#### **CHAPTER IV**

#### FINDINGS AND DISCUSSION

This chapter deals with the research findings and discussion of the study. The researcher describes and analyzes the data which are obtained during the research process. It includes the results of interview, questionnaire, and observation sheet for document studies analysis. The researcher distributed the questionnaire to students of Hospitality program at State Vocational High School 1 Buduran Sidoarjo (*Appendix 1*). There are 72 students of Hospitality program which is divided into two classes, APH 1 and APH 2. The researcher also did an interview to some students from tenth grade and three students from eleventh grade as complement informant to get data regarding the answers of questionnaire which need more reasons.

After distributing the questionnaire, the next step was doing interview with the English teacher of Hospitality program using interview guideline (*Appendix 3*). This step is aimed to get the data regarding the needs' of Hospitality students based on the teacher's perception and also the data of lesson plans which is designed by the English teacher. Afterward, the researcher collected the last data that is Document Studies. The document studies in this research are Lesson plans designed by English teacher of Hospitality program. Then this data was analyzed by using observation sheet (*Appendix 2*). In addition, this chapter also contains the discussion about the answer of the research problems. The research problems are:

1. What are the hospitality student's needs in learning English at State Vocational High School 1 Buduran Sidoarjo?

2. Is the teacher' lesson plan design accordance with the students' need in learning English in part of formulating learning objectives and Learning procedures?

#### A. RESEARCH FINDINGS

#### 1. FINDING OF STUDENTS' NEEDS ANALYSIS

The first research problem is to find the Hospitality students' needs that can be answered by analyzing the questionnaire and interview to some students. There are three parts in the questionnaire; they are lacks, wants and necessities. The data for each part is presented on the table and it is supported by a chart. Then the analysis after each part is described after the chart. Moreover, the interview to the students is to confirm some selected answers in the questionnaire. The finding from questionnaire is presented as follow:

#### a. Lacks

This section is aimed to identify the learners presents knowledge. There are five questions that are presented to identify what the learners already know. The first is about the time consuming in learning English during their process of studying, the second is about the level in each English skill they have, the following is figuring out the expected and difficult skill in English, and the last is the important sub-skills that is needed to learn in Hospitality program.

## 1) The Time Consuming in Learning English

The question is *how long have you been studying English?* The data is presented in table 4.1 below:

Table 4.1

The data of time consuming of Hospitality students in learning English

Time	1-2 years	2-5 years	5-9 years	over 9 years	Total
Number	6	11	0	<mark>55</mark>	72

The comparison of data can be seen clearly from the chart below:

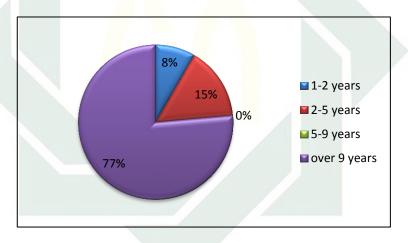


Chart 4.1

The comparison chart of the first data

Based on the chart above, it can be seen that the highest percentages is over 9 years. 77% of respondents have been learning English for over 9 years old. 15 % is 2-5 years and 8 % is 1-2 years. The answers are variety due to the education background of the respondents. Most of them have been learning English since they were at Elementary school. While 6 from 72 students answered they have been learning English 1-2 years.

## 2) The Students' Skills Level

The second question is asked about the students' skill level in English. The question is "in what level is your English skill?"

Table 4.2

The data of Hospitality students level of English skills

Levels	Buruk	Cukup	Baik	Sangat Baik
Skills				
Speaking	15	33	24	0
Reading	0	25	47	0
Writing	0	29	43	0
Listening	16	43	13	0

However, the comparison of data can be explicitly seen from the chart below.

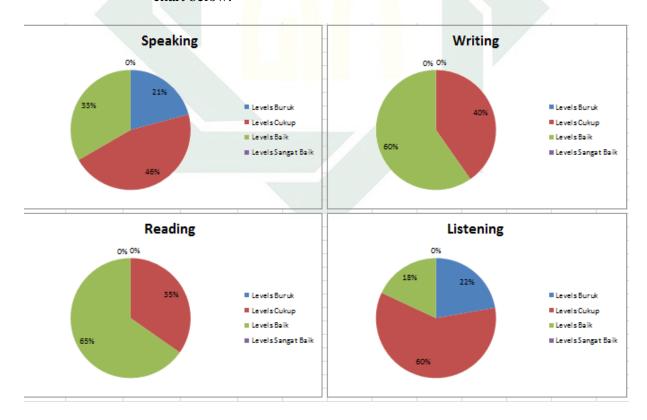


Chart 4. 2
The chart of Hospitality student's skill level in learning English

From the chart above, it can be figured out that the Hospitality students have a fair level in each skill. However, it has different percentages. From the speaking skill, it is found 46 % who have a fair scale in speaking. While in the second skill, it is discovered 60% from 72 students have a good skills in writing. In the third skill (reading), 47 students have considered that they are having a good skill in reading. It can be seen from the chart that the result of the percentages is 65 % while 35 % think that they have a fair level for writing. However, in listening skill, 60 % from 72 students answered having fair level for listening.

# 3) The Important Skill in learning English

The following question is related to the job that the Hospitality students expect to have and among 4 skills in English that is important to learn. The question is "Related to job you want to have, which one of the following skill is beneficially important to learn?"

Table 4.3

The data of the important skill to learn in Hospitality program

Skills	Speaking	Writing	Listening	Reading	Total
Number	<mark>54</mark>	18	0	0	72

The comparison of the answer can be figured out from the chart below:

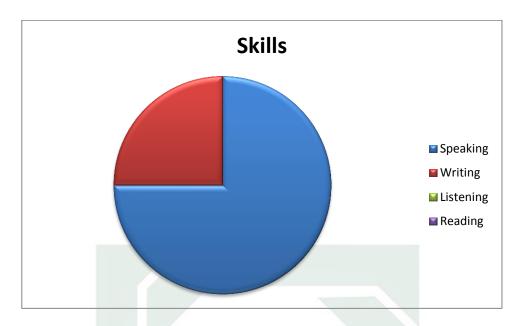


Chart 4.3

The chart of the important skill to learn in Hospitality Program

From the chart 4.3, the distinction is quite clear that 75% of the Hospitality students answered speaking as the most important skill to learn in this major. Regarding the program they are studying, speaking becomes a main skill that they need to learn. Most of students expect to be able to have a good English skill especially in Speaking due to the job they expect to have after graduation which are related to a lot of people in some job areas they are majoring. While the rest answered writing skill as the important skill to learn, due to the expected job they want is requiring this both skills. Some job areas which are expected by Hospitality students will be explained in the next point.

## 4) The Difficult Skill in Learning English

The forth question in Lacks section is asked about students' difficulty encountered. The question deals with finding the most

difficult skill to learn in English for Hospitality students. The question is *which one from the following skill is the most difficult to learn?* The data is presented on the table below.

Table 4.4

The difficult skill to learn English at Hospitality Students

Skills	Speaking	Writing	Listening	Reading	Total
Numbers	15	9	48	0	72

The comparison for each skill can be seen clearly in the chart 4.4 which is presented below:

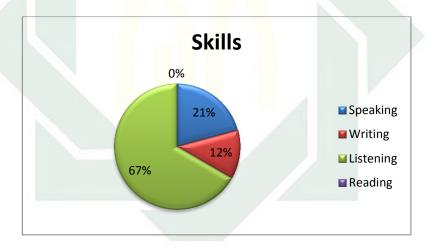


Chart 4.4
The difficult skill to learn English at Hospitality program

From the chart above, it can be seen that 67% respondents think that listening is the most difficult skill to master. Listening becomes very difficult because of some reasons. Those reasons are diverse, but they can be categorized into three dominant reasons. They are vocabulary, pronunciation and speed in certain conversation.

Some students feel that they lack of vocabulary, so they get difficulty in understanding what the speakers mean in conversation that they are listening. Meanwhile, vocabulary is one of English skill that is important for all of the English skill. Thus, mastering a huge vocabulary has important role in learning English.

The second reason is about pronunciation. Some students argue that there are many vocabularies which have similar sounds. It makes them feel hard to distinguish the sounds. For example the different word which have the same sounds. In addition, there are American assent which is different from British assent that confuses students in listening.

For the last reason is about speed. Some respondent feels that the speakers talk to each other in conversation speak too fast. Therefore, they cannot understand what the speakers mean. In this case, some students consider that they need high concentrate and much practice in order to increase their listening ability.

In sum, there are three different causes why listening becomes the most difficult skill for the Hospitality students to learn. It is because the lack of vocabulary, the ambiguous pronunciation and high speed of the speakers' conversation.

# 5) The supported sub-skills

The last question for analyzing students' lack is about the supported sub-skill that is important to master for Hospitality program. The question is from these two sub-skills, which one is important to master?

Table 4.5

The supported sub-skills to learn at Hospitality program

Skills	Vocabulary	Grammar	Both of them	Not at all	Total
Number	<mark>37</mark>	24	11	0	72

Both comparisons will be displayed on the chart 4.5 below:

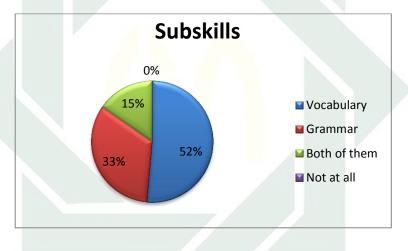


Chart 4.5

The supported sub-skill to learn at Hospitality program

From the chart 4.5 above, the highest percentages is 52 % calculated in vocabulary. This skill is categorized as the English micro skills. Due to the respondents are from Hospitality program, vocabulary has significant part to master in order to support another skill such as speaking. Some of the students think that mastering a lot of vocabulary can help them to practice speaking without being confused with the formulas of Grammar.

#### b. Wants

The second part of the students' analysis questionnaire is identifying another part of target needs (wants). This section is aimed to analyze the students' interest related the English material they want to learn at Hospitality program. As Hutchinson stated that the need does not exist independent of person, it takes a big role for the teacher to build their images of their needs related to the environment they will have in the future.

## 1) Learning manner in class

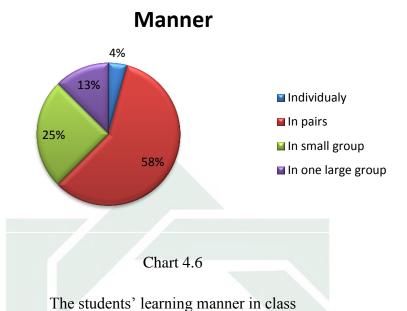
The first point figures out in this section is asking about how the way that the students like in learning English. The question presented in the questionnaire is *how do like learning English in class?* The answer is displayed on the table below.

Table 4.6

The students' learning manner in class

Manner	Individually	In pairs	In small groups	In one large group	Total
Number	3	<mark>42</mark>	18	9	72

The comparison of the result will be interpreted on the chart 4.6 below:



Most of respondents like learning in pairs. Some of students argue that they have chance to work with and learn from their peers. However, they also state that the peers should also be matched up well. If the students in pairs are not matched up (i.e. low students together, high students together, a higher students with a low students but they don't work well together, etc.) learning in pairs will not be as comfort as they expect. Thus, the ability of students to work in this way needs to be taken into teacher's consideration.

#### 2) The expected job areas in Hospitality program

The second question asked in this following target need is about the expected job areas that the Hospitality students expect to have after graduation. This question is aimed to figure out the suitable material that the teacher can give during their learning process in class. The question in the questionnaire is *which of the following job areas of* 

Hospitality do you want to get? See table 4.7 for the respondents' answer.

Table 4.7
The students' expected job areas in Hospitality program

Job areas	Front officer	Housekeeping	Pastry	Ticketing service	Others	Total
Number	<mark>48</mark>	8	0	4	12	72

The comparison of the result will be interpreted on the chart 4.7 below:

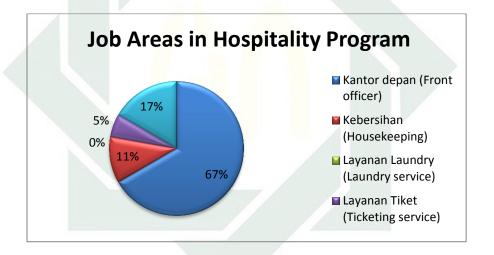


Chart 4.7

The expected job areas in Hospitality Program

There are a various job areas in Hospitality. However, in the questionnaire the answer are only provided on some major areas. And the result of the questionnaires shows that 67% of respondents choose front officer as the job area in Hospitality that they want to get. Some of the respondents said that there are many possible positions that they can obtain after having gained experience working in this facility. For

example, hotel administrators or head management may select employees who have demonstrated excellent customer service to be in upper position. Other also state that working with customers in front officers may help to hone skills in customers service, communication, listening, time management even problem solving.

## 3) The Conversation Content

The third point that figures out in this section asks about the conversation content. This question is aimed to clarify what the English conversation that Hospitality students want to practice related the program they take. Thus, the question presented in the questionnaire is what English conversation contents do you want to include related the program you take? The answer is displayed on the table below.

Table 4.8

The English Conversation Content

Job areas	Front officer	Housekeeping	Pastry	Ticketing service	Others	Total
Number	<mark>45</mark>	0	0	12	15	72

The comparison for each answer can be seen clearly in the chart 4.8 which is presented below:

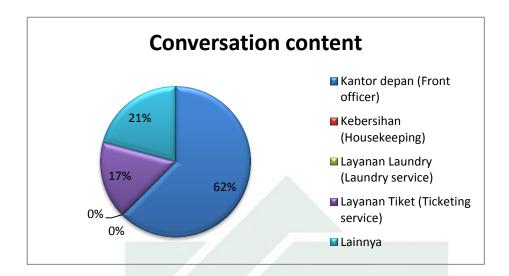


Chart 4.8

The conversation content

From the hart above, the difference can be seen clearly that 62 % respondents want to include the English conversation related to the content about front officers. None of them elect laundry service and housekeeping as the content topic they need to learn in Hospitality program. Some of the Hospitality students stated that the significance to include the English conversation related to front officers because this job area is often the first face visitors to see. Thus, they have to communicatively welcome and serve to attract the visitors to come in either they are from local or abroad. another also adds that being a front officer, they have to respond quickly to phone calls and answer callers with enthusiasm in professional manner. That's why, having a well practice in English conversation related to this job area is very important to include in teaching and learning process in the class.

#### 4) The Interesting Topic

The following point figure out in this section is asking about the topic that the Hospitality students interested in learning English at class. There are ten options available in the questionnaire, they only need to put in the right order from 1-10 based on the topic they are interested. The question asked in the questionnaire is "in learning English at Hospitality, what topics are you interested to learn? (Number from 1-10). The result of the questionnaire shows that topic about job becomes the first choice for them to learn about English. One of the reasons is because they are studying at Vocational High School where the updates information or news about job is more interesting to know.

#### 5) The interesting activities

This section tells the information about the activities in language area that Hospitality students are interesting to learn. There are many activities that the teacher can apply in teaching and learning process. Yet, the available answers in this question are only presented for the activities which the teacher often gives in the class. The answer of this question is categorized for each skill. The respondents classify for activity in each skill into three categories. They are: very enjoyable, enjoyable, and not enjoyable. The question for this part is what kind of activities are you interested in learning English? The data is presented below:

# - Reading activity

The data for reading skill is displayed below.

Table 4.9
Reading Activity

Reading Activity	Sangat menyenangkan	Menyenangkan	Tidak Menyenangkan
Reading aloud	24	40	8
Finding the topics, reference, scanning, etc.	18	36	18
Picture-cued task	13	47	12
Σ	55	123	38
%	25,46	56,94	17,59

However, the result of the respondents' answer can be seen from the chart 4.9 below:



Chart 4.9
Reading Activity

The percentages of three different answers are not quite different, yet 38 % of respondents think that picture-cued tasks is one of the interesting activities among other activities in reading skill. Due to the pictures displayed in the tasks contain some familiar pictures with the pair words by words. They state that this activity is enough challenging to do but enjoyable.

## - Writing Activity

There are three availablee answers in the questionniare, the result of data for writing activity is displayed below:

Table 4.10
Writing Activity

Writing Activity	Sangat menyenangkan	Menyenangkan	Tidak Menyenangkan
Argumentative Essay	18	36	18
Descriptive Essay	22	38	12
Narrative Essay	18	32	22
Σ	58	106	52
%	26,85	49,07	24,07

However, the percentages of the respondents' answer can be seen from the chart 4.10 below:

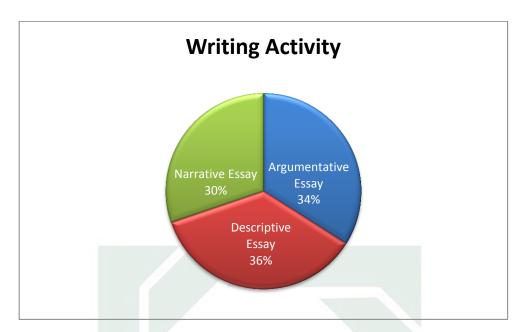


Chart 4.10
Writing Activity

The question number 3 in the questionnaire is asking about the most important English skill to learn at Hospitality program. 75 % of respondents answered speaking as the most important skill to learn in Hospitality program and 25 % of them chose the writing skill. Meanwhile, the activity that they are interesting to do in writing skill is about descriptive essay. There are 36 students with 36 % percentage of this option.

## - Listening Activity

Table 4.11
Listening Activity

Listening Activity	Sangat menyenangkan	Menyenangkan	Tidak Menyenangkan
Short Conversation	20	34	18
Listening Music	38	25	9
Watching short movie in English conversation	24	36	12

Σ	82	95	39
%	37,96	43,98	18,06

However, the result of the respondents' answer can be seen from the chart 4.11 below:

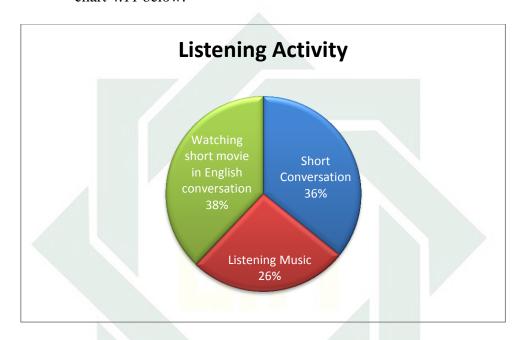


Chart 4.11 Listening Activity

There are also three answers of this activity. Yet, the students prefer to do an activity such as watching short movie for listening skill. The percentage of this activity is got 38 %. Some of the students stated that having this activity for listening skill is the easier way for them to improve their vocabularies. Even though, in some conversation they get difficulties in understanding what the speakers say.

Speaking Activity
 The last activity is about speaking skill. The result of this answer can be seen from table below:

Table 4.12
Speaking Activity

Speaking Activity	Sangat menyenangkan	Menyenangkan	Tidak Menyenangkan
Presentation	18	43	11
Conversation practice	18	33	21
Role-play	8	56	8
Σ	44	132	40
%	20,37	61,11	18,52

However, the researcher also displays a chart to get a clearer result of the percentages. And the percentages of the result can be seen from the chart 4.12 below:

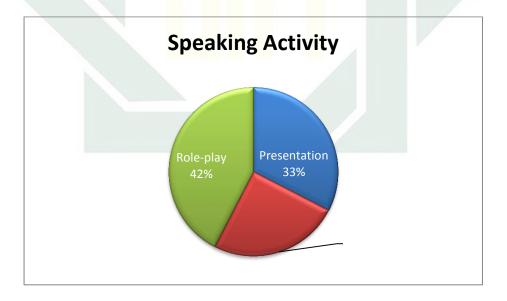


Chart 4.12

## Speaking Activity

The result above is quite clear that the highest percentage is in Role-play. 56 respondents answered role play as the interesting activity in

speaking. Some reasons they states is firstly, due to the activity enable to do in grouping, so that they can enjoy doing the activity even in the front of the class. Another reason is they can practice what they are learning outside class to be improved inside the class with the approach of variety topics.

#### c. Necessities

The last part of the students' analysis questionnaire is identifying Necessities. Necessities can be defined as the type of need determined by the demands of target situation; that is what the learner has to know in order to function effectively in target situation<sup>1</sup>. Due to the respondents is Hospitality students. This section is aimed to analyze the needs that the Hospitality students require to have after graduation regarding the program they take. There are four questions in this last section. The answer of respondents is presented as follow:

# 1) The improving skill

The first question which asked in this section is about the skill that needs to improve by Hospitality students. The question is what English skill do you need to improve to meet your future goal? There are four answers which are already provided. They are not at all, little, some and very much. The respondents are only supposed to checklist which one is they require most based on their own future goals. And the result is displayed on the table below.

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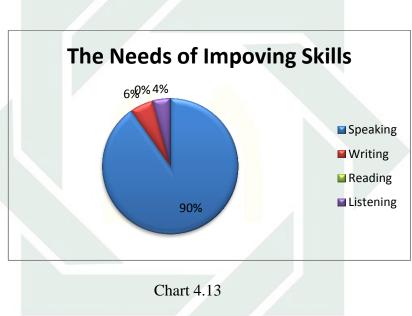
<sup>&</sup>lt;sup>1</sup> Macalister, John. *Language Curriculum Design*. New York: Routledge Tailor and Francis Group, 2010. p. 25-30

Table 4.13
The Improving Skill

	Speaking	Writing	Reading	Listening	Total
Number	<mark>65</mark>	4	0	3	72

The comparison for each answer can be seen clearly in the chart 4.11

below:



The needs of improving skill

The first question in Necessities concludes the same question as the third question in Lacks. 90% of respondents state that speaking is the skill which needs improving to meet their future goals whether as a main or complementary skill for continuing their study in higher level or for the main supported skill they can use on their work field. Therefore, speaking becomes the most important skill to be mastered by Hospitality students after their graduation.

## 2) The Needs of Supported Skill

The second question in these necessities is asking about the criteria which is important to have by Hospitality students. This question is aimed to identify what the necessary thing that should be possessed by them in order to support their future goal. There are only two available answers provided in the questionnaire. They are (A: learning some sub-skills in English) and (B: learning another foreign language). The question is *which one of the following criteria is more important to have for your future goal?* The result can be seen clearly on the table and chart below.

Table 4.14
The supported skill

	A	В	Total
Number	<mark>39</mark>	33	72

Both comparisons of the answers will be displayed on the chart 4.12 below:

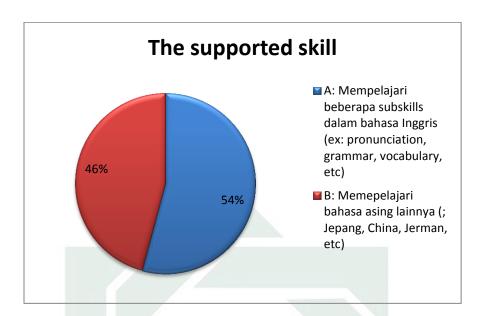


Chart 4.14
The needs of supported skill

The comparison of both answers is not definitely different. The result shows that 54 % respondents think that learning another sub skill in English is more important than learning another language skill. Some of them stated that mastering one of sub skill in English can also support their Speaking ability which they think as the most important skill to master in this program. Moreover, they also add that English is an international language that most of people learn this language. Thus, they think that they do not need to learn another language.

#### 3) The reason for learning English

Knowing the supported skill is important to analyze in this section, besides knowing the students' reason in learning English also takes a vital role. Thus, the third question in this questionnaire is asking about the students' reason in learning

English. There are three available answers on the questionnaire. They are, A: For everyday life, B: For work and Academic purpose and C: For others. The question is *what is your reason to study English?* See the result on the provided table below.

Table 4.15

The reason for learning English

	A	В	С	Total
Number	14	<mark>53</mark>	5	72

To see the result clearly, the researcher also display the respondents' answer on the chart. See the chart 4.15 below:

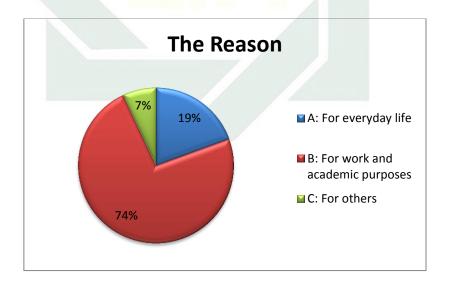


Chart 4.15
The reason for learning English

The comparison of the chart can be seen so clear that 74% of respondents answer they learn English for work and academic purposes. Due to the curriculum in Indonesia still achieve the students' competence by the standardized of National Examination (UN) that the English subject is still include to the examination, it becomes one of the reason for students to learn English at school. Moreover, some also state that the program they take will have a program named *on the Job Training*. This program will be faced on the Eleventh grade which has a purpose to improve their professional abilities in order to fulfill the needs of world industries.

#### 4) Language Area

In the language area section, the information is about the activities which are necessary to be practiced by Hospitality students in class. This section is categorized for each skill. The respondents is classified for the activities into three categorized. They are: not important, important and very important. However, the skills are Speaking, Reading and Writing.

#### - The Speaking Practices

The activity of this skill is listed based on the activities which might be needed by Hospitality students when they have job training in the Eleventh Grade. The data from respondents is displayed on the table below:

# Table 4.16 The Practices for Speaking

Speaking Practices	Not Important	Important	Very important
Speaking to foreign visitors	_		
(Berbicara dengan tamu asing)	0	20	52
Attenting to customers' arrival			
(Mengurus kedatangan tamu )	9	31	32
Speaking on the phone			
(Berbicara di Telepon)	0	24	48
Taking part in meetings			
(Ikut serta dalam rapat )	0	59	13
Taking part in conferences			
(Ikut serta dalam konferensi)	26	46	0
Giving presentations			
(Menyajikan presentasi)	9	45	18
Giving instructions			
(Memberi Petunjuk)	0	33	39
Kemungkinan lain, silahkan disebutkan!			

To get easier in analyzing the data, the researcher presented the result on the chart. See the chart 4.16 below:

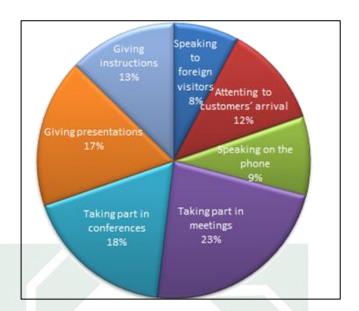


Chart 4.16
The Practices for Speaking

Generally, all of the speaking activity is important for the students. It can be seen from the chart above that the percentage is not big different. As Hospitality students, they consider that they will face many kinds of activities related to job they will get in the future. Based on the table 4.16, 52 respondents assume that Speaking to the foreign visitors is truly needed to be practiced in the class before they get Job Training in the next grade. As Hospitality students, they will service guests with a variety background, and some of them may probably be visitors who come from abroad.

However, 23% of students think that the practice for taking part in meeting is also important to be practiced in the class. Some job areas in Hospitality program need a skillful ability in speaking. The position such as General Manager and other upper positions require a communicative

skill in participating the meeting, the topic such as giving presentation and also giving suggestion are needed to be practiced in this program. Moreover, the way to present a certain material related to their job is not as same as their daily conversation, some certain vocabularies are needed in this case. Therefore, the practiced for taking part in meeting is required in this speaking activity.

The Students' needs in Writing Activities
 The data about writing activities which is needed to be practiced
 by Hospitality students is presented below:

Table 4.17
The Practices for Writing

	Not important	Important	Very important
Business letters (Surat Lamaran Pekerjaan, Curriculum Vitae)	4	33	35
E-mail (menulis surat via email)	0	53	19
Memorandums (Nota, surat peringatan, catatan pendek)	4	54	14
Reports (Laporan Review)	4	35	33
Artikel atau Essay	9	54	9
Summaries of articles (merangkum artikel)	17	47	8
Kemungkinan lain, silahkan disebutkan!			

The comparison of each answer can be seen from the chart below:

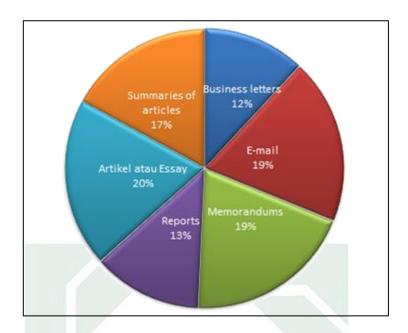


Chart 4.17
The Practices for Writing

This chart shows the result of writing activities that needs to be practiced by Hospitality students. It is found that the higher percentage is on writing article or essay. Some of students say that this practice is compulsory require having because before joining a Job Training at the next grade, they have to be able to write an essay related to their expectation in job areas they want to do in training. Some job areas which are usually offered to students in Job Training are front officer, room division and also housekeeping.

The Students' need for Reading Skill
 The answer of reading activities which is needed by Hospitality
 students is presented below:

Table 4.18

The Practices for Reading

	Not important	Important	Very important
Business letters (Surat Lamaran Pekerjaan, Curriculum Vitae)	0	41	31
E-mail (menulis surat via email)	0	58	14
Memorandums (Nota, surat peringatan, catatan pendek)	7	47	18
Reports (Laporan Review)	7	44	21
Price lists (Daftar Harga )	7	36	29
SOP (Starndart Operational Procedures)	0	24	48
Kemungkinan lain, silahkan disebutkan!			

See the clear comparison from each result in the Chart 4.17 below:

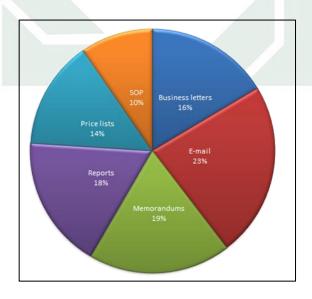


Chart 4.18
The Practices for Reading

Based on the chart above, most of respondents think that they still need to practice reading activity in the class, although reading does not consider as the most important skill to support them after graduation. It was found that the result of activities needed is not big different. The highest percentage is on practice of reading E-mail. Some of the students consider that the require this practice because when they are having a job in hotel related to correspondence such as in secretary position or other position, this ability is definitely needed. They found that some reading exercise such as scanning, skimming or finding a main topic or paragraph is beneficially helpful to have in this skill. It will support them to have good comprehending how to understand an Email text.

From the finding above, it can be classified into three aspects. They are lacks, wants and necessities. For students' lack based on the result of questionnaire, it can be figured out most of students have learned English more than nine years, they also think that they have good skills in English. However, for the most important skill to learn is speaking and the most difficult one is listening, the respondents' answer also showed that the important supported sub-skill to master is vocabulary.

For the finding of students' wants, it can be figured out that Hospitality students like learning in pairs. Related to the expected job areas that students want to have is front officer. This also relates to the conversation content that the students expected to learn during their learning process with the topic about job. Meanwhile, for the interesting

activities for each skill are picture cued task for reading, descriptive essay for writing and watching short movie for listening and role play for speaking.

For the last part in the questionnaire is about students' necessities. Based on the finding above, it showed that the Hospitality students need to improve their speaking skill in order to meet their future goals. For the supported skill, the students need to learn some English sub-skills such as grammar, and vocabularies. Due to the reason they learn English is for work and academic purposes, the language area that is important to master in order to support their carrier after graduation is taking part in meetings for Speaking, writing an article or essay for writing skill, and reading or replay an email for reading skill.

#### 2. FINDING OF LESSON PLANS ANALYSIS

This finding has aim to answer the second research question (Is the teacher's lesson plan accordance with the students' needs in learning English in part of formulating learning outcomes and learning procedures?). In this case, the document which is analyzed is lesson plans designed by English teacher at Hospitality program. Analyzing the document is complemented by interviewing the teacher and also observation sheet for document.

Designing lesson plan to teach English for Hospitality program is not easy. As interview section, the teacher stated that there are two main problems that the teacher faces when designing the Lesson Plan. The first is to adjust the class situation and students' needs to the material prepared for Hospitality program in Lesson Plans. Moreover, the students' competences in the class are not the same between one and another. The teacher has to be able to balance the variety of different level of students in order to get the indistinguishable outcomes.

The second problem is the handbook which is not accordance to the area of Vocational High School. There are two main handbooks that the teacher uses for Hospitality students. The first is the handbook from government with the applicable Curriculum of 13 (K-13). The second handbook is Portfolios book contents additional material and also exercises for Hospitality students. Both of the handbooks are not specified for the Vocational High School which the area of lesson is similar to language instruction in general which puts more emphasis on language use.

Because the problems are complex, it needs analysis to decide if the students' need is accordance to the teacher's lesson plans. The analysis of the lesson plans is divided into two categories they are learning outcomes and also learning procedures in the lesson plans designed by English teacher at Hospitality program. There are two lesson plans given by the teacher (Lesson plan 3 and 5), and the researcher decided to analyze lesson plan 5 based on the selected Basic Competence selected by the teacher and the learning stages formulated in the lesson plan. By using observation sheet and interview the English teacher, the finding of lesson plan is presented below:

To analyzed the learning outcomes formulated in lesson plan, the researcher includes it in the table below.

Table 4.19
English teacher's formulated learning outcomes

Basic Competence (KD)	<b>Learning Outcomes (Indikator)</b>
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar  2.1 Menunjukkan perilaku jujur, disiplin, percaya	a. Siswa menunjukkan kesungguhan belajar Bahasa Inggris tentang teks Announcement  a. Siswa menunjukkan Perilaku jujur, percaya diri dan tanggung
diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman 2.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	jawab dalam melaksanakan komunikasi tentang teks announcement  a. Siswa menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional berupa diskusi bersama teman tentang teks announcement.
3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (announcement), sesuai dengan konteks penggunaannya	<ul> <li>a. Siswa mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks announcement</li> <li>b. Siswa memahami fungsi social, struktur teks dan unsur kebahasaan teks Announcement</li> </ul>

- 4.1 Menangkap makna pemberitahuan (announcement).
- 4.2 Menyusun teks tulis
  pemberitahuan
  (announcement), sangat
  pendek dan sederhana,
  dengan memperhatikan
  fungsi sosial, struktur teks,
  dan unsur kebahasaan
  yang benar dan sesuai
  konteks
- a. Siswa dapat merespon makna teks announcement
- a. Siswa dapat menyusun teks tulis announcement sangat pendek dan sederhana dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar

Based on the learning outcomes on lesson plan 5, the teacher only developed one or two learning outcomes from each Basic Competence (KD). However, based on the principle of scientific approach in curriculum 2013, in lesson plan there are at least three learning outcomes which are developed from each Basic Competence. The teacher stated he gets difficulty in formulating learning outcomes due to the time for teaching English in vocational school is only 2 lesson hours (2 JP) in a week. In addition, the problems that the faced during designing lesson plans are adjust the situation of the class, students' needs and also the material that will be designed in lesson plans.

The second point is about the formulating learning outcomes is in line with the classification of competence contained in the verb used in Basic Competence. It can be seen from KD 3.8 *Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan* (announcement), sesuai dengan konteks penggunaannya that the learning

outcomes formulated in point A is *Siswa mengidentifikasi fungsi social,* struktur teks dan unsur kebahasaan teks announcement. The classification level of competence from KD is in processing which is the verb used in learning outcomes is analyzing (Menganalisa).

The third point is about learning outcomes which accommodate the characteristics of lessons and focus on students' behavior. For this case, the teacher's formulating learning outcomes do not really focus on students' behavior. It can be seen in KD 3.8 point B, *Siswa memahami fungsi social, struktur teks dan unsur kebahasaan teks Announcement*. The verb used in that learning outcome is not an operational verb. Due to the verb used is not in operational verb, it gets difficulty in measuring the students' learning behavior even in deciding what an appropriate assessment method that can be used for this learning outcome.

In addition, for cognitive aspect, the learning outcomes are developed beyond the minimum competence which is accordance with the potential of Hospitality learners. For this case, in KD 3.8 point A (Siswa mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks announcement) the teacher used the operational verb from first level of Taxonomy Bloom (knowledge). However, for the second formulating learning outcomes is vague. The verb used is not specific and measurable to describe what students are expected to demonstrate proficiency through some observation action. It is caused the minimum competence laid in KD 3.8 is not accordance with the needs of students.

The following point, the learning outcomes formulated from KD 1.1, 2.1, 2.2, 3.8, 4.1 and 4.2 have conveyed the expected students actions. In contrary, as it has been elaborated before that there are some learning outcomes which cannot be measured due to the verb is not an action verb. However, the teacher is still able to develop into a number of assessments that includes the realm of attitudes which is assessed by peer-assessment, aspect of knowledge which is evaluated by giving homework or exercise, and for aspect skills which is developed by journal from discussion.

Those learning outcomes are designed to guide the teacher in deciding what the materials and learning procedures he will give during the teaching process. To examine whether the learning outcomes is accordance with the Hospitality students' needs, let see the following learning procedures from lesson plan 5.

Table 4.20 English teacher's formulated learning procedures

Learning Procedures	The activities
Opening Activity	a. Mengucapkan salam dan menanyakan kabar
(10')	b. Apersepsi
	c. Memberi brainstorming dengan cara
	memperlihatkan announcement pictures dalam
	power point
Main Activity (70')	(Observing)
	a. Siswa mengamati gambar – gambar announcement
	yang ditayangkan guru
	b. Siswa mendengarkan contoh announcement yang
	dibacakan melalui audio device
	c. Siswa mengamati bagian – bagian announcement

berdasarkan gambar yang ditampilkan

### (Questioning)

a. Siswa menjawab pertanyaan – pertanyaan guru tentang announcement yang sudah diperdengarkan misalnya:

Who is the announcement for?

What is the announcement about?

Where do you think you will find that kind of announcement?

- b. Siswa diberi kesempatan untuk mempelajari salah satu dari dua text announcement yang berbeda pada buku paket hal. 105-106 secara individual.
- c. Secara individual, Siswa mengisi table tentang isi dari announcement text dalam buku paket (When English Rings a Bell) hal .105 106 yang telah mereka pelajari.
- d. Secara berpasangan, Siswa menjawab pertanyaan pertanyaan bacaan tentang announcement pada buku paket (When English Rings a Bell) hal. 109.

## (Collecting Information)

- a. Siswa mendiskusikan hasil pekerjaan dengan pasangan lain sehingga membentuk sebuah kelompok terdiri dari 4 orang siswa dan membuat sebuah ringkasan tentang isi announcement yang telah mereka pelajari.
- b. Siswa, bersama dengan kelompoknya mencari contoh-contoh announcement dari internet, majalah, Koran, dan sumber-sumber lainnya.

#### (Associating)

a. Setelah itu, mereka membandingkan contoh –
 contoh announcement yang ada pada buku dan yang mereka temukan dari sumber – sumber yang

	lain.
	b. Siswa dalam kelompok menuliskan tentang
	struktur teks, vocabulary dan grammar yang sering
	digunakan dalam announcement text berdasarkan
	contoh yang diberikan melalui gambar dlm power
	point maupun dalam buku teks
	(Communicating)
	a. Secara berkelompok, Siswa membuat contoh text
	announcement sangat pendek sederhana
	berdasarkan informasi yang ada (hal. 113)
Kegiatan penutup	a. Secara klasikal, siswa mereview materi tentang
(10')	announcement dengan bimbingan guru
	b. Sebagai follow up, siswa mendapatkan tugas untuk
	membuat electronic announcement yang harus
	mereka ta <mark>yan</mark> gkan pada dinding grup facebook
	kelas paling lambat 1 minggu sesudah pemberian
	tugas.

It can be seen from the table above that the learning procedure is in Scientific Approach which is designed based on learning outcomes of the day. The lesson plans were analyzed by the collecting data from interview to the English teacher of Hospitality and also observation checklist for document. The findings are presented below:

From the activities of observing (activities A-C), the teacher stimulates the students by giving questions about the topics based on the pictures he showed before. These activities can link the lesson to learners' backgrounds and life experiences, past learning including those in other subject areas, and future learning. Moreover, it is in line with the principle

of scientific approach that in observing, the activities should maximize the senses in a way to see, hear, and read, or watch. It can be seen in activity B (Siswa mendengarkan contoh Announcement yang dibacakan melalui audio device), the teacher uses a technique of visualization to clearly introduce to what they will learn. As the teacher stated in interview that in observing, that for the first, he stimulates the students' interest by showing them pictures, videos or others in order to guide them with topic of the day.

In questioning stage, there is a mismatch between the teacher's point of view and the principle of scientific approach that in questioning the activity is meant to develop curiosity and critical thinking of students, which is required to obtain a good observation<sup>2</sup>. However, in activities (A-D) in this stage, the teacher asks students to answer the questions either from the teacher or from book. He stated that in questioning stage, there should be some questions to give for students in order to increase their understanding in comprehending the topic. It can be seen in the lesson plan that all the activities that the teacher provides in this stage only focus on answering the questions from teacher, identifying structure of the text, and answering the practices from the book. The teacher does not provide the activity that can stimulate the students' curiosity to declare the questions relate to the topic of the day.

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<sup>&</sup>lt;sup>2</sup> Kementerian Pendidikan dan Kebudayaan. 2013. *Pedoman Pelatihan Implementasi Kurikulum 2013*. Jakarta. Kemendikbud.

Otherwise, the activity in collecting information is also well-designed. Based on the teacher's point of view, if the formulation of learning procedures demands students to do some tasks, he provides the activities that enable them to do individually or in work group. For the activity A of this stage, Siswa mendiskusikan hasil pekerjaan dengan pasangan lain sehingga membentuk sebuah kelompok terdiri dari 4 orang siswa dan membuat sebuah ringkasan tentang isi announcement yang telah mereka pelajari, that activity provides the students to apply content knowledge that has been learned within group work. Thus, this stage is also in line with the principle that in collecting information, the learners practice to state what they have learned and try to declare in the real context, outside/inside the class<sup>3</sup>.

The formulation of learning procedure in associating, the teacher stated that in this stage the students should analyze or categorize the information they got in the activities before. That point of view is in line that in the lesson plan, he provides opportunities for students to use strategies such as predicting and categorizing. It can be seen from activity (Setelah itu, mereka membandingkan contoh – contoh announcement yang ada pada buku dan yang mereka temukan dari sumber – sumber yang lain.) The teacher let the students to compare the example of announcement from their book with other examples that they have looked

<sup>&</sup>lt;sup>3</sup> Kementerian Pendidikan dan Kebudayaan. 2013. *Pedoman Pelatihan Implementasi Kurikulum 2013*. Jakarta. Kemendikbud.

for from another sources. It is also in line with the elaboration of associating activity based on the applied curriculum of 2013.

Furthermore, in communicating, the teacher's point of view is also in line with the principle of scientific approach. The teacher stated that this stage is aimed to develop the students' behavior in presenting their opinion concisely. Based on the activity in the lesson plan, the teacher conducts assessment of learner comprehension based on learning outcomes. It is laid on the activity (Secara berkelompok, Siswa membuat contoh text announcement sangat pendek sederhana berdasarkan informasi yang ada di hal. 113). This activity is accordance with the formulation learning outcomes in KD 4.2 (Siswa dapat menyusun teks tulis announcement sangat pendek dan sederhana dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar). For this case, the teacher uses group work assessment in evaluating the students' comprehension.

Based on the finding above, the formulation of learning outcomes and learning procedures are in accordance with the principle of scientific approach of curriculum 2013. The teacher formulates the learning outcomes by considering KI and KD based on curriculum 2013. Moreover, some appropriate operational verbs are formulated relates to selected Basic Competence which are also in line with the qualifications of graduates' abilities including attitudes, knowledge and skills. The activities in learning procedures that the teacher breaks out from observing, questioning, associating, collecting information, and communicating

include four major types of activities using scaffolding techniques and providing the right amount of support which can move students from one level of understanding to a higher level throughout the activities. However, those two formulations are not accordance enough with the Hospitality students' needs. Due to the available time for English lesson in vocational school are only two lesson hours (2 JP) in a week. It causes the teacher is not able to cover all the students' needs with the demands from Basic Competence designed by the government. Thus, the teacher is only able to adjust the students' needs with some certain Basic Competences through material selections concerned to the needs' in Hospitality program.

#### **B. DISCUSSION**

In case of having the same interpretation between the reader and the researcher toward the finding of the research, this part discusses those findings by reflecting on some theories related to each following problems. Thus, the discussion is categorized based on the research questions of the study;

# 1. Discussion of Students' Needs at Hospitality Program

Teaching English for Specific Purposes is quite challenging. As it has been elaborated in previous study on chapter 2, that the teacher will face some kinds of problems related to students had low motivation, the resource was hard to find, and preparing material was time consuming. Here, in teaching English at Hospitality program, the teacher faces

another problem. As he stated in interview that the problem was adapting the situation in the class with the students' needs, and adapting students' needs to the material which will be design on the lesson plans. Moreover, the book that the students use in this class is same as the book that is used in general school.

To solve the problems, the teacher prepares to adjust the lesson to the students' needs before teaching in class. This effort is also aimed to increase students' motivation in learning English. It is stated from the material in portfolio books, or the book from government that is added by authentic material such as videos, pictures and another supporting material. As the teacher stated that there is a variety level of students' competence in one class. Thus, he has to be able to accommodate all the variety of students' needs by giving an interesting material that he prepares in lesson plan before teaching.

Besides those solutions, analyzing students' needs is a component way to design a good lesson. However, analyzing students' needs in Hospitality program has not been done by the teacher. As the teacher stated in interview, the teacher only takes focus on the result of evaluation as a reference to know his students' needs. Related to theoretical foundation that needs analysis has some function. Three of them are to find out mostly language skill needed by learner for particular role, to determine whether the course design has addressed the need of students' potential, and to identify what students are able to

do and what they need to be able to do. In this research, the need analysis is mainly to find the language skill that mostly needed by Hospitality students.

For that purpose, the questionnaire is designed into three sections. They are lacks, wants and also necessities. It is in line with Tom Hutchinson and Alan Waters' point of view that in analyzing questionnaire, the learning needs should cover students' lacks, and wants, and necessities<sup>4</sup>.

The first section in questionnaire is analyzing students' lacks. The questions are design to collect the data about the hospitality students' present knowledge. Analyzing the learners' present knowledge is aimed to get some particular details to decide the necessities of students<sup>5</sup>. The result of finding shows that most of hospitality students have learned English for more than 9 years and they also think that they have good skills in English. This section also talks about the most important English skill to learn in Hospitality program. Based on the students, the language skill that is important to learn is speaking. The reason why they chose speaking as the most important one is laid on the finding above.

The finding is in accordance with the teacher's persepective. As in interview, he stated that for Hospitality students, the teacher is more

 Macalister, John. Language Curriculum Design. New York: Routledge Tailor and Francis Group, 2010. p. 25-30

<sup>&</sup>lt;sup>4</sup> Hutchinson, Tom, – Alan Waters. *English for specific Purposes: A learner centered approach*. New York: Cambridge university press, 1987. P. 55 Accessed: <a href="www.tu-chemmitz.edu">www.tu-chemmitz.edu</a>, on: 1-11-2015

focus on increasing their speaking skill. For this case, he prepared the lesson that is oriented in speaking practices, such as receptionist conversation, the ways how to serve the guests, and also other activities related to speaking skill. However, for the most difficulty in learning English is listening. This finding also covered that vocabulary becomes the supported skill which is important to master for Hospitality students.

The second section of questionnaire is analyzing wants. This section is aimed to analyze the students' interest related the English material they want to learn at Hospitality program. As it has been stated in theoretical framework that the need does not exist independent of person, it takes a big role for the teacher to build their images of their needs related to the environment they will have in the future<sup>6</sup>. In analyzing the learners' wants, the researcher provides five questions in the questionnaire.

Based on the finding above, the result of the questionnaire shows that the students like learning English in pairs in the class. While for the expected job areas of Hospitality program that the students want to have is front officer. This finding is also accordance with the teacher's perspective that most of students like doing class activities in pairs. Therefore, as he stated in interview that he prepares the lesson which is

<sup>&</sup>lt;sup>6</sup> Hatchinson, Tom, – Alan Waters. *English for specific Purposes: A learner centered approach*. New York: Cambridge university press, 1987. P. 55 Accessed: <a href="www.tu-chemmitz.edu">www.tu-chemmitz.edu</a>, on: 1-11-2015.

able to stimulate the students' interest. He also adds that in main activity, it is particularly important to provide topic of the lesson and the activities which can catch the students' interest. As he presupposes class activity for Hospitality students, he designs the activity about hotel industry. The practices that the teacher gives such as how to be a hotel receptionist, hotel manager or another which is connected to the topic of the day.

Moreover, the teacher's elaboration above is in line with the following finding in this section that the most interesting topic to learn in Hospitality program is about job. In addition, regarding the activity that is interesting to learn English, the researcher provides some of answer related to four skills in English. The selected answers which are provided in the questionnaire are based on the higher students' experience. For this case, the researcher interviews some students from eleventh grade as the complement informant. This interview is aimed to get the information what activities in English skills that are mostly given by the teacher in class to list in the questionnaire answers. Based on the finding, the interesting activity for reading is picture-cued task, descriptive essay for writing, watching short movie in English conversation for listening and role-play for speaking.

The third section of questionnaire is analyzing the students' necessities in learning English. This section is aimed to examine the type of need determined by the demands of target situation; that is what

the learner has to know in order to function effectively in target situation<sup>7</sup>. The finding shows that the Hospitality students need to improve their speaking skill in order to meet their future goals. It is in line with the teacher perspective. As interview, he stated that for Hospitality program, the lesson prepared should be oriented in speaking regarding the program in hospitality mostly relates to communicate with the visitors either verbal or non-verbal communication.

Moreover, in this case the researcher also gets information from the students who have participated Job training in eleventh grade. They stated that for job training, the attitude towards customers is practically important, the way how to speak, serve, and hospitalize the customers should be identical between one and another. They also add that the customers may be from local or tourist. Thus, there is no the classified attitudes to serve the customers every time either they are the first client or the last client every day, they must feel that they get the same service with a smile and positive attitudes.

Furthermore, the finding also shows that the hospitality students' reason in learning English is for work and also academic purposes. This finding is in line with the theory that ESP is presupposed that the learners will use the language practically which is meant to meet their

Macalister, John. *Language Curriculum Design*. New York: Routledge Tailor and Francis Group, 2010. p. 25-30

needs in a special context<sup>8</sup>. In this case, the teacher's belief can support the finding. As he stated in interview that if Hospitality students are able to master English, it can be a good chance for them to apply job particularly in Hotel Industry. The eleventh students also stated that before having job training, they have to pass some tests to decide in what job areas that they are supposed to be. The test is including oral and written English test.

Meanwhile, for language areas the Hospitality students need to pratice some certain topics related to hotel industry. Based on the theory which is elaborated in framework, the speaking activity which is needed by Hospitality students are speaking to foreign visitors, taking care to customers' arrival, speaking on the phone, taking part in meetings, taking part in conferences, giving presentations. Based on the research finding, the Hospitality students need to practice speaking to foreign visitors. This practice is needed in all the areas of hotel industry. This matches with the teacher's perspective.

In writing skill, the theory and the practice are also matched. Based on the theory, writing skill are included business letters, e-mail, memorandums, reports, essay, summaries of articles. However, among those activities, the most important activity is writing article or essay. For this case, the teacher has different perspective. Based on the teacher, students need to practice memorandums. In reading skill, the

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<sup>&</sup>lt;sup>8</sup> Khan, Tariq M. et. al., "Needs Analysis of English for Occupational and Specific Purposes", International Journal of Social Sciences and Education, Vol. 1, No. 4, 10-2011, accessed on www.gen.lib.rus.ac.id on: November 1<sup>st</sup>, 2015

finding of the research is matched to the practice. The activities for reading skill are business letters, e-mail, memorandums, reports, price lists, and standard operational procedure (SOP). The students' point of view matches to the teacher's point of view that for reading skill they need to practice is reading Email text, as the teacher stated in interview that this activity is probably faced by the students when they work as secretary or general manager in hotel industry.

Based on the finding above, teaching English in Hospitality program requires different needs. As stated in theoretical framework that students study ESP not because they are interested in the English language as such but because they have to perform a task or activity in English. By reflecting to the discussion above, the students can consider between what they want and what they need in learning English at Hospitality program. Thus it can be a good reference for the teacher to prepare the lesson which is accordance with their needs.

# 2. Discussion of Lesson Plan Analysis in Formulating Learning Objectives and Learning Procedures

The lesson plan designed by the English teacher at Hospitality program uses curriculum of 2013 with the scientific approach. However, in this study the researcher only focuses on the formulation of learning outcomes and also learning procedures in the lesson plan.

Based on the finding in learning outcomes, the teacher only develops into one or two formulations. It is not in line with the theory on qualification laid in the principles of Curriculum K-13 that there should be at least three learning objectives for each Basic Competence. However, the teacher has his own perception for this. Due to the time for teaching English in vocational school is now only 2 lesson hours in a week (2 JP), so the learning outcomes formulated only one or two formulations.

In formulating indicators, the teacher should indicate them to the suitability of indicators with SKL, KI, and KD, the appropriateness with the operational verbs used and also the appropriateness with attitude, knowledge, and skill aspect. Based on the analysis, the teacher could only describe the appropriate indicators in first point of his lesson plan well. On the other hand, the second point of learning outcome was different in case of formulating indicators using unsuitable operational verb. In the second point the teacher used term *memahami* which means understanding. Based on Bloom taxonomy's theory of thinking, "understanding" is not an operational verb which cannot be measured.

In addition, the formulating indicator from Basic Competence that focuses on skill aspect is also vague. Here, the teacher used term *merespon* which means responding. Based on Bloom taxonomy, this verb is not categorized as operational verb. On the other hand, in the second point of skill aspect, the teacher used term "*menyusun*" which

means arranging. This term is laid on Bloom taxonomy in the stage of students' analysis of knowledge. Thus, based on the analysis, some learning outcomes formulations accommodate the characteristics of lesson, but they do not focus on students' behavior. Those learning objectives formulated by the teacher can also develop into a number of assessments that include attitudes, knowledge and also skill.

Meanwhile, in formulating learning procedures, the activity that is presented by the teacher is in scientific approach contents observing, questioning, associating, collecting information and communicating. Based on analysis, the teacher uses visualization technique to make content of concept clear. It is in line with the theory that in observing, the activities should maximize the senses in a way to see, hear, and read, or watch. In this activity, the teacher also prepares the observation guide in the form of task format. Otherwise, the activities in questioning do not provide the activities that can stimulate the learners' curiosity regarding the lesson. It is not in line with the theory that questioning activity is meant to develop curiosity and critical thinking of students, which is required to obtain a good observation.

In the stage of collecting information, the activities provided are in line with the theory that the learners practice to state what they have learned and try to declare in the real context, outside/inside the class. The teacher at this stage also lets students to observe another example from other resources through collaborative learning within a group

under his guidance. Moreover, the findings in associating and communicating are also in line with the theory. In associating the teacher provides the activity that guides the students to classify and compare the text based on the text structure while in communicating, the teacher develops the students' ability to present knowledge and skills that have been mastered in writing.

Therefore, from the discussion above, it can be concluded that the formulation of learning outcomes and learning procedures are in line with the principle of curriculum 2013. Even though, the applicable curriculum in vocational school is as same as in general school, the teacher is still able to prepare the task or activity which matches with the area of program that the students learn. Moreover, the teacher also formulates the learning outcomes by considering KI and KD based on curriculum 2013. Some appropriate operational verbs are formulated relates to selected Basic Competence. In learning procedures, the teacher provides students from one level of understanding to a higher level through activities. However, due to the available time for English lesson in vocational school are only two lesson hours (2 JP) in a week. It causes the teacher not able to cover all the students' needs with the demands from Basic Competence designed by the government. Thus, the teacher is only able to adjust the students' needs with some certain Basic Competences through material selections concerned to the needs' in Hospitality program.