
Target Needs for ESP Learners as a Restaurant Servers in English Course Denpasar

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ABSTRACT: This study aims at identifying the need of ESP learners who work at restaurants and hotels as waiters/bar attendants and need language of hospitality. The needs analysis is important to find out what they need to improve their language performance in their working place. The data for this research were taken from five ESP learners who work as food and beverage waiters. The data collection methods of observation, questionnaire, and interview were used in this study. Non-participatory observation techniques were used accompanied by note-taking and checklist techniques. Structured interview technique was used in this study. The data were analysed qualitatively and presented informally and descriptively. The results showed that the learners wanted to improve their English speaking and listening skills to be able to speak fluently to the guests when serving them, as well as to be used in the interview when they apply for jobs in and outside Bali (abroad/on land/on cruise ships).

KEYWORDS -ESP, needs analysis, target needs, target situations

I. INTRODUCTION

In this era of globalization, the world feels borderless. The amount of information from other countries is easily known by the domestic community. Life style, types of food and drinks, and language are easily imitated by people. Not only that, job vacancies have received many workers both from within the country and abroad, even in the current endemic era, some jobs do not require workers to come to the office instead they can work from home or known as remote working. All of the above phenomena have occurred around us, due to the sophistication of today's technology, namely mobile phones, laptops, computers, and others. In addition, this is also supported by social media such as Instagram, Facebook, LinkedIn, and so on that can be accessed by anyone, anywhere, and anytime. The government, practitioners, and academics see this as an opportunity for them as well as learners to improve and develop their skills especially in learning a language to get easier the information from around the world.

The language learning is fundamental things in the realm of education. Since language is one of the important points that has the potency to be imitated and has a huge influence on society in the future, it is undeniable that the minimum requirements for job applicants is to have good foreign language skills, especially English. Many fresh graduates start taking English courses as a start to prepare themselves to apply for a job. To help these learners, the qualified language teacher who can see what the learners needs, prepare the suitable teaching materials, possess good teaching ability must be employed by the English courses.

As a start, a language teacher must be able to perform needs analysis, analyse it to be used as the bases to achieve the language learners' goals. The components of the needs analysis must be as detailed as possible, in order to provide clear idea as what to teach and how to teach. In language teaching, the efforts to find out what are needed by the learners is referred to as Needs Analysis or Needs Assessment (Brown, 1995). As stated by Richards (2001), the first step in conducting a needs analysis is to determine exactly what the objectives are. Different objectives of a needs analysis will include different users of the needs analysis. Several objectives of a needs analysis are: 1) To find out what language skills a learner needs to perform a particular role, 2) To help determine whether existing courses adequately meet the needs of potential learners, 3) To gather information about the problems learners are experiencing, 4) To determine which students from a group are most in need of training in a particular language skill, 5) To determine what English is needed to enable students to participate in school and society in English.

Hutchinson and Waters (1987) classified learners' needs into two parts, namely target needs and learning needs. Target Needs is a part of learners' needs to see what kind of activities need to be done by learners in the target situation (requests, shortcomings, and desires to be achieved). Then, learning needs are what learners and teachers need to make the learners receive language learning well. The teachers have to have the information about why the learners take the course, when the comfortable time for the students to learn, how to make them learn comfortably, and so on.

The need of English which is very high especially for the purpose of occupation has made many language course institutions provide English teaching in the form of English as a special purpose or abbreviated as ESP (English for Specific Purposes). The terms ESP and GE (General English) have different meanings. Based on Evans and John (1998), ESP is designed to meet the specific needs of learners and GE is designed for the learners who want to learn grammar which includes the four skills namely reading, writing, speaking and listening. ESP covering the language of hospitality focusing on one situation like restaurant is more effective because in this ESP the teaching and learning are given to improve speaking skills covering welcoming guests in restaurants, communicating with guests when they order food and drinks in restaurants, recommending food and drink recommendations, and so on.

In relation to the importance of needs analysis, this study explains the detailed presentation of target needs to the target situation of ESP learners who are already working as waiters in restaurants and hotels.

II. METHOD AND THEORY

2.1 Research Method

In this study, a qualitative method was used. Data collection methods applied, questionnaires, and interviews. The techniques used were non-participatory observation, note-taking techniques and checklists as well as structured interview techniques. The data were analysed qualitatively and presented informally and descriptively.

2.2 Theoretical Framework

Need Analysis

When teaching or designing a course in ESP, one of the goals is to strive to meet the needs of the students. In order to find out who the students are, what they already know, and what they want from the class, it is important to conduct some type of needs analysis. Needs Analysis is considered an important part of ESP in terms of allowing students to discover their own capabilities and determine these needs according to their goals, objectives and desires.

Needs analysis (also called needs assessment) refers to the activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students

(Brown, 1995). Needs analysis helps teachers to determine better teaching techniques, strategies or methods to improve language learning. Needs analysis can be conducted through various methods such as surveys, interviews, focus groups, observation, and analysis of existing data. The data collected from needs analysis is then used to inform the curriculum designer, resulting in better learning outcomes and increased engagement (Brown, 2001). In the needs analysis stage, there are steps that need to be taken, namely 1) Making basic decisions about the needs analysis, 2) Gathering information, 3) Using the information. In making decisions, curriculum planners must make certain basic decisions before the needs analysis is conducted, such as who the learners in the program will be and the targeted teachers, administrators, assistant teachers, the needs analyst, and other informants as sources such as the community, parents of learners, financial sponsors, and other informants (Brown, 1995).

In the second stage, there are four types of information that must be collected. Those are 1) The Discrepancy Philosophy, that is the collection of information from what is seen as the difference or mismatch, between the desired performance of the students and what they actually do. This can lead to the collection of detailed information about what is needed to improve student performance based on the observed discrepancy, for example, between the desired correct pronunciation of English phonemes and the students' ability, 2) The Democratic Philosophy which is defined as any change that is desired by the majority of the group involved. This philosophy leads to a needs analysis of the most desired learning by a selected group, 3) The Analytic Philosophy; this philosophy can lead to a survey of the existing literature on second language acquisition to look for the hierarchical steps involved in the language learning process. 4) The Diagnostic Philosophy; this philosophy can lead to the analysis of language skills that are essential for immigrants to survive in the country they live in. Thus, a study can be conducted on the daily needs of immigrants and then extended to the types of language needed to fulfil those survival needs. In some definitions, Richards, Platt, and Weber (1985) simplify the meaning of this information gathering in analyzing learners' needs through 1). The situation in which a language will be used (including who it will be used with), 2). The purposes and objectives for which the language is required, 3) The type of communication to be used (e.g., written, oral, formal, informal), 4) The level of proficiency that will be required.

In the third stage, information is gathered from several different sources and summarized in the form of a ranked list of various types. The data collected from the needs analysis was then analyzed to identify common themes and patterns that were used to inform the curriculum designer.

Target Needs

"Target needs" is a general term, defined as something that hides a number of important distinctions. It is more useful to look at the target situation in terms of what students need, necessities, lacks, and wants.

1) Necessity

In this case, it is necessary to know the learner's request to learn a language for what purpose, so the learner must know some language components in order to achieve the target.

2) Lacks

This section aims at adding the component in target needs beside necessity of the learners. It is necessary to know what their language knowledge lacks from what they already know. So, it is important for a teacher to decide which knowledge the learners have not mastered. In other words, the proficiency target needs to be matched with the learners' existing abilities. The gap between the two can be referred to as learner deficiency (Hutchinson, Waters and Breen 1979).

3. Wants

"Wants" is an even more important stage than "necessities" and "lacks", because the teacher's role is needed here. Although in this case what students need with the shortcomings they have, there seems to be a conflict of needs with their shortcomings. As Richterich (1984) commented: "...needs do not exist independently of a person. It is people who construct their picture of their needs based on data relating to themselves and their environment." So, it is important to know what the learners really want which is more important than just the learners' needs.

Target Situation

Analyzing the target situation is basically asking questions about the target situation and the learners' attitudes towards the situation in the learning process. Below, some components of questions to find out the target learners as a stage in collecting information from the target learners' needs themselves. The framework for analyzing targets is as follows (Hutchinson and Waters, 1987).

1. Why is language needed?

- 1.1 for learning;
- 1.2 for work;
- 1.3 for training;
- 1.4 for a combination of the above three;
- 1.5 for a specific purpose

2. How is the language used?

- 2.1 to be able to speak, write, read, or so on
- 2.2 to be able to receive telephone calls
- 2.3 to be able to understand foreign-language reading such as academic texts, catalogues, informal conversations, etc.

3. In what domains is the language used?

- 3.1 law, medicine, architecture, engineering, tourism/hospitality, etc.
- 3.2 his/her professional/educational status whether as a technician, waiter, manager, receptionist, high school student, or lecturer, high school student, or lecturer.

4. With whom is the language used by the learner to communicate?

- 4.1 native/non-native speakers
- 4.2 guests from different countries
- 4.3 presidential staff from around the world
- 4.4 an expert
- 4.5 relationships: friends, teachers, customers, etc.

5. Where will the language be used?

- 5.1 in hotels, restaurants, libraries, trainings
- 5.2 in context: meetings, conferences, telephone, or in private
- 5.3 linguistic context: in your own country, abroad

6. When will the language be used?

- 6.1 in conjunction with the ESP course
- 6.2 frequently, rarely, in small amounts, in large amounts

III. RESULTS AND DISCUSSION

Target Needs

From the five ESP learners used, it can be seen that their needs for English were very diverse. The necessities, lacks, and wants of each learner are presented below.

Table 1.1
 The interview results about necessity and lacks from ESP learners

Students' Name	How important is English to your current profession?	Necessity	Lacks
Komang Mariani /Waitress	can speak fluent English and understand what guests are saying	able to serve guests well in a restaurant/hotel	difficult to talk with guests in restaurants/hotels
Wija Negara/Waiter	because we work in the world of hospitality which is very important in communicating	to work abroad	difficult to talk with guests in restaurants/hotels
Komang Dony/Bar-back	English is very important for us because we live in tourism and we can exchange cultures with other cultures.	to work abroad	found it difficult to answer in English during an interview at a hotel in Bali
Sriasih/Waitress	communicating with guests using English and English becoming a global language	to work abroad	difficult to understand English vocabulary in reading texts
Wahyu Kerta/Waiter	very important because English is an international language that is used in every hotel or restaurant.	understand English text, able to speak to foreigners in Bali, to work abroad, able to serve guests well in a restaurant/hotel	difficult to understand English vocabulary in texts, difficult to speak fluently with foreigners in Bali, difficult to answer in English when interviewed in a hotel in Bali, difficult to talk with guests when in a restaurant/hotel.

Source: Student's Interview (2023)

Table 1.2
 The interview results about wants from ESP learners (continued)

Students' Name	Wants
Komang Mariani/Waitress	able to respond to interview questions by locals and foreigners when applying for a job
Wija Negara/Waiter	being able to have a conversation with a foreigner in Bali
Komang Dony/Bar-back	able to respond to interview questions by locals and foreigners when applying for a job
Sriasih/Waitress	being able to have a conversation with a foreigner in Bali
Wahyu Kerta/Waiter	able to understand English reading, able to have conversations with foreigners in Bali, able to respond to interview questions by locals and foreigners when applying for a job

Source: Student's Interview (2023)

From the table above, it could be seen that the lacks of ESP learners towards English learning are "difficult to talk with guests when in a restaurant/hotel and difficult to answer in English when interviewed in a hotel in Bali" by learners Komang Mariani, Wija Negara, and Wahyu Kerta. This means that the speaking skills of the four learners above needed to be given during the English learning process. Then from the lacks above, the deepest desire of the four learners above is to be able to pass the interview when applying for a job, be able to provide food and drink recommendations to guests, and be able to talk to foreigners in Bali. It can be concluded that fluency in English is highly valued by learners and teachers should have good competence in speaking and listening skills to improve learners' skills.

Target Situation

This target situation was created to see in detail what the learners' goals to learn ESP. This target situation is the result of the questionnaire given to them. The discussion is in the followings

Table 1.3
The Questionnaires' results regarding target situation from ESP Students

Students' Name	Why is English needed?	How English is used?	The setting for English Language
Komang Mariani/Waitress	For studying, working, and training	Used to serve guests	Waitress
Wija Negara/Waiter	For studying, working, and training	used to smoothly perform in the interviews conducted by foreigners and local people in hotels/restaurants	Waiter
Komang Dony/Bar-back	For studying, working, and training	used for writing, reading, to serve guests in restaurants/hotels, used to talk to foreigners in Bali, used to smoothly perform in the interviews conducted by foreigners and local people in hotels/restaurants	Waiter, bar server, bartender
Sriasih/Waitress	For working	Used to serve guests	Waitress
Wahyu kerta/Waiter	For studying, working, and training	used for writing, reading, used to serve guests in restaurants/hotels, used to talk to foreigners in Bali, used to smoothly perform interviews conducted by foreigners and local people in hotels/restaurants	Waiter, bar server, bartender

Source: Students' Questionnaires (2023)

Table 1.4
The Questionnaires' results regarding target situation from ESP Students (continued)

Students' name	Who English is used with	Where the English language is used	When is English used
Komang Mariani/Waitress	guests at the restaurant/hotel	overseas/cruise ship	as often as possible when working due to serving guests while eating and drinking

Wija Negara/Waiter	interviewer in an overseas hotel/resto/on land or on a cruise ship	overseas/cruise ship	very rarely, only for interviews for jobs in the country /Abroad
Komang Dony/Bar-back	interviewer at hotel/resto in Bali	hotel, restaurant, bar, cruise ship, land	as often as possible when working due to serving guests while eating and drinking
Sriasih/Waitress	guests at the restaurant/hotel	around the world	as often as possible when working due to serving guests while eating and drinking
Wahyu kerta/Waiter	interviewers in hotels/restos in Bali, guests in restaurants/hotels, foreign friends, interviewers in hotels/restos abroad/on land or on cruise ships	hotel, restaurant, bar, cruise ship, land	as often as possible when working due to serving guests while eating and drinking

Source: Students' Questionnaires (2023)

In more detail, the need for English learning by ESP learners is really aimed at working, learning, and training when they serve guests in restaurants and hotels. This is due to the learners' profession as waiters and BAR waitresses, so it is very linear with the target they want to achieve. Besides to be able to communicate with the guests coming to the restaurants and hotels, another purpose of their learning English is to be able to speak English well when interviewed by HRD of the workplace where they are applying for the job. This is because the work they apply will not only be in Bali, but it can be abroad. In this target, the teacher is also able to provide materials about English for restaurants/ bars from the context of using English in conversations between waiters and guests when giving greetings, procedures for serving guests, taking orders and delivering orders to farewell greetings to guests.

IV. CONCLUSION

From this research, it can be concluded that analyzing the needs of ESP learners is not easy; many things must be done to get the core of the learning objectives by ESP learners. Of course, it starts from analyzing the necessity, lacks, and wants of the language learners first, then the analysis is done in a more detailed way. From the five ESP learners, the necessity, lacks, and wants are to improve their speaking and listening skills towards English because their target goal is to be able to speak fluently to guests when serving guests, and English is used as a basis for interviews when they apply for jobs in Bali or outside Bali (abroad/on land/cruise ships).

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