

## An ESP-Based Needs Analysis of English Subject for Room Division Students In A Hospitality Higher Education Context

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### Abstract

*This study investigates the English language needs of students enrolled in the Room Division program at the Tourism Polytechnic of Makassar, Indonesia. Recognizing English as a critical skill in the hospitality sector especially in guest-facing roles, this research aims to assess whether the current English course aligns with the communicative demands of the workplace. Employing a sequential explanatory mixed-methods design, quantitative data were gathered through a 15-item Likert-scale questionnaire administered to 39 students, while qualitative insights were collected via semi-structured interviews with four purposively selected participants. Statistical analysis revealed that students perceived English as highly relevant to their future careers, particularly in speaking and customer service contexts. However, they also expressed a need for more interactive learning, including simulations, role-plays, and authentic materials. Thematic analysis of the interview data confirmed that students found the course lacking in real-world communication practice and contextualized vocabulary. Grounded in ESP theory, this study identifies gaps between the current curriculum and the specific language tasks expected in hotel operations. The findings underscore the importance of tailoring English instruction to meet learners' professional goals and suggest the integration of task-based, industry-relevant activities. Recommendations are provided for curriculum developers, instructors, and policymakers to enhance the effectiveness of ESP instruction in vocational hospitality education.*

**Keywords:** ESP; Need Analysis; Hospitality English; Room Division; Vocational Education

## INTRODUCTION

In today's rapidly evolving hospitality industry, English has become more than just a communication tool; it is a cornerstone of global service delivery. As tourism accelerates and hotel operations expand across linguistic and cultural boundaries, the demand for English-speaking professionals in guest-oriented roles has sharply increased. According to the World Travel and Tourism Council (WTTC, 2023), over 60% of frontline roles in the global hospitality sector require English as the primary mode of guest communication, regardless of the local language context. Likewise, the United Nations World Tourism Organization (UNWTO, 2022) emphasizes that English

proficiency is considered a baseline skill for employability in international hotels and resorts. This change reflects a broader social fact: hospitality workers are now expected to operate in multilingual environments where English serves as the *lingua franca*. The Room Division sector, in particular, which includes front office, reservation, and house-keeping services, relies heavily on accurate, polite, and efficient English communication.

There is a noticeable trend among hospitality institutions worldwide to integrate English for Specific Purposes (ESP) into their curricula to prepare students for these demands. However, in many vocational colleges in Indonesia, English is still taught as a general subject (Nugroho, 2020), with little adaptation to the specific language functions required in real hotel settings. Although the Indonesian Ministry of Education has issued guidelines for improving vocational education through the revitalization of link and match programs with industry, English language instruction in hospitality departments still tends to emphasize general grammar and reading skills rather than the spoken, transactional English needed in frontline services (Barrios et al., 2022). As a result, many graduates are linguistically underprepared to meet the communicative challenges of the workplace, particularly in tourism-rich regions such as Bali, Yogyakarta, and Makassar. This mismatch represents an educational crisis: students are entering the workforce without the communicative competence needed to handle guest complaints, manage check-ins, or deliver concierge services in English (Ma'fiyah & Sumardiono, 2023). As Basturkmen (2010) note, failing to address such communicative gaps leads to a workforce that is linguistically unprepared for globalized service industries (Basturkmen, 2010).

While English for Specific Purposes (ESP) offers a strategic approach to customizing instruction based on learners' professional goals (Ali & Salih, 2013), there is still limited research exploring how ESP can be effectively implemented in the Indonesian vocational context especially in the Room Division field. Existing studies often focus on general tourism English or international business communication, neglecting the nuanced needs of frontliners who manage guest relations daily (Anthony, 2018).

This study aims to respond to that gap by conducting a needs analysis of Room Division students at the Tourism Polytechnic of Makassar. It investigates how current English instruction aligns (or fails to align) with the real-world language demands students will face (Al-Hor et al., 2024; Özer, 2020). The goal is to provide practical recommendations for ESP curriculum development that can better prepare hospitality students for their future careers (Vaičiūnienė, 2025).

Previous studies in the field of English for Specific Purposes (ESP) have extensively explored language needs in tourism and hospitality contexts (e.g., Gollin-Kies et al., 2015; Tavit, 2020). These investigations highlight the importance of aligning English instruction with job-specific communication tasks such as guest interaction, complaint resolution, and intercultural communication. However, much of the existing research tends to focus on general tourism English or business English, overlooking the specialized linguistic needs of students in the Room Division sector.

(Tien Nguyen & Van Ho, 2024), for instance, examined hospitality English for polytechnic students in Malaysia, but their focus was broader and did not isolate the communicative requirements of specific sub-departments like front office or housekeeping. Similarly, studies conducted in the Indonesian context, for example,

(Nugroho, 2020) have identified a disconnect between curriculum content and workplace demands, yet rarely delve into the unique profile of Room Division programs in vocational higher education institutions.

This lack of focused research presents a clear academic gap. While ESP theory offers a powerful framework for needs-based curriculum design (Basturkmen, 2010; Dudley-Evans & John, 2012), its application to Room Division students—particularly in Indonesian tourism polytechnics—remains underexplored. This study addresses that gap by conducting a needs analysis specifically tailored to Room Division students, aiming to inform the development of more context-relevant ESP materials and instruction.

This study has three main objectives: (1) to identify the specific English language needs of Room Division students at the Tourism Polytechnic of Makassar; (2) to assess how well the existing English curriculum aligns with the communicative tasks required in real hospitality settings; and (3) to offer practical recommendations for improving English instruction to better prepare students for professional roles in the hotel industry. into what language skills are most urgently required, what aspects of the curriculum need revision, and how instruction can be made more relevant to industry expectations. To achieve this, the following research questions are posed:

1. What are the English language needs of students in the Room Division program from the learners' perspectives?
2. How well does the current English curriculum meet those identified needs?
3. What recommendations can be made to align English instruction with real-world communicative tasks in the hospitality industry?

## **REVIEW OF LITERATURE**

Grounded in ESP theory and prior findings in vocational education (Charmaz, 2014), this study assumes that Room Division students require English instruction that is highly contextualized, practice-oriented, and aligned with the communication patterns of hospitality services. It is hypothesized that learners perceive current English classes as insufficient in preparing them for workplace scenarios, particularly in speaking and listening tasks related to guest service interactions. Furthermore, it is anticipated that there exists a gap between the formal curriculum and the authentic linguistic needs students face in real hotel environments. These assumptions form the foundation for examining each research question, guiding the analysis toward understanding what kinds of English tasks are prioritized by students, where the curriculum falls short, and how it might be redesigned for greater relevance and effectiveness (Ekayati et al., 2020; Hariyanti et al., 2025).

This study is anchored in the theoretical framework of English for Specific Purposes (ESP), particularly the learning-centered approach proposed by Hutchinson and Waters (1987), which emphasizes that the design of language instruction should be informed by learners' real-life needs, both in terms of content and communicative function (Teravainen-Goff, 2022). ESP views language as a tool to achieve professional and academic goals, rather than an abstract system. Thus, instruction should reflect the contexts in which learners will use English, including specific tasks, roles, and interlocutor relationships (Anthony, 2018; Dudley-Evans & John, 2012).

Following this theoretical perspective, the conceptual framework of the present study integrates three main dimensions of ESP-based needs analysis: (1)

target situation analysis, (2) present situation analysis, and (3) learning needs analysis (Basturkmen, 2010). The study examines the discrepancy between the communicative requirements of the hospitality industry (target needs) and the current competencies and experiences of students (present needs), while also identifying preferred learning strategies and contexts (learning needs). These dimensions shape the structure of the research instruments and analysis (Green & Lambert, 2018).

The key variables in this study include learners' perceived needs in the four macro skills (listening, speaking, reading, and writing), relevance of course content to job-specific tasks, adequacy of instructional methods, and students' self-reported readiness for workplace communication (Nurpahmi & Hasriani, 2021). Each variable is operationalized through specific indicators. For example, speaking skills are measured through students' responses regarding their ability to handle guest check-in/out conversations, manage complaints, and provide service explanations. Instructional adequacy is gauged by students' agreement on the use of role plays, simulations, and authentic materials (Rizal et al., 2024).

Drawing from the needs analysis model of Dudley-Evans and St. John (1998), the study categorizes learners' needs into three clusters: (1) professional communication needs, (2) linguistic and pragmatic features needed in job roles, and (3) learning modality preferences (Dudley-Evans & John, 2012). Each of these categories is explored through both quantitative and qualitative data, allowing triangulation and in-depth interpretation (Creswell & Creswell, 2023). This categorization aids in identifying specific curriculum components that require revision or reinforcement.

These theoretical and conceptual premises support the argument that without a needs-based and task-oriented ESP curriculum, Room Division students risk entering the workforce underprepared for the linguistic challenges they will encounter. By systematically analyzing the variables and indicators within this framework, the study aims to generate evidence that informs curriculum reform, enhances learner preparedness, and contributes to broader efforts to professionalize vocational English instruction in Indonesia's tourism education sector (Chovancová, 2014; Raikhanova et al., 2025). This theoretical and conceptual grounding serves as the foundation for the mixed-method approach employed in this study, which is described in the following section.

## **METHOD**

This study employed a mixed-methods research design, specifically the sequential explanatory model, which involves the collection and analysis of quantitative data followed by qualitative data to help explain or elaborate on the quantitative findings (Atmowardoyo, 2018). This approach was chosen to gain a comprehensive understanding of the English language needs of Room Division students by combining measurable trends with students' in-depth perspectives. Figure 1. Methodological framework illustrating the sequential explanatory mixed-method design used in this study, consisting of quantitative data collection and analysis followed by qualitative exploration.

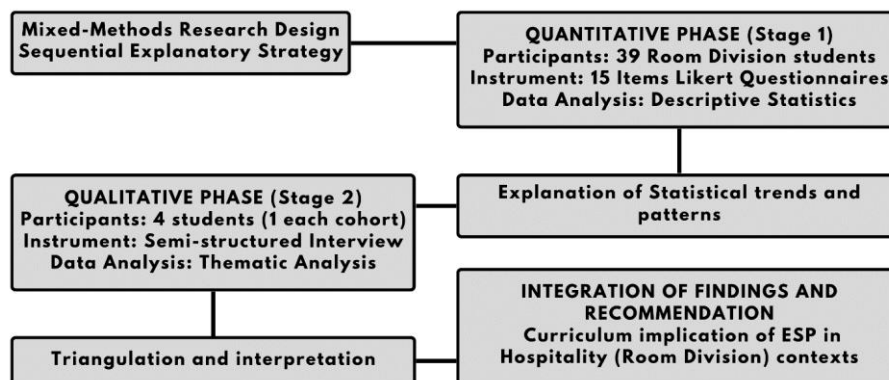


Figure 1. Methodological Framework of the study

In the quantitative phase, the participants were 39 students from four cohorts (2021 to 2024) enrolled in the Room Division program at the Tourism Polytechnic of Makassar. Simple random sampling was employed to ensure representativeness across academic years as shown in table 1 below:

Table 1. Demographic Information of respondents (n=39)

Category	Description	n	%
Year of Enrolment	2023	13	33.3
	2022	11	28.3
	2024	8	20.5
	2021	7	17.9

In the qualitative phase, four students, one from each cohort, were selected using purposive sampling, considering their engagement in the English course and their ability to reflect on their learning experience. All participants provided informed consent. A structured questionnaire consisting of 15 Likert-scale items was developed to measure learners' perceptions of the English course. The questionnaire covered five major areas, as shown in Table 2 below:

Table 2. Description of questionnaire items

Questionnaires Sections	n
A. Relevance of course to the Hospitality Field	3 items
B. Teaching Methods and Approaches	3 items
C. Quality of Teaching Materials	3 items
D. English Language Skills Development	3 items
E. Satisfaction and Hope	3 items
Total	15 items

To ensure content validity, the questionnaire was reviewed by two ESP lecturers and one English trainer from a four-star hotel. Minor revisions were made to improve clarity and contextual appropriateness. A pilot test involving 10 students not included in the main study was conducted to test reliability (Irwandi & Oktaviah, 2022). Based on the results, all items met the criteria for item-total correlation ( $r > 0.396$ ), and the internal consistency was excellent with a Cronbach's Alpha of 0.982. The semi-structured interview guide comprised eight open-ended questions aimed at exploring students' views about their English learning experience, the effectiveness of current instructional strategies, and their suggestions for curriculum improvement

(Al-Hor et al., 2024; Barrios et al., 2022). The interviews were conducted in Bahasa Indonesia via WhatsApp voice calls on October 3, 2024, to accommodate students' availability and comfort. Each interview lasted between 30 to 45 minutes and was audio-recorded with participant consent.

Data collection occurred in two stages. The quantitative stage involved in-class administration of the questionnaire, ensuring a high response rate. After analyzing the quantitative data, the qualitative stage was conducted to delve deeper into areas where the survey revealed strong trends or uncertainty. Interviews were transcribed verbatim and then translated into English for analysis (Creswell & Creswell, 2023).

Quantitative data were analyzed using SPSS version 25, where descriptive statistics such as frequencies, means, and standard deviations were computed for each item (Hinton et al., 2014). Qualitative data were subjected to thematic analysis following Braun and Clarke's (2006) six-step model: (1) familiarization with data, (2) generation of initial codes, (3) search for themes, (4) review of themes, (5) definition and naming of themes, and (6) report production. Data were analyzed at the sentence level, and emerging codes were grouped into thematic clusters that aligned with the research objectives (Braun & Clarke, 2013).

To enhance the trustworthiness of the qualitative findings (Wiles, 2013), two strategies were employed. First, triangulation was applied by comparing patterns between questionnaire responses and interview narratives. Second, member checking was conducted by returning the thematic interpretations to each participant to validate the accuracy of the representations.

This mixed-methods approach allowed for a nuanced exploration of students' needs, strengthening the reliability of the findings and offering practical implications for ESP curriculum development in vocational hospitality education.

## **RESULTS AND DISCUSSION**

The results highlight the specific English subject needs of students, including the required language skills, topics, and areas of difficulty in the Hospitality industry. These findings will be discussed to provide insights into how the current English subject can be aligned with the demands of the hospitality industry and the professional requirements of the students. The questionnaire covers five main categories, A Likert scale was used as a measurement tool to assess students' responses to various items in the questionnaire. To simplify data analysis, the researcher applied a Likert scale as a scoring reference for each questionnaire item (Creswell & Creswell, 2023).

Based on the results of the questionnaire involving 39 respondents, the majority provided highly positive evaluations of the assessed aspects. The maximum score achievable is 75, and most respondents scored above 90%, with an average percentage ranging from 60% to 100%. The evaluation categories show dominance at the Strongly Agree and Agree levels, indicating high satisfaction with the assessed items. Only a few responses fall into the Neutral, Disagree, or Strongly Disagree categories. This suggests that respondents generally hold very positive views and strongly agree with the statements in the questionnaire. Such positive feedback reflects that the quality of delivery received by the respondents is at an excellent level, and the results are summarized in the section below:

Table 3. Relevance of Course to the Hospitality Industry

Items	SA	A	N	D	SD
The material presented in the English course supports daily communication needs in the Room Division.	76.9	10.3	7.7	0.0	2.5
The topics discussed (e.g., customer service, front desk operations, guest complaints handling) are highly relevant to real-world situations in the hospitality industry.	66.7	23.1	7.7	0.0	0.0
The material presented helps improve verbal and non-verbal communication skills needed in interacting with hotel guests.	69.2	23.1	5.1	0.0	0.0

Table 3 shows the relevance of English course content for the Room Division in the hospitality industry. Most respondents expressed “Strongly Agree” (SA) and “Agree” (A) with all the presented items. The majority 76.9% (strongly agree) that the material supports daily communication needs in the Room Division, and 10.3% (agree) that the content includes terminology and technical phrases commonly used in the industry. Topics such as customer service and front desk operations were also considered highly relevant by 66.7% (agree) of respondents. Overall, the material is seen as helpful in enhancing verbal and non-verbal communication skills and providing effective communication strategies for interacting with guests from diverse cultural backgrounds.

Table 4. Teaching Methods and Approaches

Items	SA	A	N	D	SD
The teaching methods used by the lecturer (e.g., role-play, simulation, and presentation) were effective in improving my English language skills.	79.5	15.4	2.5	0.0	0.0
Lecturers use real-life scenarios (e.g., check-in/check-out, complaint handling) to practice communication skills required in the Rooms Division.	76.9	17.9	2.5	0.0	0.0
Lecturers provide ample opportunities for students to interact and practice in real simulation situations.	84.6	5.1	5.1	2.5	0.0

Table 4 highlights the effectiveness of teaching methods and approaches used in English courses for the Room Division. A large majority of respondents strongly agree (SA) and agree (A) with the methods employed. 79.5% believe that teaching methods like role-play, simulation, and presentations are effective in improving their English skills. Additionally, 76.9% find that using real-life scenarios (e.g., check-in/check-out and complaint handling) is helpful for practising communication skills needed in the Room Division. Most respondents (84.6%) also appreciate the opportunities given by lecturers to interact and practice in realistic simulations.

Table 5. Quality of Teaching Materials

Items	SA	A	N	D	SD
The material presented in this course includes examples of dialogues and scenarios that comply with operational standards in hotels.	74.4	15.4	7.7	0.0	0.0
The textbooks and references used are in accordance with hotel industry standards.	74.4	15.4	5.1	2.6	0.0
I feel there is a balance between theory and practice in the presentation of the material given by the lecturer.	76.9	12.8	7.7	0.0	0.0

Table 5 shows the quality of teaching materials in the English course for the Room Division in the hospitality industry. Most respondents indicated “Strongly Agree” (SA) and “Agree” (A) with all the statements provided. A total of 74.4% (strongly agree) that the materials include dialogues and scenarios aligned with hotel operational standards. The textbooks and references used are considered appropriate for the industry standards by 74.4% of respondents. Lastly, 76.9% of respondents feel that there is a good balance between theory and practice in the content delivered by the lecturers.

Table 6. English Language Skills Development

Items	SA	A	N	D	SD
This course improved my ability to understand work instructions and procedures in English.	69.2	23.1	5.1	0.0	0.0
This course helped me develop my ability to write reports and formal emails in English.	59	28.2	5.1	5.1	0.0
I am able to communicate more fluently in conveying information related to room services after taking this course.	66.7	23.1	5.1	2.5	0.0

Table 6 shows survey results regarding students’ development of English language skills after taking a particular course. The majority of respondents, 69.2% (strongly agree), that this course improved their ability to understand instructions and work procedures in English. Additionally, 59% (strongly agree) that the course helped them develop the ability to write reports and formal emails in English. Lastly, in terms of communication skills related to room services, 66.7% (strongly agree) that they became more fluent in conveying information after taking the course. Overall, these survey results indicate that the course had a significantly positive impact on students’ English language skills, especially in the context of the hospitality industry.

Table 7. Satisfaction and Hope

Items	SA	A	N	D	SD
I am satisfied with the way the lecturer relates the English material to the operational context of the Room Division.	82.0	10.3	5.1	0.0	0.0
I wish this course could include more hands-on simulation practice in hotels.	87.2	7.7	2.6	0.0	0.0
More frequent use of digital teaching materials and videos will help improve understanding.	74.4	17.9	5.1	0.0	0.0

Table 7 shows survey results regarding students’ satisfaction and expectations for the course. A total of 82.0% of students expressed strong satisfaction with how the instructor connected English material to the operational context of the Room Division. Additionally, 87.2% of students hoped the course would include more hands-on simulation practice in a hotel setting. Finally, students 74.4% (strongly agree), that more frequent use of digital teaching materials and videos would help improve their understanding. Overall, the survey results reflect a high level of satisfaction with the teaching methods but also indicate students' desire for more practical and specialized aspects of the course content.

The interview covers eight questions and answers in the Indonesian language. An open-ended question was used as a measurement tool to assess students’



responses to various items in the question. The data from the interview results is shown in Table 8 in brief below.

Table 8. The corpus data of the Interview

Interview Questions	n	Interview Answers
1. What do you think about the English courses taught in the Rooms Division study program? Is the material relevant to the needs of the hospitality industry?	RVR (19)	The English course in the hotel division is very beneficial and has a positive impact on students, as the material presented is very helpful, both in terms of hotel vocabulary and specialized English frequently used in the hospitality industry.
2. How much has this English course helped you in developing communication skills in the Rooms Division, such as handling guest complaints or room service?	EPN (19)	The English course I studied can help me in developing communication, such as when handling guest complaints, where when handling guests we can improve our communication skills with guests and also we know more about vocabulary commonly used in hotels.
3. What topics or materials do you think need to be added to English lessons to make them more relevant to the world of work in the hospitality industry?	RADY (20)	In my opinion, the material provided so far is sufficient for preparation in the hospitality world.
4. In your opinion, does the current English course cover all the required skills, such as speaking, writing, and listening?	AMDA (21)	Lack of coverage, especially in terms of speaking skills. This is due to a lack of speaking or conversation practice.
5. Do you feel this course has provided practical skills that can be directly applied in the workplace? If not, what skills do you feel need to be taught?	RVR (19)	It's been decided.
6. What are your thoughts on the current teaching methods? Do you prefer practice-based, simulation-based, or presentation-based methods to improve your English skills?	EPN (19)	I think it is more effective to use the practical method because that way we can practice in real situations, and this way we are more confident and skilled.
7. Is the current frequency of English classes sufficient? Do you need additional time to study English outside of regular classes?	RADY (20)	For me, it is more than enough and I don't need any additional English lessons outside of regular classes.
8. What do you think the role of English will be in future hospitality careers? How important is this skill for the Rooms Division?	AMDA (21)	English plays an integral role in the hospitality industry. This is due to the increasing number of foreign tourists visiting Indonesia for stays. Naturally, if we don't master English, this will hinder our work. English can also be helpful if we want to pursue a career abroad.

This report is compiled based on the results of interviews with several students from the Room Division Program regarding the English subject provided. The interviews were conducted to evaluate the questionnaires and to obtain factual and richer data for this research. In case, based on the interview, the result is most of the students strongly agree that English subject is needed for Room Division and it proved by the relevance of the course content and the effectiveness of the teaching methods in preparing students for the hospitality industry.

In this research, the researcher conducted two stages of observation. The first observation was conducted to obtain initial data, namely to reveal social situation data and create a questionnaire based on the social situation that had been obtained.

The description of the initial social situation data in this research has been presented in the data collection and analysis chapter above, and the second observation was conducted to see the process, namely analyzing the questionnaire and creating interview questions to fulfil and provide rich data on the results of the analysis that had been analyzed, the following is a description and explanation of the two stages of observation in detail:

In the first observation stage, the researcher conducted 3 observations, namely (1) On Tuesday, August 15, 2023, the first observation, the researcher surveyed the location of the Tourism Polytechnic of Makassar located on Jalan Gunung Rinjani, City of Mandiri Tanjung Bunga. The researcher obtained data that the Tourism Polytechnic of Makassar has 3 departments, one of which is Hospitality with approximately 200 students. The focus of this research is to analyze the needs of students in the English subject, as a limitation of the research, this study was limited to the Room Division program to ensure depth and manageability to be used as a sample; (2) On Wednesday, August 16, 2023, the second observation, the researcher asked for permission to survey the class and Semester Learning Plan (RPS) for the English subject in the Room Division Program to see data related to what students will learn during the lecture process; (3) On Friday, August 18, 2023, the third observation, the researcher surveyed the class where the researcher record student behaviour, interactions, and social contexts during learning by entering the class to see, asses, and observe the teaching and learning process and the interaction between the lecturer and the students directly and the class observation was continued in the following days until the end of semester in order to collect accurate data.

During the observation, it was noted that students struggled with several language skills. In listening, they had difficulty comprehending fast-paced English instructions and often asked for repetitions. In speaking, students appeared hesitant and preferred to use Bahasa Indonesia when practicing dialogues, indicating a lack of confidence in using English. For reading, although they could follow the material, technical terms related to hospitality services were challenging to understand. Similarly, in their writing assignments, many students faced difficulties in constructing grammatically correct sentences.

In terms of interaction, students were more active and comfortable using the Indonesian language during group discussions. When participating in role-plays, a few students showed more confidence, but pronunciation errors were still prevalent. These observations revealed specific needs, such as more practice with technical vocabulary, more frequent speaking sessions, and a shift toward interactive learning methods like role-playing and real-life simulations. Additionally, students suggested incorporating real-world examples and videos in the learning materials to enhance their understanding.

In the second observation stage (process observation) was on February 19, 2024, the researcher (1) analyzed data on the observation results that had been obtained by the researcher based on field facts and then used as a reference to create a questionnaire; (2) the questionnaire was compiled by the researcher himself and created using Google Form and then distributed to students to obtain needs analysis data (explained in the findings chapter); (3) after the questionnaire data was collected, the researcher conducted a questionnaire analysis using SPSS Version 25

(explained in the data collection and analysis chapter); (4) based on the questionnaire data, the researcher compiled interview questions in Indonesian language which were then distributed to one student for each student year, and (5) analyzed the interview answers from the respondents (explained in the findings chapter).

The purpose of the interview is to gather student feedback on the relevance of the course material to the needs of the professional environment, the benefits experienced by students in developing their communication skills and suggestions on topics or materials that need to be added also the most effective teaching methods to develop practical skills. Based on the interview, students find the English subject beneficial in helping them develop the communication skills needed in the hospitality industry. However, there are some suggestions to further improve speaking skills and add more practice sessions with foreign tourists. Most students recommend a practice-based teaching method as the most effective approach to prepare them for real-life situations in the workplace.

The findings of this study reveal a significant alignment between the English course offered in the Room Division program and the professional needs of the hospitality industry, particularly in speaking and customer service-related communication. However, both quantitative and qualitative data indicate notable gaps in instructional delivery especially in providing adequate speaking practice, realistic simulations, and contextualized materials. These findings affirm the argument that English instruction in vocational contexts should not only focus on linguistic accuracy but also emphasize pragmatic fluency and workplace relevance.

These results are consistent with Basturkmen (2010), who stressed that ESP courses must be tailored to learners' specific communicative needs. The lack of interactive speaking opportunities found in the current curriculum supports Hutchinson and Waters' (1987) assertion that needs analysis should guide the content, method, and aims of instruction. Similarly, Tavit (2020) found that hospitality students expressed a strong preference for contextualized speaking tasks, simulations, and role-playing, which are also highlighted in this study.

Moreover, the participants' emphasis on hospitality-specific vocabulary and handling guest complaints suggests that the present curriculum does not fully address the discourse demands of the Room Division workplace. This reflects what Long (2005) terms a misalignment between the "target situation" (the expected use of English in the job) and the "present situation" (learners' current linguistic competence). Chan and Tan's (2021) study on Malaysian polytechnic students also supports this, where learners reported difficulty translating textbook English into practical interactional use.

The preference for digital and multimedia materials also aligns with recent trends in ESP delivery, where technology-enhanced language learning is used to simulate real-world scenarios (Anthony, 2018). This suggests a need for curriculum designers to incorporate audio-visual components and virtual role-plays as part of task-based instruction.

From a theoretical standpoint, the study reaffirms the importance of triangulating learner perceptions with industry expectations, as outlined in Dudley-Evans and St. John's (1998) ESP framework (Dudley-Evans & John, 2012). The three dimensions explored in this study—target needs, present needs, and learning needs, reveal that although students recognize the relevance of English for their careers,

their learning experiences lack authenticity and intensity. Therefore, to improve the effectiveness of the ESP course, instructors should bridge the gap between classroom instruction and workplace communication through integrated, task-based learning. The curriculum must go beyond generic materials to embrace the real language practices of Room Division operations, fostering not just linguistic ability but communicative confidence.

These findings offer practical implications for vocational curriculum developers and ESP practitioners, urging a re-examination of how English is taught in hospitality programs. The results also contribute to the growing body of literature on ESP in Southeast Asia, particularly in less-studied areas such as Room Division education.

## **CONCLUSION**

In conclusion, the researcher obtained the data result that English subject is needed for the Room Division Program. English subject is one of the courses that will greatly help them in the hospitality industry. From the results of the needs analysis, it has been explained based on the questionnaire analysis that most of the students strongly agree regarding the themes, topics, theory, and practice for teaching materials presented in the English subject for their majors and supported by the results of interview answers from several students which did show that English is very closely related to their majors and cannot be separated because English is very helpful for them in the world of work.

This study suggests several improvements to the ESP-based English course in the Room Division Program at the Hospitality Department of the Tourism Polytechnic of Makassar. Curriculum adjustments, including the addition of relevant technical terms, increased speaking practice, and interactive teaching methods, are recommended to address these needs. Implementing these changes will help the students develop stronger English communication skills, which are crucial for guest services in the hospitality industry.

Based on the findings of this research, several recommendations can be made to improve the English subject offerings for the Room Division Program at the Hospitality Department of Tourism Polytechnic of Makassar:

1. It is recommended that the English curriculum be established, as the results from questionnaires and interviews show that students have given positive responses regarding the relevance of the courses to the hospitality field. However, incorporating more practical content that aligns with specific job tasks in the Room Division would be more beneficial. This will ensure that students master language skills relevant to their professional roles.
2. Given the importance of effective communication in hospitality, it is suggested that the curriculum places a stronger emphasis on developing speaking and listening skills. Role-playing, simulations, and interactive activities should be incorporated to help students practice real-life scenarios commonly encountered in the hospitality industry.
3. The English course should integrate more industry-specific vocabulary and phrases that are frequently used in the Room Division context. This can be achieved by collaborating with industry practitioners to design a tailored vocabulary module.

4. Building partnerships with hotels and other hospitality establishments will provide valuable insights for curriculum development. Additionally, this collaboration can facilitate guest lectures, workshops, and on-site training to give students exposure to authentic communication situations.
5. Regular Needs Assessment: A regular needs analysis should be conducted to keep track of the evolving demands of the hospitality industry. This will ensure that the English course remains relevant and continues to support the professional growth of students.

By implementing these recommendations, the English course can be better aligned with industry requirements, thereby enhancing students' employability and preparedness to enter the global hospitality market.

Although this study provides valuable insights into the English language needs of Room Division students in a vocational hospitality context, it is not without limitations. First, the qualitative phase involved only four participants, which may not fully capture the diversity of learner experiences across different institutions or geographic regions. Second, the study was limited to a single polytechnic in Makassar, making generalization to other vocational settings across Indonesia or Southeast Asia less certain. Third, the study focused solely on students' perspectives and did not incorporate input from English instructors or hospitality industry professionals, which could have enriched the needs analysis through a multi-stakeholder lens.

Future research should aim to expand the participant base by including multiple institutions and broader regional representation. It is also recommended that future studies adopt a triangulated approach involving educators, curriculum developers, and hotel professionals to validate findings and enhance curriculum relevance. Additionally, longitudinal studies could explore how ESP curriculum changes influence student performance during internships or early career placements.

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