

# Teaching Reading Technique of Eleventh Grade at One of Senior High Schools in Banjarmasin

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## Abstract

*Teaching reading should get more attention. English teachers should be able to choose the appropriate techniques for their reading class since reading becomes the main input for language learners and English test on Senior High School National Examination for more than 50%. This research aims to study technique of teaching reading used by English teacher to Eleventh grade at SMAN 1 Banjarmasin on 2019/2020. This thesis uses a descriptive qualitative method. The research concerns the teaching reading technique used by teachers. The subject are two teachers of English course that taught at Eleventh grade in SMAN 1 Banjarmasin. Data collect by classroom observation section, interview section and file of documentation. Data analysis has done through describing findings and discussing comparison of the theories and the factual data found. From the research, it is found that the teachers mostly used three-phase technique as their teaching reading technique. The teachers applied the technique by dividing it into three steps; Pre-activity by giving brainstorming to activate students prior knowledge, While-activity during reading class and practice part by applying some reading activity, and Post Activity to reflect and conclude the lesson. Based on the findings, it is suggested the teachers could improve the technique by adding more activities or creativity to attract students' attention and build students' motivation. Besides, the teacher could use or develop more techniques to help students' understanding and reduce the students' boredom. Furthermore, to help students to have critical thinking on reading and also help teacher controls students' participation and attention during the lesson.*

Keywords : Reading, Teaching, Technique

## INTRODUCTION

### Study Background

Reading take important place to help students on getting ideas and informations. Reading also has an important role on teaching-learning process at school, at workplace and also in daily life. Through reading, the reader could understand what is the text about and what is the meaning of text itself. In other side, reading could motivates students to communicate well and practice them to have critical thinking on learning variety subjects. Brown (2001) states that many reasons why teacher need to get learner to read English text, such as reading for their academic purposes, then for their career or just for their pleasure. Moreover, reading skill cannot separated from students because reading is always involved in teaching-learning process. Those fact demonstrate how important reading skill and how the reading skill takes special place in teaching-learning process.

Therefore, teacher has important role in teaching reading itself to increase students motivation and also students reading skill, especially for English course. Teacher should be able to cope those problems through applying appropriate techniques during teaching reading.

In reading, there are teaching reading techniques that can apply by teacher for helping students on classroom activity. There are reading aloud, three phase of reading, reading comprehension questions,

dictation and etc. Those techniques are commonly used in teaching reading process. Those techniques can help student to get information from the text, or understand texts' meaning, even increasing vocabulary.

Based on those techniques above, the researcher interested to analyze and observe the techniques used by teachers. By analyzing and describing teachers' reading techniques on teaching reading, it could be help teacher to have a description of their reading class. Furthermore, teacher could be improve their teaching reading skill and designing or choosing suitable approach, method and technique for their next reading class.

For the study, researcher choose teacher who taught English course in eleventh grade of SMAN 1 Banjarmasin as the subject of the research. Before choosing this subject, the researcher already has a preliminary study during her PPL 1 in this school. SMAN 1 Banjarmasin is one of favorite school in this city. Some achievement has been achieved by this school. Including in the academic field, include English course. The achievement is show the quality of the school and also the teacher who taught at that school. By those reason, the researcher has attracted to have a deep study at that school, especially on English course and reading class. Besides, the researcher also has observed those subject then found that teaching reading technique has applied by the subject. Therefore, the researcher interested to have a research of it. The researcher decided to have a research entitled "Teaching Reading at Technique of Eleventh Grade at SMAN 1 Banjarmasin on 2019/2020" to have a deep research of the techniques that English teacher used for their reading class.

### **Statement of the Problem**

The problem of the study are as follow :

- a. What is the technique that English teacher use in teaching reading skill for eleventh grade students in SMAN 1 Banjarmasin on 2019/2020 ?
- b. How is the teacher implementing the technique during reading class?

### **Study Scope**

Researcher only analyze the teaching reading technique of eleventh grade at SMAN 1 Banjarmasin on 2019/2020.

### **Study Objective**

The objective of the study separate into :

- a. To study teaching reading technique that teacher use for Eleventh grade in SMAN 1 Banjarmasin on 2019/2020.
- b. To analyze and describing teaching reading technique implementation of Eleventh grade in SMAN 1 Banjarmasin on 2019/2020.

### **Study Significances**

From the study, researcher expected that the result of the study has significance follows :

1. For researcher, this research can give a practice for developing and improving the researcher knowledge about the teaching reading technique.
2. For English teachers in SMAN 1 Banjarmasin and others, gives information about the teaching reading technique used by teacher.



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## RELATED LITERATURES

### Reading

Reading skill is dominating by brain and eyes. Reading means active interaction process with printing and comprehension monitor for establishing meaning. Reading known as an important skill as the way of getting information from the written material. The reader will interact with their prior knowledge and the information that they takes from the text.

Additionally, Brown (2001) divided the purposes of reading into two kind of purposes. First, reading for information. Reading for information makes the reader comprehending the details information of the written text. Second, pleasure reading. Pleasure reading means reading for enjoying written and entertaining the reader only. Both of the purposes are important to improve their reading ability, besides it help to increase the reader's knowledge.

### Teaching

According to Brown (2001), teaching means a process of guiding, facilitating, enabling and setting condition for the learner. Teaching aims to help student to learn about something, give them instruction, guide student on studying something, and provide the knowledge. In line with the meaning, it show how important teaching is in learning process in helping student to improve and increase their skill and their knowledge.

### Teaching Reading

Heyland (1990) claimed that teaching reading means a form reading activities or reading efforts to improve students' reading skill and students' reading ability that applied by the teacher. The objective in reading class must be to improve the skills that can help student to continuously select and effectively use the most appropriate technique for any reading task. Based on the definition, teaching reading concludes as teacher guidance for their student in teaching and learning activity. It prepares the knowledge, experience and the ability to reach the purpose of education.

### Technique

Brown (2001) on his book states that technique means various exercise, task, and activity that applied in learning activity. Techniques has planned deliberately by teacher. They are an output that created by teacher to help their lesson activity in the classroom.

### Techniques for Teaching Reading

According to Brown (2001) and Brown (2007), he mentions some techniques, below :

1. SQ3R  
The process of SQ3R technique is follow this steps ;
  - a. Survey means skimming text to overview the main idea.
  - b. Question means student asking question related to what they want to get from text.
  - c. Read means look to the answer of the previous formulate questions.

- d. Recite is reprocessing the text point through written and oral.
  - e. Review is assessment to importance of what has read and incorporating into associations for longterm.
2. Three Phase Technique (Pre-During-After Reading)  
The good steps to apply Three Phase Techniques as follows :
    - a. Before reading : Spending time to introduce topic to activate the schemata. Student use their prior knowledge to this stage.
    - b. During reading : Giving students sense of reading.
    - c. After reading : This stage use to evaluate the reading class through some activity by conclude the lesson and assessing their achievement.
  3. Think-Pair Share  
It start by student thinking silently by themselves related to question given. Secondly, individual pairing up and exchanging their idea. Then, they sharing the idea with others. The function from this techniques that teacher apply to the students to make them understand and switch their idea to their group.
  4. 3E (Explanation Example and Exercise)  
3E is consist of explanation, example and exercise. Firstly, teachers explain the learning material. Secondly, they give example to support the explanation. Then, they give an exercise to test students understanding about the learning material.
  5. K-W- L-H  
**K (know)** means brainstorming section. **W (what)** means student determining *what* they going to learn. **L(learn)** is how students identifying thing they read. **H(how)** means how is student learning more thing.

## Previous Study

In this case, the researcher found if some previous research related to this research has done by some researchers before this research. Some of previous findings found that the teachers implemented some common techniques to develop students' reading skills and students' understanding. First research conducted by Nazril Ghazali (2013) entitled "*A Descriptive Study on Teaching Reading Comprehension of Eight Grade SMPN 7 Barabai in 2013/2014*". This research conducted through descriptive qualitative method. Gazhali in his research choose all the English teachers at eight grade of SMPN 7 Barabai to be the subject of the research through purposive sampling as the sampling technique. After collected all the data needed through four times observing classroom and interview, Gazhali found that the English teacher commonly used some teaching reading were analyzing vocabulary, scanning, use of questions and mind mapping.

Another research conducted by Susilowati, entitled "*Teching Technique Used for Senior High School on Special Needs Students.*" This research conducted on 2016. However, the researcher did not specifically studying on the kind of teaching reading techniques yet. The findings of this research mentioned that the techniques commonly use for the class are related to teaching reading techniques, such as ; reading aloud, memorization, repetition drill, and question and answer exercise. The data for this research collected through six times observing classroom and interviewing teacher. This research conducted on qualitative method.

Some related previous studies conducted before this research. The findings shown many techniques that can be applied by English teacher to help student on developing their reading skills and of course those appropriate techniques that has chosen by the teacher can affect student comprehension and achievement on reading skill. In this research, the researcher try to have deep research about teaching reading techniques on different level with the related previous research and only focusing on teaching reading techniques itself. This research will be conduct in Senior High School level, SMAN 1 Banjarmasin, especially for regular class ; eleventh grade students, for their English regular course and English limit course.

## **STUDY METHOD**

### **Study Design**

According to the research problem, this thesis studying through descriptive study with qualitative approach. For this research, the researcher will describe about the fact of the study related to the teaching reading techniques that applied by teacher at eleventh grade on SMAN 1 Banjarmasin academic year 2019/2020 systematically and expose the fact accurately. Through this research design, the researcher will get the answer to her research problem

### **The Researchs' Subject**

Researcher interest on studying the teachers who taught English at SMAN 1 Banjarmasin as the subject after researcher done her preliminary study before conducted this deep research. In this school, there are four teachers who taught English course for tenth grade until twelfth grade students. On this study, researcher uses purposive sampling as sampling technique for specifying the subject of the research. There are four English teachers in this school. Through purposive technique, the researcher will choose the teacher who will be the representative subject of the research who taught at eleventh grade students in SMAN 1 Banjarmasin consider to the data that the research need to collect to answer the research problem.

### **Data Collection**

The data that need to collect by the researcher is qualitative data. The data collect directly by the subject through research instrumen without a mediator. Data will collect through documentation, observation, and interview.

### **Instrumentation**

There are three kinds of instrument that use to collect the data in this research; documentation, observation sheet, and interview script.

### ***Documentation***

In this research, the document are collect from the teacher of English that taught at Eleventh grade in SMAN 1 Banjarmasin, consist of lesson plan, syllabus and photographs.

### ***Observation***

The observation is done during teaching-learning activity relate to teaching reading techniques that applied by teachers. The observation done through filling in the observation sheet that has prepared through adapted the previous observation sheet by previous researchers that conducted the similar research. This observation sheet has validated by English Language Education lecturer of Lambung Mangkurat University, Mrs. Rizky Amelia, M.Pd as the instrument validator. Furthermore, the researcher will do the observation for six times for collecting data.

### ***Interview***

Researcher using the instrument to interviewing teacher face to face with the guidance questions as in interview sheet that has formulated before. This interview sheet formulated with some written questions consider to some possibility that the researcher think that is important to gain it on interview section, such as ; the background of the subject, their knowledge of the topic, sources of the materials, their experiences on teaching, etc. This interview aims to gain a deep information and understand how the subject interpreting the situation which cannot gaining through observing subject. The researcher will interviewing the English teachers once for every teacher who taught at eleventh grade of SMAN 1 Banjarmasin after observed their class. The kind of the interview used for this research is semi-structured interview which is use an interview protocol to guide the researcher, but still offering a deal of flexibility for the research.

### **Data Analysis**

In this research, the data analysis aims to find out the teaching reading technique that applied by teacher at eleventh grade in SMAN 1 Banjarmasin. The technique that use to analyze the data is qualitative descriptive.

According to Miles-Huberman in Sugiyono (2009), the activities on qualitative data analysis are carried out interactively and continuously until completion and the data obtained becomes saturated. Miles and Huberman proposed data analysis activity into three steps ; *reduce data, displaying data, and conclude data*.

## **STUDY RESULTS AND DISCUSSION**

### **Description of the Subject**

The researchers' subject are the teachers who taught English for Eleventh grade in SMAN 1 Banjarmasin. There are two teachers who taught for Eleventh grade, teacher Y1 and teacher Z1. English forEleventgradestudent in this school divided into two kind of English subject, Kelas Wajib and Kelas Peminatan. Both of the teachers taught at different classes. Teacher Y1 teach for Kelas Peminatan and teacher Z1 for Kelas Wajib. Then, the topic for the class also different even though it is the same level of student.

### **Research Findings**

The researcher used documentary to find the data about the technique that teacher used in teaching reading class, continued by observation section to observe the subject of the research directly, and interview section to validating data. The research aimed for describing technique that applied by teacher on reading class at Eleventh grade students. The research was conducted from 7 August 2019 until 20 August 2019.

### ***Findings on the Documentation***

According to lesson plan, it contains some important components, such as lesson objectives, teaching material, method, teaching-learning activities, learning sources, evaluation sheet, result learning. This lesson plan uses as the teachers' guidance that describes teaching-learning procedure in classroom activities. According to the lesson plan that is used by the teachers, it shows that the teacher has planned to use the Three Phase Technique. The teacher separated the teaching-learning process into some stages, PreReading Activity (Pendahuluan), While Reading Activity (Kegiatan Inti) and Post Reading Activity (Penutup) as follows below;

#### **1. First Teacher**

##### **Kegiatan Pendahuluan :**

1. Salam pembuka
2. Memeriksa kehadiran siswa
3. Mempersiapkan psikis dan fisik siswa untuk mengikuti kegiatan pembelajaran dengan memberikan leading question.
4. Mengajukan kaitan antar pengetahuan terdahulu pada materi yang akan dipelajari.
5. Menyampaikan kompetensi.

##### **Kegiatan Inti**

1. Mengamati
  - Siswa mendengarkan atau memperlihatkan teks yang dijelaskan guru.
  - Siswa mengidentifikasi teks.
2. Menanya
  - Siswa menanya tentang hal terkait factual report atau membuat pertanyaan tentang teks factual report.
3. Mengeksplorasi
  - Siswa menunjukkan teks factual report dengan Bahasa Inggris berdasarkan contoh yang disajikan.
4. Mengasosiasi
  - Siswa mendiskusikan materi yang telah disajikan.
5. Mengkomunikasikan
  - Siswa menganalisa bacaan yang diberikan dan menyampaikan teks factual report dalam Bahasa Inggris dengan baik.

##### **Penutup**

- Membuat rangkuman atau menyimpulkan materi.
- Melakukan penilaian/refleksi.
- Memberi tugas lanjutan terhadap proses serta hasil pembelajaran.

#### **2. Second Teacher**

##### **Kegiatan Pendahuluan :**



1. Memberi salam pembuka
2. Memeriksa kehadiran siswa
3. Melakukan brainstorming.
4. Memberikan deskripsi terkait manfaat materi pembelajaran.
5. Menyampaikan tujuan pembelajaran.
6. Memberitahukan materi pelajaran yang akan dipelajari.

#### **Kegiatan Inti**

1. Mengamati
  - Siswa mengamati permasalahan pada bukuteks.
2. Menanya
  - Guru memberikan kesempatan pada siswanya untuk mengidentifikasi pertanyaan terkait gambar yang dipaparkan dan menjawabnya melalui kegiatan belajar.
3. Mengeksplorasi
  - Siswa diminta mengeksplor pengetahuannya.
4. Mengasosiasi
  - mendorong siswa agar aktif terlibat dalam diskusi kelompok serta saling bantu untuk menyelesaikan masalahnya.
5. Mengkomunikasikan
  - Memaparkan hasil diskusinya berupa kesimpulan berdasar hasil analisa baik lisan, tulisan, atau lainnya.

#### **Penutup**

- Membuat rangkuman atau menyimpulkan materi.
- Melakukan refleksi.
- Merencanakan tugas lanjutan berupa tugas kelompok/ perseorangan (jika diperlukan).

#### ***Findings on the Observation***

There were six meetings of teaching learning process which were attended by researcher. The researcher focus on two teacher who taught at Eleventh grade, and the observation was conducted three times for each teacher. The researcher observed two kind of class, there are Kelas Bahasa Inggris Wajib and Kelas Bahasa Inggris Peminatan. In the process of teaching reading, teachers used various techniques. The following is the detailed discussion on each observation.

Table 1 The Observation Schedule

No	Date	Meeting	Class	Topic	Teacher
1	7 August 2019	I (Peminatan)	XI A 3	Factual Report (Venice)	Y1
2	8 August 2019	II (Peminatan)	XI A 2	Factual Report (Venice)	Y1
3	20 August 2019	III (Peminatan)	XI A 1	Factual Report (Venice)	Y1

4	19 August 2019	I (Wajib)	XI A 2	Exposition-Analytical (Global Warming)	Z1
5	19 August 2019	II (Wajib)	XI A 1	Exposition-Analytical (Global Warming)	Z1
6	19 August 2019	III (Wajib)	XI A 3	Exposition-Analytical (Global Warming)	Z1

Table 2 Finding in Observation of Teacher Y1

No	Technique	Steps of Technique	Done	Notes
1	Three Phase Technique	<p>a. Pre-Reading (Teacher start to introduce the topic, encourage and activate students' schemata)</p> <p>b. During-Reading (Teacher give students Readings' sense)</p> <p>c. Post-Reading (Giving follow up to check the comprehension of student)</p>	<p>√</p> <p>√</p> <p>√</p>	The teacher used Reading Aloud and Reading Comprehension Question as the reading activities while applied his technique at the class.

Table 3 Finding in Observation of Teacher Z1

No	Technique	Steps of Technique	Done	Notes
1	Three Phase Technique	<p>a. Pre-Reading (Teacher start to introduce the topic, encourage and activate students' schemata)</p> <p>b. During-Reading (Teacher give students Readings' sense)</p> <p>c. Post-Reading (Giving follow up to check the comprehension of student)</p>	<p>√</p> <p>√</p> <p>√</p>	<p>The teacher used Reading Aloud and Reading Comprehension Question as the reading activities while applied his technique at the class.</p>

### *Findings on the Interview*

For this research, interview was conducted on Tuesday, 20 August 2019. The researcher interviewed Mr. Y1 and Mr. Z1. There are eleven questions for each teacher that need to answer. The questions are discussed about teachers' educational background and teaching-learning process during reading class.

According to the interview results, the Teacher Y1 graduated from English Department of Universitas Islam Kalimantan, and took Master Degree in England, at Education Management major. Besides, the Teacher Z1 graduated from English Department of Lambung Mangkurat University. Teacher Y1 has taught English for 15 years and the Teacher Z1 taught English for 2 years since he work in SMAN 1 Banjarmasin, but before he start to taught English he was a Principle. For this school, the curriculum that used is K-13. For the sources of the lesson, both of them agree that they are can use another sources to support their teaching learning process, such as from internet. While talking about the most techniques that they used for their class, they said that it is depends on students needs and situation. They should able

choosing the appropriate techniques. Then, the technique that chosen should be give students chance to be more active and thinking critically, because the techniques of teaching reading would be affected students' achievement. They also mentioned some examples of teaching reading technique that they commonly used. They agreed to applied Three Phase Technique as their most used techniques.

In the interview, both of the teachers said that they sometimes got a problem on their class. Especially for Peminatan Class, the problem come from the limited material. Another problem come from students' interest of English course. Not all the students has same level of ability in learning English. It is also become a problem for the teacher. The teacher should be able to attract students attention to learn English and motivate them. Moreover, to solve their problem the teacher has different way to solve. Teacher Y1 commonly asked his students to prepare themselves before class to minimize the risk of the problem, but in other side, Teacher Z1 mostly press his Classroom Management as the solution for his problem.

## **Discussion**

In the research which had been done at SMAN 1 Banjarmasin for Eleventh grade students, found that teacher applied three phase technique as the teaching technique for reading.

According to the research, teacher commonly applied Three Phase Technique, started with giving brainstorming at the pre-activity stage. To activate students' prior knowledge, the teacher asking questions related to the topic. In line with Brown, this techniques divided into three steps ; Before reading : Spending time to introduce topic to activatie the schemata. Student use their prior knowledge to this stage. During reading : Giving students sense of reading. Last, after reading : This stage use to evaluate the reading class through some activity by conclude the lesson and assessing their achievement.

Furthermore, based on the observation, the three phase technique also become the most technique that teacher applied for their reading class. In every meeting, both of the teacher applied this technique to be their teaching reading technique. The teacher separated their reading activity into three phase, before-reading, during-reading and after-reading. In the beginning, teacher take time to do brainstorming. Student bring their own prior knowledge to text when they have been given a chance to ease to passage. Then, teacher giving sense of reading porpuse rather than just read. Last, teacher give comprehension questions or another activity which appropriate for post-reading. Which is considering vocabulary, identify the author's purpose, discuss author's line of reasoning, grammatical structur, or etc.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

According to the study , it could be concluded that :

1. The technique that aplyed by teacher in their reading class for Eleventh grade in SMAN 1 Banjarmasin is Three Phase Technique.
2. Based on the research, teachers applied the technique on their reading class on Pre-activity by giving brainstorming to activate students prior knowledge, While-activity during reading class and practice part by applying some reading activity and Post Activity to reflecting and concluding the lesson. They applied the technique well.To increase students attention and students critical thinking on reading class, teacher used group discussion, fun activity with reading aloud and also reading comprehension question.

### **Suggestion**

It is suggested that the teachers to improve the technique by adding more activities or creativity to attract students' attention and build students motivation that help students increasing their skill. In addition, teacher could develop more techniques on helping students' understanding in reading text and reduce the students' boredom. Furthermore, to help students to have critical thinking on reading and also help teacher controls students' participation and attention during the lesson.

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# THE STUDENTS' LEARNING NEEDS IN LEARNING ENGLISH AT HOTEL ACCOMMODATION MAJOR IN SMKN 4 BANJARMASIN

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## Abstract

Language has a significant part for everyone in the world, because by language itself people can express their ideas, thoughts, feelings, and messages to each other. One of the languages that we have known is English. Nowadays, English also has an important role in the educational aspect. English subject in the Vocational School for example. English in the Vocational School teaches English not only focus to develop students' knowledge but also develop students' skills. Therefore, the researcher is trying to investigate the students' learning needs in learning English at Hotel Accommodation major in SMKN 4 Banjarmasin, Indonesia. It explores how learning needs in learning English are implemented in the Vocational School teaching-learning process. This research focuses on ESP, which is closely related to students' interest in a particular discipline, such as English for Hotel Accommodation. A descriptive quantitative approach was used in this research. Total subjects consisted of 53 Hotel Accommodation grade XI students. The data were collected by using semi-open questionnaires. To analyzing the data, the researcher changes the data to be frequency and percentage that rounded. Then, the results of the percentage were analyzed and then described. As a result of this research, the majority of Hotel Accommodation students grade XI in SMKN 4 Banjarmasin required all of the skills in English such as Speaking, Listening, Reading and Writing. But among those skills, speaking capability is the most important thing for them. As the suggestion, learning needs in Hotel Accommodation majors still must be more completed in the material of learning aspect especially in speaking ability toward English Specific Purposes. The completing must be focused on communicating (speaking) ability such as interpersonal and transactional material.

Keywords: Hotel Accommodation, English for Specific Purposes, Learning Needs.

## INTRODUCTION

Language is an important thing for human life, without language, a human cannot express their feelings. Iskandarwassid and Sunendar (2009:226) stated by language itself people can express their ideas, thoughts, feelings, and messages to each other verbally or written.

There are several kinds of languages in this world, one of them is English. English is an integral feature of the world and English has been our international language. In addition, English is our foreign language. English is also significant in the field of education. English subject In Vocational School for example. According to Kurniawan (2013), The Vocational School is an educational institution at the secondary level that emphasizes graduates who are equipped with skills and prepared to enter the world of work. Also,

Vocational School has job opportunities after they graduate. In addition, the Vocational School teaches English to their students to be that skillful human and smart theoretically,

Based on Nurhayati in her thesis research (2014), she concluded that English teachers of Vocational Schools need to consider the Vocational student need to determine the most suitable material and teaching strategy based on learning needs and target needs.

According to the Taiwan Tourism Office under the Ministry of Transportation and Communications, 9,583,873 visitors visited Taiwan in 2011, with a growth rate of 1.79 per cent. The tourism and hospitality industries have advanced rapidly by international competition; English skills have become relevant and hospitality professionals have become the benchmark in the globalization period (Chang & Hsu, 2010; Chen, Chiu, & Lin, 2011). In Taiwan, ESP has become a central topic of research and develops expertise and within the Hospitality Training Program (Hsu, 2011). The hospitality sector is one of the main components of the global economy.

The roots and growth of ESP is closely related to the interest of students in various disciplines such as English for Hotel Accommodation or Hospitality. Students research ESP not because they are interested in English as such, but because they have a real purpose to understand (Burdova, 2007).

Based on Kardijan et al. (2017:127) in the research paper, the main points of hospitality workplace discourse are required to evaluate how the students should interact in English in order to carry out their work tasks. Forms of hospitality at the office include interpersonal and transactional speech in the language.

Therefore, the main points of the Hotel Accommodation workplace framework are required to examine how students should interact in English in order to carry out their job tasks. According to Kardijan (2017), all facets of learning needs require that Hotel Accommodation needs to help them carry out their job activities are objectives, materials, teaching and learning process, media, resources, and assessment.

Thus, on the basis of the above, the researcher is involved in carrying out an investigation entitled “Students’ Learning Needs in Learning English at Hotel Accommodation Major in SMKN 4 Banjarmasin” Because of some of the reasons First, Hotel Accommodation majors in SMKN 4 Banjarmasin adopted the English subject as their main term subject. Second, their school has a private hotel to improve their capability named “Edhotel”. Third, their majors have international standard (ISO 9001), which is they have quality management in the field of service.

Also, the researcher investigates this research to know the students’ learning objectives of the competency targeted based on their learning needs at Hotel Accommodation. Hopefully, the findings of this research can give valuable input about the students’ learning needs in learning English, especially at Hotel Accommodation major.

## **RESEARCH METHODOLOGY**

This research uses a descriptive quantitative approach. This research wanted to describe the students' learning needs in learning English at Hotel Accommodation major grade XI in SMKN 4 Banjarmasin. The total of students sample was 64. Gay and Diehl (1992) stated the total of sample for descriptive research/study at least must have 10% from the population, so the researcher took all of the population.

The researcher was chosen Hotel Accommodation in SMKN 4 Banjarmasin as the sample of this research because of some reasons. First, in Hotel Accommodation majors of SMKN 4 Banjarmasin, they implemented English subject as their main term subject. Second, their school has a private hotel to develop their capability in hospitality named "Edhotel". Last, their majors have ISO 9001 (International Standard) which means they have good quality management in the field of service.

In order, to collect the data the researcher distributed the questionnaire directly to students' grade second at Hotel Accommodation major in SMKN 4 Banjarmasin. The process of data collection was held from April 20th to April 28th 2020.

### Instrumentation

In this research the researcher used questionnaire, the questionnaire of this research used semi open-ended questionnaire. The questionnaire had six dimensions to be measured and was divided into six items. There were objectives, materials, teaching and learning, media, resources, assessment. The questionnaire was adapted from Kardijan (2017).

TABLE 3.3  
 The Blueprint of the Questionnaire

Variable	Dimension	Indicator	Question of Number
Students' learning needs in learning English	Objectives	Students' reason to learn English	1, 3, 16, 19, 20
	Materials	Students' material in English skill	4, 14, 22, 30
	Teaching and Learning	Students' view of teaching and learning process	7, 8, 9, 10, 11, 12, 13
	Media	Students' facilities in the class	6, 7, 27, 26
	Resources	Students' source to learn English	5,15,23,25,31,32,33,34
	Assessment	Students' assessment of teaching-learning	2, 18, 21, 24, 28, 29

Adapted from Kardijan, 2017

### Data collection

The process of data collection was done by distributing the questionnaire to the students. Then, the students chose the answer from the questionnaire by marking the answer that served in the questionnaire. After that, the answer will be used as the data. Then, the data will be changed to be frequency and percentage which rounded. Last, the results of the percentage re-analyzed and then described.

### RESEARCH FINDINGS AND DISCUSSION



The exact number of questionnaire being distributed was 64 and being returned was 53. In other word, there were 83% samples who response to the questionnaire from the researcher. Since the number of questionnaire returned was enough, then researcher continued the process of data analysis with 53 questionnaires.

## **Research findings**

### ***Students' responses to the objective question***

According to Haris in Isskandarwasid and Sunendar (2009) objective used to identify or classify students who are in agreement with the language class, Learning the weakness and excess of the students, Measuring the students' achievement, Assessing the efficiency of teaching and learning.

The researcher split the question into five parts in order to learn more about students' answers to objective questions. The answer to the question can be found on the numbers 1, 3, 16, 19, 20.

The result about the Objective question for number 1 with question 'Apakah alas an utama anda mempelajari Bahasa Inggris?' was indicated that the highest students' response percentage for answer number 1 was 60,4 % 'Karena saya ingin berkomunikasi secara lisan maupun tertulis dalam Bahasa Inggris'.

For question number 3 the highest students' response percentage was 54,7% for answer 'Saya memerlukan bahasa Inggris dalam menghadapi klien/pembeli/tamu asing'; With question 'Dalam situasi apa anda memerlukan Bahasa Inggris di dalam dunia kerja?'.

For question number 16 the highest students' response percentage was 81,1% for answer 'Dapat berkomunikasi secara tepat dan efektif baik lisan maupun tertulis dalam Bahasa Inggris'; with question 'Belajar Bahasa Inggris ini diharapkan akan menunjang anda agar lebih..?'

For question number 19 the highest students' response percentage was 47,2% for answer 'sebagai pendengar, kemudian melaksanakan apa yang diperintahkan oleh guru'; with question 'Apakah peranan yang anda harapkan dalam kegiatan belajar dan mengajar'.

For question number 20 the highest students' response percentage was 34% for answer 'Sebagai pusat dari kegiatan belajar mengajar di kelas'; with question 'Apakah peranan guru yang anda harapkan dalam kegiatan belajar dan mengajar Bahasa Inggris?'.

### **Students' responses to the materiall question**

In order to accomplish the goal, the authentic content is deemed to be an appropriate material for improving the skill of the students. Classroom materials explain the work of teachers and students. Generally, the material is divided into two; they are commercial materials and authentic materials (Arikunto in Nurhayati, 2014: 21). Authentic material was adapted items from various sources and used for the teaching and learning process. Peacock (1997) said that material was produced to fulfill some special purpose in the

language community Authentic material might be adapted from various sources such as the internet, magazines, news, etc.

The researcher split the question into four parts in order to learn more about students' answers to material questions. The answer to the question can be found on the numbers 4,14,22, and 30.

Result about the material question indicated that the highest students' response percentage for question number 4 was 41,5 % for the answer 'Menguasai struktur kata (grammar) dalam bahasa Inggris; with question 'Materi mana yang menurut anda paling sulit ketikan belajar Bahasa Inggris?'

For question number 14 the highest students' response percentage was 45,3 % for answer 'Materi yang dikembangkan dapat meningkatkan kemampuan siswa dalam berkomunikasi Bahasa Inggris'; with question 'Bagaimana materi pembelajaran Bahasa Inggris di kelas?'

For question number 22 the highest students' response percentage was 49,1% for answer 'Kurang percaya diri dalam berbicara Bahasa Inggris'; with question 'Masalah apa saja yang anda hadapi dalam belajar Bahasa Inggris?'

For question number 30 the highest students' response percentage was 73,6% for answer 'cukup sesuai'; with question 'Apakah materi pembelajaran Bahasa Inggris yang diberikan di kelas sudah sesuai dengan yang kaliaam harapan?'

### **Students' responses to Teaching and Learning question**

During the teaching-learning process in and out of the classroom, any activity involving interpersonal and transactional texts can provide opportunities for learners to engage with instructors, colleagues, and others, especially in the hospitality industry workplace.

In addition, the use of teaching methods is often needed, rather than authentic materials to enhance students' competence to use English commnicatively. Patel and Jain in Kardijan (2017) claimed that "methodology is a formal and scientific way of teaching any subject, and that it guides the teacher " How to teach" and "How teaching may be effective"(p. 132). The teachers should have challenges and motivation for learners to continue learning to use English in any task and not to fear wrongdoing.

The researcher split the question into six parts in order to learn more about students' answers to Teaching and Learning questions. The answer to the question can be found on the numbers on the number7, 8, 9, 10, 11, 12.

The result in the Teaching and learning questions indicated that the highest students' response percentage for question number 7 was 69,8 % for the answer 'Mendengarkan teks lisan kemudian menjawabnya dalam bentuk pilihan ganda'; with question 'Dari aktivitas-aktivitas listening berikut manakah yang paling anda sukai?'

For question number 8 the highest students' response percentage was 67,9 % for the answer 'Diskusi berpasangan atau kelompok'; with question 'Dari aktivitas-aktivitas berbicara berikut manakah yang paling anda sukai?'

For question number 9 the highest students' response percentage was 75,5% for the answer 'Menjawab pertanyaan berdasarkan bacaan dalam bentuk pilihan ganda'; with question 'Dari aktivitas-aktivitas membaca berikut manakah yang paling anda sukai?'

For question number 10 the highest students' response percentage was 35,8% for the answer 'menyusun kalimat acak menjadi suatu paragraf'; with question 'Dari aktivitas-aktivitas writing berikut manakah yang paling anda sukai?'.  
For question number 11 the highest students' response percentage was 50,9% for the answer 'mengidentifikasi jenis-jenis kata nouns, verbs, adjectives, and adverbs'; with question 'Dari aktivitas-aktivitas kosakata (vocabulary) berikut manakah yang paling anda sukai?'.  
For question number 12 the highest students' response percentage was 62,3% for the answer 'membuat contoh-contoh kalimat sesuai dengan materi grammar'; with question 'Dari aktivitas-aktivitas tata bahasa (grammar) berikut manakah yang paling anda sukai?'.

### **Students' responses to the Media question**

Media is teaching tool to facilitate the teaching and learning process. According to Iskandarwasid & Sunandar (2009: 174), media of teaching is a set means of learning that can be used directly for learners in learning to achieve certain competencies i.e. textbook, dictionary, encyclopedia, map, and props. The researcher split the topic into four parts to figure out how students responded to media questions. The question can be found on 6,17,26,27.

The result about the media question indicated that the highest students' response percentage for question number 6 was 41,5% for the answer 'Teks berbentuk dialog'; with question 'Dari input-input berikut, manakah yang menurut anda efektif dan anda sukai sebagai media untuk belajar Bahasa Inggris?'.

For question number 17, the highest students' response percentage was 83% for the answer 'Belajar dengan dibantu oleh pengajar'; with question 'Bagaimanakah cara yang menurut anda efektif dalam membantu belajar Bahasa Inggris?'.

For question number 26, the highest students' response percentage was 43,4% for the answer 'Guru menjelaskan di depan kelas dan siswa mendengarkan'; with question 'Apa metode yang sering digunakan guru saat proses belajar mengajar Bahasa Inggris di kelas?'.

For question number 27, the highest students' response percentage was 86,8% for the answer 'Cukup lengkap'; with question 'Bagaimana fasilitas belajar dan mengajar yang ada di kelas?'.

### **Students' responses to the Resource question**

According to Iskandarwassid & Sunandar (2009), the resource is a set of information that must be understood by the students. The resource is the content of teaching and learning and formulation of standard competency and basic competency. The resource is also must be relevant to standard competency and subject. Besides, the criteria of a good resource must consider linguistics aspects that appropriate to students.

The researcher split the topic into 8 parts in order to learn more about students' answers to Resource questions. On the number 5, 15, 23, 25, 31, 32, 33, and 34 the query can be found.

The result about Resource question indicated that the highest students' response percentage for question number 5 was 58,5% for the answer 'Topik yang berkaitan dengan kehidupan sehari-hari'; with question 'Dari topik-topik berikut, manakah topik yang anda sukai sebagai bahan belajar Bahasa Inggris?'.

For question number 15 the highest students' response percentage was 62,3% for the answer 'menyenangkan'; with question 'Bagaimanakah keadaan kelas saat proses belajar dan mengajar Bahasa Inggris di kelas?'

For question number 23 the highest students' response percentage was 37,7% for the answer 'Listening'; with question 'Keterampilan di bidang apa yang anda rasa dapat membantu anda dalam berbahasa Inggris?'

For question number 25 the highest students' response percentage was 73,6% for the answer 'Sekolah dasar'; with question 'Sejak kapan anda telah mempelajari Bahasa Inggris?'

For question number 31 the highest students' response percentage was 47,2% for the answer 'Memahami komplek dari pelanggan'; with question 'Manakah topik pada keterampilan mendengarkan (Listening) yang paling anda butuhkan?'

For question number 32 the highest students' response percentage was 66% for the answer 'menerima Pesan Lewat Telepon'; with question 'Manakah topik pada keterampilan Berbicara (speaking) yang paling anda butuhkan?'

For question number 33 the highest students' response percentage was 47,2% for the answer 'Menulis laporan' with question 'Manakah topik pada keterampilan menulis (writing) yang paling anda butuhkan?'

For question number 34 the highest students' response percentage was 86,8% for the answer 'Membaca cara melayani tamu'; with question 'Manakah topik pada keterampilan membaca(reading) yang paling anda butuhkan?'

### **Students' responses to Assessment question**

Assessment is a method of collecting and recording knowledge on the achievement, talents, ability and personality variables of individuals. Assessment is a variety of methods and means of using different evaluation instruments to collect knowledge about the level of learning results for students or the attainment of skills (series of skills) for students. Assessment answers questions about how well students have achieved their grades or learning. The outcomes of the measurement can be in the form of qualitative and quantitative values (Majid, 2013).

The researcher split the question into six parts in order to learn more about students' answers to material questions. The answer to the question can be found on the numbers The query will find on the number 2, 18, 21, 24, 28, 29.

Result about the Assessment question indicated that the highest students' response percentage for question number 2 was 64,2% for the answer 'Tingkat pemula (menguasai sedikit ungkapan praktis dan kosakata, menguasai sedikit grammar, pelafalan masih dipengaruhi oleh bahasa ibu)' with question 'Bagaimanakah tingkat penguasaan Bahasa Inggris anda saat ini?'

For question number 18 the highest students' response percentage was 56,6% for answer '2-3 kali dalam seminggu' with question 'Berapa lamakah waktu yang anda perlukan untuk belajar Bahasa Inggris di sekolah?'

For question number 21 the highest students' response percentage was 58,5% for answer 'Bahasa Inggris itu sulit' with question 'Bagaimanakah tanggapan anda terhadap pembelajaran Bahasa Inggris?'

For question number 24 the highest students' response percentage was 49,1% for the answer 'Antusias untuk belajar di kelas'; with question 'Bagaimanakah saat belajar Bahasa Inggris di kelas?'

For question number 28 the highest students' response percentage was 88,7% for the answer 'Berbicara'; with the question 'Kemampuan dalam Bahasa Inggris yang anda rasa paling penting untuk dipelajari oleh jurusan Perhotelan adalah...'

For question number 29 the highest students' response percentage was 69,8% for the answer 'cukup bisa dipahami'; with question 'Bagaimana penjelasan guru saat menjelaskan materi tentang Bahasa Inggris di kelas?'

## **RESULT AND DISCUSSION**

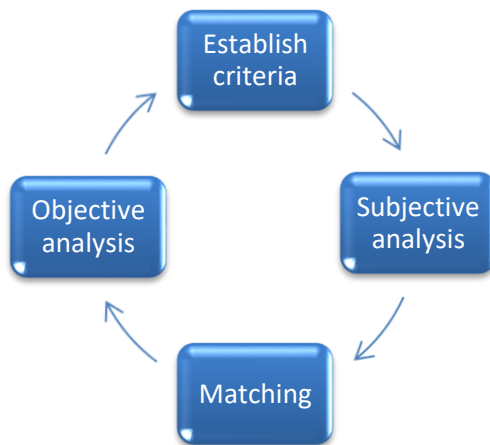
### **Discussion**

The details in this analysis correspond to the measures proposed by Hutchinson. These measures include the determination of the parameters, the subjective analysis, the objective analysis and the correlation between the results of the subjective analysis and the results of the objective analysis. It will be explained in the process of deciding the testing comparison requirements for the content and requires in the region. An analysis of the English language needs Hotel Accommodation students will be carried out for subjective analysis. Meanwhile, an analysis of the English teaching content was carried out for the objective analysis. The last step is to compare the data between the results of the subjective analysis and the results of the objective analysis.

### **Learning Needs of the students**

To see material that is good and in accordance with the needs of students who need to evaluate the material. The process of reviewing ESP teaching materials according to Hutchinson (1987) includes the following stages:

1. Establish criteria.
2. Subjective analysis.
3. Objective analysis.
4. Matching.



Subjective analysis is a method of analysis that addresses at the need for English in an environment where language skills and topics are relevant. In the meanwhile, objective research is a review of the range of instructional resources available for specific language skills and topics.

Subjective analysis	Objective analysis
<p><i>Who will learn ?</i>  <i>For what the students' learn English?</i>  <i>What Language aspect that should be in the material?</i>  <i>What Micro skill that should be needed?</i>  <i>What Topic that should be needed?</i></p>	<p><i>For whom the material will be given?</i>  <i>For what the material will be learned?</i>  <i>What Material aspect that should be in the material?</i>  <i>What Micro skill that contain in the material?</i>  <i>What Topics that contain in the material?</i></p>

### ***Subjective analysis***

In this subjective analysis, the need for English in Hotel Accommodation will be described. The need for English of Hotel Accommodation is presented in the category of language skills and the need for English teaching material topics. Professional needs of hotel accommodation for Language and Topics in every Skill will be described in sentences.

The answer of the subjective analysis question for number 1 is Hotel Accommodation students; it is in accordance to the theory from kardijan (2017) about Objective dimension. For the answer of number 2 is students want to learn English to make them fluent in communication verbally or nonverbally; it is accordance to the theory from kardijan (2017) about the Objective dimension. For number 3 students Language aspect that should be in the material is speaking, Listening, Reading, and Writing aspect; it is accordance to the theory from Majid (2013) about Assessment dimension. For number 4 Micro skill that should be needed is speaking, it is in accordance to the theory from Iskandarwasid and Sunandar (2009) about the resource dimension. For number 5 it is in accordance to Iskandarwasid and Sunandar (2009) about the Resource dimension; the topics that should be needed as follows,:

The topics required for speaking skills for hotel accommodation students' were: menjelaskan menu makanan, menawarkan makanan, memberi informasi tentang makanan, memberi salam dan menjawab salam, memberi petunjuk tentang arah, serta menerima pesan.

The topics required for listening skills for hotel accommodation students' were: memahami complain pelanggan, memahami permintaan pelanggan, memahami pertanyaan pelanggan, memahami penjelasan (tentang laporan, diskusi, dan briefing), serta memahami ungkapan (marah, kesal, minta maaf, terima kasih) dan Lain-lain.

The topics required for Reading skills for hotel accommodation students' were: melayani tamu, cara menghidang, makanan, membaca menu, harga, berbelanja, resep makanan, alat dapur dan penggunaannya, serta topik tentang cara memasak dan lain-lain.

Meanwhile the topics required for writing skills for hotel accommodation students' were: menulis resep, menulis menu, menulis peraturan, menulis laporan, menulis Sms,serta menulis pesan,

### ***Objective analysis***

The result about the objective analysis question for number 1 is Material will be given to Hotel Accommodation' students; it is in accordance to the theory from kardijan (2017) about Objective dimension. Result for number 2 material learnt to specific purposes; it is in accordance to the theory of kardijan (2017) about Objective. For number 3 students Material aspect that should be in is the Grammar and Vocabulary aspect; it is in accordance to the theory from Arikunto in Nurhayati (2014) about Material dimension. For number 4 Micro skill that contain in the material is speaking, Listening, Reading, Writing, Vocabulary, and grammar; it is in accordance to the theory from kardijan (2017) about Teaching and Learning. For the question number 5, it is accordance to the Iskandarwasid and Sunandar (2009) about Resource dimension, the topics that should be needed as follows:

The topics required for speaking skills for hotel accommodation students' were: menjelaskan menu makanan, menawarkan makanan, memberi informasi tentang makanan, memberi salam dan menjawab salam, memberi petunjuk tentang arah, serta menerima pesan.

The topics required for listening skills for hotel accommodation students' were: memahami complain pelanggan, memahami permintaan pelanggan, memahami pertanyaan pelanggan, memahami penjelasan (tentang laporan, diskusi, dan briefing), serta memahami ungkapan (marah, kesal, minta maaf, terima kasih) dan Lain-lain.

The topics required for Reading skills for hotel accommodation students' were: melayani tamu, cara menghidang, makanan, membaca menu, harga, berbelanja, resep makanan, alat dapur dan penggunaannya, serta topik tentang cara memasak dan lain-lain.

Meanwhile the topics required for writing skills for hotel accommodation students' were: menulis resep, menulis menu, menulis peraturan, menulis laporan, menulis SMS,serta menulis pesan,

From the description above, it can be concluded that hotel accommodation students at SMKN 4 Banjarmasin need all four English skills in the world of hospitality work. However, of these four skills, speaking skills are stated to be the most important language skills. This is strongly supported by the percentage description of respondents' answers, whose average preference is 88.7%. The second language skill that is needed is Listening. This is supported by the respondents' answers, whose average response rate was 22.6%. While the third skill needed is reading. This is supported by the answers of respondents on an average frequency of 9.4%. And the last skill needed is writing. The average frequency of respondents' answers in the important category is 5.7%.

Based on the above description, it can be inferred that the focus of English needs in the SMKN 4 Banjarmasin class 11 Hotel Accommodation is not is not balanced between the four language skills, including speaking skills, listening skills, writing skills, and reading skills. Such as the percentage for Speaking skills 88.7% from 100%, Listening skills 22.6% from 100%, Reading skills 9.4% from 100%, and Writing skills 5.7% from 100%

## **CONCLUSIONS AND SUGGESTION**

### **Conclusion**

The result of this research showed that all facets of the learning needs, such as Objective, Material, Teaching and learning, Mmedia, Resource, and Assessment are important, and the learning needs have impacts on the effectiveness of students' learning.

This research found that students' of Hotel Accommodation need all learning needs aspects and also need all of the abilities in English, such as Speaking, Listening, Reading, and Writing. But among of those abilities, speaking ability is the most important to learn for them. Because 88,7% of the Hotel accommodation students' choose speaking ability as the most important skill that they must have. As we know when they learn English, Especially English for Specific Purposes at Hotel Accommodation major they need to speak more to communicate with others or guests.

Then, ESP teachers can engage the students in the class to speak more actively in English by persuading them to share their experience with confidence. Because 88,7% of Hotel Accommodation students' are embarrassed to speak in public. So the teacher's homework is to build students' confidence in communication. In order, it is better for the teacher to be more variative and more fun when teaching learning session to make the students more confident.

### **Suggestion**

The researcher's recommendation is that the learning needs of the Hotel Accommodation major still need to be more comprehensive in terms of learning content, especially in terms of speaking skills toward English Specific Purposes. The completing must be focused on communicating (speaking) ability such as interpersonal and transactional material.

It is also suggested for other researchers who want to carry out the research relating to the students learning needs of hotel accommodation major. It is recommended that there be further research on the learning needs for English in the world of hotel accommodation or hospitality, so that our understanding of the need for



English for hotel accommodation or hospitality is clearer and more comprehensive, and in the end it can have an impact on better learning outcomes.

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