Exploring needs analysis of English language training: An evidence from small hotel and restaurant employees in Nusa Lembongan, Bali, Indonesia

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ABSTRACT
The tourism industry is one of the fastest-growing businesses in Indonesia, especially in Bali which contributes local and national economies. As most of the time English is used to carry out businesses, mastering English plays a significant role in their economic improvement. This study is intended to analyze the specific needs for English in the local tourism industry to prepare a need analysis of English language training for hotel and restaurant employees to empower the local community. The data for this mixed-method design study were taken a set of questionnaires on the needs, functions, and problems of using English in the tourism industry distributed to 36 respondents, observation, and interviews with employees as students and administrators. The collected data were analyzed using Katz's (2009) simple non-parametric statistics and descriptive-interpretatively narrated. The findings show that most employees consider speaking to be the most important skill to function in their routine work because they need to guide, interact and communicate with (potential) customers, in particular, with foreign tourists visiting tourist attractions throughout the Mushroom Bay area, Nusa Lembongan. Concerning the use of English, they mostly employed English for general conversations, for providing services, and for giving information. The challenges they face in using English include inappropriate words and expressions usage in speech, being unable to understand foreign accents, having inadequate vocabulary in reading, and a lack of grammar knowledge in writing. These findings are used as the basis for developing course plans in English language training for small hotel and restaurant employees.

Keywords: English for tourism; local community; needs analysis; tourism industry

INTRODUCTION

In the era of global economic competition, English has become the language of international communication in the world of work as in the tourism industry (Namtapi, 2022; Neeley, 2012; Vuković-Voćjnovi & Nićin, 2012). Recently, the tourism industry in Bali as is the case in other countries has been impacted by a major problem caused by the outbreak of the coronavirus (COVID-19). As of June 2020, the number of foreign tourist arrivals to Bali was approximately 0.88 million. This was barely a fraction of the number of visitors in the previous year. The drop in foreign tourists that was caused by the pandemic, had essentially paralyzed the tourism sector in Bali (Hirschman, 2020). However, the use and needs of English remain high for hotel workers. Today's fast globalization of the world's economies has been calling for a shared, international language known as lingua franca, which allows communication

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between or among people speaking different mother tongues. English is the most widely spoken language worldwide, with well over 1.1 billion people speaking it as either a first or a second language (Ghosh, 2020). Approximately, a quarter of the world's population also speaks this lingua franca at a useful level (Neeley, 2012). Most importantly, English is no longer considered as a language that belongs to countries Kachru termed as the Inner Circle countries (Kachru, 1985). English is needed both in mastering technology-based communication and in communicating. English particularly for the tourism industry is important as a means of communicating, negotiating, and carrying out transactions with especially the visiting tourists. Since the tourism industry is one of the fastest-growing businesses in Indonesia, especially in Bali, employees working in the tourism industry who master English then play a significant role in the national and local economy.

As a tourism area, Bali is very open to cross-cultural interaction and those working in the hospitality business require foreign language skills to be able to participate in and benefit from these tourism activities. In line with the rapid development of tourism in Bali, the appeal of the function of English is very pronounced among the Balinese people. English is the most widely used foreign language for communication and is felt to influence the career of many working in the industry; they feel proud to master the language and confident with its influence on their career (Rohmah, 2015). Consequently, it is imperative for people directly involved in the tourism business to improve their English, especially in terms of aspects of the language used in the hospitality industry.

Bali Island is one of 13,466 islands registered in Indonesia. As an island located between the island of Java and the island of Lombok, Bali has land, sea, and air access. In its development, Bali has been known as a world tourist destination because of its regional culture that is inspired by Hinduism. Various regions are developed into tourism destinations; all city districts in Bali synergize to advance the regional economy through its tourism sector. Existing tourism objects and destinations are developed in such a way as to empower local communities to take part in the growth and economic development of their respective regions. Klungkung regency, which is currently intensively promoting "Visit Klungkung and Visit Nusa Penida" is one of those regions. Klungkung is the smallest regency in the province of Bali. Geographically, Klungkung is bordered by the Bangli regency in the north, Karangasem regency in the east, Gianyar regency in the west, and the Indian Ocean in the south. One-third of the Klungkung regency (112.16 km2) is partly located on the island of Bali and two-thirds (202.84 km2) of it are in the form of islands, namely Nusa Penida,

Nusa Lembongan, and Nusa Ceningan. Nusa Lembongan is one of the islands in the Nusa Penida sub-district, Klungkung Regency. This small island is well-known as one of the tourist destinations that is crowded by local and foreign tourists not only because of the beauty of its natural contours but also because of the variety of water tourism offered. Local tourists and foreign tourists coming to the island will get the opportunity to enjoy the beauty of Dream beach, a 4.6 km of white sand beach, Jungut Batu seaweed village, mangrove tours, cave tours to Goa Gala, and enjoy other various activities.

There is still no definitive statistical data regarding the number of tourist visits to Nusa Lembongan, but the high interest of tourists to explore this tourist destination is quite high. The uproar of the name Nusa Lembongan and also the growth of tourism infrastructure on the island have provided opportunities for local people to participate in the tourism sector as water tourism workers, spa workers, lodging, boutique hotels, and hotels employees, and restaurants workers. The tourism area community is very enthusiastic to participate and take advantage of local tourism activities but has not yet realized what English skills need to be mastered to support their work either as workers in the industry or as owners of businesses offering tourism-related services.

The development of the ability of human resources on mastering English on this island still needs serious attention to enhance their professionalism which will also improve the quality of services and the image of Nusa Lembongan in particular, and the image of Klungkung Regency in general. For this purpose, needs analysis, was a proper way to provide the relevant information needed to design an English-for-hotel and restaurant purposes program.

At least seven approaches to needs analysis that are the most widely discussed are Present Situation Analysis (PSA), Learning Situation Analysis (LSA), and Target Situation Analysis (TSA), which will be applied in the current study. TSA, Communication Needs Processwas prioritized functions, forms, and frequencies of the language in the target situation the learners were involved in. TSA has also been employed to identify not only language skills but also tasks and activities learners need to perform in the target situations. TSA was conducted to decide on course content and structure for tourism personnel in Ayutthaya. Their necessities lack, and wants with respect to English for tourism were investigated, following Hutchinson and Waters' (1987) definition of target needs. Target needs, as defined by Hutchinson and Waters (1987, p. 54), refer to "what the learner needs to do in the target situation." Such needs fall into three categories: necessities, lacks, and wants. While necessities focus on what students have to know in order to be able to perform their responsibilities,

lack explain what people do not know "the gaps between what the learner knows and the necessities" (Hutchinson & Waters, 1987, p. 56). As for wants, they are about "what the learners think they need" (Nation, 2000, p. 2). In particular, their necessities are the tasks they have to perform at work; their lacks are the areas of skills where they need to improve; their wants are their expectation towards courses they are likely to take in the future, in terms of instructors, materials, and teaching methods.

With the improved communication skills and foreign language, in this particular context, English language proficiency, the tourism human resources will have a competitive value, and the people around the area can participate and benefit as well as have the opportunity to occupy positions available in the labor markets of tourism The paramount importance of English is unquestionable in today's workforce. It is the global language of business and is the main language of international communication across many industries worldwide, including the travel industry (Neeley, 2012; Vuković-Voćjnovi & Nićin, 2012). Thailand, for example, relies on the tourism industry as a major economic sector, accounting for 17% of its GDP in the first half of 2019 (Surawattananon et al., 2021). Sunaoshi (2005) in her study of Japanese- American factory workers add further insights to the business discourse perspective, with potentially far - reaching consequence also for Business English pedagogy: the importance of the historical contexts that the interactants bring to the intercultural encounter and the concept of *understanding* as a process rather than a discrete experience, and one that must be shared between native and non - native speakers. The dialogue between business discourse research, with its emphasis on the analysis of all aspects of communication in organizational settings, and Business English pedagogy, concerned with ensuring that students and trainees can operate effectively in the workplace, starts from the premise that English is no longer studied as a "foreign language" but rather as an international language; and as "an indispensable language for international communication in Asia" (Honna & Takeshita, 2005, p. 379).

This study is intended to analyze the specific needs for English in the local tourism industry to prepare English language training for hotel and restaurant employees to empower the local community at Mushroom Bay, Nusa Lembongan, Bali. The findings of this study can be used as guidelines for developing a tourism English syllabus that can improve the employee's skills and facilitate them. They can be used by those responsible for policy and planning and related organizations to have a clearer understanding of the needs of English for tourism employees who plan to work in international tourism companies. The presence of training is expected to increase independence, as well as the welfare of the community through active community involvement (initiative and participatory) and village governance from an economic standpoint.

Literature review

As English continues to dominate in business, technology, media, education, medicine, and research, the demand for English for specific purposes (ESP) is rapidly growing to fulfill the instrumental purpose (Tsao, 2008). English has become a core academic subject in the hospitality training programs of most universities and industrial sectors to achieve English proficiency for employment and fulfilling job responsibilities (Chen et al., 2011; Hsu, 2010; Kuppan, 2008)

Beshaj (2015) considers that the importance of ESP is related to international interactions that require not only general English but also a broad English vocabulary about various specialized scientific fields such as justice, social, medical, social fields, and so on. The hospitality industry is one of the largest components of the global economy and its development can directly affect language needs. Employees of the hotel industry have the same pressure to communicate efficiently with English-speaking hotel clients (Inkaew, 2016; Kuppan, 2008; Lin et al. 2013; Setiawati, 2016). Employees of the hotel industry, for example, are required by the profession to communicate efficiently with English-speaking hotel clients. They have to increase their language proficiency and realize what English skills need to be mastered to support their work and if they want to try independently in tourism.

The term "needs analysis" is part of designing English for specific purposes (ESP). Needs analysis is part of curriculum development and is needed before the development of a syllabus for teaching English (Hutchinson & Waters,1987). Hutchinson and Waters (1987) also see ESP as an approach to language teaching in which all decisions as to the content and method are based on the learner's reason for learning. Strevens (1988) elaborated ESP as English language teaching to be designed to meet the specified needs of a learner. Meanwhile, Lorenzo (2006) indicated that students of ESP need to develop English skills to perform in professional and job-related functions.

Hospitality, travel, and tourism management majors have different learning styles compared to other students' programs (Barron & Arcodia, 2002; Dale & McCarthy, 2006). A learning style integrates people's cognitive, affective, and psychological traits (Cassidy, 2004).

Needs analysis involves exploring and interpreting information about the needs of students and has become an integral part of the English for special purpose program. This is the process of determining what and how the course will work and

as a means to identify the ESP courses the learners need (Dudley-Evans & St. John, 1998). The need can refer to what students want to get from a language course implying that students have a desire, personal goals, and the requirements of their studies or work (Chen et al., 2016, Putri & Indrawati, 2019). To put simply, needs analysis involves finding out what participants know and can do, and considers what they need to learn or do (Berwick, 1989).

Hutchinson and Waters (1987) use three terms to explain 'needs' such as 'necessities,' 'wants,' and 'lacks.' They define 'necessities' as the type of need determined by the demands of the target situation, that is, what the learner should know to work effectively and efficiently in the target situation. They argue that to identify necessities alone is not enough to understand 'needs", yet the major variable to be identified is particular learners, what learners want, and their lack. Their needs may conflict with the needs perceived by course designers and teachers. Course designers also need to evaluate what learners already know and target proficiency needs to be matched against the existing proficiency of learners. The gap between the two can be referred to as learners' lack.

Needs analysis is usually performed to provide the activities students will eventually complete. Studies have been conducted to investigate students' needs in English for specific purposes. For example, Tawfiq (1984) studied the language needs of Iraqi undergraduate medical students. He found that English is increasingly becoming a 'library language' in science faculties in Iraq. His finding thus calls for taking genuine steps to analyze students' needs for English for Science and Technology, design effective EST programs in Iraqi science faculties, and provide them with well-trained EST teachers.

Need analysis also provides information about performance standards of any particular task (i.e. what 'good task performance' means). Obtaining this information can be a first conceptual step in developing criteria for and taking informed decisions concerning task-based assessment. While the need analysis reported here did not target performance standards per se, the gathered data perhaps suggest that a task-based assessment in the domain of a hotel receptionist's job should include aspects such as interlanguage pragmatics (politeness), using domain-specific lexis (employing a range of technical vocabulary), or successfully engaging in informal conversations with the clients (small talk) (Malicka, et al., 2019).

Another study investigating needs analysis was conducted by Basturkmen (2010). She examined three key areas of ESP course development and needs analysis. She also investigated specialist discourse and the ESP curriculum in her study. She specifically elaborated ESP course development

representation. She found that the representation showed how the three areas of course development are related and the kinds of considerations teachers and course developers make in each area. The representation was in the form of a structure, a pyramid, to convey the idea that much of the work in ESP course development is taken up with building the foundations (through the analysis of needs and specialist discourse).

Research also found that need analysis is helpful for teachers and students. Otilia (2015) found the needs analysis helps teachers to identify the students' prospective professional needs, the students' needs in terms of language skills, and the students' deficiencies in the area of language skills. Only after analyzing the students' needs and determining the objectives of the language course, the teacher can select a material that meets the needs of the students. Thus, needs analysis is the foundation on which we can develop curriculum content, teaching materials, and methods that can lead to increasing the learners 'motivation and success. Concerning ESP, Lin, et al. (2013) examined the relationship between background demographic characteristics, ESP, learning styles, and language proficiency. These results show that Taiwanese in Taiwan has a statistical significance of job position, ESP, and language proficiency; and ESP, learning styles, and language proficiency with the spoken task.

Many studies investigating the needs analysis above have been done for the sake of pure academic purposes in the sense that their results were aimed at enhancing the development of educational institutions, particularly to improve the quality of teaching and learning to enhance the graduate's competency and professionalism (Graves, 1996). Different from the previous studies, the present research aims to show the applied value of needs analysis for a specific English training course. On the one side it aims for practical purposes that are to fill the gap between academic and practical benefits. On the other side it provides evidence of the contribution of academic study to design a community service program to empower the local community who may benefit from hospitality and hotel industries.

METHOD
The research employed a mixed method of qualitative and quantitative (Katz, 2009). The research subjects for this study consisted of 36 tourism employees working in hotels and restaurants located in tourist attractions throughout Mushroom Bay, Nusa Lembongan disregarding their sexes, ages, and length of work. The research instrument designed for the study is a set of questionnaires used to collect data on the needs of using English in the tourism industry including productive and receptive

skills urgently needed, language functions frequently used in the hospitality industries, the wants the respondents expect, and problems they face when communicating in English with foreigners visiting the area. Before designing and developing the items of the questionnaire, literature on how to develop the items in needs assessment studies was reviewed (Balatska & Vyslobodska, 2020; Douglas, 2013). The questionnaire was written in Indonesian to minimize problems of ambiguity and misinterpretation. The questionnaire items were organized into three parts namely listening and speaking with 23 questions, writing skills 9 questions, and reading skills 8 questions.

Data collection
Data collection was done after sending an official letter to ask permission and cooperation to collect data, the researcher distributed the questionnaire to the target subjects in three tour companies and hotels located in a tourist place in Mushroom Bay, Nusa Lembongan. Data collection was carried out by the researchers themselves with the help of their two students as assistants who worked in the companies. To collect the data, questionnaires, interviews with an employee as students and administrators, and observations have been employed as techniques. The observations were conducted on the site to capture the real-time conversations between guests and hotel's or restaurant's employees and employers and between guests and tour guides, and guests and the local community.

Data analysis
Data analysis was carried out descriptively and interpretively. Quantitative data derived from questionnaire responses were analyzed by simple non-parametric statistics. Need analysis was done in three interrelated models including (1) necessities (target-situation analysis) to formulate what the learners have to know to function effectively in the target situation (in hotel and restaurant in Mushroom Bay area), (2) lacking (deficiency analysis) to compare what do the learners know already, and (3) want (subjective needs analysis) to design teaching-learning strategy, method of teaching, and teaching materials.

The data from the observations were analyzed qualitatively based on real-world communication situations focused on the English language skills of hotel and restaurant employees as well as guides or the local community when interacting with guests. The results of this qualitative analysis are triangulated with quantitative analysis to arrive at conclusions about the profile of productive and receptive skills that are urgently needed.

FINDINGS AND DISCUSSION
Necessities of tourism employees
Based on the analyzed data collected through the questionnaire, the findings show that the majority of tourism employees in this study assessed both productive and receptive skills as being urgently needed. Out of the 36 respondents, most of them consider speaking (96,6%) to be the most needed skill at the workplace, followed respectively by listening (63,8%), reading (52,7%), and writing (50%).

The results of this study are in line with the findings of Prachanant (2012) who found that speaking is necessary for tourism employees to function in their routine work because they need to guide, escort, interact or communicate with others. Likewise, our respondents need to communicate with foreign tourists who visit tourist attractions throughout Mushroom Bay. This finding supports the findings of Widianingsih and Listyaningrum (2018) which found that the most needed skill is speaking. She found that tourism employees had difficulty constructing sentences based on correct English grammar and that the desired learning materials were work-related topics and adapted to industry needs. Similar findings are also shown by the results of a needs analysis study conducted by Nimasari (2018) which revealed that speaking was the most preferred skill, followed by listening, grammar, reading, writing, and vocabulary. The high percentage of students' interest in speaking skill was also expressed by Setiawati (2016) and Etfita and Wahyuni (2020)

Listening is considered the second most frequently used skill by the respondents. This clearly explains that listening to foreign tourists' questions is important because it is a key factor that makes tourism employees understand the things foreign tourists need and want when they request tourism information. The results support the research findings of Currie (1991) and Piyanapa (2004), which suggest that the ability to identify and understand information from communication is very important.

Concerning reading skills, they rank as the third most frequently used skills. This is the case because tourism employees must search and read tourist information when foreign tourists request more in-depth information about tourist attractions. In addition, tourism employees must read information frequently requested by foreign tourists, such as prices and characteristics of souvenirs, food, and facilities.

Compared to the three other skills, writing is seen as the least important skill by tourism employees. This is explained by the fact that writing is only used when tourist employees prepare and describe the information they provide to foreign tourists. This finding is consistent with the finding

of several studies (Maes et al., 1997; Swenson, 1980; Waner, 1995).

In relation to the use of the language functions, the tourism employees mostly employed English for having general conversations (30/83,3%), for providing services (29/80,5%), and for giving information (27/75%). This clearly explains that all three types of functions are crucial and require specific language use in the tourism industry.

The perception of productive skills being more important than receptive skills is also seen in the results of a study conducted by Yulientinah, et al. (2020) in which participants considered that the most needed skill in Financial Accounting is speaking skills. The next skills that are considered important are writing skills, listening skills, reading skills, vocabulary, and grammar. They need speaking skills because they realize that English has a very important role in the field of Financial Accounting, especially with their future work, Poedjiastutie and Puspitasari (2018) showed that the student's priority of English learning is to be able to speak or to communicate. Reading was the second-highest priority and Writing skill was the last skill prioritized by the students.

Regarding the want aspect, the respondents expect that the communicative English Conversation for Tourism should be included in the lessons contents for hotels (23/63%), restaurants (27/75%), art shops (6/16.6%), spa (9/25%), by the tour guide (16/44.4%), by the driver (7/19.4), and in a travel agency (10/27.7%).

The local community at Mushroom Bay, Nusa Lembongan is recently exposed to tourism and in contact with English-speaking visitors. They hardly speak English except for some people who have formal education. English is considered a foreign language and English is only practiced in schools and it is rarely used in their daily life. As a result, they face problems when communicating with foreigners who speak English. Likewise, tourism employees in the area face a big problem when they have contact with foreign tourists. This study found that their common problems when using English in their conversation with the visiting tourists are using inappropriate words and expressions in speech, being unable to understand foreign accents, having inadequate vocabulary in reading, and lacking grammar knowledge in writing. The following table summarizes these problems.

The table 1 shows that not all tourism employees can speak English fluently. Some can use good English while others may use a little English or not be able to communicate with the language at all. However, since tourism services are one of the hospitality industries, most tourism employees in the island of Nusa Lembongan try their best when they face problems related to communication with foreign tourists by using hand gestures or by asking tourists to write down what they need. Therefore, they can still help foreign tourists with their limited language skills.

Table 1
Disadvantages / Problems faced so far in speaking English (Lacks)

No	Speaking	n	%
1	Lack of knowledge about grammar and structure	24	66.6
2	Cannot pronounce words and expressions correctly	20	55.5
3	Use words and expressions that are not appropriate in speaking	16	44.4
4	Lack of confidence in speaking.	16	44.4
No	Writing	n	%
1	Having inadequate vocabulary	23	63.8
2	Lack of grammar knowledge	19	52.7
3	Lack of opportunity to write	12	33.3
4	Don't know how to write	12	33.3
No	Reading	n	%
1	Having an inadequate vocabulary in reading	22	61.1
2	Read unknown text	15	41.6
3	Read the text that is too long	14	38.8
4	Unable to understand vocabulary	13	36.1
No	Listening	n	%
1	Foreign tourists talk too fast	23	63.8
2	Can't understand a foreign accent	16	44.4
3	Cannot know the meaning of the word	14	38.8

As mentioned earlier, the findings show that out of the 36 respondents, most of them consider speaking to be the most needed skill at the workplace, followed respectively by listening, reading, and writing. The following Table 2 summarizes the employees' and employers'

perspectives on listening and speaking sub-skills needed.

Table 2 shows the most important ability in listening and speaking skills functions to give information, provide services, and have general conversations.

Table 2
Listening and Speaking Sub-Skills needed

No	Listening and speaking sub-skills	N	%
1	To explain available hotel, villa, restaurant services	24	66.6
2	To mention ingredients from several dishes	24	66.6
3	To introduce yourself	23	63.8
4	To reveal procedures for booking hotels, villas, restaurant food	23	63.8
5	To talk and communicate on the telephone about the hotel, villa, and restaurant services	23	63.8
6	To provide a brief explanation of available hotel, villa, restaurant services	23	63.8
7	To understand what is said in handling payments and guests check out	22	61.1
8	To understand what other people say about someone's work	22	61.1
9	To speak job work in hotels, villas, restaurants	22	61.1
10	To understand the wishes of the client	21	58.3
11	To request repetitions or explanations when needed	21	58.3
12	To understand what clients order at hotels, villas, restaurants.	21	58.3
13	To apologize when needed	20	55.5
14	To find out the type of hotel room, villa, restaurant	19	52.7
15	To illustrate the views of hotels, villas, restaurants and the advantages of hotel rooms, villas, restaurants	19	52.7
16	To notify the hotel. villa, restaurant service fees	19	52.7
17	To discuss what the client wants	18	50
18	To understand audio or video films about the hotel, villas, restaurant tasks	18	50
19	To provide a brief oral explanation of the places on Lembongan Island	18	50
20	To ask clients about their country, place, and length of stay	18	50
21	To compare prices and services for hotels, villas, restaurants	17	47.2
22	To arrange a banquet agreement	17	47.2
23	To understand what your coworkers say about the details of the work	17	47.2
24	To express yourself in a shameful situation	14	38.8

As with sub-writing skills needed, the following Table 3 shows that to write reports about hotels, villas, restaurants, trips, work and to fill out an order have a higher position in the employee's needs

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Table 3
Sub-writing skills needed

No	Writing sub-skills	n	%
1	To write reports about hotels, villas, restaurants, trips	19	52.7
2	To write a brief report about the work	18	50
3	To fill out an order form for hotels, villas, restaurants	18	50
4	To fill in the application form	17	47.2
5	To fill bills and related receipts	16	44.4
6	To write c.v. in detail	15	41.6
7	To arrange written orders to subordinates	15	41.6
8	To write a complaint about work to the boss	15	41.6
9	To write a few points to discuss with the boss	12	33.3

Table 4 ranks the sub-skills within the reading skill. Reading clients' orders, reservations, and memos and understanding the instructions of hotels, villas, and restaurants were the most emphasized sub-skills among the reading sub-skills. However, other reading sub-skills, such as reading advertisements, brochures, lists, and articles, were also emphasized. The target analysis of the situation reveals the reasons why English is needed, how English will be used, what domains will be discussed, with whom students use the language, where the language will be used, and when the language will be used.

Table 4
Reading sub-skills needed

No	Reading sub-skills	n	%
1	To read clients' orders, reservations, and memos	26	72.2
2	To understand the instructions of hotels, villas, restaurants	24	66.6
3	To read advertisements for hotels, villas, restaurants	21	58.3
4	To read about culture in other journals	21	As 8.3
5	To read several related internets that is simple	19	52.7
6	To read related journals and papers	19	52.7
7	To read circulars and memos of hotels, villas, restaurants	17	47.2
8	To read the related booklet	16	44.4

Out of 36 respondents, 23/63.8% said that they need English for work; 22/61.1% needs English for a combination of study, work, and practice, 15/41.6% needs English to continue their education (learning), and 10/27.7% needs English for several other purposes, or status, exam, or promotion. Regarding the way how they learn, 21/58.35 respondents prefer a balance between theory and practice, 20/55.5% emphasized more practice. They prefer group learning (15/41.6%) with role-playing and simulation techniques (14/38,8%) with student-centered learning (11/30,5%). Only 10/27.7 percent of the respondents preferred private study. Concerning where the ESP training is held most respondents (21/58.3%) prefer to have the training outside the classroom. Only 9/25% of the respondents choose to have the training in the special class. In response to the question of when English is used, they said that they use English every day at work (29/80,5%), on certain occasions (13/36.1%), and every day outside the workplace (11/30.5%). Regarding the response to the question of when the ESP training is administered, most participants (23/63.8%) answered that they left it up to the organizer. However, 12/33.3% of respondents preferred scheduled time. The results of the interview and observation also support the findings that speaking skills are the most needed skills for tourism employees to function in their routine work because they need to guide, escort, interact or communicate with others, in particular, with foreign tourists visiting Mushroom Bay.

Vocabulary remains a challenge in ESP since each discipline has its body of technical and specialized terms that have to be additionally acquired. Furthermore, even after a learner has encountered these words and become familiar with their meanings, they may still have problems recognizing the words in a stream of speech (Goh, 2013). In spite of importance, areas of difficulties in lecture comprehension and interactive listening include coping with inadequate general English language profi ciency which causes difficulties in understanding and remembering information during lectures (Huang, 2004, 2005; Huang & Finn, 2009), participating in more interactive forms of oral interaction during lessons (Ferris & Tagg, 1996; Lucas & Murry, 2002) and responding to questions in class (Huang & Finn, 2009). The challenges are to some extent affected by general language proficiency level and listening ability. For example, the study by Dunkel and Davis (2012) showed there was a relationship between learners' proficiency and fluency and the quantity (measured by word count and idea units) and quality of students' lecture notes.

English for tourism lesson plan
To meet the needs of the required English language skills and observe the shortcomings and problems encountered so far by a hotel employee in English based on the need analysis that has been carried out, a Course Plan is prepared in Table 5.

Based on the lesson plan, the researchers also provided a practicum module to the employees entitled *Useful expressions In Hotel English conversation and useful expressions in restaurant English conversation (Teaching materials For English conversation training For small hotels and restaurants employees At Mushroom Bay, Nusa Lembongan, Bali)*. The module elaborates learning material on a lesson plan with practical matters and examples. The materials cover how to make a reservation and to check in/out, talk about facilities and amenities, talk about daily routines, ask for things that you want at a hotel, handle guests' complaints, ask for help, give directions, give advice, telephone use, to giving compliment, bill settlement, to describe hotel jobs, to give instructions, and how to give directions.

The overall findings revealed that the tasks and functions they frequently performed were mostly related to communicative skills, such as greeting, giving directions, providing information, and offering and asking for help. Their problems were also chiefly concerned with listening and speaking skills, such as being unable to understand foreign English accents, failing to keep up with the tourists' fast pace of speech, having a limited range of vocabulary to engage in a conversation, and lacking grammar knowledge to maintain a conversation (Namtapi, 2022). In a recent review of materials for English for specific purposes (ESP), McDonough (2010) identified over 20 professional areas in which English was needed for effective communication. These included aviation, commerce, customer care, engineering, finance, human resources, information technology, law, law enforcement, maritime communication, media, medicine, nursing, telecommunications, and tourism. Applications in the tourism or hospitality departments are growing in Taiwan (Chen et al., 2011). Moreover, English has become a core academic subject in hospitality training programs of most universities and industrial sectors to achieve English proficiency for employment and fulfilling job responsibilities (Chen, et al., 2011; Hsu, 2010; Kuppan, 2008). Huang (2008) proposed and constructed a comprehensive model for the ESP curriculum for hospitality, Hospitality, travel, and tourism management majors have different learning styles compared to other students' programs (Barron & Arcodia, 2002; Dale & McCarthy, 2006). Kolb (1984) divided learning styles into four areas: diverging (feeling and watching), assimilating (watching and thinking), converging (doing and thinking), and accommodating (doing and feeling). Honey and Mumford (1995) identified four major learning styles in which people have a preferred.

Table 5
Lesson Plan of English for Tourism

1	**Courses**	*English Conversation Training for Small Hotel and Restaurant Employees*
2	**Course Description**	English Conversation Training Course for Small Hotel and Restaurant Employees is a communicative English conversation for tourism class designed for enhancing the ability of small hotel and restaurant employees at Mushroom Bay, Nusa Lembongan, Bali. It provides basic English training and the lessons are function-based and contain common hotel English expressions for the various functions that are likely to be encountered by hotel employees. In the tourism industry to use language, functions are to have general conversations, give information, provide services, offer help, ask for cooperation, and answering questions, and solve problems. Sample dialogues are also included that the trainees may use as models.
3	**Expected learning outcomes on the course**	1. to **demonstrate** productive and receptive English skills: emphasized especially listening- speaking. 2. to apply three types of functions mostly employed English for general conversations, giving information, and providing services, 3. to **work together** and **show** public-mindedness, social sensitivity as well as responsibility for themselves and the environment.
4	**Learning outcomes**	The trainee can 1. use functional English functions for general conversations, 2. give information about the hotel, restaurants, and tourist attractions around Mushroom Bay, and 3. provide better services applying good English functions
5	**Learning materials**	1. Introduction 2. Introducing yourself 3. Providing a brief explanation of available hotel, villa, restaurant services 4. Revealing procedures for booking hotels, villas, restaurant food 5. Understanding what is said in handling payments and guests check out 6. Filling out an order form for hotels, villas, restaurants 7. Providing a brief oral explanation of the places on Lembongan Island 8. Giving Directions 9. Handling Guest's Complaints 10. Dealing with problems 11. Asking for Help, 12. Talking about Daily Routines 13. Telephone Use 14. Taking Messages
6	**Outcome Indicator**	Depth of understanding /speech accuracy
7	**Learning methods**	Lecturing, drilling, practice, and role play
8	**Learning Time Load**	*24 hours course*
9	**Assessment**	Speaking Evaluation Rubric
10	**Learning Experience / Student Activities**	• Learning to be independent (individual learning) • Having group work and discussion (developing inter-personal skills)
11	**Learning media in class and practicum**	Laptop, head projector (in focus), stationary, and internet facility, practicum at hotel/restaurant

learning style that determines how they enjoy learning: pragmatist, reflector, activist, and theorist.Former studies have indicated that employee needs to do practical activities rather than theory and reflection. It indicated that tourism and hospitality educators need to instruct students through different teaching styles to increase students' learning preferences in certain programs (Barron & Arcodia, 2002; Dale & McCarthy, 2006; Lashley, 1999; Lashley & Barron, 2006;).

The other research found that need analysis provides the design of not only a variety of tasks to be delivered in the classroom but, on the basis of the insights about linguistic difficulty, they can also inform the pre- and post-task stages of a task. The information obtained about the linguistic difficulty of tasks can be used when deciding which lexical items learners should be exposed to in the pre-task stage. In this sense, technical vocabulary was identified as a relevant component of task completion. Thus, a sample task 'describing hotel facilities' could be preceded by the pre-task in which learners are exposed to lexis relevant to this task in the form of listening to client–receptionist interactions. On the other hand, in those tasks which require extreme politeness, as in 'Overbooking', the pre-task stage could provide rich input based on the language of apologizing. In the post-task stage, learners could be exposed to different ways in which receptionists apologize to a customer, rate them from 'unacceptable' to 'exemplary', and discuss how the substandard performances can be improved (Malicka, et al., 2019).

CONCLUSION

The analysis of the target situation--why English is needed, how English will be used, and when the language will be used-- reveals that tourism employees need English for work. The employees of the small hotels and restaurants felt both productive and receptive skills are urgently needed. They assessed speaking to be the most needed skill to function in their routine work because they needed the skill to guide, escort, interact or communicate, in particular, with foreign tourists visiting places of interest throughout Mushroom Bay.

Language functions are frequently used in hospitality industries, especially the tourism industry. Regarding the use of main language functions, the tourism employees mostly employed English for general conversations, giving information, providing services, offering help, asking for cooperation, answering questions, and solving problems.

In the era of globalization, to bridge interactions and communication across languages and cultures, the mastery of foreign languages (especially English) becomes a major need. Therefore, the design of English education at various levels needs to be designed well and appropriately. English as a foreign language that has become a lingua franca of globalization to Indonesia is seen as an economic reason and not learned as a tool of self-development, but mostly for its position as an important tool in economy and business.

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