

THE HOTEL MANAGEMENT STUDENTS' NEEDS ON ENGLISH ONLINE LEARNING AT POLITEKNIK INTERNASIONAL BALI

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Abstract

During pandemic Covid-19 which was started at the beginning of 2020, the learning process in all levels of education in Indonesia has been shifting to online learning. Politeknik Internasional Bali as one of the vocational higher education institutions has also implemented online learning for all the subjects. English is one of them. Since then, the needs of students in learning are also changed depending on the learning situation. This research was quantitative research aiming at finding out and examining the hotel management students' needs for English online learning at Politeknik Internasional Bali. There were 20 students involved as participants in the research. The researcher used questionnaires to collect the data. The data gained were analyzed using descriptive statistics to find out the percentage of the needs. Based on the analysis, it was found that the students needed online learning that meet these criteria. The hotel management students need online learning that is (1) fun, (2) contains various activities, (3) provides clear instructions, (4) provides team works, (5) provides learning modules, (6) easily accessed, (7) providing interactive learning, and (8) containing various features. The results of this research can be a source for the development of online learning media, in the forms of modules, learning activities, and others that can meet and are suitable for students' needs.

Keywords : English learning; online learning; students' needs; English for specific purposes; English for hoteliers; needs analysis

Introduction

Nowadays online learning or also known as e-learning is a learning method that is currently applied in Indonesia. This is because of the Covid-19 pandemic that has been happening in Indonesia since the beginning of 2020. The pandemic situation leaves no choices other than forcing people to just stay at home and limit their mobilities and interactions with other people to stop the spread of the virus. Based on that fact and situation, the Ministry of Education and Culture of the Republic of Indonesia released a regulation due to the learning process at all levels of education in Indonesia. Through a circular letter numbering 36962/MPK.A/HK/2020, the Ministry of Education and Culture of the Republic of Indonesia regulated that all the learning processes have to be done online by using teleconference or other online activities. Since then, face-to-face learning or conventional learning processes should be stopped for a while. That is because the health of students, teachers, lecturers, school members, and the public is the priority.

In education, online learning was developed long ago and has been used in many countries around the world. But in Indonesia, online learning or e-learning is a new way of learning. The implementation of online learning in Indonesia is not considered massive since few education institutions are delivering online learning, such as Universitas Terbuka that almost of the learning processes are done online. Even though few schools or universities have been delivering online learning to students, the concept in Indonesia has still been considered a new approach to learning. The elements of education in Indonesia are not familiar with online learning. That is why Indonesian education is not ready yet to completely implement online

learning. Online learning requires the support and readiness of students, teachers, school members, parents, facilities, and infrastructures. Those are not all elements to be considered in implementing online learning. Other elements need to be well designed to be able to deliver online learning. The other elements that need to be designed and prepared to deliver and run online learning are the syllabus, learning activities, learning media, teachers' ability to run online learning or devices, assessment or evaluation, and other relevant elements. The syllabus, learning media, and learning activities need to be well designed and prepared by the teachers to deliver suitable online learning.

Since online learning is considered a new approach to learning in Indonesia, then there are a lot of things that need to be adjusted, modified, and designed. Here are the problems faced by teachers in Indonesia in implementing online learning. Generally, the implementation of online learning in Indonesia faced several problems as found by Hendrastomo (2008) that the main problems in delivering online learning in Indonesia were the ability of human resources, the infrastructures, and the implementation itself. The problems in implementation covered the difficulty in designing and selecting suitable methods and models of online learning. Due to the difficulty in finding the appropriate models and methods of online learning, Nugroho 2020 also found that the students who were his research participants perceived that online learning was boring and not fun. There is an indication that the model or method applied in online learning was not appropriate and did not meet the students' needs in learning.

Based on those problems, this research was conducted focusing on the students' needs in English online learning. English is one of the subjects at Politeknik Internasional Bali that should be done online should. English course or learning is designed as English for specific purposes, especially English for hoteliers that are delivered to the hotel management students. This research was initial research to develop English online learning media that can meet students' needs. By understanding the students' needs, online learning can be delivered better and more meaningful to the students.

Literature Review

This research is considered a need analysis that is the initial stage of a research and development method. A need analysis aims at finding out the students' needs in learning which will be used to develop curriculum, syllabus, learning activities, learning media, and so on. Indrasari (2016) mentioned that need analysis reveals the target needs meaning what students need to do in a target situation and reveals the learning needs which means what students need to do to learn. The definition of need analysis mentioned by Indrasari (2016) shows that need analysis will provide both target and learning needs that will be useful in developing and designing learning instructions including learning media, modules, assessment, activities, and other learning components. Need analysis is also defined as a phase in collecting and analyzing data on students' needs on learning materials which later will provide information on students' needs as well as students' English mastery (Sevrika, 2016). Based on those definitions of need analysis, it can be said that need analysis is an essential step in developing and designing learning materials. It is especially in English for specific purposes since the learning process should be able to meet students' needs to improve their English in a specific profession.

There are several previous research becoming the references of this research. Those are related to the need analysis in English learning, the English for specific purpose learning, and the use of English in the hospitality and tourism industry. Prachanant (2012) investigated the need for English for tour and travel workers, the functions of English in their daily working life, and the problems faced in using English. The research found out that the English skills needed are, ranging from the most needed skills, speaking, listening, reading, and writing. Furthermore, the respondents used English to give information, provide service, offer help, ask for cooperation, answer questions and solve problems, and conduct a general conversation. While using English, the respondents faced these problems that were hard understanding tourists' accents, improper words and expressions, a lack of vocabulary, and lack of grammar mastery.

Need analysis for developing English courses for the hotel industry had been done by Guntoro (2021). The research was exploring the use of English in the front office department in

the hospitality industry. That was done by analyzing the hotel front office staff's English difficulties, needs, and necessities. Guntoro (2021) involved three front office staff and one hotel manager to be involved in the research. The researcher did interviews with the participants and also did an observation at the Kapal Garden Hotel Indonesia. The data were analyzed qualitatively to see the difficulties and problems faced by the hotel staff, the need for English used in the hospitality industry as well as the necessities. Based on the results of the analysis, it was found that (1) speaking skill is the primary English skill that should be mastered by the hotel front office staff, and (2) the staff needs a flexible learning situation. This research is quite relevant to the current research since focuses on exploring students' needs in ESP, especially in the hotel industry. Even though they have a similar focus, Guntoro's research did not explore the online learning aspects.

Since, the research focus on online learning, the reference of this research was also relevant to the implementation of online learning. Lestyanawati and Widyantoro (2020) researched to analyze the strategies and problems faced in conducting online learning. It was found that the strategies done by teachers were conducting video-call learning, utilizing instant messaging by using WhatsApp and Google Classroom, and combining video call activity with instant messaging. Even though the teachers applied those strategies, they still faced some problems. The problems faced were such as the lack of capability in utilizing technology in the learning process, the facilities that were not completely supporting the learning process, difficulty in explaining or presenting the learning content, limited internet access, and the lack of parents' support. That research was the reference in conducting this current research. In addition to the underlining theories, the research was also based on the theories of syllabus development proposed by Webb (1976), English for Occupational Purpose (EOP) mentioned by Plesca (2016), and online learning by Bitter, Meylani, and Legacy (2015).

Those are the research having relevance to this current research. The results of those research become the references for this study in which the results will be compared to see the gaps, similarities, and differences. In the end, the connectivity among the research can be drawn.

Research Method

This study was quantitative research, specifically applying descriptive quantitative. The data collected through online questionnaires were then analyzed to find out the percentage of each need. The results of the analysis were then presented in the form of a table as well as a description. 20 hotel management students at Politeknik Internasional Bali participated in this research by filling out questionnaires that were distributed online. The participants were selected using random sampling.

Results and Discussion

The results of data analysis can be categorized into three main categories, namely the learning objectives, students' current English mastery, and the students' needs in English online learning. The purposes of the students in learning English are the first category. This is included in the need analysis to see the factors that motivate the students in learning. Then the teachers or lecturers can design and develop an English for specific purposes course that is suitable for the student's motivation. This helps the students to learn faster and better. The second category is the students' current English mastery which provided information on how well the students' English mastery. By understanding the students' current English mastery, the teachers or lecturers can develop and design an ESP course that is more challenging and focus on improving the weakness. The last category is the students' needs for English online learning.

a. The students' learning purposes

The students' learning purposes include the awareness of the importance of English mastery, English used for future jobs, English skill is essential in this era and the frequency of using English in the future. Twelve students strongly agreed that English skill is essential in this era since much information is presented in English. That is why English skill is a must in nowadays life. All the research participants were aware of the importance of English. Besides their awareness of the importance of English skills, the participants were also aware of the need

for English in their future jobs as hoteliers. The hospitality industry is an industry where all people all over the world gather and meet each other. It is not shocking that English is the medium of communication. Hoteliers as one of the professions in the tourism industry need to master English to be able to communicate well with guests.

Another motivation of the students in learning English was the awareness that mastering English will help them in many things including building a bigger and wider network, especially a global network. The participants were fully aware of this since all the participants strongly agreed with the statement. The last motivation is their awareness and belief that they will use English more in the future. This cannot be separated from their future job in the hospitality industry which will require them to communicate and connect with people coming from different countries with different languages. The summary of the students' learning motivation is presented in Table 1.

Table 1. The Students' Motivation in English Learning

No.	Statement	Response				
		1	2	3	4	5
1	English skill is important in this era.	-	-	-	2	12
2	My future job requires English skill.	-	-	-	2	13
3	I think English skill will help me in many ways.	-	-	-	-	14
4	I think that I will speak English more in the future.	-	-	-	2	12

Source : Data Analysis (2021)

b. The students' current English mastery

The students' current English mastery covers several items including the students' overall English mastery, students' English speaking skills, students' English writing skills, the student's English listening skills, the students' English reading skills, and also the students' English grammar and vocabulary mastery. The students were asked to evaluate themselves. The results presented here are based on the students' evaluation of themselves. The summary of the students' current English mastery is presented in Table 2.

Table 2. The Students' Current English Skills

No.	Statement	Responses				
		1	2	3	4	5
1	I am fluent in English.	-	-	5	8	1
2	I think that my English speaking skill is good.	-	-	8	5	1
3	I think that my English listening skill is good.	-	1	5	7	1
4	I think that my English reading skill is good.	-	-	3	7	5
5	I think that my English writing skill is good.	-	1	7	5	1
6	I think that my English vocabulary is rich.	-	1	7	5	1

Source : Data Analysis (2021)

Table 2 presents what the students thought of their own English-speaking skills. There were only a few students that were confident in saying that their English is good and fluent enough. Most students tended to give fair scores on the English mastery proved by many of the participants selected 3 which means fair. The table above also shows that the students were not confident in their listening skills, writing skill, and vocabulary mastery.

c. The students' needs on English online learning.

The last category is students' needs in English online learning. The category is divided into three main sub-categories which are English skills that the students needed to develop, the learning atmosphere that the students needed, and the need for online learning. The English skills that the students wanted to develop are needed to see which skills the students wished to improve. The result of this analysis helps the teachers develop more suitable learning or English instructions for the students. The English skills that are meant in this research include speaking skills, listening skills, reading skills, writing skills, vocabulary mastery, grammar mastery, and the ability to pronounce English words correctly. Table 3 below shows the English skills that the students wanted to improve or develop.

Table 3. The English Skills that The Students Wanted to Improve

No.	Item	Responses				
		1	2	3	4	5
1	Speaking	-	-	-	-	14
2	Listening	-	-	-	-	14
3	Reading	-	-	-	1	13
4	Writing	-	-	-	2	12
5	Vocabulary	-	-	-	-	14
6	Grammar	-	-	-	1	13
7	Pronunciation	-	-	-	-	14

Source : Data Analysis (2021)

Based on the results shown in Table 3, most of the students wanted to improve all skills offered in the questionnaires. None of the respondents gave 1 -3 responses meaning that they wanted to improve their speaking skills, listening skills, reading skills, writing skills, vocabulary, and grammar mastery, as well as the ability to pronounce English words correctly.

Besides concerning the English skills that the students needed to improve, the research also aimed at finding out the students' needs in English learning or in other words the kinds of English learning that the students wanted. This includes the learning activity, learning atmosphere, instruction, as well as the existence of modules or learning media. Table 4 below shows the results of the analysis of the students' needs.

Table 4. The Students' Needs in English Learning

No.	Items	Responses				
		1	2	3	4	5
1	Fun learning	-	-	-	2	13
2	Various learning activities	-	-	-	1	13
3	Clear learning instructions	-	-	-	1	13
4	Group activities	-	-	1	1	12
5	Learning module/ other media	-	-	-	1	13

Source : Data Analysis (2021)

In accordance with Table 4 above, the students needed English learning that is fun. The students also needed various learning activities during the learning process to avoid any boredom. In carrying out all the learning activities, the teacher should give clear instructions to the students making the students easy to understand the activities and the learning content. The students also thought that group activities in the classroom are important parts of the learning process. The finally, the students needed a module as one of the learning sources that they could read at home. The module should provide learning materials, practices, and examples.

Since this study focused on English online learning, the questionnaires also mentioned several items related to online learning. The area of online learning in the questionnaires is the accessibility, features, and other components. The results of the analysis of the students' needs for online learning are mentioned in Table 5.

Table 5. The Students' Needs on Online Learning

No.	Items	Responses				
		1	2	3	4	5
1	Easy to be accessed	-	-	-	-	14
2	Interactive learning	-	-	-	2	12
3	Various learning features	-	-	-	2	12

Source : Data Analysis (2021)

Table 5 shows the online learning that the students needed. First, the students needed online learning that is easy to be accessed. It means that the students needed an online learning system that can be accessed anywhere and anytime. That kind of online learning makes the students learn easily since they do not need to go to school or certain places to access the online learning system. Besides, the students also needed online learning providing interactive

learning. The students prefer to be in an online learning system that allows them to interact actively with the teachers and their friends. Online learning should not only allow the teacher to post or upload learning materials, but the online learning system should be able also to accommodate interactive learning as it happens in a real classroom. As the students needed interactive online learning meaning that the features in the online learning system also should be various. Online learning should not merely provide online meetings or features to upload learning materials or media. The online learning system that the students needed should provide features to do an online meeting, upload or post learning modules/ media, submit assignments or exams, mark the presences, communicate through the chatbox, and other related features.

The results of the need analysis above are related to the results of Guntoro's research in 2021. In his research, Guntoro found out that speaking skill is the primary English skill that should be mastered by front office staff. A similar result is found in this current research mentioning that the students needed to improve their English-speaking skills though the students also mentioned that they needed to improve their writing, reading, and listening skills. But this shows the connection that English speaking skill is a must in the hospitality industry. This is not surprising since hotel staff deals a lot with foreigners, and they should be able to communicate well with the guests. As Prachanant (2012) examined that tourism workers used English to give information, provide service, offer help, ask for cooperation, answer questions and solve problems, and conduct a general conversation.

The results of the need analysis showed that the students needed online learning with various features, such as doing online meetings, uploading, or posting learning modules/ media, submitting assignments or exams, marking the presences, communicating through the chatbox, and other related features. Meanwhile, in the real implementation of online learning as found out by Lestyanawati and Widiantoro (2020) that teachers used several platforms to conduct online learning. The teachers used an online meeting platform to conduct face-to-face online meetings, using instant messaging to have chat with the students This is a contrast with the results of the need analysis in this current study where students needed various features in one online learning system. There is a gap between what the students needed and what the teachers did. Then it needs research to develop an online learning system accomodating all the needs.

Conclusion

The results of the study show the needs of the students in English online learning. The English online learning should accommodate the students' needs to bring meaningful yet fun English online learning. The English online learning should be able to help the students improve and develop their four English skills, namely speaking skills, writing skills, reading skills, and listening skills. Besides, English online learning should improve the students' vocabulary mastery, pronunciation, and grammar mastery. To be able to improve all those skills, English learning should be fun with various learning activities including group activities. In carrying out all the learning activities, all the instructions given should be clear to make the students easy to follow. The students also needed learning modules or other media to help them in learning. In terms of online learning, the students needed an online learning system that is easy to be accessed anytime and anywhere, allowing the students and teachers to do interactive learning, and providing various features which can accommodate all the learning activities.

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