

TEXTBOOK EVALUATION: TARGET NEEDS ANALYSIS OF VOCATIONAL STUDENTS MAJORING IN HOSPITALITY

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Abstract

Textbook is one of the important elements in English language teaching. As the importance of textbook, it should reflect on the students' needs. However, many studies revealed that most textbooks, especially ESP textbook were not satisfying and did not meet students' needs. There were not many studies about ESP textbook evaluation in Indonesian context. The present study explored about to what extent the materials in the ESP textbook used by English teacher in teaching ESP in a particular vocational school majoring in hospitality meet the language needs in hospitality industry. Questionnaires were distributed to 24 students majoring in hospitality to explore about their needs, wants, and lacks. To confirm the students' needs in actual workplace, semi-structured interview sessions were conducted to hotel employers. The results from questionnaire and interviews were used as the criteria to evaluate the textbook together with textbook evaluation criteria. The results revealed that the English language skills, especially English-speaking skill was important for the students from hospitality program. There were 21 hospitality competencies that needed English skills in their implementation discovered in this study. However, the materials in the textbook did not accommodate the students' needs to improve English speaking skill. Furthermore, the textbook covered only five out of 21 hospitality competencies that were needed by hospitality students.

Keywords: needs analysis, target needs analysis, textbook evaluation, vocational school, English for specific purposes

I. INTRODUCTION

English language skills become the important skills needed in the workplace nowadays. Thus, English language learning becomes compulsory in many schools, especially in vocational schools that accommodate English language as the requirement within the course, for example hospitality and tourism programs. Bouzidi (2009) proves the importance of English in hospitality industry through his study. He finds that most of the employees from various hospitality industries see that English language is very important to support their job. In other words, students who have good English language skills will be more ready to face the workplace.

However, encouraging vocational school students to be having good English language skills might not be easy. In another word, teaching English language in vocational school is not an easy job. English language subject that is taught in vocational schools is included in English for Specific Purposes (ESP), not General English (GE) anymore. In this case, teachers have to change their focus from GE to ESP. Besides, the teacher will find some challenges in teaching ESP to vocational school students. Correlating to the study with an English teacher, who teaches ESP in an Indonesian vocational higher institution, Marwan (2009) finds that the teacher faces some challenges and they are categorized as; students low learning motivation, mismatch between reality and expectation, lack of quality resources, and heavy workload. Consequently, teachers would need more effort in teaching them English language, especially for those who are in the country that English language still becomes foreign language.

The mismatch between reality and expectation is one of the challenges in teaching ESP that mentioned in the previous paragraph. Therefore, students need to grasp the circumstance of their future workplace; the situation, language used, culture, etc., through the material that is used in teaching and learning activity. It is important for ESP teachers to know the required skills of students' actual workplace needed to match the materials that they provide in the classroom with students' needs.

Exploring what students actually need is called needs analysis or needs assessment. Needs analysis according to Iwai et al. (as cited in Songhori, 2008) is the process to collect information

for the basis for developing curriculum in purpose to meet the needs of groups of students. The result of the needs analysis will be different in each school. As what Tomlinson (2003) says is that based on the evaluation, the materials can be different because of the difference of needs, objectives, backgrounds and the different styles of the students. Hence, ESP teachers need to evaluate the materials used in English teaching and learning, especially in ESP, in order to match them with the students' needs.

Textbook is one of the sources that can be used by ESP teachers in their teaching. It is also one of the important elements in English language teaching and learning (Hutchinson & Torres, 1994). Many teachers, especially beginner teachers, still need textbook in teaching, whether it is in GE or in ESP. Based on Riazi (as cited in Danaye Tous and Haghghi, 2014), textbook plays important in teaching and learning activities in the classroom besides the teacher itself. Moreover, textbook has other important roles in English language teaching and learning.

One of the important roles of the textbook is that textbook is a syllabus that can be a reflection towards the objectives that have been determined (Hutchinson & Torres, 1994). Hence, the materials in the textbook should reflect the context and the needs from the target situation. As what Cunningsworth (as cited in Danaye Tous and Haghghi, 2014) says, textbook should meet the students' need and match with the learning objective program. Therefore, textbook evaluation is an important step to be done by the ESP teachers.

Many researchers have conducted the studies about ESP textbook evaluation. Bouzidi (2009) and Masoumpanah and Tahririan (2013) conducted research on ESP textbook evaluation through conducting target needs analysis, which is collecting information to know the students' needs from the target situation in setting of Middle East. Their study revealed the result that English language was very important in hospitality industry. However, the textbook used in ESP classroom did not really match with students' needs.

In Indonesia, studies on ESP textbook evaluation conducted by Suyuti, Manda, and Bazergan, (2013) and Wahyudi (2014), which also found that the textbook used by students in their study setting was not suit with students target and learning needs. Besides, Indonesia has the big number of Vocational Schools. Based on Kejuruan (2015), the number of vocational school in Indonesia until July 2014 was 11738. Because of the high number of Vocational schools in Indonesia, it is important to evaluate materials used by the ESP teachers in vocational school to teach ESP in the classroom. This study focuses on the textbook evaluation on ESP classroom in a particular vocational school in South Jakarta majoring in hospitality. Hospitality major is chosen because it is one of the potential fields that English language skills are often to be used and exposed.

The ESP textbook of vocational school grade XII majoring in hospitality is chosen because; firstly, the students grade XII had already experienced the internship program on the hotel partners so that they had already experienced the real atmosphere on the workplace, secondly, they were in final year in vocational schools before the students decide whether continuing to the higher education or working, thirdly, the textbook becomes the main source and plays important roles in teaching and learning activity. Based on those reasons, if the materials in the textbook that teacher used to teach ESP in the classroom does not match with the actual language workplace needs, it will make the students lost and they will not be ready in their future work.

II. RESEARCH METHODOLOGY

Mixed-method approach was used in present study. This study employed triangulation design that used validating qualitative data model. Furthermore, the present study was a case study, which conducted in a particular vocational school in South Jakarta.

Questionnaires adapted from Bouzidi (2009) were distributed to 24 vocational school students grade XII majoring in hospitality who had done six months internship in hotel to explore students' needs, wants, and lacks. Semi-structured interview sessions were conducted and questionnaires that were developed from hospitality standard competencies used by the school were distributed to hotel employers in South Jakarta to confirm the hospitality competencies that were needed by the students. The result of questionnaires and interviews were employed together with

textbook evaluation criteria adapted from Hunchinson & Waters (1987) to evaluate ESP textbook used by ESP teacher in the school titled “Communication Builder”.

The question addressed in present study is: To what extent the materials in the English textbook that used in hospitality program in SMKN 57 Jakarta meet the workplace needs.

III. DISCUSSION

Students' needs, wants, and lacks

Most of the students were posted as hotel housekeeper (23 students) rather than hotel front officer (1 student). Various jobs were carried out by the students from housekeeping department. However, only handling phone call from housekeeping operator and welcoming the guests that needed English skills. Various jobs were also carried out by the student from Front Office department. Most of her jobs needed English skills to be done, which were: Being a phone operator, handling guests' departure, handling complain, and handling online or email reservation. Besides, she also carried out the jobs from the cashier, which was handling the room payment. Based on the explanation from both the jobs from Housekeeping and Front Office department, it indicated that the students needed English skills in their workplace.

With regards to their English skills, the students were asked to rate theirs. Most of them viewed that their English skills were in intermediate level. They also viewed that their English skills were improved after they were conducting the internship. Most of the students viewed that their English language skills were improved because they had more time to practice their English by having conversation with foreign guests, the necessity to answer foreign guests' questions in English, and being more confident in communicating using English. The following excerpt proves that their English skills were improved:

“Berkembang, karena tiap hari berkomunikasi dengan tamu asing menggunakan Bahasa Inggris” (P12)

“It is improved, because every day I communicate with foreign guests using English”

In contrast, students who viewed that their English language skills were not improved stated that it was because of the big number of local guests in the hotel where they were training. Besides that, it was also because they did not often meet and communicate with foreign guests. The following excerpt showed:

“Kurang, karena saya jarang bertemu dengan tamu asing dan kebanyakan tamu di hotel saya orang Indonesia, jadi jarang sekali menggunakan Bahasa Inggris” (P2)

“Not really, because I seldom meet foreign guests and most of the guests in the hotel were Indonesian, so I seldom use English”

Most of the students stated that English was used 1 – 3 times per week to everyday in their daily communication. However, their supervisors when they were conducting hotel internship still encouraged them to improve their English skills. Several ways were conducted by their supervisors to encourage them to improve their English skills. The following excerpt showed

“Ya, atasan saya bertanya kepada saya menggunakan Bahasa Inggris dan saya harus menjawab dengan Bahasa Inggris pula” (P3).

“Yes, the supervisor asked me using English language and I had to answered it using English language too”

Students' wants was also explored in the present study. Students' wants in this data was about students' motivation in studying the English subject by asking them about the future job that they want. The data about students' wants was needed in this study to measure the materials in the textbook, whether the materials, especially the topic and activities reflect on students' wants or not. Most of the students in this study wanted continue their career in hospitality field. 17 students (70.83%) stated they wanted to continue their career in hospitality field after they graduated from

vocational school. Six students (25%) did not want to continue their career in hospitality field. It was only one student who did not answer the question.

Some factors influenced the students whether they wanted to work in hospitality field. Their experience in the hotels when they were doing internship might cause them wanted to continue their career in hospitality field. Besides that, it might because the students saw the good opportunities to work in hospitality field. The excerpt below revealed:

“Ya, karena hotel-hotel yang ada di Jakarta ataupun di luar negeri banyak yang membuka lowongan pekerjaan” (P7)

“Yes, because many hotels whether in Jakarta or in other countries that open for jobs”

In contrast, students who did not want to work in hospitality field stated that it was because of the bad experience that they found, or because they already had other jobs that they wanted for their future. The following showed:

“Tidak, karena tidak suka dengan lingkungan hotel, juga pekerjaannya berat” (P8) “No, because I do not like the hotel’s workplace, and because of the heavy work”

However, the students realize that English language skills were important for their future. In order to obtain the future jobs that they want, students were asked about the importance of English language skill towards their future job. For those who did not want to continue their career in hospitality field, most of them also answered that English language skill was important in order to reach the jobs that they wanted. 23 students (95.83%) stated that English language skill was important for their future work. It was only 1 student who stated that he did not need English language skills for their future work, although he wanted to continue his career in hospitality industry. The excerpt below revealed it:

“Tidak, saya hanya jadi room boy walau saya dapat berkomunikasi dengan tamu” (P16)

“No, although I can communicate with guests, I work only as a room boy”

Students who stated that English language skills were important for their future jobs were aware about the needs of English language skill itself nowadays. It was shown from the following excerpt:

“Ya, karena Bahasa Inggris sudah menjadi Bahasa internasional dimanapun berada” (P15)

“Yes, because English language has already become an international language that is needed everywhere”

Besides the students’ needs and wants, students’ lack was also explored in this study. The result showed that English speaking skill became the skill that was very needed by 15 students (62.5%) to improve. It is followed by the listening skill, which was chosen by 4 students (16.67%). Then, students who chose more than one skill were 4 students (16.67%). The skills that they chose were 3 which were listening and speaking, and 1 which all of four skills. Only 1 student who chose writing to be improved.

Various reasons were stated by the students behind their lack skill that they need to improve. Three students showed they were lack in speaking skill because they were lack of confidence. Most of them stated that they felt nervous and lack of confident in performing the skills that they were still lack in. The excerpt below revealed:

“Karena terkadang saya merasa gugup saat berbicara Bahasa Inggris. Terkadang takut salah” (P13)

“Because I sometimes feel nervous to speak using English. Sometimes I am fear to be mistaken”

Other reasons that stated by students were related with working, whether it was based on their experience when they were in hotels or it was for their future job. When they were in hotels, listening and speaking skills were became the most needed skills based on their experience. Listening and speaking were needed to communicate with guests, especially foreign guests. The following excerpt revealed:

“Karena kita sebagai orang yang bekerja di hotel akan lebih sering berbicara dengan turis” (P20/speaking skill)

“Because the people who work in hotels would often communicate with tourists”

Writing skill become the skill that was chosen by one student, and she felt that she needed it when she was working in hotel. Correct grammar and diction become the reason why she needed to improve writing skill, and she felt that it was needed to work hotels, specifically in correspondences. The following excerpt from her revealed:

“Karena di hotel saya harus dapat menulis surat dengan kata-kata baku dan grammar yang tepat” (P5/Writing skill)

“Because I have to be able to write letter using standard words and the correct grammar”

Workplace needs

English had to be mastered by hotels' employers and employees to carry on their jobs. English skills also had to be acquired by the applicants who wanted to work in hotel. What the applicants needed was at least they mastered the basic English skills. Furthermore, what applicants needed to master was to understand what Human Resources (HR) asked to them, and they were able to answer the questions as what the HR expected. Some time, the applicants were also asked using Bahasa Indonesia to make them feeling easier to comprehend the question, but they must answer it using English. In the placement step, English skills were also become their consideration. However, English was important for all employers' and employees' positions. The following excerpt revealed:

“Iya, semuanya butuh kalau Bahasa Inggris tapi saya ngga bisa mana yang harus lebih Bahasa Inggris, tidak, karena masing-masing department punya masing-masing nilai tambahnya gitu. Di front office dia tiap hari bicara Bahasa Inggris karena check-in di situ, tamu turun pasti ke lobby, gitu kan ya, ngobrol, pasti nanyanya di situ. Di food and beverage juga pasti tamu akan turun makan kan? Nanya segala macam. Nah kalau housekeeping, housekeeping juga harus tahu pas lagi cleaning tamunya masih ada di kamar. Jadi itu masing-masing juga ada nilai positifnya gitu. Jadi kita tidak bisa apa istilahnya ya, tidak bisa menentukan bahwa area ini tuh Bahasa Inggrisnya harus berapa puluh persen yang ini berapa puluh persen, nggak gitu, karena masing-masing punya kelebihannya”

“Yes, all area needs English language skills, but I could not say which one needs more English than others, no, because each department has its own advantage. Front officer speaks using English language every day because guest's check-in there, go to the lobby, talk and ask to them, right? It happens to food and beverage too, the guests going down to take their meals, right? Ask everything there. For housekeeping, they had to know when they were cleaning the rooms whether the guests were in the room or not. So, each department has its own advantage. We cannot say, what is that, we cannot measure that a particular area needs how many percent English language skills, and the others need how many percent, because they have their own advantages”

Furthermore, based on the result of the interview, English speaking skills was the most needed skill by the 24 students who were conducting hotel internship.

Hospitality Competencies

Questionnaire that was built from standard competencies of hospitality program was filled by the hotel's employers to confirm the language competencies that needed by internee from employers'

point of view. The data taken was limited only from competencies that were needed by housekeeping and front office. From 40 skills of standard competency, there were 21 competencies that were needed English language skills, which needed by both housekeeping and front office as presented in the following table:

No.	Hospitality competencies	Position	English skills that are needed
1	Answering an incoming phone call	Front office	Listening & speaking
2	Making a phone call	Front office	Listening & speaking
3	Handling guests' arrival and departure	Front office	Listening & speaking
4	Handling guests' luggage	Front office	Listening & speaking
5	Handling bell-desk service request	Front office	Listening & speaking
6	Explaining reservation system	Front office	Listening & speaking
7	Receiving and recording reservation request	Front office	Reading & writing
8	Giving suggestion on reservation details	Front office	Listening & speaking
9	Explaining guests' signing procedure	Front office	Reading & writing
10	Welcoming and signing the guests	Front office	Listening & speaking
11	Making a front office report	Front office	Reading & writing
12	Processing payment	Front office	Listening & speaking
13	Making a correspondence draft	Front office	Reading & writing
14	Handling guests' requests	Front office & Housekeeping	Listening & speaking
15	Handling request for housekeeping service	Housekeeping	Listening & speaking
16	Giving advice on housekeeping tools	Housekeeping	Listening & speaking
17	Arranging service for guests	Front office & Housekeeping	Reading & writing
18	Describing product knowledge	Front office	Listening & speaking
19	Guest relation	Front office	Listening & speaking
20	Handling complain	Front office & Housekeeping	Listening & speaking
21	Housekeeping order taker	Housekeeping	Listening & speaking

Textbook Evaluation

Audience

The textbook was published by Book Center of National Educational Department for vocational school students grade XII. It was intended for vocational school from various majors: engineering, economics, agriculture, hospitality, and tourism. The authors of the textbook published the textbook for the students who have intermediate English skills.

Content

English skills were delivered proportionally in the textbook. The number of activities were given for each skill equally. For example, in unit 1, eight activities are delivered for listening skill, seven activities are for speaking skill, seven activities are for reading skill, and eight activities are for writing skill. It also happens in the other units in the textbook. Besides that, the activities deliver not only one English skill, but also integrated English skills, such as; listening with speaking, reading with writing, and reading with listening.

Furthermore, regarding to the result of target needs analysis, the content of the textbook accommodates some of the hospitality competencies that needed English language skills. From the 21 competencies that are mentioned in table, there are only five competencies covered by the textbook: 1.) Answering an incoming phone call, 2.) receiving and recording reservation request,

3.) giving suggestion on reservation details, 4.) making a correspondence draft, and 5.) describing product knowledge. The details on the findings from the hospitality language skills that covered by the textbook is presented in the next paragraph.

With regard to the first hospitality competencies that covered by the textbook, which is answering an incoming phone call, the competency is covered in unit 2. The topic in this unit is about dealing with clients. Mostly this unit covers the activities in making reservations from various institutions, such as hotels, travel agencies, and flight agencies. The activities in the unit related to the hospitality competency are: activity 2 and activity 7. The activity 2 helps the students to make and take a reservation in a hotel. That activity helps the students to improve listening and writing skill, which are practiced by fill in the blank activity. In the other hand, activity 7 also helps the students on how to make and take a reservation in a hotel. The activity helps the students to improve listening and reading skill. It is known by the instruction of the activity, which asks the students to listen and identify the expression in making and taking a reservation in a hotel by reading the text.

The next hospitality competence covered by the textbook is receiving and recording reservation request. The competence is covered in the unit 2. The activity in the unit that are related to this competence is activity 24. This activity helps the students to record a reservation in form of letter. This activity also helps the students to improve reading and writing skill, which is revealed by the instruction of the activity. The instruction says that the students have to read the letter to identify some information in the letter, and write the answer based on the letter as the outcome of this activity.

Another hospitality competence that is covered by the textbook is giving suggestion on reservation details. This competency is covered in unit 2, and specifically the activity that is related to this competence is activity 2. Besides helping students in making and taking a reservation, the text also gives the students the example in giving suggestions for the caller. It is shown by the utterances from the Hotel Clerk who gives suggestions for the Man when he felt that the prize is too expensive. This text, besides covers hospitality competences answering an incoming phone call and giving suggestion on reservation details, it also covers the competence describing product knowledge. It is shown by what the Hotel Clerk says about the alternatives that the Man can take.

The last hospitality competence that is covered by the textbook is making a correspondence draft. This competence is covered in unit 2, specifically in activity 24 (see figure 4.10) and 25 (see figure 4.11). Figure 4.10 shows a kind of letters for a room reservation in hotel. In terms of hospitality competence, it helps the students to recognize a kind of letter that is used in hospitality context. That text helps the students to improve their reading skill. Another kind of letter or form to reserve a room is shown by figure 4.11. In contrast with activity 24, activity 25 helps the students to reserve a room in a hotel. Besides, activity 25 helps the students to improve writing skill.

Importance of English language skills in the workplace

The present study revealed that English language skills were important skills in the workplace, which the context here was in hospitality field. The importance of English language skills was shown by most of the students' statement about English language skills for their future jobs. It is important because they viewed that English language becomes the international language and it is much needed in the workplace whether to apply a specific job or carry on their future jobs. Besides that, 75% of their statements revealed that their supervisor also engaged them to improve their English language skills by conducting some specific ways, such as conducting English day, briefing using English language as the instructional language, by asking them using English language, etc.

The importance of English language skills in hospitality field that revealed by students' statements was also supported by hotel employers' statements. They stated that English language was used in interviewing the applicants in hotel and used in every position of the hotel employee. Moreover, it was also used in promoting them into higher position.

Target Needs Analysis

From the findings, it was presented that most of the students (95.83%) were conducting their training in housekeeping department, only one student who was in front office department. The data revealed that only handling call order from the guests (order taker) and welcoming the guests that are needed to acquire English language skill by students from Housekeeping Department. Despite not practicing their English language skills in much time, they still need to be able to communicate using English language. That rationale was stated in the interview with the hotel employers. It was stated that since the students were often asked by the guests or have opportunities to meet and communicate with the guests, especially foreign guests when they were doing their jobs, for example when they were cleaning the hotel public area, they still needed to acquire English language skills. Furthermore, the presence of many foreign guests in the hotels forced them to be ready with their English language skills in the workplace.

The present study also found that spoken English language skills (listening and speaking) were the English language skills that mostly needed by the students from hospitality program to be improved rather than written English language skills (reading and writing). Moreover, the result from interview with the hotel employers also revealed that English speaking skill was the skill that needed to be improved by the students. The presence of foreign guests became the reason why the students needed speaking skill more than other skills. As long as the students face the foreign guests, they need to be able to communicate using English language.

“Jadi dia harus benar-bener bisa dan bisa bicara apa yang dia maksud karena itu yang menentukan servis. Tamu terkesan, nyaman, dan tamu bisa kembali lagi ke hotel karena servis yang bagus kan, salah satunya Bahasa Inggris.”

“So, the employee had to be able to speak [using English language] what they mean because it is also the hotel services. The guests are impressed, comfortable, and they may come back again are because of the good services, one of them is English language.”

In other hand, the excerpt above became the reason why the students need to improve English speaking skill. It was, because one of services in hotels was how the hotel employees and employers could communicate well with the guests so that it made them comfortable and willing to come back to the hotels.

Textbook evaluation

Evaluation is a process of judging not about good or bad, but it is around the degree of the fitness for the required purpose (Hutchinson & Waters, 1987). As what Hutchinson and Waters stated about what evaluation is, textbook evaluation in present study is the process to investigate the appropriateness of the textbook “Communication Builder” with the needs of students from hospitality program in a particular vocational school in South Jakarta. If the materials in the textbook has fulfilled the needs of all students, it was argued that the textbook were satisfying as the ESP materials in the classroom. Since the majority of the students were in housekeeping department rather that in front office department when they were conducting the internship, the evaluation of textbook “Communication Builder” was conducted by more focus on the English language skills that needed by housekeeping department. Besides, the evaluation also focused on the hospitality competences that covered by the textbook.

The first part to be discussed in from textbook evaluation result is the audience of the textbook. As what discussed in the findings, the textbook was not only intended for students majoring in hospitality, but also for students from other vocational majors. The textbook was published to implement the eight national standards of education by being the good standard of content for teaching and learning activity. In fact, it was focused on various hospitality context so that it did not meet the needs of the students in the present study. This indicates that the textbook does not comply with the theory of material writing in ESP, which states that the materials in the classroom should be relevant with students’ needs.

The materials for ESP should be relevant with the needs of group of ESP students (Hunchinson & Waters, 1987). In this context, the materials should be appropriate with the major of the ESP students, which is hospitality. However, whether the textbook is publised for various majors of vocational context, the textbook provides some materials that needed by students

majoring in hospitality. Although textbooks were truly made to be relevant with as large number of students as possible and as wide the teaching and learning context as possible (McGrath, 2002, as cited in Haghghi & Danaye Tous, 2014), the authors and publishers should not omitted the target students of the textbook as their target market. In another side, the textbook was appropriate in terms of students' grade, because it was published for students of vocational school students' grade XII, which is the same with the students' grade in present study.

The next part to be discussed from textbook evaluation result is the content of the textbook, specifically the proportion of the English skills. The materials or the content that designed and delivered in the textbook should meet the students' needs (Stevens, 1988, as cited in Dudley-Evans & St John, 1998). From the target needs analysis result, the students needed to improve English speaking skill. Therefore, the content of the textbook should deliver content that give bigger portion for speaking skill rather than delivering it proportionally. However, not only speaking skill that is needed by the hospitality students in present study, but also integrated skills, which is listening and speaking that dominates the result from students' needs. In fact, the four English language skills (listening, speaking, reading, and writing) are presented proportionally in textbook's materials. It implies that the textbook does not meet the students' need in terms of the proportion of English language skill.

The next discussion on the content of the textbook is about the topic that covers hospitality competencies from table that included in the textbook. The following list is those that should be consisted in the textbook. Those which have (FO) in the end of the skill were needed by students that who were posted as front officer, and those which have (HK) were the skills that needed by students who were posted as housekeeper, and those which had both were the skills that needed by both front officer and housekeeper. The list is:

- Answering an incoming phone call (FO)
- Making a phone call (FO)
- Handling guests' arrival and departure (FO)
- Handling guests' luggage (FO)
- Handling bell-desk service request (FO)
- Explaining reservation system (FO)
- Receiving and recording reservation request (FO)
- Giving suggestion on reservation details (FO)
- Explaining guests' signing procedure (FO)
- Welcoming and signing the guests (FO)
- Making a front office report (FO)
- Processing payment (FO)
- Making a correspondence draft (FO)
- Handling guests' requests (FO & HK)
- Handling request for housekeeping service (HK)
- Giving advice on housekeeping tools (HK)
- Arranging service for guests (FO & HK)
- Describing product knowledge (FO)
- Handling complain (FO & HK)
- Guest relation (FO)
- Housekeeping order taker (HK)

The list above were the hospitality competencies that needed English language skills. Furthermore, those competencies were also becoming the topic of the materials that should be included in the textbook. Based on the findings, the hospitality competencies that have been covered by the textbook are: Answering an incoming phone call (FO), Receiving and recording reservation request (FO), Giving suggestion on reservation details (FO), Making a correspondence draft (FO), and Describing product knowledge (FO). The rest of the hospitality language skills (16 skills) are not included in the textbook.

The textbook only covers 5 out of 21 competencies needed in the hospitality. This is because the textbook is not merely intended for students majoring in hospitality. As the textbook's authors stated that the textbook is also made for students majoring in: economics, agriculture, tourism, hospitality, and another vocational context.

The first competency that is covered by the textbook is answering an incoming phone call. This competency is covered in unit 2, which the topic is about dealing with clients. Mostly, it delivers materials about how to make a reservation in many institutions, such as hotels, travel agencies, and flight agencies. From the findings, the competency is covered in activity 2 and 7. Generally, activity 2 and 7 are contextually appropriate with the actual hospitality language needs, because the expressions that are used in the dialogue are the expressions that are used to make and take a reservation in hotel. It is also appropriate with the hospitality competencies that is needed by students from Front Office Department. In another side, regarding to the English skills from activity 2, it needs students' listening and writing skills to do the activity, and activity 7 needs students' listening and reading skills. However, based on the hospitality competencies in the table, answering an incoming phone call is the competency that needs listening and speaking skill. It is shown that the activity only covers listening skill for this competency, which means that those activities are not satisfying in order to fulfill the needs of speaking skill in this competency.

The second hospitality competency that is covered by the textbook is receiving and recording reservation. This competency is also covered in unit 2, specifically in activity 24. Students' reading and writing skills were needed to do this activity. Regarding to the hospitality competencies in table, reading and writing skills are needed to carry on receiving and recording reservation competency. It is shown that this activity is successful to fulfil the students' needs in terms of the language needs to perform this competency, which are reading and writing.

The next hospitality competency that is covered in the textbook is giving suggestions on reservation details. This competency is also covered in unit 2. The activity in this unit that is related to that competency is activity 2. Activity 2 also covers describing product knowledge competency. It is shown by the dialogue from the Reservation clerk. Besides giving suggestions to the Man, s/he also describe the products that owned by the hotels where s/he works. Regarding to the language skills that needed to do activity 2, which are listening and writing, it was not satisfying to fulfil the students' needs. According to the hospitality competencies that are included in table, listening and speaking skills are needed to carry on giving suggestions and describing product knowledge. The activity only covers listening skill, which means that it is failed to fulfil the students' language needs in order to do the competency.

The last hospitality competency that is covered by the textbook is making a correspondence draft. This competency is covered in unit 2, specifically in activity 24 and 25. Activity 24 helps the students to know the kind of letter that is used in hospitality context. Different with activity 24, activity 25 helps the students to improve writing skills, in purpose to reserve a room in a hotel. Activity 24 focuses on reading, and activity 25 focuses on writing. In terms of English language skills that needed in this competency, each of those activity is failed to fulfil the language skills that are needed by the students for this competency, which are reading and writing.

Additionally, the hospitality competencies that are covered by the materials in the textbook are only the competencies for FO, the language skills that needed by HK are not covered by the materials in the textbook. Whereas, most of the students in present study were posted as KH rather than FO. It indicates that the textbook is failed in terms of fulfilling the language needs of the majority students in hospitality program. According to Cunningsworth (1995) textbook can promote learning by contributing to students' motivation. One of the contributions from textbook towards the students' motivation is through the materials in it. As the materials in the textbook does not focus on students' needs, it indicates that if the textbook does not contribute to build students' motivation and it can decrease their motivation to attend learning English in the classroom.

IV. CONCLUSIONS

Based on the target needs analysis, the students, who were located as housekeeping and front office in their internship, and hotel employers viewed that English skills were important for their jobs. It was revealed that there were 21 hospitality competencies that were needed by students from

housekeeping department and front office department. The 21 hospitality competencies focused more on speaking skill.

The textbook included some materials that were needed by the students from hospitality program. It covered only five hospitality competencies from 21 hospitality competencies. Those five competencies were: answering and incoming phone call, receiving and recording reservation request, giving suggestions on reservation details, making a correspondences draft, and describing product knowledge. The textbook only covered five hospitality competencies because it is intended not only for hospitality students, but also for other programs, such as engineering, economics, agriculture, and tourism. However, there was no perfect textbook that could be perfect for particular context of an institution or a group of students in a school (McGrath, 2002, as cited in Haghghi & Danaye Tous, 2014) regarding its role as the main resources to achieve the objectives that had been set as the students' needs (Cunningsworth, 1995).

In the hospitality workplace, the employee (in this case, the employee is the vocational school students majoring in hospitality) and hotel employers need English skills to support their jobs. However, the ESP textbook cannot help them to improve their English skills, especially those that are related to the hospitality competencies. Therefore, the ESP teacher who are teaching in hospitality program are suggested to find the appropriate materials that meet the needs of their students. The hospitality competencies also have to be added in the textbook for hospitality program. However, this research is a case study, which the findings of this research were only occurred in the setting of this research. It is suggested for the next research on ESP textbook evaluation to design a research that have a wider scope of the research setting. Thus, the further research on ESP textbook evaluation can give greater significances for education.

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APPENDICES

Appendix 1

Questionnaire 1

Identitas responden

Nama :

Jenis Kelamin :

Nomor HP :

Kuesioner I

Petunjuk Pengisian:

Jawablah pertanyaan-pertanyaan yang terdapat di kuesioner berikut dengan jawaban yang sebenarnya dan secara singkat. Isilah dengan memberi tanda (√) untuk pertanyaan Q4, Q5, dan Q10 yang menurut Anda sangat tepat sesuai dengan apa yang Anda alami.

	Pertanyaan	Jawaban
Q1	Apa posisi Anda saat magang di hotel?	
Q2	Sebutkan tugas-tugas yang Anda laksanakan selama Anda magang!	
Q3	Sebutkan Bahasa asing yang Anda gunakan untuk berkomunikasi dengan tamu hotel saat Anda magang!	
Q4	Seberapa sering Anda berkomunikasi dengan wisatawan Asing yang berbahasa Inggris saat Anda magang?	Setiap hari <input type="checkbox"/> Seminggu 1 – 3 kali <input type="checkbox"/> Tidak pernah <input type="checkbox"/>

Q5	Bagaimana Anda menilai kemampuan Bahasa Inggris Anda?	Baik Rata-rata Kurang	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Q6	Apakah kemampuan Bahasa Inggris Anda berkembang sejak Anda magang di hotel? Sebutkan alasannya!		
Q7	Apakah atasan Anda mendorong Anda untuk meningkatkan kemampuan Bahasa Inggris? Bagaimana cara atasan Anda mendorong Anda meningkatkan kemampuan Bahasa Inggris?		
Q8	Apakah Anda ingin bekerja di bidang perhotelan? Sebutkan alasannya!		
Q9	Apakah kemampuan berkomunikasi bahasa Inggris dapat membantu Anda meraih pekerjaan yang Anda inginkan? Sebutkan alasannya!		
Q10	Berdasarkan pengalaman magang Anda, kemampuan berbahasa Inggris mana yang menurut Anda sangat diperlukan untuk Anda tingkatkan? Pilih salah satu!	Listening / Mendengarkan Speaking / Berbicara Reading / Membaca Writing / Menulis	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Q11	Sebutkan alasan mengapa Anda perlu meningkatkan kemampuan berbahasa Inggris yang Anda pilih di Q10!		<input type="checkbox"/>

Appendix 2
Questionnaire 2
Kuesioner untuk Manager Hotel

Kompetensi Dasar Perhotelan	Menurut Anda, apakah kompetensi ini memerlukan kemampuan berbahasa Inggris?	Jika ya, kemampuan berbahasa Inggris yangmana yang dibutuhkan untuk kompetensi ini? (Listening, Speaking, Reading, Writing)
Menjawab panggilan telepon/faximile yang masuk		
Melakukan panggilan telepon		
Melayani penanganan kedatangan dan keberangkatan tamu		
Melayani penanganan barang-barang bawaan tamu		
Merespon permintaan atas layanan bell-desk		
Menjelaskan sistem reservasi		
Menerima dan mencatat permintaan reservasi		
Memperbarui reservasi		
Memberi saran tentang rincian reservasi		
Menguraikan tata cara mendaftarkan tamu		
Menyambut dan mendaftarkan tamu		
Mengorganisir keberangkatan tamu		
Membuat catatan dan laporan front office		
Mengisi jurnal keuangan		
Menyesuaikan rekening		
Memproses tanda terima pembayaran		
Memindahkan keuntungan dari register/terminal		
Memproses dokumen kantor		
Membuat draf sederhana korespondensi		
Mengelola sistem dokumen		
Kompetensi Dasar Perhotelan	Menurut Anda, apakah kompetensi ini memerlukan kemampuan berbahasa Inggris?	Jika ya, kemampuan berbahasa Inggris yangmana yang dibutuhkan untuk kompetensi ini? (Listening, Speaking, Reading, Writing)
Mengidentifikasi peralatan sesuai dengan area/lokasi		

) Menata peralatan		
) Membersihkan area yang kering dan basah		
) Menyimpan peralatan pembersih dan bahan kimia		
) Mengidentifikasi jenis-jenis ruang rapat/seminar		
) Memproses pemesanan ruang rapat/seminar		
) Melayani permintaan konsumen		
) Menata dengan rinci ruang rapat/seminar		
) Menata perlengkapan dan trolley		
) Membersihkan dan merapikan kamar		
) Merapikan trolley serta perlengkapan		
) Menangani permintaan atas layanan housekeeping		
) Memberi saran tamu mengenai perlengkapan housekeeping		
) Memproses pencucian linen		
) Menata penyimpanan linen		
) Memproses pencucian pakaian tamu		
) Mengemas dan menyimpan cucian tamu		
) Menyampaikan standar valet professional		
) Tanggung jawab atas harta/barang-barang tamu		
) Mengatur layanan untuk tamu		

Terima kasih telah mengisi kuesioner ini

Appendix 4
Questions Guideline for Interview
Employer Interview Form

The primary purpose of this study is to explore the extent to which the content of materials in English textbook that the SMKN 57 Jakarta teachers use meets the actual language demands of the local hospitality industry. The result of this study will be a great value to all stakeholders: the learners, the English teachers of SMKN 57 Jakarta, curriculum developers. I would appreciate if you could spare 15 to 20 minutes of your time for the interview.

1. What is your position within this organization?

2. What is the main language you use for your business?
3. How often do you use English for your business?
4. Do you require English language skills of job applicants? Why?
5. How fluent do applicants need to be before you can recruit them?
6. Do you consider your employees' English language skills when promoting them to higher position? Why?
7. In which positions would you employ applicants with good English language skills?
8. From your point of view, how are the English skills of your employee recruited from SMKN 57 Jakarta graduates?
9. Which English skills (speaking, listening, writing, or reading) of the employee recruited from SMKN 57 that need to improved?
10. What areas (making phone calls, guest service, porter service, reservation, reception service, cashier, guest check in/out, housekeeping) that English communication skill is really needed?

Thank you for your kind help.

Appendix 5

Adapted from Hasan Bouzidi's journal:

Between the ESP Classroom and the Workplace: Bridging the Gap

Textbook Evaluation Criteria

Textbook Evaluation Criteria (Adapted from Hutchinson and Waters, 1987)

Subjective Analysis	Objective Analysis
Audience	
Who are your learners?	Who is the material intended for?
Content	
What proportion of work on each macro-skill is desired? Should there be skills-integrated work?	What is the proportion of work on each skill? Is there skills-integrated work?

What are the language skills that should be included in the textbook? Is it fulfill the students' needs from target needs analysis result?	What are the language skills that included in the textbook?