

Hoteliers' Needs Analysis in a Five-Star Hotel: ESP Course Design Considerations

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ABSTRACT

With the increasing demand for English proficiency in hospitality, ESP training becomes important to bridge the gap between communicative needs and current employee performance. Then, needs analysis serves as a foundation of ESP course design as the first phase to conduct a thorough identification of the learners' needs to use the target language. This study aimed to identify the English language needs in a five-star hotel in Jakarta involving 53 hoteliers as a ESP course design consideration. The data were collected through questionnaires consisting of personal information, necessities, wants, lacks, and learning needs. The findings revealed that speaking and listening skills were the utmost used English skills in a five-star hotel in Jakarta. Consequently, the ESP course content should reflect the real workplace conditions. These findings are expected to guide curriculum developers in designing effective ESP courses for the hospitality industry.

Keywords: *Course Design, English for Specific Purposes, Hospitality, Needs Analysis*

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INTRODUCTION

English as an international language has served as the primary language to communicate over all sectors. Perceiving the growing importance of English competence in various industries, there is a need for English proficiency for hospitality. The use of English as a communication medium provides the best service for people who cannot speak the local language. According to Ferras, P., Bergas, F., & Garcel, O. (2012) as cited by Erazo, et.al. (2019), "tourism professionals need to speak English to foreigners to make their visit more enjoyable." This condition certainly has an impact on people who work in hospitality in which they are required to improve their English communication skills, language fluency, and accuracy. Prachanant (2012) stated that consumer satisfaction can be met when the specialist of tourism sectors and offering help. Therefore, equipping hoteliers with English communication skills promotes qualified human resources and is expected to drive efficient communication that builds professional profiles (Rahayu, 2019). In terms of employment opportunities in the hospitality industry, English proficiency is valued as one of the essential considerations for pre-service and in-service workers, especially in a 5-star hotel. According to Zahedpisheh et.al (2017), mastering the specific skills in English for hospitality enables hoteliers to apply the language properly in the specific workplace so that particular English needs of the specific context become a critical requirement. Prima et.al (2022) revealed that hoteliers in five-star hotels strongly believed that English ability highly influences their opportunities of being hired and promoted, while those in lower-star hotels did not perceive it as necessary. They also aligned their findings with the regulation of the Minister of Tourism and Creative Economy of the Republic of Indonesia in 2013 which demands that minimum 75% of five-star hoteliers must actively use English. To fill the gap between the world demand in English communication and the current performance of individuals in the target situation, the English for Specific Purposes (ESP) training plays a significant role.

English for Specific Purposes (ESP) can be defined as scenarios where the students are motivated to study a language for some specific reasons (Harmer, 1983, as cited in Hieu & Cheng, 2021). The scenario must bring as much as possible authentic situations in which the language might be utilized within a certain field. Perceiving the discrepancy of the domain studied as well as the learners' goals, ESP has to underlie its learning process on the learners' needs. Hence, Hutchinson and Water (1987), drawing on Hieu & Cheng (2021), indicated that ESP method of teaching language bases all decisions on the learners' target for learning particularly when determining the instructional materials and activities. Furthermore, it becomes obvious that ESP is normally goal-directed, and ESP learning develops from needs analysis, which aims to "specify as closely as possible what exactly it is that students have to do through the medium of English" (Robinson, 1991, as cited in Rahman, 2015).

Another approach to define ESP is to consider its characteristics. Dudley-Evans & St. John (1998) proposed that the characteristics include:

ESP is aimed to meet the specific needs of the learner.

ESP utilizes the fundamental methodology and activities relevant to the fields.

ESP focuses on the language, skills, discourse, and genres in relation to learning activities.

It is evident that gaining proficiency in ESP poses a unique challenge. Mohan (1986), cited in Beshaj (2015), has noted that ESP courses are tailored to prepare learners for specific communicative settings. The language they learn should be relevant to their needs in the working space, so that the acquisition of the target language invests in their confidence and working performance.

ESP learning, as one of the subsets of English as a Foreign Language (EFL) learning, certainly embraces its relevance to language learning. It ensures that the language learning process is connected to some approaches toward the course design, containing certain domains, such as customized content, contextual learning, communication skills, and motivation. According to Hutchinson and Waters (2015), cited in Nurpahmi (2016), language-related content and context is the most important information to be investigated, which aims to link between the content and the analysis of the goal circumstances. For instance, ESP materials refer to the language features and topics based on the learners' target situation. Another domain is skills as reaction to the specific register of ESP and to the actual limitations on learning due to time and resources. Effective communication is essential and, therefore, skills like listening and speaking as well as reading and writing, have to be provided in the ESP learning process. In addition, knowing learners' motivation plays a significant role in providing the strategy to make learners engaged and committed to the learning goals.

ESP is highly significant in professional settings, including the hospitality industry, because of specialized language and communication requirements in this field. There are some points that show how important ESP is to the hotel sector. First, in the hotel sector, where workers engage with the customer on a daily basis, effective communication is crucial. Agrawal (2015) as Youngblood et al. (2020) engaged hoteliers demonstrate effective communication ability when interacting with guests and colleagues. ESP training provides employees the language skills to manage complaints and enquiries. This need is in line with Agrawal (2025) in Youngblood et al. (2020) that engaged hoteliers effectively handle service issues to prevent escalation and confidently highlight the hotel's offerings and amenities. Second, ESP can help workers develop their careers. Then, being proficient in ESP contributes to the establishment of workers' professional image, which will promote the increased quality of the industry and improve the company reputation. Therefore, engagement reflects one's ability to embody mission and values during interactions with guests.

As the basis of designing the ESP course must be evident, needs analysis serves as the foundation of ESP course design. It becomes the first phase to conduct a thorough identification of the learners' needs such as their language skills and communication needs to perform their jobs in a situation when they are required to use the target language. Woodrow (2018) mentioned that "Needs analysis is the first step in the course-design cycle in ESP and

refers to the systematic analysis of what learners need in order to operate in the target communicative situation." This strengthens the notion that learners' needs become the basis and the foundation of ESP course design. Iwai et al. (1999) put into emphasis the importance of a needs analysis of ESP courses as a basis of a curriculum development in order to meet the needs of a particular group of learners. Concerning the importance of determining the target linguistics area, needs analysis may serve as a fundamental step in considering English for specific purposes course design.

Needs analysis is employed interchangeably with needs assessment. These terms share a similar conceptual framework. Needs analysis in ESP course design is implemented to determine the target needs and learning needs of individuals or groups to help ESP practitioners tailor the course to meet the target learners' needs better. In ESP, needs analysis is a systematic procedure for crafting a tailored course. Brown (1995: 36), as cited in Brown (2016: 4), defined needs analysis as "the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation." Basturkmen (2010) mentioned that this process involves identifying and taking into consideration the language and skills that the students will need in their occupational or academic areas to their current level of knowledge, their views of their needs, and their learning needs.

Needs in needs analysis are divided by Hutchinson & Waters (1987) into two: target needs and learning needs. First, the target needs refer to necessities, lacks, and wants in the target situation. Necessities are the types of needs that are directly influenced by the demands of a specific situation. In other words, necessities are "what the learner has to know to function effectively in the target situation" (Hutchinson & Waters, 1987, p. 55). For instance, a businessman is required to have the language skills necessary for effective communication in his workplace, such as writing reports, conducting meetings, negotiating, and presenting. By knowing the necessities of the learner, the ESP practitioner can tailor an ESP course to meet the specific and practical requirements of the learners to perform in the target situation. However, identifying the necessities is insufficient as the only focus of the needs analysis. ESP practitioners need to understand what the learner already knows by identifying their necessities to determine their lacks. Dudley-Evans (2001) and Basturkmen (2010) support the notion of identifying the learners' lacks under a present situation analysis and deficiency analysis proposed by West (1994). The process of needs analysis undergoes subjective and objective processes. The two types of needs analysis mentioned above are acknowledged as objective. In other words, it is also important to identify the needs seen from the learner's point of view. This type of need is defined as wants (Hutchinson & Waters, 1987).

Second, the learning needs cover the learning situation, the learners' existing knowledge, skills, learning preferences, and learning motivation. Hutchinson & Waters (1987) stated that designing a course based solely on target objectives or planning a journey without considering the needs, potential, and constraints of the learning situation is considered naive. This concludes that all aspects in the learning process must be taken into account. Therefore, it is important to consider both the target needs and the learning needs to fully understand the learning process.

Nevertheless, according to Swales (1980) as mentioned in Astika (2015), problems that might be faced in beginning an ESP course design are materials, learner motivation, and responsibility of content. If the contents from the existing materials do not match with the expectation, the materials should be created and adjusted with taking the learners' motivation into consideration. This condition, in fact, is being met in a five-star hotel in Jakarta where the English language training program for hoteliers has never been initiated by needs analysis. The problem is that the current English language training program may not be adequately addressing these specific language needs, which could lead to communication barriers and impact the quality of service provided to guests. The needs analysis is therefore needed to identify these specific language needs and improve the English language training program for the hoteliers at a five-star hotel in Jakarta. Therefore, this study aimed to investigate the needs

of the English language in a five-star hotel in Jakarta including identifying language skills needed, linguistic features, and implications of the needs analysis results.

This study will make a significant contribution to the hospitality industry to provide tailored language learning that caters to the needs of professionals in this sector. The course design can incorporate specific words, scenarios, and tasks that portray real-world situations in the targeted settings. The exposure of the specific language needs in the workplace will help professionals in the hospitality industry to improve their communication skills, customer satisfaction, and their career prospects. To be specific, the potential benefits of the needs analysis for a five-star hotel in Jakarta are manifested in customized training programs and in enhanced guest experiences. The results of needs analysis will be the basis for developing the targeted training programs to improve the employee's English ability to support their roles in the hospitality industry. Also, by identifying language skills and linguistics features needed in their work, a five-star hotel in Jakarta can conduct a tailored training program that equips the employees to perform well in their work, especially when they need to communicate with guests that do not speak the local language, anticipate their needs, and provide personalized services.

METHOD

Participants

The participants of this study were the hoteliers working in a five-star hotel in Jakarta. There were 53 staff participating in this study. 49.1% participants were housekeepers and concierge, 26.4% participants were security and K-9 officers, 18.9% participants were in the food and beverage division, while the rest were from engineering. The age range of the participants was 21 - above 50 that can be seen clearly in Figure 1.

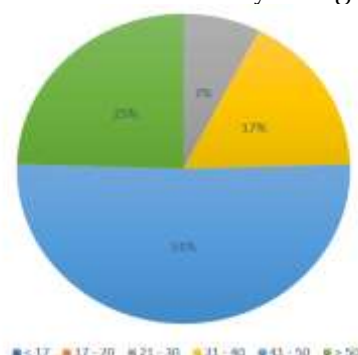


Figure 1. The Age Range of the Participants

Most participants were from the age group of 41-50 years. From the questionnaire, it is found that more than half of the participants perceived themselves confident in using English to communicate with the guests, while the rest reaching more than 40% were not confident to speak in English as a medium of communication. Prior to this study, they had joined an English course provided by the Learning and Development Department of the hotel. From their responses, it showed that they had a positive attitude toward learning English.

Data

The data of this study were the responses from the participants gained through questionnaires.

Instrument

This study used a questionnaire as an instrument to collect the data. There were 19 items that consisted of personal information, necessities, wants, lacks, and learning needs.

Data Collection Procedure

Prior to collecting data, the researchers asked permission from the supervisors in the Human Resource Department (HRD) of a five-star hotel in Jakarta by explaining the purpose and importance of distributing a needs analysis questionnaire for their staff in the context of English for Specific Purposes (ESP). After the permission was obtained, the HRD supervisor was informed that the target participants of this study were the front officers. The distribution of the questionnaire was using an online platform (Google Form). The HRD supervisor helped

in distributing the questionnaires by the head of each division of the front officers. The participants were given some time to complete the questionnaires for a week. Then, the online submissions were collected, and the completeness and accuracy of the responses were verified.

Data Analysis Procedure

After all completed questionnaires were collected, the data were reviewed to address any discrepancies or missing information. Then, the data were categorized and coded based on personal information, necessities, lacks, wants, and learning needs. The frequencies and percentages for categorical variables were counted to identify the common trends and patterns.

FINDINGS AND DISCUSSION

Necessities

The results of the analysis highlighting the four skills: reading, listening, speaking, and writing can be seen in the following table.

Table 1. The English Skills Used in the Hotel

No.	The English skills	Frequency	Percentage (%)
1	Speaking	43	46.23
2	Listening	32	34.4
3	Reading	11	11.83
4	Writing	7	0.07
	Total	93	100

From the findings, it was evident that speaking skill was the most frequently used in the workplace, reaching for nearly 50%. This underscored the importance of speaking for verbal communication as the hoteliers frequently interacted with the guests, provided information, and handled inquiries or complaints. Listening skill took the second place at 34.4% since oral communication was majorly required. This skill was crucial for understanding the guests' needs as well as responding to their concerns appropriately. Having active listening and speaking will foster a professional environment.

In contrast, reading and writing skills were relatively infrequently used. Reading and writing made up 11.83% and 0.07% of the language demands. Although both reading and writing were less prominent than listening and speaking, they were still necessary for the hotelier's tasks, particularly in responding emails, understanding manuals, and preparing reports. Thus, reading and writing still took a role in written communication.

Lacks

The findings in Table 2 revealed the English skills the hoteliers were still lacking. Speaking appeared to be the most difficult skill (35.05%). It showed that they made a great effort in communicating in English. Listening comprehension was another considerable struggle for the hoteliers with 23 responses (23.71%) followed by 22 responses (22.68) for the lack of written communication. The least lack of English skills was reading with 18 responses (18.56%). This indicated that reading was relatively easy for them compared to the other skills.

Table 2. The Hoteliers' Lacking English Skills

No.	The English skills	Frequency	Percentage (%)
1	Speaking	34	35.05
2	Listening	23	23.71
3	Writing	22	22.68
4	Reading	18	18.56

Total	97	100
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In addition, the hoteliers in this five-star hotel in Jakarta still faced problems in English communication at work. The most frequent challenge was maintaining communication in fast-paced conversations (47.14%). Vocabulary limitations (29.87%) followed by guests' accents (21.84%) caused English communication problems in their workplace. English comprehension seemed to be the minor problem at work (1.15%).

Table 3. The Hoteliers' Problems Found in the Workplace

No.	Problems	Frequency	Percentage (%)
1	Fast-paced conversations	41	47.14%
2	Vocabulary limitations	26	29.87%
3	Guests' accents	19	21.84%
4	English comprehension	1	1.15%
	Total	87	100%

Wants

From the findings, the learners' wish to achieve and learn was obtained. Table 4 showed that they put emphasis on a strong competence in practical communication skills as their learning goal. First, after learning English, fluency in speaking English mentioned 14 times was mostly desired by the hoteliers. The second most common desire was that they wanted to understand guests' communication including comprehending the guests' accents in speaking English. Third, hoteliers wish to be generally proficient in English mentioned 8 times. The findings showed that hoteliers oriented towards speaking and listening skills, specifically fluency and understanding various accents.

Table 4. Hoteliers' Desire to Achieve

No.	Aspects	Frequency
1	Be more fluent in speaking English	14
2	Able to understand what guests say	12
3	Be more proficient in English	8
4	Able to understand the guests' accent when they speak in English	7
5	Able to answer and fulfill what foreign guests want	6
6	Able to speak in English	4
7	Add more vocabulary	4
8	Be more confident	2
10	Feel have better English skills than before	1
11	Get new knowledge	1

Coming from their desire to achieve in an ESP course, the learning topics to expose hoteliers to the listening skills involved the communication tasks, practical interactions, and specific operational areas shown in Table 5. In communication tasks, hoteliers wish to learn giving and clarifying information which was the most frequently mentioned topic reaching 44 times. As hoteliers were also expected to be able to build rapport and enhance the guests' experience while their staying, they wish to learn and practice casual conversation topics mentioned 40 times. In practical interactions, hoteliers were required to really understand their guests' preferences, requests, and wants as well as provide appropriate assistance and directions. As a result, they wished to get exposed to English on food and beverages (26 mentions), asking for and providing assistance (25 mentions), and giving directions (25

mentions). Lastly, in specific operational areas, hoteliers were required to understand guests' inquiries about the hotel service and complaints, so they desired to practice their listening skills on hotel services (19 mentions) and complaints (17 mentions). Topics about hotel reservation and details about hotel rooms were mentioned less frequently.

Table 5. Topics For Listening Skills Desired by Hoteliers

No.	Topic	Frequency
1	Giving and clarifying information	44
2	Casual conversation topics	40
3	Food	26
4	Asking for and providing assistance	25
5	Giving directions to a location	25
6	Beverages	25
7	Explaining hotel service	19
8	Complaints	17
9	Hotel reservations	11
10	Details about hotel rooms	10

In addition, table 6 presented the learning topics for speaking skills that reflected the key areas where daily interactions occurred between hoteliers and guests. The most prominent topic, representing 44 mentions, was providing and clarifying information. Then, answering questions and resolving problems were mentioned 40 times indicating that the problem-solution exercises needed to be given to enhance professional manners. Equally, casual topics were chosen to maintain and attract attention in the conversations. The other topics, such as providing information about hotel services and facilities, offering services, and talking about the menu would be versatile to meet diverse communication with the guests.

Table 6. Topics for Speaking Skills Desired by Hoteliers

No.	Topic	Frequency
1	Provide and clarify information	44
2	Answer questions and resolve problems	40
3	Casual topic of conversation	40
4	Providing information about hotel services and facilities	28
5	Offer services	19
6	Talking about the menu at the hotel	11

Table 7 illustrated that the most needed reading topic among hoteliers was hotel facilities and services with 40 responses. This topic had significantly higher frequency compared to other topics. The number of responses doubles the number of responses for check-in/check-out requests (15 responses) and room booking requests (15 responses) followed by food and beverage orders (14 responses) as the least favored topic among hoteliers.

Table 7. Topics for Reading Skills Desired by Hoteliers

No.	Topics	Frequency
1	Hotel facilities and services	40
2	Check-in and check-out requests	15

3	Room booking requests	15
4	Food and beverage orders	14

Different from the topics obtained for listening, speaking, and reading, topics for learning writing emphasized the improvement in the hospitality industry. Based on table 8, the hoteliers mostly preferred topics related to educational needs, reflecting their needs in creating manuals, guidelines, or safety protocols. Meanwhile, topics related to the business area were represented in daily tasks, such as composing emails, writing proposals and reports.

Table 8. Topics for Writing Skills Desired by Hoteliers

No.	Topic	Frequency
1	Educational needs	49
2	Business	16

Learning Needs

Table 9 presented how the hoteliers expected to learn English. It was interesting to note that they preferred having group discussions (43%) to role-play (19%) and English conversations (17%). It showed they tended to practice English communication through interactive and spontaneous situations instead of situated in certain scenarios in their working place. Additionally, watching videos (25%) and gamified learning experiences (22%) were the next favored activities. The findings showed that they showed a clear preference for discussions, audiovisual materials, and gamified learning activities.

Table 9. The Expected Learning Activities

No.	Activity	Frequency (%)
1	Group discussions	43
2	Watching videos	25
3	Games	22
4	Role-play	19
5	English conversations	17
6	Presentations	11

Discussion

The results of the needs analysis showed that speaking and listening skills were the utmost used English skills in a five-star hotel in Jakarta. This was in line with Pham (2023) mentioning that "speaking and listening skills are still used primarily in the hotel industry" (p.182). This implied that the hoteliers were required to acquire sufficient English proficiency for verbal communication to support their everyday jobs, for instance providing and clarifying information, interacting with guests, and giving other service inquiries. Putra (2023) supported that a great capability in communication was essential in the hospitality industry as it facilitated good relationships with guests, addressed and resolved problems, and ensured a positive experience for guests during their stays.

Regardless of the needs of speaking and listening skills in their working place, it was revealed that the hoteliers in this five-star hotel in Jakarta did not have sufficient skills in these areas and they were aware of what skills were needed to excel their service for their guests. However, the problems that hindered them in understanding what guests said in English and expressing their ideas relate to the fast-paced conversations, limited lexical resources, and guests' accents. These problems seemed to be found in the English for Foreign Language country as these challenges were also experienced by the tourism employees across Thailand. They encountered difficulties in interacting with foreign tourists in English due to dictions, expressions in speaking, and foreign accents (Prachanant, 2012). Failing in understanding what guests said and expressing themselves clearly could cause confusion and guests'

dissatisfaction, as well as diminish mutual interchangeability. A lack of listening skills would lead to wrong service, ineffective time to explain and clarify information, while lack of speaking skills would result in unclear explanations or directions for the guests. Zizak (2012, p.24) as cited in Vidak et.al (2022, p.418) mentioned that "Communication is a process through which the persons involved jointly build the meaning of the messages they exchange and at the same time influence each other in a certain way and to a certain extent." It meant that language as a medium in communication played an important role and now became a fundamental necessity. Zayanti et.al (2023) added that communicating in English in this globalized world was no longer a privilege but a basic need. Therefore, English training programs targeting speaking and listening skills for hoteliers was an urgent need. Highlighting the listening comprehension, lexical resources used in their workplace, and various English accents would support their fundamental need in communication using English in the hospitality industry.

Pertaining listening and speaking skills as the highlighted requirement for the hoteliers training, the chosen topics had to be adapted with the real condition in which hoteliers work. Based on the findings, there were some topics shared for hoteliers, in the context of the five-star hotel being studied, such as giving and clarifying information, topics for casual conversation, and providing information or assistance related to the hotel services and facilities. Other topics suggested by the hoteliers were answering questions and resolving problems, giving directions, foods, and beverages. The topics accurately represented the situations of the working area; hence they could be realized in the ESP course. Shamsitdinova (2021) stated that the contents of the ESP training depended primarily on the goals of training, within the boundaries of specific learning conditions. Selecting the topic should be made considering the learners' ability to assimilate the selected educational material as well as their real level of language proficiency. By incorporating the relevant and practical topics into the training program, hoteliers were able to develop their communication skills to excel their roles in efficient service and operation of the hospitality industry.

While listening and speaking skills remained the primary focus of the ESP training, reading and writing skills played supporting roles. Based on the findings, the reading topics suggested by the hoteliers were reading the guidelines or manuals of the hotel services and facilities, room bookings, foods and beverages. On the other hand, the suggested writing topics were related to educational needs and business, e.g. writing procedures, reports and emails. Although reading and writing were less frequently used in day-to-day occasions, they were still necessary to foster accuracy in using English. Therefore, topics related to reading and writing could be incorporated as enhancement components in the training program, offering balanced and comprehensive learning experience.

Furthermore, the determined topics would influence how the materials were designed for the ESP training program. According to Srinivas (2021), ESP as a 'narrow-angled' course was meant for specific learners with homogeneous linguistic needs. Materials were thus fundamental of ESP instruction in terms of course needs, objectives and syllabuses were made tangible to both learners and instructors (Hyland, 2006, as cited in Srinivas, 2021). Since materials are a major source of input for ESP learners in the classroom, ESP instructors have to ensure that their materials closely aligned with the target needs and learning needs of their students. Therefore, there were some principles of designing ESP materials. Materials writing should be based on thorough understanding of the needs of a particular group, consider the present level of linguistic competence that learners possess and the target level that they have to reach, provide a clear and coherent unit structure, and have variety in terms of input texts, tasks, as well as activities (Tomlinson, 1998).

In the most common ESP course scenarios, designing learning activities for ESP training programs had lofty and meticulous consideration. The best way to develop activities was by bringing real-life context into the class. It meant that inside the classroom only the closest possible context in which real-world tasks were transformed into pedagogical tasks could be created (Jendrych & Wisniewska, 2010). Based on the findings, it was found that hoteliers preferred interactive and communicative learning activities, with high preference for

group discussion, watching videos, and games. Interestingly, group discussion became among the most preferable activities for hoteliers because it helped hoteliers gain more insights through sharing experiences and solving problems related to the work. This was similar to Jendrych's and Wisniewska's study (2010) reflecting that adult ESP learners liked unfocused tasks because the process offered opportunities to talk, discuss, exchange information, and negotiate without worrying about the linguistic repertoire to use. Thus, the English learning activities for hoteliers could be manifested in natural conversations supported by feedback from the instructor.

In addition to the suggested activities for the ESP training program, the results revealed that presentation, role-play, and set conversation practice existed, though they may not be the most preferred method. However, those activities were still believed to be attributed to the practical demands of the hospitality industry. Schleppegrell & Bowman (1986) stated the function of role playing as follows:

Roleplay was an effective way to stimulate conversation in the classroom. For example, use a flowchart to outline a situation as a base for developing students' speaking skills. Then, ask a small group of students to demonstrate this method until the whole class understands the procedure. Finally, repeat the steps with various flowcharts for smaller groups of students.

In such activity, asking the class to repeat the produced utterances in unison was useless. Memorizing and repeating dialogues would also not improve the speaking skill. Schleppegrell & Bowman (1986) emphasized that speaking was a communication activity and improved only with practice in communication. Therefore, activities for ESP training for hoteliers had to increase overall language proficiency and ability to comprehend spoken English.

CONCLUSIONS

An ESP course can be designed in various ways. The instructors might rely on using outdated learning materials and methods that are suitable for previous learners. Nevertheless, the old ones might not be relevant with different learners. The instructors therefore need to customize the contents based on the current learners' needs and wants. In this study, the major needs of the hoteliers of the five-star-hotel in Jakarta focus on verbal communication, particularly speaking and listening as the priorities in selected topics and learning activities, for increasing the professional capacity in service. Thus, the instructors can create a communicative-based ESP training program. By implementing a communicative approach, the training program remains dynamic, relevant, and effective in addressing the needs of the hoteliers. However, this research focuses only on one five-star hotel in Jakarta, which makes the results cannot be generalized in all hospitality sectors. The limitation also lays on the specific needs of hoteliers, pertaining to different work units. It is recommended that future research can explore more the needs of hoteliers in a wide range of hotels. Other stakeholders such as department heads, customers, and hotel owners can also be included as supporting sources to enrich the results.

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