NEEDS ANALYSIS ON ESP MATERIALS DESIGN ON ORAL

COMMUNICATION FOR STUDENTS OF HOTEL ACCOMMODATION

DEPARTMENT AT VOCATIONAL HIGH SCHOOL

THESIS

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ENGLISH EDUCATION STUDY PROGRAM

LANGUAGE AND ARTS DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS JEMBER

2019

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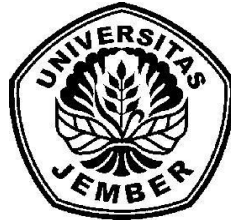
THESIS

Composed to Fulfill One of the Requirements to Obtain S1 Degree at
the English Education Study Program, Language and Arts Department,
Faculty of Teacher Training and Education,
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DEDICATION

This thesis is honorably dedicated to:

1. *Allah S.W.T.*

2. *My beloved mother, Ibuk Kuliyah.*

3. *My beloved father, Bapak Slamet Prayitno, S.Pd.*

4. *Kyai Sanusi, Kyai Mufdhor, Kyai Syuhada, Kyai Abdullah, Kang Jaelani, Kang Desta, Kang Faris, Kang Fuguh a.k.a Mas Fara, and Mas Faiz Ramdhani.*

5. *All of my beloved families and friends in Banyuwangi and Jember.*
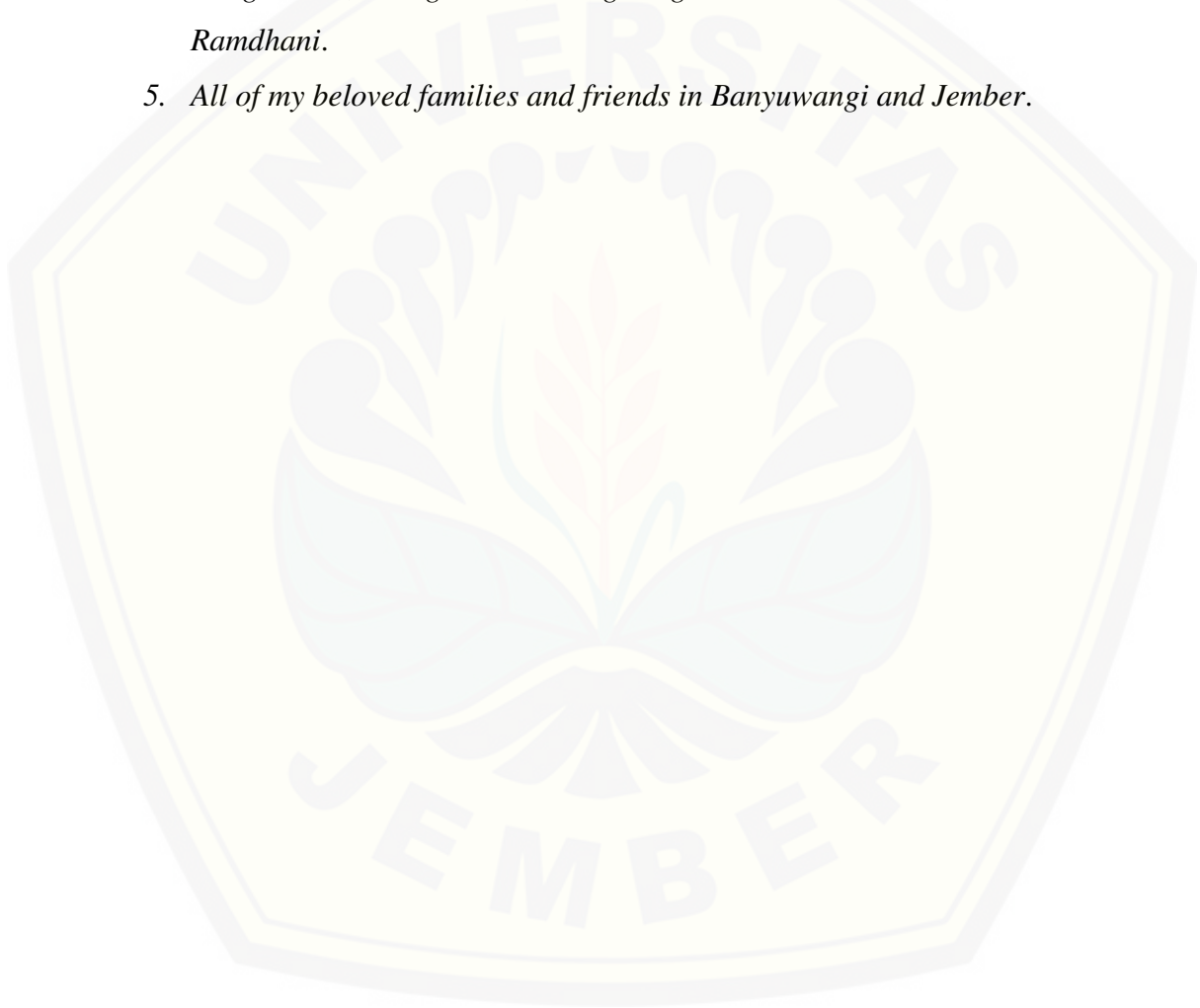
MOTTO

"He who wants to persuade should put his trust not in the right argument, but in
the right word. The power of sound has always been greater than the power of
sense."

"Joseph Conrad"

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STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author myself. Hence, all the materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of this thesis is the result of work which has been carried out since the official commencement date of the accepted thesis title, this thesis has not been submitted previously, in whole or in part, to qualify for any other academic honor, ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Jember, February 14th, 2019

The Writer

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CONSULTANTS' APPROVAL

**NEEDS ANALYSIS ON ESP MATERIALS DESIGN ON ORAL
COMMUNICATION FOR STUDENTS OF HOTEL ACCOMMODATION
DEPARTMENT AT VOCATIONAL HIGH SCHOOL**

THESIS

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the English Education Study Program, Language and Arts Department,

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APPROVAL OF THE EXAMINATION COMMITTEE

This thesis entitled "**Needs Analysis on ESP Materials Design on Oral Communication for Students of Hotel Accommodation Department at Vocational High School**" was approved and accepted by the Examination Committee of the Faculty of Teacher Training and Education, Jember University.

Day : Monday

Date : January, 14th 2019

Place : Faculty of Teacher Training and Education, Jember University

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6. My academic advisor, Drs. Bambang Arya Wijaputra, Dip.Ed., Ph.D. who always gives me inspirations, motivations, and knowledge throughout my study years.
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Finally, I feel grateful to those who gave positive comments for the improvement of this thesis.

Jember, February 14th, 2019

The Writer

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SUMMARY

Needs Analysis on ESP Materials Design on Oral Communication for Students of Hotel Accommodation Department at Vocational High School; Agung Pramono Yekti; 130210401078; 49 pages; English Education Study Program; Language and Arts Department; Faculty of Teacher Training and Education, Universitas Jember.

Chung and Yang (2013:60) affirm that in the recent years, hospitality industry became a significant business in the world because of the emerging globalization. Additionally, they also claim that in fact, high quality hospitality industry has become more and more important in the trend of questing service based economy and the increasing number of tourists in Asia. As a matter of fact, Banyuwangi is one of Indonesia regions that comprehend in developing the potential of tourism and hospitality industry. B-Fest or Banywuangi Festival is the real effort of Banyuwangi in answering the emerging globalization. Every event held by Banyuwangi government called B-Fest or Banyuwangi Festival usually makes both domestic and foreign visitors want to come to Banyuwangi to enjoy the event. As a matter of fact, the number of domestic visitors in 2015 reaches 1.046.318 and foreign visitors arrive at 27.202 (RKPD Banyuwangi, 2017:67). For this reason, they require hotels for spending several days in Banyuwangi.

Realistically, working in hotels needs skillful employees who carry all the things that they have got on it. In this circumstance, vocational high school students of hotel accommodation department take a part in hotel working as a hotel receptionist. Since, being a hotel receptionist is one of the hunted positions according to most of the hotel accommodation department students in vocational high school. Some of the tenth grade students at *SMKN* 1 *BANYUWANGI* or Vocational High School 1 Banyuwangi were asked about their reasons why they chose hotel accommodation department as their major on November, 16th 2017. They argued that there were a number of profits that come to us by being a hotel receptionist, such as: we could be an essential part of the hotel company and got an opportunity to come across with new people from different regions and even

more different countries. Definitely, mastering English is important especially for oral communication skill. Concerning oral communication, as the prospective hotel receptionist are not only obliged to explore in dealing with the ideas, concepts, and information to the clients, but also they should understand the essence of being a professional hotel receptionist who should give best services. In terms of best services: it points to when mechanisms go wrong, or a guest makes a particular complaint, the hotel receptionist should fix those, in order to get things back on track.

To enable the tenth grade students of hotel accommodation department to become a professional hotel receptionist, they should be analyzed their needs by employing some related literatures. Chronologically, the theoretical basis that deals with needs analysis had been rationalized by Hutchinson and Waters (1987), and Nunan (2004). Second, the researcher employed the principle of ESP as what suggested by Harding (2007:6). Third, it was about oral communication what made obvious by Gogoi's (2014:272) ideologies. Fourth, the ideas in dealing with hotel accommodation department at vocational high school as what suggested by *KEMDIKBUD (Kementerian Pendidikan dan Kebudayaan)* Indonesia or Ministry of Education and Culture in Indonesia and Wiryono (2014). The current research was categorized as survey research. Theoretically, it can be defined as a clearer view of the overall standard of ESP courses and reflect the learners' real needs for future employment (Liton, 2015:6).

In finding out the data in dealing with ESP materials on oral communication for students of hotel accommodation department at vocational high school, the researcher conducted the research of needs analysis by applying two different interrelated types of instruments: first, needs analysis questionnaires based on Hutchinson and Waters (1987), and Nunan (2004): the researcher distributed the questionnaires to the tenth grade students of hotel accommodation department. Second, the researcher interviewed the English teacher with semi-structured interview at SMKN 1 Banyuwangi or Vocational High School 1 Banyuwangi on May 7th, 2018. In terms of data analysis method, the researcher implemented both quantitative and qualitative data. First, the researcher employed

needs analysis questionnaires for quantitative data. The results of needs analysis questionnaires data taken from the tenth grade students of hotel accommodation department were examined using quantitative data analysis method which the formula was adopted from Sugiyono (2012:95). Second, the researcher used semi-structured interview for qualitative data. The results of semi-structured interview data taken from the English teacher were analyzed by writing down the recording, examining the transcript next to the recording, correcting the transcript, and continuing by sorting the information in the transcript (Morse and Field, 1996). The results of needs analysis questionnaires were reported in the following. 100 % of the entire participants testified it by selecting option "a": "the specific materials have not existed yet. But, if the specific materials for hotel accommodation department exist, I want to learn them deeply". It revealed that there was still no specific materials, especially ESP for hotel accommodation department students. In line with them, the English teacher obviously explained that both the school and government had not provided ESP materials for the students of hotel accommodation department. He stated that the English teacher sometimes got confused providing the materials. Additionally, as the English teacher, he needed ESP materials to teach his students.

CHAPTER I
INTRODUCTION

This chapter discusses some aspects related to the research being undertaken. It consists of research background, research problem, research objective, and research significance covering: theoretical contribution, empirical contribution and practical contribution.

1.1 Research Background

One of the sectors which support the economic income in Banyuwangi is tourism industry. Anas (2016) explains that the tourism sector is developed because it proves very effective strategy in mobilizing the economy which also boosts the income of the society. In line with him, the World Travel and Tourism Council (2017:1) report that travel and tourism is a key sector for economic development and job creation throughout the world. In the year of 2010, the local revenue in Banyuwangi is known about Rp. 22 trillion, and elevated extensively to Rp. 40.8 trillion in 2015, going beyond the target at Rp. 35 trillion (Anas, 2015). As a matter of fact, the number of domestic visitors in 2015 reaches 1.046.318 and foreign visitors arrive at 27.202 (RKPD Banyuwangi, 2017:67).

Every event held by Banyuwangi government called B-Fest or Banyuwangi Festival usually makes both domestic and foreign visitors want to come to Banyuwangi to enjoy the event. Logically, they need hotel for spending several days in Banyuwangi. In terms of pragmatism, working in hotel requires skillful employees who carry their capabilities on it. In this case, the government provides vocational high schools which take an important part to produce qualified students to become professional hoteliers by providing Hotel Accommodation Department as the program. Fundamentally, the hunted position in hotel is being a hotel receptionist. It was derived from the students' clarification on November, 16th 2017 in dealing with their reasons choosing Hotel Accommodation Department as their major at *SMKN 1 Banyuwangi* or Vocational High School 1 Banyuwangi. Regarding that position, a fundamental requirement which the students should master is English.

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One of the essential English skills as the prospective hotel receptionist is oral communication. Relating to oral communication, the prospective hotel receptionist students not only exploring about the ideas and concepts of hotel information, but also they are obliged to share them to the clients. To enable them to become a professional hotel receptionist, students should be analyzed their needs by applying Hutchinson and Water (1987), and Nunan (2004) principles for needs analysis. Hutchinson and Water (1987) make a basic distinction between target needs (i.e. what the learner needs to do in the target situation) and learning needs (i.e. what the learner needs to do in order to learn). In supporting Hutchinson and Water (1987) principles, Nunan (2004) adds his ideologies in learning needs. These ideas of needs analysis were discussed in details in Chapter 2.

Despite being one of the most essential English skills for ESP students, especially for the prospective receptionist, the previous studies who focus on needs analysis on ESP materials on oral communication still received relatively little attention. Empirically, Caganaga (2014) who investigated the effects of communicative approach on learners' foreign language proficiency levels by using needs analysis on English for Specific Purposes classes. His study focused on preparing a curriculum based on the findings of needs analysis in English for Specific Purposes that might be useful in many aspects for both teachers and students and it might lead to restructuring, assessing the traditional methods, and reviewing the curriculum, assessment and evaluation activities. Particularly, Liton (2015) explored a research that deal with ESP learners' needs related learning for the workplace: a pragmatic study for business school. His research showed that ESP teaching-learning could be suggested to supplement the textbook with extra materials through continuous practice of learners' needs analysis in order to expose them nearer to workplace needs and performance. Another researcher, Sothan (2015) conduted a research in dealing with exploring English language needs according to undergraduate students and employers in Cambodia. In his research, speaking and reading skills become the most important ones that the students needed improving the overall English ability regarding the students'

perspectives. On the other hand, the employers rated writing become the most dominant skill at workplace. In line with Caganaga (2014), Akbulut (2016) scrutinized a study concerning ESP needs analysis of university preparatory school students: learning-centred approach. His research focused on consctrucing curriculum of English preparatory classes. Furthermore, Alsamadani (2017) observed a research in relation to needs analysis in ESP context: Saudi engineering students as a case study. His research revolved around needs-analysis syllabus that was expected to accommodate for ESP needs in terms of skills at the macro and micro levels.

Those previous studies were conducted in Turkey, Saudi Arabia, Cambodia, Turkey, and Saudi Arabia generally discussed in dealing with preparing and constructing a curriculum, ESP teaching-learning that supplemented the textbook with extra materials, speaking, reading and writing, and lastly about needs-analysis syllabus. It could be seen that those previous studies remain unclear to explore about the implementation of needs analysis on ESP materials design on oral communication for vocational students of Hotel Accommodation Department at vocational high school. To fill the research gap, doing needs analysis was necessary. Obviously, this present research conducted a research of needs analysis by applying Hutchinson and Water (1987), and Nunan (2004) principles entitled "**Needs Analysis on ESP Materials Design on Oral Communication for Students of Hotel Accommodation Department at Vocational High School**".

1.2 Research Problem

Based on the explanation above, the research problem was formulated as:

1. How is needs analysis on ESP materials design on oral communication for students of Hotel Accommodation Department at vocational high school using Hutchinson and Water (1987), and Nunan (2004) principles?

1.3   Research Objective

Based on the research problem, the research objective was formulated as:

1. To provide data in dealing with ESP materials design on oral communication for students of Hotel Accommodation Department at vocational high school using Hutchinson and Water (1987), and Nunan (2004) principles.

1.4   Research Significance

The result of this research was expected to provide data in dealing with needs analysis on ESP materials design that meet the students' needs as the prospective hotel receptionist. In addition, it was also supposed to be one of the resources which support the English teachers to do needs analysis for their students as what suggested by Hutchinson and Water (1987), and Nunan (2004) principles for the students who focus on Hotel Accommodation Department as the prospective hotel receptionist.

1.4.1   Theoretical Contribution

The theoretical basis of this research adapted a number of theories. First, the theoretical contribution that deals with needs analysis anchored from Hutchinson and Waters (1987), and Nunan (2004) principles. Second, the researcher employed the principle of ESP as what suggested by Harding (2007:6). Third, it was about oral communication what made obvious by Gogoi's (2014:272) ideologies. Fourth, the notions in dealing with Hotel Accommodation Department at vocational high school as what suggested by *KEMDIKBUD (Kementerian Pendidikan dan Kebudayaan)* Indonesia or Ministry of Education and Culture in Indonesia and Wiryono (2014).

1.4.2   Empirical Contribution

In terms of empirical contribution, the finding of this research was aimed to provide data in dealing with needs analysis on ESP materials on oral communication for students of Hotel Accommodation Department at vocational

high school by implementing Hutchinson and Waters (1987), and Nunan (2004) principles.

1.4.3   Practical Contribution

Practically, the current research was aimed to fill the needs of dynamic changes of ESP material development. For this reason, the finding of this research could be a guide for the English teachers and future researchers to do needs analysis on ESP materials design on oral communication for students of Hotel Accommodation Department at vocational high school. In order to met the students' needs as the prospective hotel receptionist at vocational high school by implementing Hutchinson and Water (1987), and Nunan (2004) principles.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter views related literature of the study covering theoretical framework, conceptual review, and previous study.

2.1   Theoretical Framework

The theoretical basis of this research adapted a number of theories. Chronologically, the theoretical basis that deals with needs analysis that had been rationalized by Hutchinson and Waters (1987), and Nunan (2004). Second, the researcher employed the principle of ESP as what suggested by Harding (2007:6). Third, it was about oral communication what made obvious by Gogoi's (2014:272) ideologies. Fourth, the ideas in dealing with Hotel Accommodation Department at vocational high school as what suggested by *KEMDIKBUD (Kementerian Pendidikan dan Kebudayaan)* Indonesia or Ministry of Education and Culture in Indonesia and Wiryono (2014).
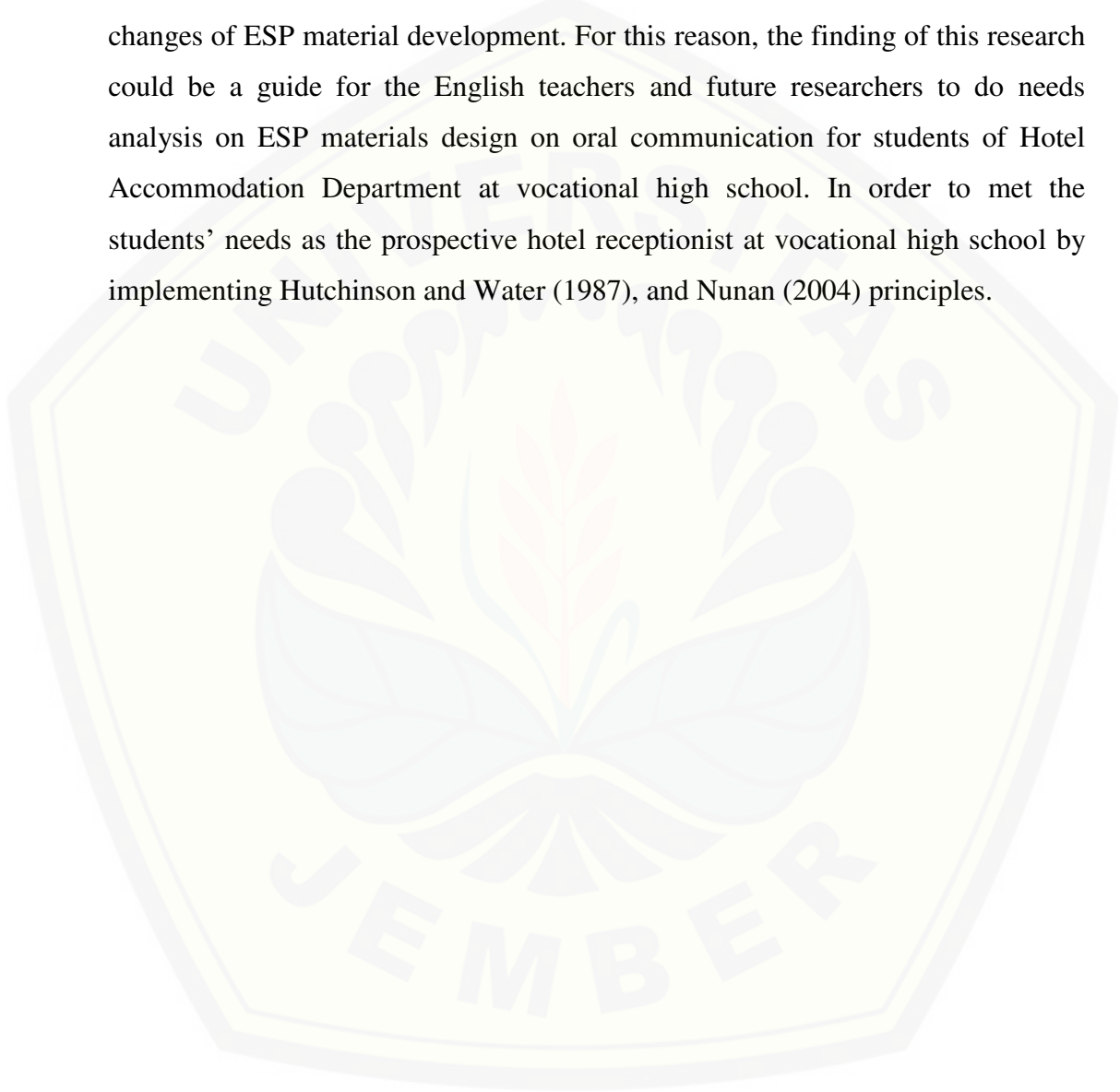
2.2   Conceptual Review

The researcher adapted Hutchinson and Waters (1987) principles for the process of needs analysis on ESP materials design. It comprises elements of needs analysis on ESP materials design, such as: (1) target needs (i.e. what the learner needs to do in the target situation); (2) learning needs (i.e. what the learner needs to do in order to learn). Moreover, in supporting Hutchinson and Waters (1987) principles, Nunan (2004) adds his thoughts for learning needs into: 1) goals, 2) procedures, 3) input, 4) task types, 5) settings, and 6) settings. Those elements categorized as task components as what had been declared by Nunan (2004).

2.2.1   Needs Analysis

Most of the literature that was utilized as bases of needs analysis is derived from the notions of communicative competence (Hymes, 1972). It is stated by Hymes's (1972) ideas that communicative competence involves two aspects: linguistic competence signifies to the unconscious knowledge of the language, and linguistic performance, that is the use of language associated with the process of

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enconding and decoding. The use of language is not only by grammaticality but also other aspects such as appropriateness. As Hymes (1972:278) puts it, "There are rules of use without which the rules of grammar would be useless". Hymes (1972) mentions four criteria by which communicative competence can be evaluated.

1. Whether something is formally possible. It relates to grammaticality.
2. Whether something is feasible. It relates to psychological acceptability.
3. Whether something is appropriate. It relates to socio-cultural acceptability.
4. Whether something is in fact done, or the speech act is actually performed.

In terms of need analysis, it is defined as the simply way that the material designer and/or teacher want to know in dealing with target and learning needs of the students or learners, by applying needs analysis as the tool to collect the data about the learners' key requirements or needs and clarify the areas in which they are lacking of.

Needs analysis is absolutely important in ESP field, Hutchinson and Water (1987) state needs analysis based on language centred approach refers to the ability to comprehend and/or procedure the linguistic features of the target situation. They also make a basic disctinction between target needs (i.e. what the learner needs to do in the target situation) and learning needs (i.e. what the learner needs to do in order to learn). Particularly, the researcher adapted Hutchinson and Water (1987) perspective. They expand target needs into: (1) students' personal identity: to find out personal information that deals with the students. Specifically, it explores about when the students started learning English and how were their speaking skills; (2) necessities: the type of need determined by the demands of the target situation; that is, what learner has to know in order to function effectively in the target situation. Specifically, finding out the students' needs in terms of target situation; (3) lacks: what the learner knows already, it can be a consideration which of the necessities the learner lacks. Particularly, it is to find out the gap between the students' current proficiency and the target proficiency; (4) wants: what the learner wants to learn and what they feel they need. Precisely, it relates to find out the students' needs based on their point of view.

Moreover, learning needs as what declared by Hutchinson and Water (1987) include 6 indicators. They categorized as task components along with the supporting elements by Nunan (2004), such as: (1) why are the learners taking the course? It refers to what learners think will achieve and what their attitude towards the ESP course. It is stated by Nunan (2004) this point refers to goals. He identifies it as a range of general outcomes (communicative, affective or cognitive) or may directly describe teacher and leaner behavior. Purposely, it deals with finding out the reason of learning English, (2) how do the learners learn? It points to what is their (students) concept of teaching and learning. Nunan (2004) highlights that point as procedures; it represents what learners will actually do with the input that forms the point of departure for the learning task. Definitely, it links to find out the activities that students like most, (3) what resources are available? It describes about appropriate materials going to be choosen by a teacher for students. Nunan (2004) categorizes it as input, refers to the spoken, written and visual data that learners work with in the course of completing task. Particularly, it concerns finding out the sources of the topic, and the length of the text that deal with the students, (4) who are the learners? It belongs to what are their interests. Specifically, Nunan (2004) specifies it as task types. In this case, this point directs to what typology of the task that appropriate with the students' present situation and in order to meet their needs, (5) where will the ESP course take place? It refers to surrounding situation in teaching and learning process. This idea delivers to settings, refers to the teaching and learning environment agreement (Nunan, 2004). Explicitly, this directs to find out the places of doing tasks that the students like most, (6) when will the ESP course take place? It signifies time of ESP course going to be scheduled, e.g. every day or once a week, full time or part time. Nunan (2004) classifies it into settings to describe when ESP course will occur.

2.2.2 ESP

Today's requirement of ESP is highly popular among the vocational high school students, especially for the students of hotel receptionists. Since ESP is

aimed to facilitate and enable them to meet their obvious needs. Harding (2007:6) states that to be able to communicate successfully in English, students of different professions are thus taught ESP, whose overriding characteristics are "the sense of purpose and the sense of vocation. Specifically, the characteristics focus on students' requirements. Harding (2007:6) places it: "in ESP – English for Specific Purposes – the purpose for learning the language is paramount and relates directly to what the learner needs to do in their vocation or job". Concerning the selection of ESP materials, it depends on the requirements of the learners regarding their future or present jobs: that is, materials should focus on the appropriate topics and include "tasks and activities that practice the target skills areas" (Ellis and Johnson, 1994:115).

Paltridge and Starfield (2013:2) state that English for specific purposes (ESP) refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain. Regarding ESP courses, Paltridge and Starfield (2013:2) argue that a key feature of an ESP course is that the content and aims of the course are oriented to the specific needs of the learners. As noted by Hewings (2002a: v) in his introductory editorial for English for Specific Purposes, one of the "great strength[s]" of ESP has been its ability to maintain a balance between, on the one hand, the report of sound and interesting research and, on the other, discussion of its implications for pedagogical practice relevant to a wide range of teaching contexts. It has been stated that typically, ESP has functioned to help language learners cope with the features of language or to develop the competencies needed to function in a discipline; profession; or workplace (Basturkmen, 2008:6). Relating to the characteristics of ESP, according to Dudley-Evans and St. John (1998:4-5) identify the characteristics of ESP are such:

1. **Absolute characteristics:**
   - ESP is designed to meet the specific needs of the learner;
   - ESP makes use of the underlying methodology and the activities of the discipline it serves;
   - ESP is centred on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities.

2. **Variable characteristics:**
   - ESP may be related to or designed for specific disciplines;
   - ESP may use, in specific teaching situations, a different methodology from that of general English;
   - ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be used for learners at secondary school level;
   - ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

From the characteristics of ESP above, Basturkmen (2010:6) categorizes the different ESP branches in the following table:

Table 2.2.2 Basturkmen's Classification of ESP Branches

Branches	Sub Branches	Examples
1. Examples English for Academic Purposes (EAP)	1. English for General Academic Purposes (EGAP) 2. English for Specific Academic Purposes (ESAP)	1. English for academic writing 2. English for law studies
2. English for Professional Purposes (EPP)	1. English for General Professional Purposes (EGPP) 2. English for Specific Professional Purposes (ESPP)	1. English for the health care sector 2. English for nursing
3. English for Occupational Purposes (EOP)	1. English for General Occupational Purposes (EGOP) 2. English for Specific Occupational Purposes (ESOP)	1. English for the hospitality industry 2. English for hotel receptionists

Based on the classification of ESP branches above, it is concluded that ESP touches wide parts. Specifically, the parts are classified into definite group of learners who have various needs and language, certain disciplinary knowledge, and particular situations. Academically, ESP materials are planned, applied, and estimated to meet academic and professional needs. The main goal of this effort is to make the learners have capability and they are able to implement it. Those of us drawn to a specific purposes approach to English language teaching and to

research in support of that endeavor are very likely to value English for specific purpose's (ESP) construal of learner - centeredness, its commitment to meeting the specific needs of specific learners in the contexts, or target situations, they wish to function in (Belcher 2009:535). Concerning the research approach, the researcher adapted needs analysis approach from Hutchinson and Waters (1987).

2.2.3 Oral Communication

Gogoi (2014:272) clarifies that today, it is effective communication in English that fetches students their dream jobs; helps a professional surge ahead of others; keeps afloat a multi-national organization; elevates a common mortal to the dizzy heights of achievements; and in a way, defines and redefines our existence in this competitive world. It has been confirmed that a recent newspaper report said that of every hundred interviews, only five qualified for employability (Gogoi, 2014:275). Additionally, Gogoi (2014:275) adds that this is not because they lack technical skills but they lack effective communication skills. Having a good oral communication is essential as technical requirement to support students who striving for a brighter future. On the other hand, poor oral communication will affect bad results for job.

The number of graduates from Hotel Accommodation Department of vocational high schools causes a serious drawback in the job market, especially their English speaking competency for those who work as a receptionist in hotel. As a receptionist, the students deal with several activities, such as welcoming foreign and local guests, starting conversation with the foreign and local guests, telephoning, and many things else. The National Association of Colleges and Employers (NACE) Job Outlook Survey (2016:2) shows a number of transferable skills, one of them is verbal communication skill. In this study, verbal communication skill is operationally defined as oral communication. Oral communication is important as technical qualifications for ESP learners to get a brighter job. It is stated by Rahman (2010:1-9) that oral communication is a dynamic interactive process that involves the effective transmission of facts, ideas, thoughts, feelings and values.

Oral communication points to the speaker's ability to carry spoken or information messages to communicate head to head and express the ideas either in the academic or professional purposes. The capable receptionist with good oral communication should think critically in dealing with the way how to transfer their projected messages; and how to operate it in an appropriate of speaking environments, in order that to keep away from being uninformative or too talkative or troubling the clients during interactions.

According to Crosling and Ward (2002:42), oral communication is an important aspect of the workplace, and that business graduate employees require effective skills in this domain if they want to be successful in their business careers. For instance, Cahyono (2017) as the founder of Oasis International Banyuwangi says that during the process of preparing his students who are going to work as an hotelier and cruiser abroad; most of his students have difficulties in mastering English especially for oral communication. He states that the key point to succeed in the interviews is having a good oral communication. Oral communication skill characterizes ESP graduates' existences in the competitive areas. Thus, it is expected by ESP graduates to have effective oral communication skill. For the reason that the way ESP graduates present themselves orally will give them a visualization of competence and confidence. That is why; needs analysis on ESP materials design on oral communication for students of Hotel Accommodation Department at vocational high school is highly required.

2.2.4 Hotel Accommodation Department at Vocational High School

Chung and Yang (2013:60) affirm that in the recent years, hospitality industry became a significant business in the world because of the emerging globalization. Additionally, they also argue that in fact, high quality hospitality industry has become more and more important in the trend of questing service based economy and the increasing number of tourists in Asia. As a matter of fact, Indonesia is one of Asia regions that realize in developing the potential of tourism and hospitality industry is a big deal. According to Yahya (2017:1) states that tourism and and hospitality industry is projected to become the highest

contribution of income for Indonesia in 2019. Additionally, Yahya (2017:2) adds that the signs of that industry potential can be seen by the increasing of 25 % income in 2017.

Concerning the hospitality industry, hotel becomes one of the potential hospitality industry sectors as a place to stop for the travelers or tourists which absolutely able to boost the contribution of income in a particular area. Surely, working in hotels requires skillful employees who carry their capabilities on it. In this case, Ministry of National Education and Culture in Indonesia or *KEMDIKBUD (Kementerian Pendidikan dan Kebudayaan)* Indonesia provides Hotel Accommodation Department as one of the programs in vocational high school. Realistically, the role of Hotel Accommodation Department at vocational high schools is aimed to fulfill and produce qualified and trained employees. According to the Vocational Education Department in the Ministry of Education in Asian Development Bank (2014) reports that seven out of 10 graduates from the schools supported by the project have obtained jobs within 4 months from graduation.

Specially, concerning the contents of the National Education System; number 20, in the year of 2003, article 3 points to the objectives of the national education and the explanation of article 15 which declares that vocational education is aimed to prepare students who able working in certain job-fields. Particulary, the competence of vocational high school graduates as a subsystem of the national education system has been stated by Department of National Education and Culture or *Depdikbudnas* (2001) including: 1) producing graduates who have skills, mastering Information and Technology science or *IPTEK* that deals with the needs of national building, 2) producing graduates who have productive skills, having own salary, changing graduates status of the national burden, 3) producing qualified and trained workers who boost the development of a competitive Indonesian industry facing the global market, 4) producing graduates who have strong mental attitude to develop themselves sustainably.

The students of Hotel Accommodation Department are being prepared to become professional hoteliers. One of the hunted positions in hotel is being

receptionist. Some of the tenth grade students at *SMKN* 1 *BANYUWANGI* or Vocational High School 1 Banyuwangi were asked about their reasons why they chose Hotel Accommodation Department as their major on November, 16th 2017, when the researcher conducted the preliminary study. They argued that there were a number of profits that come to us by being a hotel receptionist, such as: we could be an essential part of the hotel company and got an opportunity to come across with new people from different regions and even more different countries. In addition, we could learn different languages and gained excellent communication skills, which look extraordinary on a Curriculum Vitae.

Corresponding to that report, Wiryono (2014) says that the government wants to ensure that the country produces the skilled workers that meet both Indonesian companies' and foreign investors' needs. Additionally, he adds that the improvement of vocational education in Indonesia is the key to meet the increasing demand for skilled workers. A study carried out by Mohammad and Alsaleh (2013:1637) find that many private and public institutions in the world have offered programs teaching tourism industry and hospitality. Therefore, the government should look more closely at the real-circumstances of the labor markets and schools, so that there will be a good consideration to meet the students' real needs after graduated from Hotel Accommodation Department at vocational high school.

2.3   Previous Study

Some previous studies which had been conducted by several researchers, only in the case of preparing and constructing a curriculum, ESP teaching-learning that supplemented the textbook with extra materials, speaking, reading and writing, and lastly about needs-analysis syllabus. For instance, from the oldest to more current researches; the findings of the previous studies of needs analysis on ESP were reported in the following.

Caganaga (2014) examined the effects of communicative approach on learners' foreign language proficiency levels by employing the needs analysis in English for specific purposes classes. The participants in this present study

included 160 students from the first year faculty English program of English Preparatory School of European University of Lefke. Subjects of the study were selected randomly. The main point of views and controversies that surround the issue being investigated was to analyze and prepare a curriculum based on the findings of needs analysis in English for Specific Purposes course in numerous aspects for both teachers and students and it may guide to restructuring, assessing the traditional methods, and reviewing the curriculum, assessment and evaluation activities. The researcher applied three different data collection methods. In the first step of data collection, questionnaires and interviews were used in the needs analysis process. Questionnaires were applied to the students; interviews were done with the faculty members. The outcome in this research validated that the students testified a positive judgment on the entire features of the ESP program which was re-designed and utilized differently. Students' proficiency level improved derived from the approach and teaching program. Specifically, when an ESP course put side by side with the traditional methods, it could be said that a program which was designed in accordance with the needs analysis and the assessment and evaluation of student-centered methods made the course more effective and enriched due to its effect on achieving the targets.

Corresponding to him, Liton (2015) observed ESP learners' needs related learning for the workplace. His study explored learners' pragmatic learning for business school. The research participants were among 30 ESP instructors who were teaching English for Business Administration at different universities in South-East Asia. The main issue in this research was investigated learners' needs specifying to meet those needs in actual teaching and learning situations, catering their better performance in the real workplace situation. Particularly, learners' needs have to be addressed if the course was to be effective and successful. The researcher applied questionnaires as the instrument by sending them to 36 ESP teachers via *e-mail*, *Facebook* and *Skype* between January and February 2013. It is important to note that these results of the study do indeed warrant the view that the varied suggestions from the majority of the participants recall that the promising ESP practitioners were concerned with the upshot of their students'

needs in the real life situation. Predominantly, the teachers (83%) underlined that listening, speaking and writing skills should be given high importance to develop communicative competence which is the main concern of workplace.

Similarly, Sothan (2015) discussed English language needs according to undergraduate students and employers in Cambodia. The participants of the research were 166 undergraduate students at Life University and those of 225 employers in Cambodia. The focus of recent research has been on some particular English language needs as perceived by undergraduate students and employers. Therefore, it can be concluded that revisions of the current program seem to be necessary to offer more effective English language courses for students. The researcher made use of a survey questionnaire as the instrument, which was categorized into two forms: one for undergraduate students and another one for employers. The study had shown that vocational or work-related English to be highly measured by most students. In addition, those findings derived from the views of both students and employers on the language needs seem to be dissimilar. Concerning students' perspectives, speaking and reading skills play very important that they need for improving the overall English ability, but employers rated writing to be the most dominant skill at workplace. Another crucial finding is that most employers perceived the lack in report writing to exist in their respective institution.

Furthermore, Akbulut (2016) investigated ESP needs analysis of university school preparatory students by applying learning centred approach. 75 Turkish GE students of School of Economics and Administrative Sciences, Arts and Sciences and Engineering were the participants in this research. They were originally 82 participants; however, 7 students were dropped from the study because of missing data. The key issue which underlined this research was finding out needs required for effective professional skills of participants and analyzing the existing instructor content and their pedagogical knowledge. Akbulut (2016) implemented qualitative (interview) and quantitative (questionnaires) as the instruments. In her study, qualitative and quantitative data instruments were employed to gather more precise and valid information in dealing with General

English courses in preparatory classes. First, the questionnaires were distributed to the students. Second, semi-structured interview were also conducted to the students. The results in this research confirmed that the greater part of the participants stated that preparatory class was essential for them but with the exception of writing, grammar and vocabulary teaching, instructors should give more importance to listening, speaking and reading skills. In addition, they added obviously that the materials in the classroom should be more authentic, real-like and interesting. The efficiency and the importance of ESP mostly depend on the needs analysis on which the whole courses are restructured. The findings suggested that the curriculum of English preparatory classes was not efficiently constructed or directed to second language learners' future needs.

As a matter of fact about the availability and importance of needs analysis on ESP materials design, Alsamadani (2017) explored needs analysis in ESP context for Saudi engineering students as a case study. Principally, the research participants were ESP and subject-matter teachers (N= 25; *age mean* = 42) and second-year engineering students majoring in industrial engineering and civil engineering at Umm Al-Qura University (Al-Lith and Al-Qunfudah) (*N* = 200; *age mean* = 22). This study was aimed to add to the bulk of research on ESP needs analysis. Essentially, it considered for a pragmatic and objective attempt to help ESP teachers Saudi Arabia to identify the best methods of teaching that were truly relevant to their learners. Three different types of instruments were applied by the researcher including a classroom observation protocol, a structured questionnaire and a semi-structured interview protocol. It had been found that reading skill was the most essential for engineering students. The researcher argued that the result were the conclusions of many studies (Labassi, 2009; Rais, 2007) that ESP courses focused mainly on reading skills. Additionally, he added that the findings of his research contradicted with Basturkmen's (1998) principle where he stated that writing was not very compulsory for ESP students. Fundamentally, the researcher claimed that numerous recommendations were presented to upgrade the ESP course for engineering students. That was a needs-

based syllabus which expected to accommodate for ESP needs in terms of macro and micro skills.

Those previous studies were conducted in Turkey, Saudi Arabia, Cambodia, Turkey, and Saudi Arabia. For a particular reason, the previous studies generally examined in dealing with preparing and constructing a curriculum, ESP teaching-learning that supplemented the textbook with extra materials, speaking, reading and writing, and lastly about needs-analysis syllabus.

It could be seen that those previous studies remain unclear to explore about the implementation of needs analysis on ESP materials design on oral communication for vocational students of Hotel Accommodation Department at vocational high school. To fill the research gap, doing needs analysis was necessary. Obviously, this present research conducted a research of needs analysis by applying Hutchinson and Water (1987), and Nunan (2004) principles.

CHAPTER III
THE STUDY

This chapter explains research design, research context, research participant, the instruments for data collection method, and data analysis method for this study.

3.1   Research Design

The aim of this current study was to find data by applying needs analysis on ESP materials design on oral communication for students of Hotel Accommodation Department at vocational high school. This research design was categorized as survey research. Theoretically, Zourgui (2010) declares that survey research is a non-experimental research method based on questionnaires or interviews. Additionally, survey research points to clearer notion of ESP courses which replicate the learners' real needs for future occupation (Liton, 2015:6). In line with him, Bleich and Pekkanen (2015) affirm that survey research is widely deployed as evidence by scholars from a variety of diciplines, rely on information and responses gained from human informations.

3.2   Research Context

This current study was conducted in one of the vocational high schools in Banyuwangi named *SMKN* 1 *Banyuwangi* or Vocational High School 1 Banyuwangi. All grades in *SMKN* 1 *Banyuwangi* or Vocational High School 1 Banyuwangi apply *Kurikulum* 2013 or Curriculum 2013 as the educational guidelines. The school had 4 departments; one of them was Hotel Accommodation Department. Precisely, this research focused on the tenth grade students of Hotel Accommodation Department. The tenth grade students of Hotel Accommodation Department only received GE (General English). Since ESP materials have not existed. The English teacher confirmed that he taught General English two days in a week. Each of days consisted 2 hours of teaching and learning process.

3.3 Research Participant

The participants were consists of one English teacher and all the first year of the tenth grade students of Hotel Accommodation Department. The reason which underlined the selection of them to get involved in this research participant was the requirements to support this research data in dealing with needs analysis on ESP materials on oral communication for students of Hotel Accommodation Department at vocational high school. All participants were chosen anchored from Teddlie and Yu's (2007) purposive sampling. Teddlie and Yu (2007) states obviously that purposive may be defined as selecting units (e.g., individuals, groups of individuals, institutions) based on specific purposes associated with answering a research study's questions.

3.4 Data Collection Method

To accomplish and thereby reach acceptable outcomes which deal with the needs analysis on ESP materials for Hotel Accommodation Department students, the current study adapted two different yet interrelated types of instruments: first, needs analysis questionnaires based on Hutchinson and Waters (1987), and Nunan (2004) principles. The researcher tried out the needs analysis questionnaires to some of the tenth grade students of Hotel Accommodation Department to make sure that they could understand and answer the research's questions, in order to meet the purpose of this research. The questionnaires were built based on the guiding principle of a framework to analyze learning needs and target situation as what suggested by Hutchinson and Waters (1987), and Nunan (2004) principles. Additionally, needs analysis questionnaires were constructed in Bahasa Indonesia. The consideration of using Bahasa Indonesia was to make the students could understand and answer needs analysis questionnaires easily. Needs analysis questionnaires were distributed to the tenth grade students of Hotel Accommodation Department. The organization of need analysis questionnaires were formulated as:

Table 3.4 The Organization of Needs Analysis Questionnaires

	No.	Aspect	Item Number	Question Goal	Reference
	1	Students' personal identity	1, 3	to find out personal information that deals with the students	
Target Needs	2	Necessities	6, 7	to find out the students' needs in terms of target situation	Hutchinson and Waters (1987: 55)
	3	Lacks	14	to find out the gap between the students' current proficiency and the target proficiency	Hutchinson and Waters (1987: 55)
	4	Wants	15, 16, 17, 18	to find out the students' needs based on their point of view	Hutchinson and Waters (1987: 56)
Learning needs	5	Goals	2	to find out the reason of learning English	Nunan (2004: 41)
	6	Procedures	8, 9	to find out the activities that the students like most	Nunan (2004: 52)
	7	Input	4, 5	to find out the input, the topic, and the length of the text that deal with them	Nunan (2004: 47)
	8	Task Types	10, 11, 12, 13	to find what typology of the task that appropriate with the students' present situation and in order to meet their needs	Nunan (2004: 56)
	9	Settings	19	to find out the places of doing tasks that the students like most	Nunan (2004: 70)
	10	Settings	20	to describe when ESP course will occur	Nunan (2004: 70)

Second, the semi-structured interview was presented to the English teacher. The researcher also used Bahasa Indonesia to construct the semi-

structured interviews. In order to made the English teacher easy to clarify his answers in the semi-strutured interviews. Hypothetically, the semi-structured interviews will mostly heading for the organized questions; however it will tolerate the English teacher to have freedom responding the questions (Morse and Field, 1996; Harris and Brown, 2010:1). In line with them, Mackey and Gass (2005) confirm that in semi-structured interview, a written list of questions as a guide was used by the researcher to take more available information about the process. The process of interview was recorded and the gained data were used as the basis to do needs analysis on students of Hotel Accommodation Department at vocational high school.

3.5 Data Analysis Method

Analyzing both quantitative and qualitative data, the researcher used different type of methods. First, need analysis questionnaires were examined using quantitative data analysis method which the formula were adopted from Sugiyono (2012:95). Second, to analyze the data: *questions analysis* and *content analysis* were used as subset regarding the type of interview administered in this research, which was semi-structured interview (Morse and Field, 1996). The analysis began by writing down the recording, examining the transcript next to the recording, correcting the transcript, and continuing by sorting the information in the transcript (Morse and Field, 1996).

3.5.1 Quantitative Data Analysis Method

Analyzing the acquired data, the primary data came from the questionnaire. As a result, the quantitative method was employed to explain the obtained data by calculating the percentage of each answer on the questionnaire using this following formula:

$$P = \frac{F}{N} \text{ x 100 \%}$$

Where:

P = Percentage
F = Frequency

N = Total Number of Respondents
(100 %) = Fixed Number

The percentage of answers on each question was presented as the tendency of the students related to the condition. The formula is adopted from Sugiyono (2012:95).

3.5.2   Qualitative Data Analysis Method

Analyzing the acquired data from the semi-structured interview, the analysis began by writing down the recording, examining the transcript next to the recording, correcting the transcript, and continuing by sorting the information in the transcript (Morse and Field, 1996).
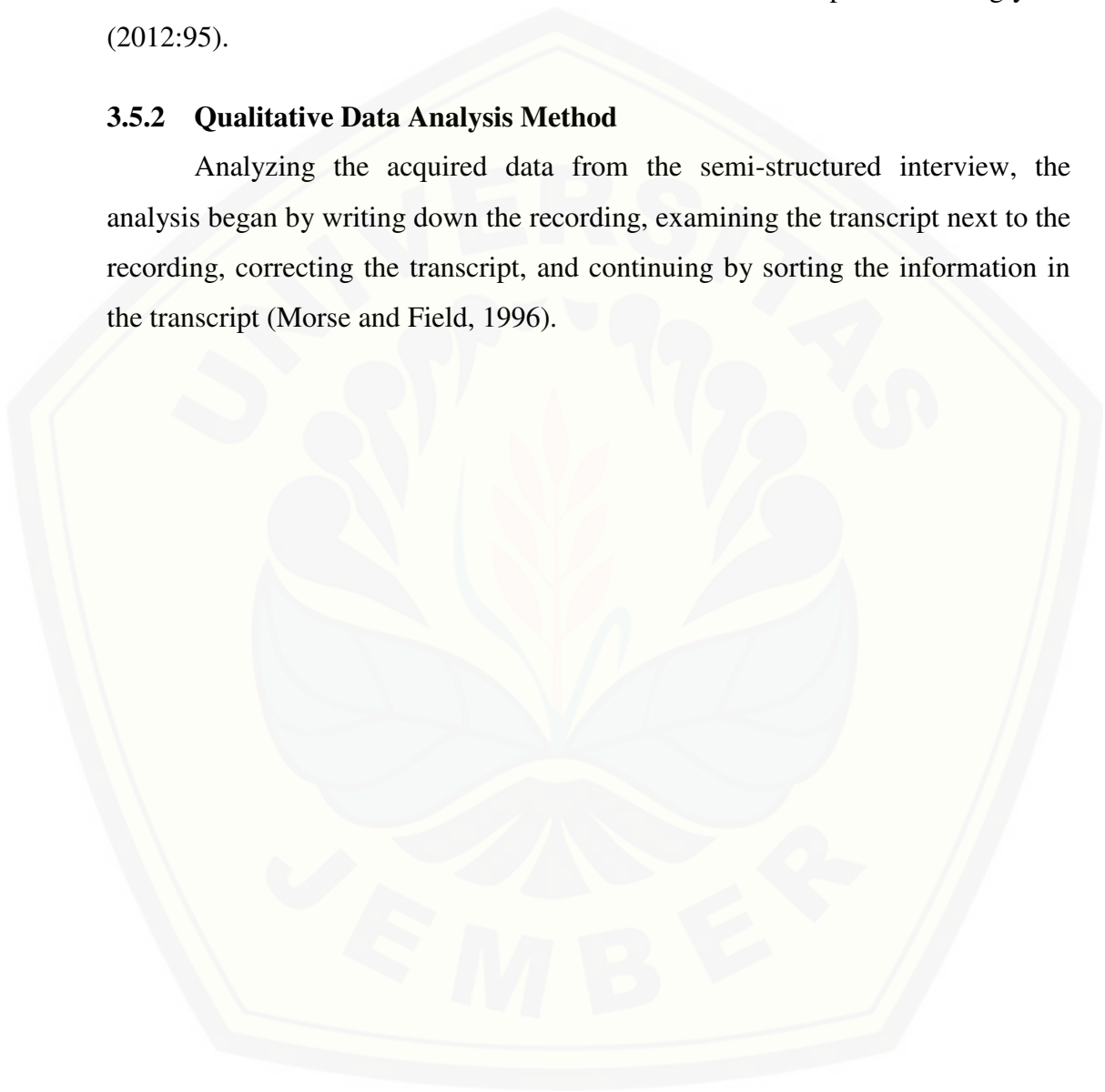
CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusion represented from the findings and discussions and the suggestion deals with the results of this research for considered stakeholders.

5.1   Conclusion

Anchored from the findings, results of needs analysis questionnaires, analysis of students' target needs, learning needs, semi-structured interview of the English teacher, and research discussion in Chapter 4, 100% of the whole tenth grade students of Hotel Accommodation Department needed ESP materials to strengthen their entry knowledges in dealing with hotel especially to maintain their oral communication skills. It described clearly in the aspect of wants of the students' target needs in Chapter 4. In line with them, the English teacher clarified that as the educator, he also required ESP materials to teach his students. Because, he argued that both the government and school only provied EGP for vocational high school students. Therefore, the requirement of ESP materials both the tenth grade students of Hotel Accommodation Department and English teacher was important.

5.2   Suggestion

Considering the results of of needs analysis questionnaires and semi-structured interview, fundamental suggestions were addressed to the following stakeholders.

1. The Government

In dealing with the authority and legitimacy, the government has a strong role to make a regulation. It was clearly elaborated in Chapter 4 that ESP materials should exist for students of Hotel Accommodation Department at vocational high school. The factual condition which happening right now indicates that there is no specific materials for Hotel Accommodation Department students. So that both the English teachers and students of Hotel Accommodation

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Department have the same polemic in dealing with no specific English materials, in order to achieve the target situation of Hotel Accommodation Department students after school. Consequently, the government as the top institution should create a better regulation for vocational high school, with the intention of achieving the purpose of its existence as what suggested by the contents of the National Education System; number 20, in the year of 2003, article 3 directs to the objectives of the national education and the explanation of article 15 which declares that vocational education is aimed to prepare students who able working in certain job-fields.

2. **The School Principal**

It was obviously stated in Chapter 4 by the tenth grade students of Hotel Accommodation Department and English teacher that the need of ESP materials was absolutely essential to support teaching and learning process for Hotel Accommodation Department. Because, both the government and school only provide EGP, so that the school principal should think innovatively and creatively to gather the English teachers in his vocational high school to design specific materials, in order to meet the students' needs.

3. **The English Teacher**

The findings and disussions revealed that the need of ESP materials was a big deal. Meanwhile, the government and school did not provide the specific materials for the students of Hotel Accommodation Department. Consequently, The English teacher is suggested to develop and adapt by adding speaking materials as found related materials in this study. In order to create an appropriate stuff for vocational high school students.

4. **The Future Researchers**

Because this present research only focused on needs analysis of the tenth grade students of Hotel Accommodation Department at *SMKN* 1 *Banyuwangi* or Vocational High School 1 Banyuwangi especially for oral communication skill, future researchers are expected to do need analysis to develop and design the specific English materials including 4 language skills and 3 language components.

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APPENDIX A

Research Matrix

Title	Problem	Variable	Indicators (Needs Analysis)	Data Resources	Research Methods	Hypothesis
Needs Analysis on ESP Materials Design on Oral Communication for Students of Hotel Accommodation Department at Vocational High School	1. How is needs analysis on ESP materials on oral communication for students of Hotel Accommodation Department at vocational high school using Hutchinson and Water (1987) principles?	**Independent Variable:** 1. Needs Analysis on ESP Materials Design on Oral Communication **Dependent Variable:** 1. Students of Hotel Accommodation Department at Vocational High School	1. Student Personal Identity 2. Necessities 3. Lacks 4. Wants 5. Goals 6. Procedures 7. Input 8. Task Types 9. Settings 10. Settings Hutchinson and Water (1987), and Nunan (2004)	**Research Subject:** 1. The tenth grade students of Hotel Accommodation Department at *SMKN 1 Banyuwangi*. **Informant:** 1. One English teacher 2. Thirty six students in the tenth grade students of Hotel Accommodation Department at *SMKN 1 Banyuwangi* or Vocational High School 1 Banyuwangi. **The school document:** 1. English textbook entitle *Bahasa Inggris* (E-book).	**Research Design** 1. This research design was categorized as survey research. Hyphothetically, it can be defined as a clearer view of the overall standard of ESP courses and reflect the learners' real needs for future employment (Liton, 2015:6). **Research Context** 1. This current study was conducted in one of the vocational high schools in Banyuwangi named *SMKN 1 Banyuwangi* or Vocational High School 1 Banyuwangi. **Research Participants** 1. One English teacher. 2. 108 students in the tenth grade students of Hotel Accommodation Department. **Data Collection Method** 1. Needs Analysis	1. The data of needs analysis on ESP materials design on oral communication for students of Hotel Accommodation Department at vocational high school; able to become one of the resources for the government, school principal, English teacher, and future researchers to decide and provide appropriate ESP materials that meet the students' needs as the prospective hotel receptionist.

| | | | | | Questionnaire.
2. Semi-Structured Interview.

Data Analysis Method
1. Needs analysis questionnaires were examined using quantitative data analysis method which the formula was adopted from Sugiyono (2012:95).

2. To analyze the data of semi-structured interview: questions analysis and content analysis was used as subset regarding the type of interview administered in this research. (Morse and Field, 1996). The analysis was began by writing down the recording, examining the transcript next to the recording, correcting the transcript, and continuing by sorting the information in the transcript. (Morse and Field, 1996). | |

APPENDIX B

The Students' Needs Analysis Questionnaires

A. Pengantar

Angket ini diberikan kepada teman-teman para siswa kelas X, jurusan akomodasi perhotelan di SMKN 1 Banyuwangi sebagai bahan pertimbangan untuk pengembangan materi ESP. Dari hasil pengisian angket ini diharapkan bisa diketahui kebutuhan teman-teman para siswa kelas X terhadap materi belajar berbicara *(speaking)* seperti apa yang seharusnya dihadirkan. Oleh karena itu, jawaban jujur dan apa adanya yang sesuai dengan kondisi kenyataan sangat dibutuhkan. Semua jawaban yang diberikan tidak akan berpengaruh terhadap nilai Bahasa Inggris.

B. Data Responden
1) Nama   :
2) NIS   :
3) Kelas   :
4) Umur   :
5) Jenis kelamin   : L/P

C. Petunjuk pengisian

Berikut ini adalah beberapa pertanyaan yang menunjukan keadaan diri teman-teman. Berikanlah tanda silang (X) pada setiap jawaban yang sesuai dan mewakili keadaan teman-teman selama mengikuti proses pembelajaran Bahasa Inggris pada abjad yang tersedia. Jikalau teman-teman berpikir bahwa teman-teman memiliki pendapat lain atau hendak menggabungkan antara beberapa jawaban yang tersedia, maka hendaklah teman-teman memberikan tanda silang (X) pada jawaban "lain-lain", serta diharapkan untuk menuliskan jawabannya dengan singkat dan jelas sesuai dengan pendapat teman-teman.

1. Sejak kapan saudara belajar Bahasa Inggris?
   a. Sejak Sekolah Dasar (SD)
   b. Sejak Sekolah Menengah Pertama (SMP)
   c. Sejak Sekolah Menengah Kejuruan (SMK)
   d. (Lain-lain.) Jelaskan!…..

2. Apakah tujuan saudara belajar Bahasa Inggris?
   a. Untuk mendapatkan nilai bagus saat ujian.
   b. Untuk lulus UAN.
   c. Untuk menunjang karir/pekerjaan yang bagus di masa mendatang.
   d. (Lain-lain.) Jelaskan!…..

3. Menurut saudara, bagaimana kemampuan berbicara *(speaking)* Bahasa Inggris saudara saat ini?
   a. Saya kurang mampu berbicara *(speaking)* Bahasa Inggris.
   b. Saya mampu memahami apa yang orang bicarakan menggunakan Bahasa Inggris, namun saya tidak bisa memberikan tanggapan atau meresponnya.
   c. Saya sangat mampu berbicara *(speaking)* menggunakan Bahasa Inggris dengan tema dan situasi apapun.
   d. (Lain-lain.) Jelaskan!…..

4. Input materi seperti apakah yang saudara inginkan untuk melatih kemampuan berbicara *(speaking)* Bahasa Inggris?
   a. Monolog
   b. Dialog
   c. (Lain-lain.) Jelaskan!…..

5. Berapakah panjang input materi yang saudara inginkan untuk melatih kemampuan berbicara bahasa Inggris *(speaking)* adalah?
   a. Kurang dari 150 kata / kurang dari 2 menit/kurang dari 5 daftar kosakata/kurang dari 2 gambar
   b. 150 – 200 kata / 2-3 menit/5 daftar kosakata/2-3 gambar
   c. 200 – 300 kata / 3-4 menit / 5-10 daftar kosakata/3-5 gambar
   d. Lebih dari 300 kata/lebih dari 4 menit/ lebih dari 10 daftar kosakata / lebih dari 5 gambar
   e. (Lain-lain.) Jelaskan!…...

6. Topik materi pembelajaran berbicara *(speaking)* Bahasa Inggris yang seperti apakah yang saudara butuhkan sebagai siswa jurusan akomodasi perhotelan dan setelah lulus?
   a. Topik yang berkaitan dengan akomodasi perhotelan.
   b. Topik yang berkaitan dengan kehidupan sehari-hari.
   c. Topik yang berkaitan dengan dunia sekolah.
   d. (Lain-lain.) Jelaskan!…..…............

7. Setelah lulus dari jurusan perhotelan di SMK, pekerjaan seperti apakah yang saudara inginkan?
   a. Membuka bisnis perjalanan wisata.
   b. Bekerja di restoran.
   c. Bekerja sebagai receptionist perhotelan.
   d. (Lain-lain.) Jelaskan!…..

8. Menurut saudara, kegiatan pembelajaran yang cocok untuk materi pembelajaran berbicara *(speaking)* bahasa inggris?
   a. Bermain peran *(role-play)*
   b. Bertukar informasi mengenai kosakata *(vocabulary)* dan frasa *(phrase)*
   c. Bentuk kegiatan berupa latihan pengucapan *(pronunciation)*
   d. Permainan *(games)*
   e. Bentuk kegiatan berupa penguatan tata bahasa *(grammar)* bahasa inggris.
   f. (Lain-lain.) Jelaskan!…..…

   Keterangan:
   ➢Apabila jawaban saudara pada pertanyaan nomor 8 adalah **a**, langsung saja melanjutkan untuk menjawab pertanyaan nomor 9.
   ➢Apabila jawaban saudara pada pertanyaan nomor 8 adalah **d**, langsung saja melanjutkan untuk menjawab pertanyaan nomor 10.
   ➢Apabila jawaban saudara pada pertanyaan nomor 8 adalah **b**, langsung saja melanjutkan untuk menjawab pertanyaan nomor 11.
   ➢Apabila jawaban saudara pada pertanyaan nomor 8 adalah **c**, langsung saja melanjutkan untuk menjawab pertanyaan nomor 12.
   ➢Apabila jawaban saudara pada pertanyaan nomor 8 adalah **e**, langsung saja melanjutkan untuk menjawab pertanyaan nomor 13.

9. Bentuk kegiatan bermain peran *(role-play)* yang saudara perlukan untuk melatih kemampuan berbicara *(speaking)* bahasa inggris adalah?
   a. *Role-play* dengan persiapan terlebih dahulu
   b. *Role-play* tanpa persiapan (spontan)
   c. *Role-play* dengan menggunakan kartu yang memiliki informasi berbeda-beda untuk setiap murid
   d. *Role-play* dengan mengasah kemampuan berdiskusi dan berpendapat
   e. *Role-play* yang berisi aktivitas untuk mengadapatasi atau meniru suatu kegiatan (simulasi)

f. (Lain-lain.) Jelaskan!…..

10. Bentuk kegiatan permainan (*games*) yang saudara perlukan untuk melatih kemampuan berbicara (*speaking*) bahasa inggris adalah?
    a. *board games* (permainan menggunakan papan seperti ular tangga)
    b. *guessing games* (permainan menebak kata atau gambar)
    c. *survey games* (permainan mencermati sesuatu)
    d. *matching games* (permainan mencocokan)
    e. *labeling games* (permainan dengan memberikan label)
    f. *exchanging games* (permainan menukarkan kata atau gambar)
    g. (Lain-lain.) Jelaskan!…..

11. Bentuk kegiatan mengenai kosakata *(vocabulary)* dan frasa *(phrase)* yang saudara inginkan untuk melatih kemampuan berbicara saudara?
    a. Mencocokkan kosakata *(vocabulary)* dan frasa *(phrase)* bahasa Inggris dengan bahasa Indonesia
    b. Menerjemahkan kata bahasa Inggris kedalam bahasa Indonesia
    c. Melengkapi dialog atau monolog dengan kosakata *(vocabulary)* dan frasa *(phrase)* yang sudah disediakan
    d. Melengkapi dialog atau monolog dengan kosakata *(vocabulary)* dan frasa *(phrase)* dengan kreativitas siswa sendiri
    e. (Lain-lain.) Jelaskan!..

12. Bentuk kegiatan pengucapan *(pronunciation)* yang saudara inginkan adalah untuk melatih kemampuan berbicara bahasa inggris anda?
    a. Mengulang ucapan guru tentang kata-kata yang dianggap sulit
    b. Mendengarkan dan menirukan pelafalan-pelafalan pada kamus elektronik (e.g Cambridge Advanced Learner's Dictionary)
    c. Mendengarkan dan menirukan beberapa kata dalam film berbahasa inggris
    d. (Lain-lain.) Jelaskan!..

13. Bentuk kegiatan pembelajaran tata bahasa *(grammar)* yang saudara butuhkan?
    a. Mengindentifikasi dan memperbaiki kesalahan pada kalimat tertentu
    b. Membuat kalimat berdasarkan pola yang telah diajarkan
    c. Melengkapi kalimat menggunakan grammar yang tepat
    d. Mengidentifikasi dan memperbaiki kesalahan grammar pada monolog
    e. (Lain-lain.) Jelaskan!..

14. Apa sebenarnya kesulitan utama saudara dalam belajar berbicara *(speaking)* Bahasa Inggris?
    a. Tata bahasa yang belum sepenuhnya dipahami.
    b. Kurangnya perbendaharaan kata-kata.
    c. Kurangnya latihan.
    d. Tidak adanya materi yang sesuai dengan jurusan akomodasi perhotelan.
    e. (Lain-lain.) Jelaskan!…..

15. Metodologi pembelajaran bahasa yang seperti apakah yang paling saudara inginkan?
    a. Silent way
    b. Communicative language teaching
    c. Audio-lingual
    d. (Lain-lain.) Jelaskan!..

16. Pada saat guru memberikan tugas Bahasa Inggris, tipe mengerjakan seperti apakah yang saudara paling sukai?
    a. Mengerjakan tugas secara individu.
    b. Mengerjakan tugas secara berkelompok dengan ditentukan pasangan oleh guru.
    c. Mengerjakan tugas secara berkelompok dengan memilih pasangan secara sendiri.
    d. (Lain-lain.) Jelaskan!…...

17. Dalam kegiatan pembelajaran berbicara bahasa inggris, apakah saudara ingin memiliki materi-materi pembelajaran yang berhubungan erat dengan perhotelan?
    a. Ingin
    b. Sangat ingin
    c. Tidak ingin
    d. (Lain-lain.)
       Jelaskan!...

18. Dalam kegiatan pembelajaran berbicara bahasa inggris, sudahkah saudara belajar tentang materi-materi spesifik untuk perhotelan, sebagai contoh: materi tentang receptionist?; dan
    apabila materi-materi tersebut dibuatkan khusus untuk jurusan APH, apakah saudara ingin mempelajarinya?
    a. Belum. Namun, apabila materi-materi spesifik untuk perhotelan ada, saya ingin mempelajarinya lebih dalam.
    b. Sudah. Tidak perlu ada materi-materi tambahan.
    c. (Lain-lain.)
       Jelaskan!...

19. Dimanakah tempat yang cocok untuk melakukan kegiatan pembelajaran yang sesuai dengan minat saudara?
    a. Hotel
    b. Sekolah
    c. Tempat-tempat wisata
    d. Lain-lain.) Jelaskan!…..

20. Pada hari apa anda menyukai untuk memulai pelajaran ESP / Bahasa Inggris untuk Tujuan Khusus dimulai? ; dan berapa banyak pengajaran ESP seharusnya diajarkan?
    a. Senin, 3 hari dalam 1 minggu
    b. Kamis, 1 hari dalam 1 minggu
    c. Jum'at, 2 hari dalam1 minggu
    d. (Lain-lain.) Jelaskan!…..

~TERIMA KASIH ATAS KERJASAMA YANG TELAH DIBERIKAN~

APPENDIX C

The Semi-Structured Interview Guide for the English Teacher

1. Sudah berapa lama bapak mengajar Bahasa Inggris?

2. Apakah bapak mengajar *ESP (English for Specific Purposes)?*

3. Apakah bapak mengetahui tentang *ESP?*

4. Menurut bapak, apa tantangan terbesar dalam mengajar *ESP* untuk siswa kelas X jurusan akomodasi perhotelan?

5. Kenapa keberadaan *ESP* penting untuk diajarkan kepada siswa kelas X jurusan akomodasi perhotelan?

6. Menurut bapak, kemampuan Bahasa Inggris manakah yang menjadi sangat penting untuk dimiliki oleh para siswa sebagai praktisi perhotelan!

7. Menurut bapak, metode pengajaran *ESP* seperti apa yang seharusnya diajarkan kepada siswa kelas X jurusan akomodasi perhotelan agar tercapai kemampuan berbicara Bahasa Inggris secara baik?

8. Pentingkah bagi bapak untuk menguasai istilah-istilah secara teknis dalam bidang pengajaran *ESP*?

9. Bagaimana cara bapak menghadapi sebuah keadaan dimana seorang guru tidak terlalu menguasai pengajaran dalam bidang *ESP* di kelas?

10. Seberapa besar persetujuan bapak terhadap pernyataan ini? "Selain menjadi seorang pengajar, guru diharapkan agar mampu menjadi pengembang materi untuk menciptakan materi-materi baru yang sesuai dan berhubungan dengan *ESP (English for Specific Purposes)* untuk para siswa SMK jurusan akomodasi perhotelan".

APPENDIX D

FKIP Research Permission Letter

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121
Telepon: 0331- 334 988, Faks: 0331-332 475
Laman: www.fkip.unej.ac.id

Nomor   3418 /UN25.1.5/LT/2018   23 APR 2018
Lampiran   : -
Perihal   : Permohonan Izin Penelitian

Yth. Kepala SMKN 1 BANYUWANGI
Banyuwangi

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini:

Nama   : Agung Pramono Yekti

NIM   : 130210401078

Jurusan   : Pendidikan Bahasa dan Seni

Program Studi   : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: **"Needs Analysis on ESP Materials Design on Oral Communication for Students of Hotel Accommodation Department at Vocational High School"**

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenaan dan kerjasama yang baik kami sampaikan terima kasih.

a.n. Dekan
Wakil Pembantu Dekan I,

Prof. Dr. Suratno, M.Si.
NIP. 19670625 199203 1 003

APPENDIX E

The School Research Acceptance Letter

PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SMK NEGERI 1 BANYUWANGI
Jalan Wijaya Kusuma No. 46 Telp. 0333 - 424541 Banyuwangi
Website : http://www.smkn1banyuwangi.sch.id
Email : smk1bwi_wk46@yahoo.co.id   Kode Pos : 68425

LEMBAR DISPOSISI

SURAT DARI : UNIVERSITAS NEGERI JEMBER	DITERIMA TGL. 02 Mei 2018
TGL. SURAT : 23 April 2018	NO. PENGENDALI 275
NO. SURAT : 3418/UN25.1.5/LT/2018	KODE SURAT 421.4
PERIHAL : Permohonan Izin Penelitian an. Agung Pramono Yekti	DITERUSKAN KEPADA Yth. : 1. Waka Kurikulum 2. Waka Kesiswaan 3. Waka Sarpras 4. Waka Humas 5. Kasubag Tata Usaha 6. 7.

ISI DISPOSISI :

APPENDIX F

The School Research Verification Letter

PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SMK NEGERI 1 BANYUWANGI
Jln. Wijaya Kusuma No. 46 Telp/Fax. (0333) 424541
NPSN : 20525590, NSS :341052519001, NIS : 400300
Website : http://smkn1banyuwangi.sch.id
E-mail : smk1bwi_wk46@yahoo.co.id
BANYUWANGI   Kode Pos : 68425

SURAT KETERANGAN
Nomor : 421.5/*235*/101.6.7.18/2018

Yang bertanda tangan di bawah ini :

Nama	:	**Magiyono, M.Pd**
N I P	:	19680407 199103 1 007
Pangkat/ Golongan Ruang	:	Pembina Tk.I, IV/b
Jabatan	:	Plt.Kepala SMK Negeri 1 Banyuwangi Kab. Banyuwangi
Instansi	:	SMK Negeri 1 Banyuwangi
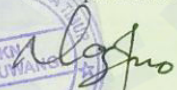
Dengan ini menerangkan bahwa:

Nama	:	Agung Pramono Yekti
NIM	:	130210401078
Jurusan	:	Pendidikan Bahasa dan Seni
Program Studi	:	Pendidikan Bahasa Inggris

Benar-benar yang bersangkutan telah melaksanakan penelitian di SMK Negeri 1 Banyuwangi pada tanggal 3 Mei 2018 dengan Judul "**Needs Analysis on ESP Materials Design on Oral Communication for Students of Hotel Accommodation Department at Vocational High School**".

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Banyuwangi, 7 Mei 2018
Plt. Kepala SMK Negeri 1 Banyuwangi,

Magiyono, M.Pd
NIP. 19680407 199103 1 007

Form.   : F.3.0 - 05   Revisi : 00
Tgl.   : 2 Mei 2007

APPENDIX G

The Research Schedule

No.	Activities of the Research	Day and Date
1	Submitting the permission letter from the Faculty of Teacher Training and Education to the school committee at *SMKN* 1 *Banyuwangi* or Vocational High School 1 Banyuwangi	Wednesday, May 2nd 2018
2	Accepting the school principle's confirmation via phone	Friday, May 4th 2018
3	Distributing the needs analysis questionnaires to 108 of the tenth grade students of Hotel Accommodation Department at *SMKN* 1 *Banyuwangi* or Vocational High School 1 Banyuwangi	Monday, May 7th 2018
4	Interviewing the English teacher	Monday, May 7th 2018
5	Analyzing the results of needs analysis questionnaires' of 108 students of the tenth grade of Hotel Accommodation Department and the English teacher's interview	Monday, May 9th 2018

APPENDIX H

The Research Documentation

Note:
1. Picture 1, 2, and 3 refers to the tenth grade students of hotel accommodation department at *SMKN* 1 *Banyuwangi* or Vocational High School 1 Banyuwangi who were filling out needs analysis questioniares.
2. Picture 4 refers to the researcher who interviewed the English teacher at *SMKN* 1 *Banyuwangi* or Vocational High School 1 Banyuwangi.

APPENDIX I

The Result of Needs Analysis Questionnaires Data Taken from the Tenth Grade Students of Hotel Accommodation Deparment

Appendix B

Analisis Kebutuhan Belajar Berbicara *(Speaking)* **Bahasa Inggris untuk Siswa Kelas X Jurusan Akomodasi Perhotelan di SMKN 1 Banyuwangi**

A. Pengantar

Angket ini diberikan kepada teman-teman para siswa kelas X, jurusan akomodasi perhotelan di SMKN 1 Banyuwangi sebagai bahan pertimbangan untuk pengembangan materi ESP. Dari hasil pengisian angket ini diharapkan bisa diketahui kebutuhan teman-teman para siswa kelas X terhadap materi belajar berbicara *(speaking)* seperti apa yang seharusnya dihadirkan. Oleh karena itu, jawaban jujur dan apa adanya yang sesuai dengan kondisi kenyataan sangat dibutuhkan. Semua jawaban yang diberikan tidak akan berpengaruh terhadap nilai Bahasa Inggris.

B. Data Responden

1) Nama : Wahyu Suhendra

2) NIS :

3) Kelas : X APH 3

4) Umur : 16 th

5) Jenis kelamin : L/P

C. Petunjuk pengisian

Berikut ini adalah beberapa pertanyaan yang menunjukan keadaan diri teman-teman. Berikanlah tanda silang (X) pada setiap jawaban yang sesuai dan mewakili keadaan teman-teman selama mengikuti proses pembelajaran Bahasa Inggris pada abjad yang tersedia. Jikalau teman-teman berpikir bahwa teman-teman memiliki pendapat lain atau hendak menggabungkan antara beberapa jawaban yang tersedia, maka hendaklah teman-teman memberikan tanda silang (X) pada jawaban "lain-lain", serta diharapkan untuk menuliskan jawabannya dengan singkat dan jelas sesuai dengan pendapat teman-teman.

1. Sejak kapan saudara belajar Bahasa Inggris?
   a. Sejak Sekolah Dasar (SD)
   b. Sejak Sekolah Menengah Pertama (SMP)
   c. Sejak Sekolah Menengah Kejuruan (SMK)
   d. (Lain-lain.)
      Jelaskan!..

2. Apakah tujuan saudara belajar Bahasa Inggris?
   a. Untuk mendapatkan nilai bagus saat ujian.
   b. Untuk lulus UAN.
   c. Untuk menunjang karir/pekerjaan yang bagus di masa mendatang.
   d. (Lain-lain.)
      Jelaskan!..

3. Menurut saudara, bagaimana kemampuan berbicara (speaking) Bahasa Inggris saudara saat ini?
   a. Saya kurang mampu berbicara (speaking) Bahasa Inggris.
   b. Saya mampu memahami apa yang orang bicarakan menggunakan Bahasa Inggris, namun saya tidak bisa memberikan tanggapan atau meresponnya.
   c. Saya sangat mampu berbicara (speaking) menggunakan Bahasa Inggris dengan tema dan situasi apapun.
   d. (Lain-lain.)
      Jelaskan!..

4. Input materi seperti apakah yang saudara inginkan untuk melatih kemampuan berbicara (speaking) Bahasa Inggris?
   a. Monolog
   b. Dialog
   c. (Lain-lain.)
      Jelaskan!..

5. Berapakah panjang input materi yang saudara inginkan untuk melatih kemampuan berbicara bahasa Inggris (speaking) adalah?

a. Kurang dari 150 kata / kurang dari 2 menit/kurang dari 5 daftar kosakata/kurang dari 2 gambar

b. 150 – 200 kata / 2-3 menit/5 daftar kosakata/2-3 gambar

c. 200 – 300 kata / 3-4 menit / 5-10 daftar kosakata/3-5 gambar

d. Lebih dari 300 kata/lebih dari 4 menit/ lebih dari 10 daftar kosakata / lebih dari 5 gambar

e. (Lain-lain.)

Jelaskan!..

6. Topik materi pembelajaran berbicara *(speaking)* Bahasa Inggris yang seperti apakah yang saudara butuhkan sebagai siswa jurusan akomodasi perhotelan dan setelah lulus ?

a. Topik yang berkaitan dengan akomodasi perhotelan.

b. Topik yang berkaitan dengan kehidupan sehari-hari.

c. Topik yang berkaitan dengan dunia sekolah.

d. (Lain-lain.)

Jelaskan!..

7. Setelah lulus dari jurusan perhotelan di SMK, pekerjaan seperti apakah yang saudara inginkan?

a. Membuka bisnis perjalanan wisata.

b. Bekerja di restoran.

c. Bekerja sebagai receptionist perhotelan.

d. (Lain-lain.)

Jelaskan!..

8. Menurut saudara, kegiatan pembelajaran yang cocok untuk materi pembelajaran berbicara *(speaking)* bahasa inggris?

a. Bermain peran *(role-play)*

b. Bertukar informasi mengenai kosakata *(vocabulary)* dan frasa *(phrase)*

c. Bentuk kegiatan berupa latihan penguacapan *(pronunciation)*

d. Permainan *(games)*

e. Bentuk kegiatan berupa penguatan tata bahasa *(grammar)* bahasa inggris.

f. (Lain-lain.)

Jelaskan!…..

Keterangan:

➢ Apabila jawaban saudara pada pertanyaan nomor 8 adalah **a**, langsung saja melanjutkan untuk menjawab pertanyaan nomor 9.

➢ Apabila jawaban saudara pada pertanyaan nomor 8 adalah **d**, langsung saja melanjutkan untuk menjawab pertanyaan nomor 10.

➢ Apabila jawaban saudara pada pertanyaan nomor 8 adalah **b**, langsung saja melanjutkan untuk menjawab pertanyaan nomor 11.

➢ Apabila jawaban saudara pada pertanyaan nomor 8 adalah **c**, langsung saja melanjutkan untuk menjawab pertanyaan nomor 12.

➢ Apabila jawaban saudara pada pertanyaan nomor 8 adalah **e**, langsung saja melanjutkan untuk menjawab pertanyaan nomor 13.

9. Bentuk kegiatan bermain peran *(role-play)* yang saudara perlukan untuk melatih kemampuan berbicara *(speaking)* bahasa inggris adalah?

a. *Role-play* dengan persiapan terlebih dahulu

b. *Role-play* tanpa persiapan (spontan)

c. *Role-play* dengan menggunakan kartu yang memiliki informasi berbeda-beda untuk setiap murid

d. *Role-play* dengan mengasah kemampuan berdiskusi dan berpendapat

e. *Role-play* yang berisi aktivitas untuk mengadapatasi atau meniru suatu kegiatan (simulasi)

f.   (Lain-lain.)

Jelaskan!..

10. Bentuk kegiatan permainan (*games*) yang saudara perlukan untuk melatih kemampuan berbicara (*speaking*) bahasa inggris adalah?

     a. *board games* (permainan menggunakan papan seperti ular tangga)

     b. *guessing games* (permainan menebak kata atau gambar)

     c. *survey games* (permainan mencermati sesuatu)

     d. *matching games* (permainan memcocokan)

     e. *labeling games* (permainan dengan memberikan label)

     ☒ *exchanging games* (permainan menukarkan kata atau gambar)

     g. (Lain-lain.)

Jelaskan!..

11. Bentuk kegiatan mengenai kosakata (*vocabulary*) dan frasa (*phrase*) yang saudara inginkan adalah?

     a. Mencocokkan kosakata (*vocabulary*) dan frasa (*phrase*) bahasa Inggris dengan bahasa Indonesia

     ☒ Menerjemahkan kata bahasa Inggris kedalam bahasa Indonesia

     c. Melengkapi dialog atau monolog dengan kosakata (*vocabulary*) dan frasa (*phrase*) yang sudah disediakan

     d. Melengkapi dialog atau monolog dengan kosakata (*vocabulary*) dan frasa (*phrase*) sendiri

     e. (Lain-lain.)

Jelaskan!..

12. Bentuk kegiatan pengucapan (*pronunciation*) yang saudara inginkan adalah?

     ☒ Mengulang ucapan guru tentang kata-kata yang dianggap sulit

     b. Memberi phonetic transcription pada setiap kata-kata sulit

     c. Mencari sendiri cara pengucapan kata-kata sulit

     d. (Lain-lain.)

Jelaskan!..

13. Bentuk kegiatan pembelajaran tata bahasa *(grammar)* yang saudara inginkan adalah?

    a. Mengindentifikasi dan memperbaiki kesalahan pada ujaran

    ~~b.~~ Membuat ujaran berdasarkan pola yang telah diajarkan

    c. Melengkapi ujaran menggunakan grammar yang tepat

    d. Mengidentifikasi dan memperbaiki kesalahan grammar pada monolog

    e. (Lain-lain.)

    Jelaskan!...

14. Apa sebenarnya kesulitan utama saudara dalam belajar berbicara *(speaking)* Bahasa Inggris?

    a. Tata bahasa yang belum sepenuhnya dipahami.

    b. Kurangnya perbendaharaan kata-kata.

    c. Kurangnya latihan.

    ~~d.~~ Tidak adanya materi yang sesuai dengan jurusan akomodasi perhotelan.

    e. (Lain-lain.)

    Jelaskan!...

15. Dalam pelaksanaan kegiatan pembelajaran, saudara lebih menyukai kegiatan tersebut dilaksanakan di?

    ~~a.~~ Kelas

    b. Ditempat yang berhubungan dengan kegiatan secara langsung (contoh: Hotel)

    c. Perpustakaan

    d. (Lain-lain.)

    Jelaskan!...

16. Pada saat guru memberikan tugas Bahasa Inggris, tipe mengerjakan seperti apakah yang saudara paling sukai?

    a. Mengerjakan tugas secara individu.

    ~~b.~~ Mengerjakan tugas secara berkelompok dengan ditentukan pasangan oleh guru.

    c. Mengerjakan tugas secara berkelompok dengan memilih pasangan secara sendiri.

    d. (Lain-lain.)

    Jelaskan!..

17. Dalam kegiatan pembelajaran berbicara bahasa inggris, apakah saudara ingin memiliki materi-materi pembelajaran yang berhubungan erat dengan perhotelan?

    a. Ingin

    b. Sangat ingin

    c. Tidak ingin

    d. (Lain-lain.)

    Jelaskan!..

18. Dalam kegiatan pembelajaran berbicara bahasa inggris, sudahkah saudara belajar tentang materi-materi spesifik untuk perhotelan, sebagai contoh: materi tentang receptionist?; dan

apabila materi-materi tersebut dibuatkan khusus untuk jurusan APH, apakah saudara ingin mempelajarinya?

    a. Belum. Namun, apabila materi-materi spesifik untuk perhotelan ada, saya ingin mempelajarinya lebih dalam.

    b. Sudah. Tidak perlu ada materi-materi tambahan.

    c. (Lain-lain.)

    Jelaskan!..

19. Menurut saudara, seperti apakah peran guru terhadap siswa dalam proses pembelajaran berbicara (speaking) Bahasa Inggris yang seharusnya?

    a. Pengajar dan Pendamping saat siswa sedang belajar.

    b. Pemberi tugas kepada siswa.

    c. Pengendali setiap perilaku siswa.

    d. Lain-lain.)

    Jelaskan!..

20. Peran apa yang harus saudara lakukan sebagai siswa dalam proses pembelajaran bahasa inggris, khususnya speaking?

    a. Mendengarkan penjelasan dari guru

    b. Mengerjakan tugas yang diperintahkan oleh guru.

    c. Memberi saran/masukan kepada guru.

    d. (Lain-lain.)

    Jelaskan!...

~TERIMA KASIH ATAS KERJASAMA YANG TELAH DIBERIKAN~

APPENDIX J

The Result of Semi-Structured Interview Data Taken from the English Teacher

1. Berapa lama bapak mengajar?   7 Mei 2018
   - 25 tahun sejak 1993   wawancara guru
2. Apakah bapak tahu ESP?   Bahasa Inggris
   - iya tahu   SMKN 1 BWI
3. Apakah bapak mengajar ESP?
   - Saya mengajar ESP, tetapi mengambil materi
     dari internet

4. Menurut bapak, apa tantangan terbesar mengajar
   ESP untuk kls 10 perhotelan?

   - keberadaan materi ESP, sebab belum menemukan
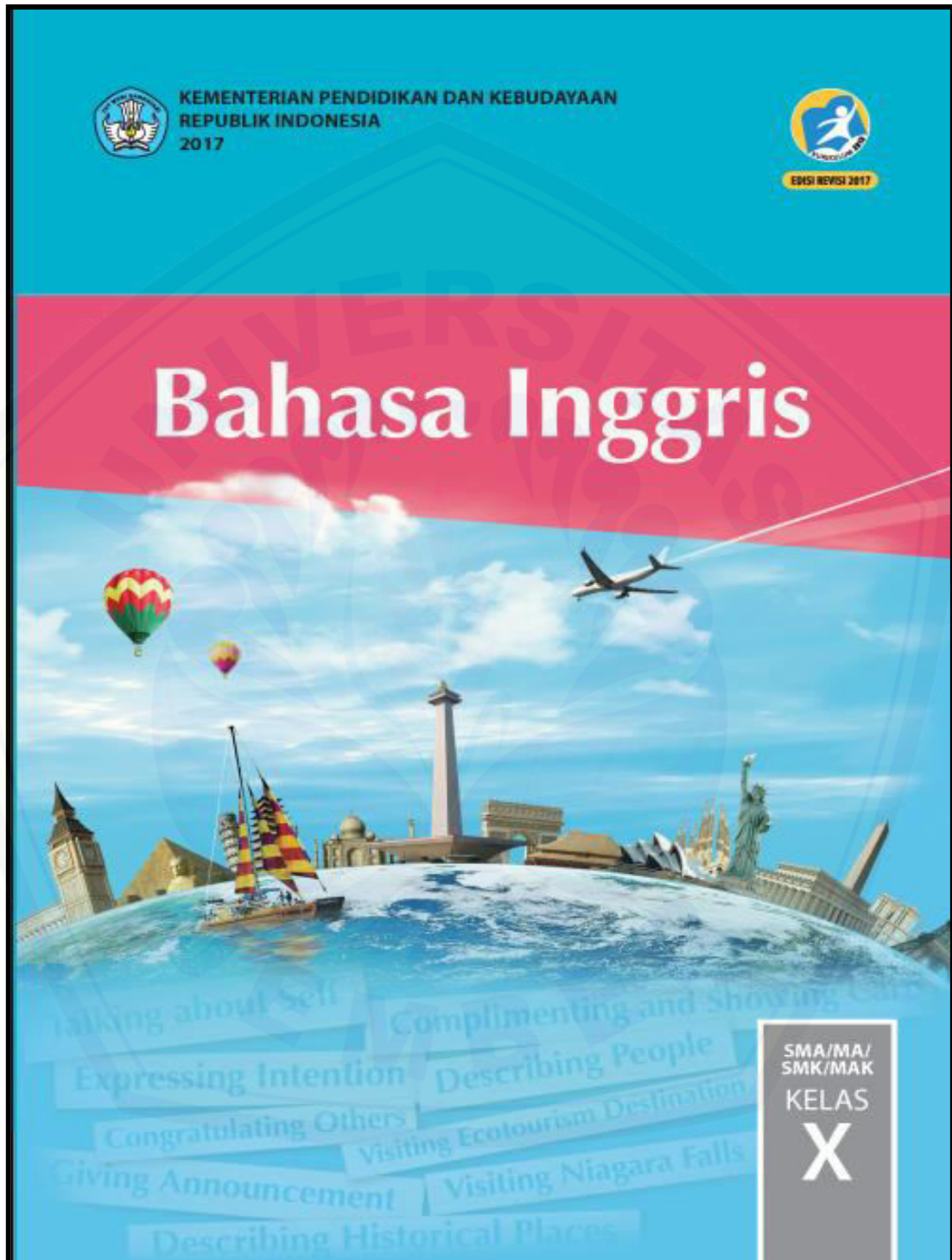   materi spesifik B. Ing dari toko buku atau bahkan
     dari pemerintah

5. Kenapa keberadaan ESP penting untuk diajarkan
   . kepada siswa kelas 10 perhotelan?
   - Sebab ESP membantu siswa memahami tujuan
     pembelajaran dari jurusannya, karena tujuan mengaja
     ESP untuk memberi mereka replikasi pada saat ini
     agar mereka siap bekerja di bidang mereka di
     jurusan receptionist perhotelan.

6. Menurut bapak kemampuan bahasa Inggris yang
   mana yang penting bagi siswa untuk di kuasai?
   - Menurut saya, speaking adalah kemampuan yang sangat penting
     bagi siswa kelas 10 perhotelan. sebab sebagian besar
     siswa ingin mendapatkan pekerjaan sebagai resepsionis
     hotel setelah lulus. Itu artinya mereka harus menguasai speaking

- apa komunikasi oral untuk membantu mereka sebagai seorang/calon receptionist hotel.

7. Menurut bapak, metode pengajaran ESP yang harus diajarkan kepada siswa kls 10 perhotelan agar memiliki kemampuan komunikasi oral dengan baik?
   - menurut saya, communicative language tenching cocok untuk siswa saya, sebab tujuan CLT untuk membangun koneksi personal yang lavar antara guru dan siswa.

8. Apakah penting menguasai istilah-istilah teknis ESP dalam pengajaran ESP?
   - Ya, itu penting lagi saya

9. Bagaimana anda menghadapi sebuah masalah ketika seorang guru tidak terlalu menguasai ESP di kelas?
   - Saya akan meminta tolong kepada teman guru untuk membantu saya mengajar ESP kepada siswa saya.

10. Seberapa besar persetujuan bapak terhadap pernyataan ini "selain menjadi seorang pelajar, guru diharapkan agar mampu menjadi pengembang materi untuk menciptakan materi-materi baru yang sesuai dan berhubungan dengan ESP untuk para siswa SMK jurusan akomodasi perhotelan"?
    - Saya sangat menyetujui hal tersebut. Sebagai guru b. inggris yang baik, saya harus bisa berfikir secara kreatif dan inovatif untuk menyediakan materi pembelajaran bahasa inggris yang spesifik untuk siswa saya, karena internet sangat membantu saya utk mendapatkan berbagai macam materi untuk siswa perhotelan saya. tidak ada alasan lagi utk untuk hanya duduk dan menunggu produk dari pemerintah, saya harus menyiapkan dan mendesai materi pembelajaran b. inggris yg spesifik untuk siswa saya.

APPENDIX K

The School Documentation

CONTENTS

CONTENT MAPPING

Chapter	KD	Social Function	Text Structure	Language Feature	Topic-Related Activites	Skill Focus
1 Talking about Self	3.1 4.1	Introducing and mentioning identity to develop interactional communication with others	Transactional text: Opening; exchange (talking about identity); closing	- Vocabulary: name, family relationship, jobs, friends. - Grammar: Pronouns	- Introducing oneself, parents, friends - Writing an e-mail	Listening, Reading Speaking Writing
2 Congratulating and Complimenting Others	3.2 4.2	Congratulating and complimenting to develop interactional communication with others	Transactional text: Opening; exchange (congratulating and complimenting); closing	- Vocabulary: words related to adjectives and the topic, congrotulating and complementing expressions - Grammar: simple past, present perfect, present perfect continuous; singular-plural	- Using different ways of developing interaction with teachers, friends, family members, especially, by congratulating and complimenting others	Reading Speaking Writing
3 Expressing Intentions	3.3 4.3	Telling and asking about intentions of doing something to develop interactional communication with others	Transactional text: Opening; exchange (talking about intentions); closing	- Vocabulary: names of recreational facilities, holiday and school activities. - Grammar: would like, be going to	- Talking about intentions of doing weekend/ holiday/school activities and school projects	Speaking Reading writing
4 Which One is Your Best Get-away?	3.4 4.4.1 4.4.2	Describing or presenting information about a particular place and a historical building	Descriptive text (identification, description)	- Vocabulary: words related to ecotourism destinations and historical building - Grammar: noun phrases (structure of modification)	- Understanding descriptions of ecotourism destinations and historical building and describing them.	Speaking Reading writing

Chapter 1

Talking about Self

Source: Dokumen Kemdikbud
Picture 1.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 1, siswa diharapkan mampu:
1. Mengidentifikasi makna, tujuan komunikasi, struktur teks, dan unsur bahasa yang terdapat dalam teks interaksi transaksional lisan dan tulis yang terkait dengan jati diri, dan hubungan keluarga sesuai dengan konteks penggunaan.
2. Meminta dan memberi informasi tentang jati diri dan hubungan keluarga dengan menggunakan struktur teks yang tepat sesuai konteks penggunaan.
3. Meminta dan memberi informasi tentang jati diri dan hubungan keluarga dengan menggunakan unsur bahasa (pronoun, subjective, objective, possessive) yang tepat sesuai konteks penggunaan .

🏆 WARMER: CHINESE WHISPER

Your teacher will ask you to make groups of 4 students and show you how to play Chinese Whisper. Listen to your teacher's explanation and do the activity as quickly as possible. Try to be the winner.

Source: http://cache.media.education.gouv.fr
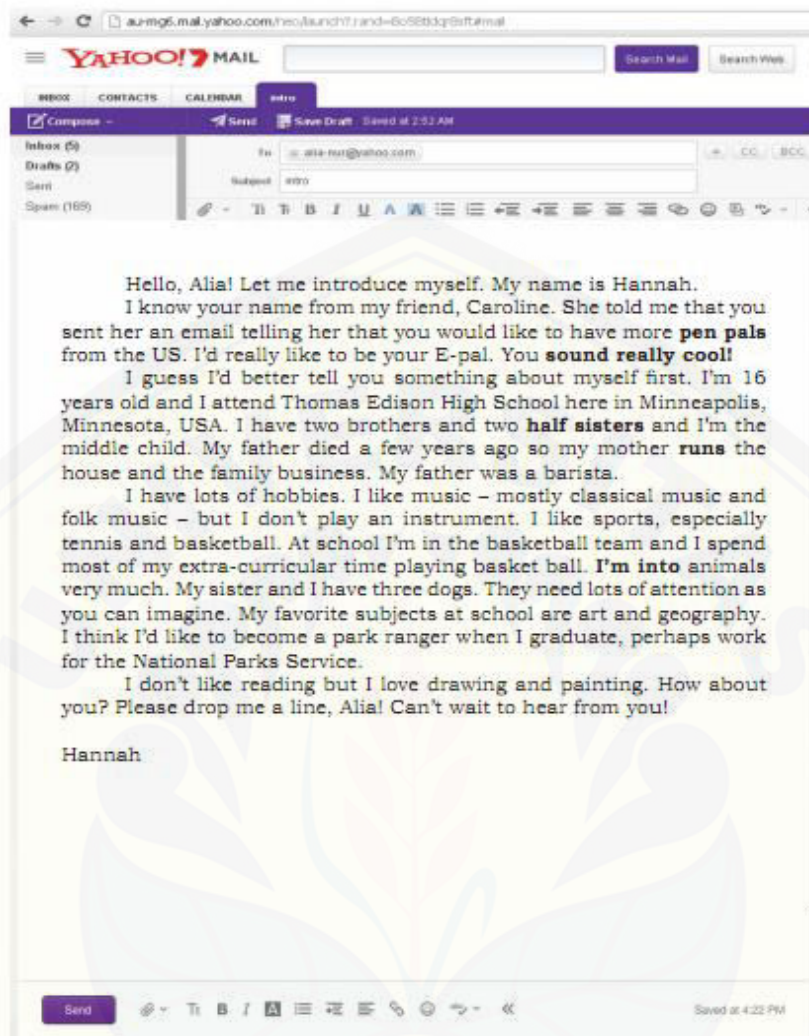Picture 1.2

Discuss with your classmates what characters your group needs in order to do the activity successfully and to become the winner.

📚 VOCABULARY BUILDER

Match the words with their Indonesian equivalents. Compare your work with your classmate's. The first one has been done for you.

pen pal *(noun)*	kereta komuter
sound *(verb)*	sangat menyukai
run *(transitive verb)*	jauh
(be) into *(preposition)*	nampaknya
attend (school, college) *(verb)*	sahabat pena
distant *(adjective)*	bahasa pertama
commuter train *(noun)*	bersekolah/kuliah
magnificent *(adjective)*	luar biasa
mother tongue *(noun)*	mengelola
half sister/brother *(noun)*	saudara tiri

Text 1: An email from Hannah

← → C au-mg6.mail.yahoo.com/neo/launch?f.rand=6o5Btldqr9rft#mail

YAHOO! MAIL   [Search Mail] [Search Web]

INBOX   CONTACTS   CALENDAR   intro

Compose ▾   ◢ Send   Save Draft Saved at 2:53 AM

Inbox (5)   To   alia-nur@yahoo.com   + CC BCC
Drafts (2)
Sent   Subject   intro
Spam (165)   ⫶ Tr Tr B I U A A ≡ ≡ ← ← ≡ ≡ ≡ ⚭ ⊜ ⊞ ↺ ▾ «

Hello, Alia! Let me introduce myself. My name is Hannah.

I know your name from my friend, Caroline. She told me that you sent her an email telling her that you would like to have more **pen pals** from the US. I'd really like to be your E-pal. You **sound really cool!**

I guess I'd better tell you something about myself first. I'm 16 years old and I attend Thomas Edison High School here in Minneapolis, Minnesota, USA. I have two brothers and two **half sisters** and I'm the middle child. My father died a few years ago so my mother **runs** the house and the family business. My father was a barista.

I have lots of hobbies. I like music – mostly classical music and folk music – but I don't play an instrument. I like sports, especially tennis and basketball. At school I'm in the basketball team and I spend most of my extra-curricular time playing basket ball. **I'm into** animals very much. My sister and I have three dogs. They need lots of attention as you can imagine. My favorite subjects at school are art and geography. I think I'd like to become a park ranger when I graduate, perhaps work for the National Parks Service.

I don't like reading but I love drawing and painting. How about you? Please drop me a line, Alia! Can't wait to hear from you!

Hannah

›

Send   ⫶ ▾ Tr B I A ≡ ← ≡ ⚭ ⊜ ↺ ▾ «   Saved at 4:22 PM

④ Kelas X SMA/MA/SMK/MAK

Text 2:
A letter from Saidah

Assalamu'alaikum Alia,

It was very interesting to read your letter about yourself and your hometown. I would really like to be your pen friend.

I'm a sixteen-year-old school student from Johor Bahru in Malaysia. Actually I **attend** an Islamic boarding school just outside the city but my family live in Kuala Lumpur. My eldest sister is a medical doctor. My younger brother is an elementary school student.

My favorite subjects are social sciences. I like history very much; it helps me know more how different countries existed in the past. At school we are supposed to use English at all times, so we have become quite fluent although sometimes we slip back into Malay, which is our **mother tongue.**

As for hobbies, **I'm really into** songs and music. My favorite boy band is One Direction. My favorite Malay singer is, of course, Siti Nurhaliza. I also like watching movies, especially comedies. The actor I like best is Tom Cruise.

I'm really into books. I like reading novels and short stories. I like some writers in English, like JK Rowling, and Indonesian writers too, like Andrea Hirata and Ahmad Fuadi. My dream, when I'm older, is to be a writer of science fiction books.

I'd really love to come to Indonesia some day, especially to the magnificent Raja Ampat in Papua. What about you, do you want to visit my country?

Wassalam.

Cheers,
Saidah

Task 3:
Work in pairs. If you have read Text 1, refer to Questions II; if you have read Text 2, refer to Questions I. Read the questions for your partner to answer.

COMPREHENSION QUESTIONS I

Answer the following questions briefly.

1. How does Hannah contact Alia? Is there anybody introducing Hannah to Alia?
2. Does Hannah want to be Alia's friend?
3. Where does Hannah study?
4. Tell me about Hannah's family!
5. What are Hannah's hobbies?
6. Does she like animals? What animals does she have?
7. What profession would she like to have after graduating from her school?
8. Have you ever written an email to a penpal? When?

COMPREHENSION QUESTIONS II

Answer the following questions briefly.

1. Does Saidah want to be Alia's friend?
2. Where is she from?
3. Where does Saidah study?
4. Tell me about Saidah's family!
5. What are Saidah's hobbies?
6. Does she have favorite singers? (If yes, who are they?)
7. Does she like reading books? Which authors does she like?
8. What profession would she like to have later?
9. Is she interested in visiting Indonesia? How does she know indonesia?
10. Have you ever written a letter to get a pen pal? When?

VOCABULARY EXERCISES

Complete the following sentences using the words in the box. Remember to use <u>the correct forms</u> of verbs.

E-pal	sound
half sister	(be) into
mother tongue	attend
slip back	magnificent
run	

1. Saidah has many favorite writers and books. She frequently saves her pocket money to buy best seller books. She _____ really _____ reading.

2. In the next letter to Caroline, Alia wrote: "I like scuba diving. So if some day you visit Indonesia, I will take you to go scuba diving in Bunaken National Marine Park. The place is amazingly beautiful. Doesn't that _____ cool?"

3. Hannah and her brothers learn how to manage their store every day. Later they want to _____ their own business.

4. In her letter, Alia often introduces the beauty of Indonesia to her _____. In her emails, she describes many magnificent cultural events and amazing nature that can only be found in Indonesia.

5. Alia in her letter wrote that her _____ is Batakese, but she can also speak other languages, like Madurese, Indonesian, and English.

6. Unlike Saidah who _____ ____ books, Hannah are more _____ animals. She has 3 dogs that need a lot of attention.

7. Alia, Hanna, and Saidah become good friends. They hope that someday they can _____ a traditional or modern music concert together.

8. Hannah told Alia that she was very happy when she got a _____, a baby girl from her mother's second marriage.

9. Alia has many _____, those with whom she makes friends by writing them emails. They live in other countries, so she never meets them.

10. Alia likes to try to speak in English with her classmates, but just like Saidah, she also sometimes _____ into Indonesian.