

the_Development_of_Electronic _Descriptive_Reading_Materials .pdf *by*

Submission date: 16-Feb-2022 09:50AM (UTC+0700)

Submission ID: 1763460859

File name: the_Development_of_Electronic_Descriptive_Reading_Materials.pdf (399.27K)

Word count: 5564

Character count: 30939

Students' Needs Analysis for the Development of Electronic Descriptive Reading Materials for Hotel Accommodation Program in VHS

Anisa Rhahima¹, Rita Inderawati², Eryansyah³

Sriwijaya University, Palembang, Indonesia^{1,2,3}

Email: ar.rhahima@gmail.com¹

Submitted: 14/04/2021

Revised: 18/05/2021

Accepted: 01/07/2021

E-ISSN : 2579-4574 P-ISSN : 2549-7359

Abstract. In this 21st century, students who are millennials are very accustomed to using electronic media in their daily lives, therefore electronic media, such as; smartphones, laptops, computers, and many others, have taken a central role in students' daily learning activities. This study aimed to obtain information about the needs of Vocational High School students in the field of reading English based on the use of media electronic learning. This study was qualitative and quantitative study in learning materials. In order to collect data for this study, questionnaire and semi-structured interviews were used. The questionnaires were distributed to 33 tenth grade students from SMKN 3 Palembang's hotel accommodation study program. The semi-structured interview was conducted with the tenth Grade-English teacher. The results showed that: 1) most of the students feel motivated when learning use the media electronic, 2) the specific aspects related to the hospitality sector that need to be combined into English reading text materials are descriptions of the jobs they will do later after graduating from the school so that they can increase their knowledge and expertise by their majors. The results of this study concluded that hotel accommodation students need electronic descriptive reading materials in learning activities. Therefore, this study is also used as the preliminary study in developing the electronic descriptive reading materials for hotel accommodation program of VHS.

Keywords: Needs Analysis, Hotel Accommodation, Electronic Learning, Descriptive Text, and VHS.

<https://ojs.unm.ac.id/eralingua>



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INTRODUCTION

English as a compulsory subject at the unit level of education includes vocational high schools. Mastery of English at the middle-class level, especially vocational students, is emphasized so that SMK graduates become individuals who are ready to play an active role in global competition (Santosa, Basuki & Salahudin, 2020). For this reason, learning English at SMK is oriented towards mastering linguistic aspects and communication skills which are used as capital to enter the world of work (Maknun, Barliana, Rahmawati & Wahyudin, 2021). In other words, learning English in vocational high schools is aimed at shaping vocational high school graduates into graduates who are ready to use to fill various job opportunities in the global market.

Vocational high school is a type of formal school in Indonesia that focuses on preparing students for future jobs. As a result, it offers a variety of majors to students, including accounting, engineering, automotive, tourism, hotel accommodation, and broad casting. OECD (2015) shares some key characteristics of the vocational high school system, one of them is the programs, the materials, and the assessments of vocational high school should be organized to meet the needs of the industry or future work field based on each program, both in content and in modes of the learning process.

The concept of school as career development is also mentioned by Mahir, Kohler, Soenarto & Slamet (2019) who emphasize how vocational high school as the institution can be optimized the teachers in developing the employability skills for the students as the work societies demanded. Sumarsono, Mashyud, Wardhani, and Farah (2017) explain about learning English at vocational high school; the students who enter the vocational high school have to prepare their English to be mastered by them by the minimum required in their work field later on based on their needs of business and industrial world. As the employees in tourism in the future, such as travel agencies, hotels and other accommodation facilities, and even the tourism organizations, the students need to prepare their skills during their school periods (Rahamdina, Harahap & Sofyan, 2019). Therefore, the teachers need to provide the students with English materials that close to their work field and relatable with the tourism world so that the students can get the knowledge and skills that they need in their future work field.

Hospitality and tourism education programs are part of a very large tourism industry (Khabib, 2019). Formal education in the professional industry through hospitality and tourism education programs is the most important part. The rapid growth of technology and business is creating tremendous growth in the field of English language teaching and has surprisingly transformed educational design from teaching English for educational purposes to teaching English for specific purposes, such as teaching English for hospitality and tourism (Arifuddin, Arafiq, Sujana & Appriyanto, 2020; Vu, Linh, Van & Lien, 2021).

Electronic learning is one of the newest learning methods which will assist in making detailed reading regarding hotel accommodation (Saripudin, Sumarto, Juanda, Abdullah & Ana, 2020). The existence of electronic learning can be very useful for hospitality students in vocational high school to learn English so that it

increases their motivation and interest in learning English based on their major. One of the technologies that integrate traditional books with media electronic is QR-codes. It is in line with what [Balintag \(2019\)](#) found in his study that QR-codes used in the classroom, favorable language attributes, particularly in EFL classrooms, could significantly boost other variables and have a positive effect on their language performances. Using QR codes in teaching and learning process increases learners' affective state, because the students are millennials, their happiness, interest, comfort, relaxation, concentration, and engagement are highly relevant, and the use of technology in the classroom has a positive impact on their language learning ([Aziza, 2020](#); [Ahmed, Zanelidin, 2019](#)).

ESP or English for specific purposes is context-specific in a disciplinary discourse program or community. ESP is very far from the approach of English for general purposes (EGP) because the ESP approach purpose is to teach the students to be able to use the English language based on their needs in learning the English language. [Hutchinson and Waters \(1987\)](#) make the point about ESP, "ESP is an approach to language teaching which aims to meet the needs of particular learners" (p.21). The guiding central principle of ESP is also derived from their suggestion, "If language varies from one situation of use to another, it should be possible to determine the features the basis of the learners' course." Because of the variety of specialized discourse contexts, ESP is contextually sensitive and disciplinary oriented.

In ESP, the materials that teachers used should be focused on the students' needs to support their career after the program. Unfortunately, in Indonesia, the English textbook prepared by the government for vocational high school is still the same as the English textbook for the general high school. [Nuhamasih and Syahril \(2017\)](#) did the study in evaluating the textbook used at vocational high school and find out that the topics content is inappropriate and not concerned enough to the program in vocational high school students' need and the reading texts materials are still too general. On the other hand, in ESP the materials include the reading materials should be focused on students' needs. Needs Analysis (NA) is a requirement of the ESP approach to course design because it requires awareness of the target situation ([Surani & Fatoni, 2019](#)).

Furthermore, ESP teachers do not only teach English with specialized vocabulary; they also teach both general and disciplinary or target-specific English, which is required and respected in academic domains. Also, since students must be socialized into and establish a command of target group discourse, ESP teachers are challenged to have adequate knowledge of the various disciplines in which students are interested. As [Basturkmen \(2006\)](#) states that, "ESP courses are narrower in focus than general ELT courses because they center on the analysis of learners' needs." Therefore, the teacher needs to have materials that focus on the program that their students are in.

Teachers often find out about English learning from non-print media, most of the teachers look for it from media electronic which is very complete to look for reading materials that convey to vocational students, especially teachers at vocational high school are very obliging the language because it is very helpful for

the future for students. Therefore, English subjects in a vocational school are usually mandatory. There is one subject that must be taken during school. English is a universal language that is usually used in every country where the native language is English speaking or not using English. Thus the role of English subjects is very important and necessary to make it easier for students to communicate when they have the opportunity to meet a tourist in hospitality.

Many studies have been conducted in Indonesia to design, develop, or compile teaching materials and syllabus with certain level of education to deal with needs analysis related to ESP. Those studies were as conducted by Nuhamasih and Syahril (2017), Azizah, Inderawati and Vianty (2020), Septiana, Petrus and Inderawati (2020), Handayani and Armia (2020), Ninghardjanti, Indrawari, Dirgatama and Wirawan (2020), Darmayanti, Syahril and Yunita (2021), Kumbara, Inderawati, and Eryansyah (2021). The results of their studies had quite the same. They found that the needs analysis could be a crucial phase in developing the materials that could identify the needs of the students, the problems that they faced, the skills and/or knowledge that they needed for the future related to their programs, and which teaching methods that motivated them in learning.

Many of those studies are concerned with the students' needs for developing the appropriate materials, especially in tourism and hospitality study programs. However, this present study focused on developing the electronic learning descriptive reading materials with the hospitality theme to give more knowledge about their future work-field and prepare them to have the English knowledge about it.

The researcher conducted a study of students' needs related to their needs in advance. This is the first phase of developing English descriptive reading materials for Palembang vocational high school hotel accommodation students based on media electronic learning. This research had some similarities and differences with the previously mentioned research. The main similarity lied in the study of the students' needs analysis. The differences lied in the English skills concerned, the study program of the populations, the scope of the need's analysis, and the level of the students. The main difference was about the specific electronic learning integrated; QR-Code.

RESEARCH METHOD

Because the first phase of the development research was students' need analysis, this study was limited to gathering information and analyzing the needs of the students from the questionnaires and interviews. The participants of this study were the tenth graders of hotel accommodation study program at SMKN 3 Palembang. There were 33 tenth grade students who participated in this study. In addition, there was an English teacher who taught the tenth-grade students in this major.

A set of questionnaires and semi-structured interviews were used to collect the data. If the researcher conducted the interview orally with the respondent, the questionnaire was implemented by the respondent filling out a questionnaire adapted by the researcher. The questionnaire was given to students. The questionnaires were adapted from Azizah, Inderawati & Vianty (2020) who had tried

it out to the vocational high school students. It consisted of 24 questions for students. These questions were divided into target situation analysis (TSA), deficiency analysis (needs and wants), current or present situation analysis (PSA), and strategy analysis. Semi-structured interview was conducted with the tenth grade-English teacher. This teacher was related to the vocational high school English teaching.

The data were quantitatively and qualitatively analysed. The data from the questionnaires was analysed using the quantitative method, while the data from the interviews was explained and described using the qualitative method. The information gathered was processed in three phases; 1) data collection from the dissemination of questionnaires 2) tabulating data to determine the data's classification, nature, kind, and frequency, the data tabulation is to make reading, categorizing, and analyzing data easier. 3) interpreting the issue analyst's findings and the researcher's questions so that conclusions can be drawn.

RESULT AND DISCUSSION

The students viewed the needs of the student

The data gathered from the student's perspective were analysed in terms of students' needs in target situation analysis (TSA), deficiency analysis, current or present situation analysis (PSA). The figures in this article represented the highest percentage of students' responses to each questionnaire question.

Target Situation Analysis (TSA)

The necessities of the students, their expectations and general wants in learning English was discussed in this section. The data obtained was in table 1. The major reason for studying English, according to table 1, was to enable vocational students communicate with others (39.4%). Then, the students expected to be able to communicate effectively in English in communication at school would be able to communicate verbally in English in the future workplace (75.8%). The majority of them hope that by learning English, the students would be able to achieve their goals, they can become more specific learning according to the majors of study at vocational high school (60.6%). 51,5% of the students stated the reason that their English language skills should be at the intermediate level, so that the students can understand the context in English and give their opinion in the complicated text (Sudarto, Nadrun & Naniwarsih, 2020).

Moreover, they must have English knowledge connected to their study program to be able to converse verbally, especially with hospitality students, and to understand information about their future work, to enhance their vocabularies in hotel accommodation field and also use media electronic such as QR-code to catch up in this 21st century era. It is relevant to what El-din (2019) says that QR-codes are very effective in the hospitality sector, especially in the marketing field (Solima & Izzo, 2017; Goh & Sigala, 2020). Therefore, the QR-codes involved in this study, of course, had a very effective influence on supporting students' careers in their future work. This means that from table 2 below, every vocational school student must master English, because it is very useful and became a necessity in the future,

especially in hospitality areas where there will be tourists staying at the hotel, which of course the tourists use English language, not the local language, therefore English will become a separate language requirement.

Table 1. The Students' Perspective on TSA

No	Question/ Statement	Students' view	Percentage
1.	The significance of studying English language	To help the students communicate with others	39.4%
2.	Students have high expectations when it comes to learning English	To communicate verbally in English in the future workplace	75.8%
3.	Language usage in the context of students' future jobs.	To be proficient in communication with the tourist in future career	60.6%
4.	The level of English proficiency required for students' future jobs.	Advance	51.5%

Deficiency Analysis

This section looked at students' present wants and needs, as well as their target condition, which is either deficient or weak. Table 2 presented information regarding current students' wants and needs in terms of topics or sources for reading. According to the answer of the respondents, 31.5% of students were interested in the topic of hospitality and hotel accommodations, which can be accessed upon this internet. It's reasonable to infer that students were motivated when they could immediately access the reading content on their gadget, such as their smartphone. (Borucinsky & Colakovac, 2020). The reading texts relevant to the hotel accommodation study program were wanted by 54.5% of the students. It was discovered that 54.5% of the students believed that it was necessary to implement general knowledge topics into the students' reading study program (Apriliana & Basikin, 2021).

Therefore, reading the text electronically with their gadget (smartphone, laptop, or computer) is also needed, 63.6% of the students stated that they were strongly agree and the rest stated agree. The millennial students, despite their affinity for print text or media, were found to read more frequently on mobile devices (Soroya & Ameen, 2020; Tamrin & Basri, 2020).

Table 2. Students' Views About Current Wants and Needs

No	Questions/Statements	Students' view	Percentage
1.	The topic in learning reading	About hospitality that can be found in the internet	31.5%
2.	The desired input for the reading text by the students	Reading texts that related to the context of hotel accomodation	54.5%

3.	Including topics for reading that were relevant to the hotel accommodation program	Very important	54.5%
4.	Electronic reading texts is more interesting than read the printed book	Strongly Agree	63.6%

Then the students' views on integrating topics related to the majors they were taking for reading texts were helpful in several ways as shown in Figure 1. From figure 1, 63.6% the students thought that integrating media electronic in learning reading English could be more interested instead of learning by the printed media only (Nurhasanah, Sulisty, Agustiani & Ulya, 2020). Then, 54.5% of the students felt that the reading materials related to the hospitality study program that integrated with the media electroic could support their skills in English. 54.4% of the students considered that integrating media electronic could encourage their motivation in learning English (Kaban & Karadeniz, 2021). The other reason was training the skills needed related to the hospitality study program (15.2%). Another 15.2% of the students assumed that it could make them more comprehend in reading skill.

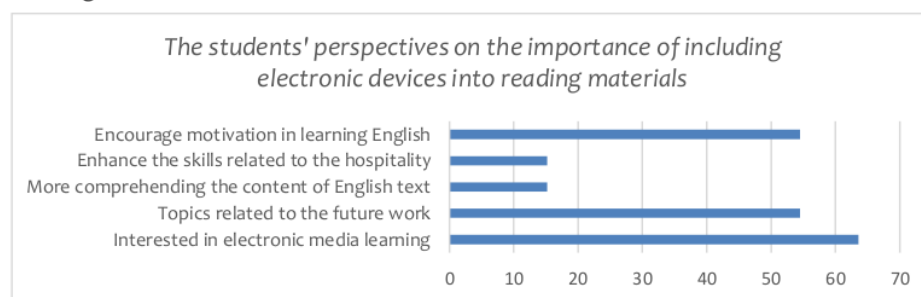


Figure 1. *The Students' Perspectives on The Importance Of Including Electronic Devices Into Reading Materials*

Figure 2 shows the students' perspectives on electronic media in English learning. According to the data, more than half of the students 60.6% believed that digital media is highly beneficial in learning English in the twenty-first century (Merchant, 2021). However, many students use media electronic in the form of Google as a tool in learning English for them to gain the knowledge that they needed (75.8%). Many students learned media electronic from their envorinment since they were the digital native (45.5%). Students know the use of electronic mostly by themselves, by everyday used (51.5%). Vocational high school teachers also very often use media electronic devices in carrying out learning to students (57.6%). The data obtained about the students' view on media electronic learning could be the fundamental of integrating the reading text materials of English which reted to the hospitality with the media electronic in the learning process.

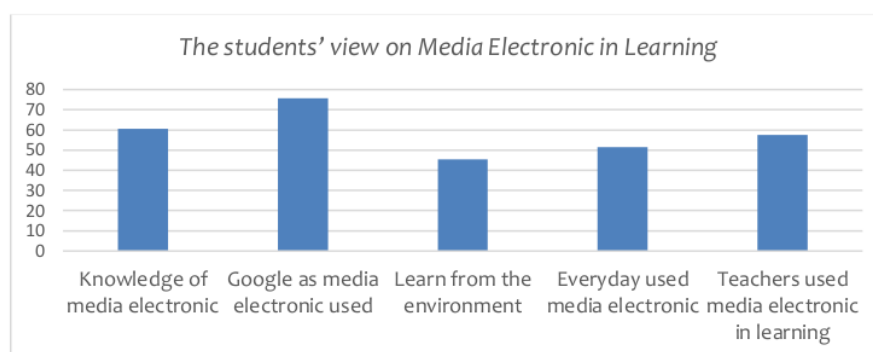


Figure 2. The students' perspectives on Media Electronic in Learning

Present Situation Analysis (PSA)

This part linked to the students' recent level of English fluency, the learning text materials used, and electronic media that they had encountered. Table 3 shows the results of the analysis of students' present position in terms of English proficiency. According to the answer of the respondents, 78.8% of students were in an English beginning situation. Then it turned out that 48.5% of students said their current comprehension of the reading text was sufficient. Based on the data collected, the developed reading materials are expected to help students improve their English competency, particularly their reading skills, to the level required to help insure their future jobs right after graduating from vocational high school (Morelos, 2021; Dizza, Sutapa & Supardi, 2021).

Table 3. The students' English proficiency

No	Question/Statement	Students' view	Percentage
1.	Students' current competency and/or proficiency level of English	Beginner	78.8%
2.	Students' current competency and/or proficiency in comprehending the reading text	Good enough	48.5%

The data shown below, table 4, shows the students' perspectives based on existing reading text materials taught or provided at school. 45.5% of students said the reading text in the English textbook they were using was easy. After that, 75.8% of students thought the subjects in the textbook were engaging. The descriptive text was believed to be the most frequently identified or learned text by 36.4% of the students. The reading materials and questions relevant to the hospitality topic were sometimes supplied by the English teacher, according to 57.6% of the students. Meanwhile, 36.4% of students reported that their English teacher rarely combined reading text materials from the textbook with electronic media. It might be inferred that students rarely read or learn reading texts that are connected with electronic media.

Table 4. *The students' view on Present Situation Analysis*

No	Question/ Statement	Students' view	Percentage
1.	The level of English reading materials (difficulty) in the textbooks used in schools is	Easy	45.5%
2.	The topic on the English reading text in the English textbooks used in schools is	Interesting	75.8%
3.	The type of reading text that is often found or studied in English lessons is	Descriptive	36.4%
4.	The frequency with which my English teacher provides reading material or text along with their questions related to hospitality topics is	Sometimes	57.6%
5.	How often do your teachers use technology engagement, such as QR-codes, in teaching reading of the text that is available in books?	Rarely	36.4%

The English teacher perceives the needs of students

According to the results of the interview with the English teacher, she stated that teaching English to students was very important. She stated that English was very useful during guiding sessions where students must be able to communicate well in various languages, especially English.

"At the time of guiding they must be able to speak English directly"

In addition, she also said that the percentage must be increased. English is not only learned for guiding sessions but also in ticketing.

"Yes, that's right, first in guiding then ticketing"

Every teacher, especially English teachers should include topics related to the hospitality and tourism where these topics will be very relevant to students' career in the future. Each material was taught in stages; at the beginning of tenth grade students were taught the basics of English related to various topics. Then, the students were taught starting from knowing the descriptive text where the text invited the students to think and describe something related to a topic. The teachers should also provided the reading descriptive text related to the topic.

Usually, the English teachers invited students to go on a city tour, where students could get to know various hotels and the tourist spots then learn to describe everything they encountered. The students were invited to go to various hotels in the city, the tourist objects, and they were assigned to observe everything they saw, took notes, and described them.

"To the hotels in the city, to the tourist attraction, and tell our children to come in, then they make notes on the various objects they visit, what are the contents, keep on recording, for example a museum, what year this museum was opened, what was the contents of, among other things, now that's an object. Other tours are also made like that, guided."

"What is learned is what the description of the job in the hotel, such as the description of FnB, the job desc of marketing of the hotels, the guest room, and so many on."

She also agreed that there was a need to include the materials on local culture and regional arts which integrated with the media electronic learning. She stated that learning English could include various materials related to culture such as dances, special foods, and others. In addition, students had to learn about kind of job descriptions in hotel. This was very useful for students' future where the materials would be the basic for them to know more about the description of the job they would do in the future in hotel.

CONCLUSION

This study aimed to obtain the results of students' needs analysis in the process of developing electronic descriptive reading materials for hotel accommodation program of vocational high school. The results of this study showed that the development of electronic descriptive reading materials was needed. The students' needs analysis showed that there were 63.6% strongly agree and the rest agree that reading electronically motivated them. In addition, the teacher of English in the interviewed session said that the students need to have many more reading on the description about hotel and tourism, especially the description of the job they would do in the future in hotel.

Based on the results of this preliminary study, the results and the interviews, the objectives of this study were; 1) most of the students feel motivated when learning use the media electronic, 2) the specific aspects related to the hospitality sector that need to be combined into English reading text materials are descriptions of the jobs they will do later after graduating from the school so that they can increase their knowledge and expertise by their majors. The results of this study concluded that hotel accommodation students need electronic descriptive reading materials in learning activities.

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