. Sehubungan dengan penguasaan Bahasa Inggris orang yang berkomunikasi dengan anda dalam pekerjaan anda nanti, dengan siapa anda akan menggunakan Bahasa Inggris?
  - a. native speaker
  - b. dengan orang Indonesia
  - c. dengan orang luar negeri yang non-native speaker
  - d. tidak tahu
  - e. gabungan antara .....(sebutkan)
7. Menurut anda, siapakah lawan bicara (Bahasa Inggris) anda pada waktu bekerja nanti?
  - a. Pelanggan
  - b. Atasan
  - c. Teman seprofesi dan bawahan
  - d. Gabungan antara .....(sebutkan)

### Appendix 3

#### **Learning Needs in relation with PSA**

1. Menurut anda bagaimana Bahasa Inggris itu?
  - a. mudah
  - b. biasa saja
  - c. sulit
2. Apakah anda menggunakan Bahasa Inggris dalam kehidupan sehari-hari?
  - a. ya
  - b. kadang-kadang
  - c. tidak
3. Dalam pembelajaran ESP, metode apa yang menurut anda paling membosankan?
  - a. ceramah
  - b. diskusi
  - c. demonstrasi
4. Dalam pembelajaran ESP, metode apa yang paling anda sukai?
  - a. ceramah
  - b. diskusi
  - c. demonstrasi
  - d. kombinasi antara (sebutkan) .....&.....
5. Menurut anda skill Bahasa Inggris apakah yang paling mudah?
  - a. reading
  - b. writing
  - c. listening
  - d. speaking

6. Menurut anda, skill Bahasa Inggris apakah yang paling sulit?
  - a. reading
  - b. writing
  - c. listening
  - d. speaking
  
7. Apakah anda pernah kursus Bahasa Inggris sebelum belajar di BTC?
  - a. ya
  - b. tidak
  
8. Menurut anda berapakah waktu yang anda perlukan untuk belajar ESP dalam 1 minggu?
  - a. 1 kali seminggu
  - b. 2 kali seminggu
  - c. lebih dari 2 kali seminggu.....(sebutkan)

## Appendix 4

### **Interview Guide for Learners' Needs and the Results**

1. What is your opinion about need analysis?

*Need analysis is the act of analyzes before we conducting ESP for Tourism Course, this analyzes aims to know what the students in their future jobs need.*

2. Do you identify need analysis before conducting ESP course? Why?

*Yes. I do.*

*Need analysis is very important for the ESP teacher to know what the students really need in their field, especially in tourist department. By knowing their need, the teacher can prepare the purpose, materials and than conducting it in the teaching learning process. Hopefully the result of it will make the students more professional in their jobs to be.*

3. What is (are) your requirement (s) to select the materials of teaching based on the student's necessities to reach target situation? Why?

*There are several requirements to select the materials of teaching based on the learners necessities to reach target situation, they are:*

- a. The materials should have close relationship with the fact in the field.*
- b. The materials should have practical purpose than theoretical purpose.*
- c. The materials should in accordance with the learners' level. It means the materials not to difficult or easy one.*

4. Are the topics of the materials in the syllabus cover learners' necessities to reach target situation?

*Yes. It is.*

*Usually the result of need analysis not far with the syllabus offered by the institution. The process in design the materials are as follows:*

- a. The materials of the subject must be related to necessities in the form of theoretical and practical ways.*
- b. We should contact the other teachers from the other field such as: food and beverage, house keeping, sanitation and hygienic.*

5. What are the purposes of the institution for the learners of Diploma (D1) degree, especially for Hotel and Tourism Program?

*The purpose of the institution for the learners of D 1 degree, especially for Hotel and Tourism program is to produce the human resources who have skill in their field and ready to use by company, in this case hotel and tourism.*

6. What language skills and language functions are needed for ESP for Hotel and Tourism?

*The teacher still think that the four language skill is needed, but must be emphasize on speaking, because if they graduate from BTC will compete with others. So, their English will be useful to add in their reference, especially in the interview term.*

## Appendix 5

### **Interview Guide for Learning Needs and the Results**

1. What is (are) your procedure (s) to find the strengths and weaknesses of the learners in ESP course?

*Firstly, before I conducting the ESP course, we make pre-test to know their English level, then I classify them based on their levels. In this case I am not necessary to divide them into two classes, because they have almost the same abilities.*

2. Every learner has his/her own weaknesses in ESP subject. What is your strategy to cover this problem?

*The strategies are as follows:*

- a. Giving additional meeting for the learners who have weakness problem.*
- b. Giving remedial teaching for the learners who have bad score.*
- c. Ask them to be active in the teaching learning process.*

3. What kind of methodology, which is appropriate to be applied in ESP course?

*It depends on the materials it self. I use kind of approach such as Three Phase Techniques (TPT), EGRA, PPP, discussion, demonstration and lecturing.*

Appendix 6

Documentation

<b>Formal Documents:</b>	<b>Questions:</b>	<b>Criteria:</b>
A. Learners identification	1. Who are the learners?  2. What are their (learners) educational backgrounds?	(i) Ages (ii) Sex (iii) Study or work  (i) Senior High School (ii) Vocational School (iii) Diploma (iv) University
B. Syllabus	1. What subject area (s) is/are required?  2. What kind of methodology which is applied?	
C. Course Books	1. What kind of course book do you use?	(i) in-house material (ii) textbook

Appendix 7

Observation for Learning Needs  
(the activity of ESP Class)

Hotel and Tourism Program BTC Jember 2001/2002

Date :  
Time :  
Meeting :  
Teacher :

1. The method of the learning activity:
  - a. Discussion
  - b. Lecturing
  - c. Demonstration
2. The strategy and material used:
  - a. Strategy
    - asking and answering question
    - giving responses to the students
    - interaction among students
    - teacher and students interaction
  - b. Material
    - topic
3. The language skill used
  - a. writing
  - b. reading
  - c. speaking
  - d. listening
4. The language component used to discuss:
5. Kinds of facilities and media used:



Appendix 8

**SILABI SEMESTER II  
JURUSAN PARIWISATA DAN PERHOTELAN  
BUSINESS TRAINING CENTER  
1998**

	Materi Training	Pokok Bahasan	Sub Pokok Bahasan	Meeting	Sks
1	2	3	4	5	6
01.	ON THE JOB TRAINING I (OJT1) DI HOTEL MELATI	1.1 Co-Operative Training	1.1.1 Aplikasi Pengetahuan dan Keterampilan	-	4
02.	LAPORAN HASIL ON THE JOB TRAINING I (OJT1) & CLASSICAL SEMINAR	2.1 Membuat Laporan Hasil OJT1 2.2 Seminar		-	3
03.	ENGLISH FOR HOTEL	3.1 Explanation Of Symbols 3.2 Making a booking 3.3 Advertisement 3.4 Front Of House 3.6 Visitors Problem 3.7 Tourist Information 3.8 The Travel Agents		16	2
04.	F & B SERVICE	4.1 Service  4.2 F & B Department	4.1.1 Sejarah standarisasi Service 4.1.2 F & B Service secara umum  4.2.1 Pengertian dan fungsi departemen 4.2.2 Hierarchy departemen 4.2.3 F & B Department dari sisi Marketing	16	3



# DEPARTEMEN PENDIDIKAN NASIONAL UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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Lampiran : Proposal

Perihal : Ijin Penelitian

03 NOV 2001

Kepada : Yth Sdr. Pimpinan Cabang BTC

Jember.....

di -

Tempat.....

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember  
menorangkan bahwa Mahasiswa yang tersebut dibawah ini :

Nama : ..Murul..Hidayah.....

Nim : ..970210401004.....

Program/Jurusan : ..PBB.../...P...Bahasa Inggris.....

Berkenaan dengan penyelesaian studinya, maka mahasiswa tersebut bermaksud  
melaksanakan penelitian dengan Judul :

An Analisis of Learners' Needs and Learning Needs  
for ESP Course at Hotel and Tourism Program of  
Bussiness Training Center (BTC) Jember in the  
2001 / 2002 Academic Year

Pada lembaga yang saudara pimpin.

Sehubungan dengan hal tersebut diatas kami mohon dengan hormat saudara  
berkenan dan sekaifus kami mohon bantuan informasinya.

Aias perkenan dan perhatiannya kami mengucapkan terima kasih.



Dekan  
Asstanti Dekan I,

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NIP. 130 937 491



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Cabang Jember : Jl. Bedadung No. 1 Jember Telp. 0331 - 421631

## SURAT KETERANGAN

No. 436/BTC/XII2001

Yang bertanda tangan di bawah ini Pimpinan Business Training Center (BTC) Jember menerangkan dengan sebenarnya bahwa mahasiswa:

Nama : Nurul Hidayah  
N I M : 970210401004  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan : Pendidikan Bahasa dan Seni  
Program : Pendidikan Bahasa Inggris

Telah melakukan penelitian di BTC Jember pada tanggal 12-26 Nopember 2001. Judul Penelitian tersebut adalah: ***An Analysis of Learners' Needs and Learning Needs for ESP Course at Hotel and Tourism Program of Business Training Center (BTC) Jember in the Academic Year 2001/2002.***

Demikian surat keterangan ini kami buat untuk digunakan menurut keperluan.

Jember, 1 Desember 2001

Said Mayardi  
Pimpinan

Appendix II

Business Training Center (BTC) Jember  
 Jl. Bedadung No. 1 Telp. (0331) 421631 Jember

Data Trainee Program : Pariwisata dan Perhotelan

No.	Nama	NIT	L/P	Tempat/Tgl. Lahir	Alamat	Asal Sekolah
1	Akhmad Yani	92401001	L	Jember, 10 Mei 1981	Jl. Bedadung Wetan RT 1 RW 2 Kaliwining Rambipuji-Jember	SMKN 4-Jember
2	Baskoro Cahyo Adi	92400701	L	Jember, 06 Januari 1980	Jl. Kyai Mojo no. 77-Jember 0331-711194	SMEA Trunojoyo-Jember
3	Dwi Martin Puspitaningsih	92401601	P	Jember, 09 Maret 1983	Jl. Bedadung Kulon RT 5 RW 2 Kaliwining Rambipuji-Jember	SMUN I Rambipuji-Jember
4	Elok Wahyudi	92400601	L	Banyuwangi, 26 Mei 1982	Jl. Lejjen Suprpto No. 90 Kebonsari RT 2 Rw 2-Jember 0331335241	SMKN I-TIMIKA
5	Ernawati	92401901	P	Banyuwangi, 27 Juni 1983	Jl. Bougenwile No. 48 Sumberberas RT 4 RW 5 Muncar-Banyuwangi	SMUN I Cluring-Banyuwangi
6	Emy Mugiastuti	92400101	P	Banyuwangi, 09 Desember 1982	Jl. Joyo Sukarto Belakang Pegadaian RT III RW XIII-Kalibaru Banyuwangi	SMU PGRI I-Banyuwangi
7	Hendra Ardian	92401201	L	Jember, 25 April 1983	Jl. Raya Maesan No. 63 RT 2 Rw 1-Bondowoso 0332-426468	SMUN I-Bondowoso
8	Hendri Hendrawan	92402001	L	Bondowoso, 03 Februari 1981	Jl. Kismangun Sarkoro No. 52 (Blk. Bengkel Dinamo)-Bondowoso 0332-424031	SMUN III-Bondowoso
9	Joko Prastio	92401701	L	Banyuwangi, 13 Desember 1982	Karetan RT 1 RW 2 Purwoharjo-Banyuwangi	SMUN I Cluring-Banyuwangi
10	Liana Mayani Istikomah	92400401	P	Surabaya, 02 Oktober 1982	Jl. Gajahmada 39 RT 3 RW. 8 Tutul Balung-Jember	SMUN I Rambipuji-Jember
11	Luluk Hariyani	92401301	P	Banyuwangi, 02 Februari 1983	Jl. Adi Sucipto No. 55-Banyuwangi 0333-426338	SMK Sri Tanjung-Banyuwangi
12	Lutvianto	92400201	L	Bondowoso, 06 Juni 1982	Jl. Hos Cokroaminoto Kademangan kulon No. 7-Bondowoso 0332-428106	SMK N 2-Bondowoso
13	M. Mulyono	92401801	L	Jember, 27 Oktober 1982	Jl. A. Yani No. 2 Pakusari-Jember 0331-337446	SMK Trunojoyo-Jember
14	Martha Retno Wulan	92401501	P	Jember, 09 Maret 1984	J. K. Piere Tendeau M/A-3-Jember	SMUN I Arjasa-Jember
15	Nugroho Ferry Susanto	92401101	L	Banyuwangi, 28 Juni 1983	Perum Villa Kalibaru Blok A/12A-Banyuwangi 0333-897892	SMU PGRI 6-Genteng
16	Sari Anom Wahyuni	92400801	P	Lumajang, 02 November 1981	Jl. Stadion E. 54 Ranu Pakis Jatiroto-Lumajang 008/001	Man I Jember-Jember
17	Setyowati	92401401	P	Banyuwangi, 25 Desember 1983	Ds. Sidorejo Rt 1 RW II Tempurejo Purwoharjo-Banyuwangi	SMUN I Purwoharjo-Banyuwangi
18	Sundari Tri Wahyuni	92400901	P	Banyuwangi, 05 Oktober 2001	Jl. Gumuk Kantong RT 2 RW 8 Paludem Muncar-Banyuwangi 0333-594863	SMU I Kota-Banyuwangi
19	Totok Kurniawan	92400301	L	Jember, 24 Januari 1983	Pusat Penelitian Kebun dan Kakao Jenggawah-Jember 0331-758007	SMUN I Ambulu-Jember
20	Wishnu Handika Wardhana	92400501	L	Malang, 31 Oktober 1983	Jl. A. Yani No. 57 Bangsalsari-Jember 0331-711825	SMUN Kartika V-2-Jember
21	Wiwik Hariyati	92402101	P	Banyuwangi, 30 April 1983	Sidorejo RT 1 RW II Gumukrejo - Purwoharjo 68483-Banyuwangi	SMUN I Purwoharjo-Banyuwangi

**DEPARTEMEN PENDIDIKAN NASIONAL**  
**UNIVERSITAS JEMBER**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

**LEMBAR KONSULTASI PENYUSUNAN SKRIPSI**

N a m a : NURUL HIDAYAH .....

NIM/Angkatan : 970210401004 / 1997 .....

Jurusan/Program Studi : PBS / P. BHS INGGRES .....

Judul Skripsi : An Analysis of Learners' Needs and Learning Needs of  
 Hotel and Tourism Program at Business Training Center  
 (BTC) Jember in the Academic Year 2001/2002 .....

Pembimbing I : Dra. Zakiyah Tasnim, MA .....

Pembimbing II : .....

**KEGIATAN KONSULTASI**

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Rabu / 14 - Mar - 2001	Matrix	<del>X</del>
2.	Senin / 19 - Mei - 2001	BAB I	<del>X</del> <del>X</del>
3.	Selasa / 27 - Mar - 2001	BAB I & II	<del>X</del>
4.	Selasa / 10 - Apr - 2001	BAB II, & III	<del>X</del> <del>X</del>
5.	Kamis / 19 - Apr - 2001	BAB III	<del>X</del>
6.	Selasa / 8 - Mei - 2001	BAB I, II & III	<del>X</del> <del>X</del>
7.	Jumat / 8 - Juni - 2001	Revisi I, II & III	<del>X</del>
8.	Jumat / 13 - Juli - 2001	Seminar	<del>X</del> <del>X</del>
9.	Selasa / 27 - Nov - 2001	BAB IV	<del>X</del>
10.	Rabu / 28 - Nov - 2001	BAB IV	<del>X</del> <del>X</del>
11.	Rabu / 12 - Des - 2001	BAB IV & V	<del>X</del> <del>X</del>
12.	Kamis / 27 - Des - 2001	BAB V	<del>X</del> <del>X</del>
13.	Selasa / 8 - Jan - 2002	BAB V & ABSTRAK	<del>X</del>
14.	Senin / 21 - Jan - 2002	BAB V & ABSTRAK	<del>X</del> <del>X</del>
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi  
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi



**LEMBAR KONSULTASI PENYUSUNAN SKRIPSI**

Nama : NURUL HIDAYAH  
 NIM/Angkatan : 970210401004 / 1997  
 Jurusan/Program Studi : PBS / P. BAHASA INGGRIS  
 Judul Skripsi : AN ANALYSIS OF LEARNERS' NEEDS  
AND LEARNING NEEDS OF HOTEL AND  
TOURISM PROGRAM  
 Pembimbing I : /  
 Pembimbing II : Drs. I Putu Sukmaantara, MEd

**KEGIATAN KONSULTASI**

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Jumat / 23 - Mar-2001	Matrix	<i>[Signature]</i>
2.	Jumat / 30 Mar 2001	BAB I	<i>[Signature]</i> <i>[Signature]</i>
3.	Kamis / 12 April 2001	BAB I & II	<i>[Signature]</i> <i>[Signature]</i>
4.	Kamis / 10 Mei 2001	BAB III & II	<i>[Signature]</i> <i>[Signature]</i>
5.	Senin / 11 Juni 2001	BAB I, II & UI	<i>[Signature]</i> <i>[Signature]</i>
6.	Sabtu / 16 Juni 2001	REVISI BAB I, II & III	<i>[Signature]</i> <i>[Signature]</i>
7.	Jumat / 30 Nov 2001	BAB IV	<i>[Signature]</i> <i>[Signature]</i>
8.	Rabu / 9 Januari 2002	BAB IV	<i>[Signature]</i> <i>[Signature]</i>
9.	Selasa / 22 Januari 2002	BAB V	<i>[Signature]</i> <i>[Signature]</i>
10.	Selasa / 29 Januari 2002	BAB V & ABSTRAK	<i>[Signature]</i> <i>[Signature]</i>
11.			
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15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi  
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi