



Article

A Comprehensive Needs Analysis of French Course for Tourism and Hospitality Program

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SUBMISSION TRACK

Received: January 14, 2020
Final Revision: April 11, 2020
Available Online: April 26, 2020

KEYWORD

Need analysis; Language for Specific Purposes (LSP); French for Specific Purposes (FOS), Tourism and hospitality industry

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A B S T R A C T

This study aims to conduct a comprehensive needs analysis on French language for tourism and hospitality programs by looking closely at three points of view, i.e., 120 students of tourism and hospitality program, 7 French lecturers, and 5 hospitality professionals. This research applied a mixed-methods approach to collecting the data. This means that this study deployed a set of qualitative and quantitative measures to attain deep answers. Furthermore, the data in this study were collected through multiple instruments, including interviews and questionnaires. The result of the analysis of the data revealed that the French language was one of the significant foreign languages, besides English, that needed to be learned by the students to have a good carrier in the hospitality and tourism industry in the future. Along with that fact, speaking was considered as the most important language skill, among the other skills, which have to be developed by the students. Moreover, the ideal teaching materials urgently needed to be developed within this context were those equal to the intermediate level. The findings of this study were expected to have a further contribution to the development of comprehensive teaching syllabuses, materials, as well as lesson plans for French-language classrooms in the tourism and hospitality program.

I. INTRODUCTION

The rapid growth of the tourism and hospitality industry intrinsically entails a cross-cultural communication between hosts and guests from different linguistic backgrounds, especially for those directly dealing with guests (such as front-line employees, restaurant employees, guide, etc.). As a logical consequence, this situation, in turn, provokes a high demand for employees possessing significantly good communication skills in various languages. Furthermore, mastering guests' languages is recognized as an art, and a key to gain the success in the tourism and hospitality industry, and it has now been a standard feature of commercial hospitality practices (Calhoun,

O'Neill, & Douglas, 2018; Ghany & Latif, 2012; Leslie, Russell, & Forbes, 2002)

From the period of January to June 2018, for instance, Indonesia was visited by 114 million French-speaking tourists, which was equal to 1.04 % increase from the total number recorded within the same period in the previous year (BPS, 2018). The preliminary observation also showed that French-speaking tourists are likely to have a high appreciation for the employees who can speak their language (Wirakusuma, 2014).

Therefore, the French language has long been integrated into the tourism and hospitality undergraduate curriculum in any tourism institute. The ideal French language taught in the tourism

and hospitality program is supposed to be in concordance with the targeted workplace. Thus the inquiries into the development of French language teaching for undergraduate hospitality programs have to be bounded under the umbrella of Language for Specific Purposes (LSP) framework.

The term of french for specific purposes is known as *Français pour L'Objectives Spécifiques* (FOS). Therefore, FOS is defined as a language teaching in which the subject taught is french for specialization. It means that the students with a solid basic knowledge choose to specialize in his learning in specific areas, i.e., french specifically used in the hospitality and tourism industry. The FOS course allows the students to acquire a technical vocabulary, as well as a certain register of a profession. The student is then equipped with a real advantage for his future job (Keyong & Vandeveld, 2008).

From the current interview to the lectures and employees, there was a missing link between classroom learning and real-life situation. It roughly means that the materials taught in the class are rarely related to the tourism and hospitality working field. The syllabus and teaching method concentrate merely on grammar leading to the poor performance of language showed by the students, especially in speaking skills that are significantly needed in the hotel services. Other factors that might be related to this situation are the insufficient resources available as well as limited speaking practice opportunities for the students in a large classroom.

In order to appropriately meet the needs of students in the tourism and hospitality program, and further applicable to the area of workplace later, it is essential to conduct a need analysis as the important preliminary step of LSP approach. As noted by Richard (2001), needs analysis is a foundation to develop a curriculum and language teaching program. Hutchinson & Water (1992) also adds that needs analysis is the basis of 'necessities' and 'wants' to classify between what the learners have to know and what the learners feel they need to know.

The term needs analysis related to language teaching was firstly appeared in the 1920s and became popular in 70s and early 80s through some

of the major publications that were associated with teaching Language for Specific Purposes (LSP) (Balaei & Ahour, 2018; Rahman, 2018). Needs analysis or also called needs assessment is an integral part of language curriculum development. It provides the basis for lesson planning, syllabus design, materials evaluation and development, and instructional design and assessment. Generally speaking, it is considered as a starting point in Language for Specific Purpose development (Boroujeni & Fard, 2013; Elie, 2011; Malicka, Gilabert Guerrero, & Norris, 2019)2002. A well-conducted needs analysis can lead the language program to meets precisely what the students need (Serafini, Lake, & Long, 2015).

The study on needs analysis has attracted researchers and educators for many years. The importance and usefulness of such studies have been widely admitted. Richards (2001) stated that this study could be used for different purposes, for example: designing course materials (researches conducted by Alladin (2016), Alsamadani (2017); developing the supported learning media (Abdul Ghani & Wan Daud, 2018; Ripai, Wibawa, & Z Idris, 2018), etc. All these studies confirm the significance of needs analysis study in developing a language program.

Mohammed (2016) conducted research on the application of needs analysis in developing EAP materials showed that most of the business administration of EAP materials in Sudanese universities are not based on needs analysis bringing about the irrelevant formulation of the students' learning materials to the target situation needs. Need analysis is also primordial to be undertaken to meet the relevancy of course materials toward the students' needs.

Sothan (2015) conducted a needs analysis of 166 undergraduate students at Life University and 225 employers. The finding showed that there were some specific English language needs based on students' insights and employers' insights. The researcher suggested to revise the program considered did not match with students' needs. Alsamadani (2017) conducted a study on English need analysis for Saudi engineering students. The researcher also emphasized the importance of needs analysis as a vital asset for teachers of ESP to find out their learners' need and determine the areas in which there are lacking. Balai and Ahour (2017) conducted

a study to explore language skills needs among engineering students in the field of Information Technology computer science at Islamiz Azad University, Tabriz Branch. The study found that among four skills, reading is the highly needed skill followed by writing. The findings of the study may help the ESP designers to consider appropriate and suitable materials for the undergraduates. The research conducted by Mohammed (2016) reported most of the business administration EAP materials in Sudanese universities are not based on a needs analysis, which causes the materials are not relevant to the students' learning, and target situation needs. Need analysis is also primordial to do to meet the relevancy of course materials toward the students' needs.

There have been abundant researches related to the English language needs analysis for the hospitality and tourism industry undertaken. It can be understood since English is considered as *lingua franca* in tourism and travel context. Some studies related to this field, for example, Prachanant (2012) analyzing language use in the tourism industry. His findings revealed that speaking is the most important skill students have to control, compared with listening, reading, and writing. Moreover, Ma, Sarkar, & Sohail (2016) explored the English language needs in the hotel industry in Pakistan as an evaluation of existing teaching materials. The researchers emphasized that this need analysis is very important in the hotel industry in Pakistan, demanding highly developed communication skills in which the majority of students will probably work. Ramírez undertakes the most recent work done within this issue, Encalada, Zou, Erazo, & Holguin (2019), exploring English language skills required by the hospitality and tourism Sector in Ecuadorean context.

It is clearly seen that there have been inadequate explorations reporting the needs analysis of the French language for tourism and hospitality programs, more specifically in the Indonesian context. The most recent research done regarding this issue is done by Arsiyana (2019), putting forward the subjective and objective needs analysis of the French course.

Hence, the researcher is challenged to conduct a need analysis on french courses in a tourism and hospitality program as the basis of developing

syllabus and curriculum in the future. The purpose of this study, therefore, is to undertake a need analysis to asses the specific French language needs for Indonesian undergraduate students focusing on the area of hotel services especially in the front office's services and restaurant services in which majority of the alumni work by seeing students' view, lecturers' view, and professionals' view. In this regard, the following research question was posed:

“What are the French language needs of students of tourism and hospitality programs?”

II. METHODS

Participants in the present study were 120 students majoring in tourism and hospitality programs in Yogyakarta, Indonesia; 7 french lecturers; and 5 professionals working in five stars hotels in Yogyakarta. The sample was chosen based on a convenience sampling system, which gives a chance for participants to take part in this study. The targeted students were exposed to an intensive course of French language during their first year of a university career. This indicates that they were likely to be more aware of their needs.

This research followed the pragmatic paradigm (Creswell, 2012) and applied a mixed-methods approach for collecting and analyzing the data needed. The instruments of data collection used were interviews and questionnaires. The interview and the questionnaire questions were checked and tested to a group of colleagues for a validity check. Ambiguous questions were omitted following the comments of the colleagues.

The interview questions were piloted to the professional hotel as the practical insiders.

The main information obtained from the hotel professionals interview was used to formulate the questionnaires by following the work of Hutchinson and Waters (1987) arranged based on target needs and learning needs.

The questionnaires of professionals and lecturers were in the form of close-ended questions, composed of range questions, multiple-choice questions, and referred to the Linkert scales, while the questionnaire of students was a mixture of

closed-ended and open-ended questionnaires. An open-ended question was added as supplementary information that students thought necessary. Meanwhile, professionals and lecturers were interviewed related to their answers to the questionnaire.

The quantitative data were analyzed by using statistic descriptive, while qualitative data found from the interview that was recorded and transcribed for analysis. The quantitative data gathered from introductory questions were used to describe the participants' situation (e.g., gender, age, etc.). The information of target needs and learning needs were analyzed into three categories identified as "the proficiency level", "the importance level, and "the frequency level" that was derived by giving each category scores from one to four as indicated in Table 3:

Table 1. Response Scales

Scores	Importance level	Frequency level
1	Not important	Hardly ever
2	Less important	Seldom
3	Important	Often
4	Very important	Always

The number of participants was multiplied with its cores. Then, the results are divided by the number of participants in all categories. In the other side, the mean was calculated by using the formula below:

$$\tilde{x} = \sum \frac{fx}{f}$$

The mean score of participants' perceptions toward students' needs of french was then described by using the following scale:

1 refers to 0 - 0.50

2 refers to 1.15- 2.50

3 refers to 2.51 - 3.50

4 refers to 3.51 – 4.00

The data were presented by using a table to see the distribution of the level of frequency and the level of importance of french needs. The data obtained from the interview were added to support the quantitative data or to see the deep explanation of participants' perspectives.

III. RESULT

Findings

Findings of questionnaires and interviews emphasized the language needs of students of tourism and hospitality undergraduate program.

The language needs of students

The background and previous knowledge of participants

The participants of this study were categorized into students, lecturers, and professionals. Students were consisted of 36 male and 86 female (N= 120; age mean= 21). Lecturers consisted of 2 males and 5 females (N= 7, age mean= 31) from 27 to 34. Professionals consisted of 3 males and 2 females (N= 5, age mean= 37). The previous education of students was 109 in senior high school and 3 in diploma. The previous education of lecturers was a master's degree for all, whereas among professionals were varied (one of them had a master's degree, whereas two had bachelors' degrees, the rest had a tourism diploma). The selection of lecturers was grounded on the fact that they had direct contact with their students, and they could provide useful information about their students' needs of french, which can be useful for defining the goals and specific objectives, of course. The selection of professionals was due to the fact they know better what language needs are required in the area of the workplace. The mean duration of the work of professionals was 12 years.

Based on the data collection, it was found that 96 % of students were in the beginner/false beginner (A1-A0) level, where they only know few words in french, and 4 % were at the elementary level (A2). While for professionals, 40 % were at the intermediate level, while 60 % were in the elementary level (A2). On the other hand, 74 % of lecturers were in the upper intermediate level (C1), 26 % were at the intermediate level (B2).

In the regard of participants' perceptions of the french language level the students should achieve, it was found that 66 % of students expected their french language level was in the intermediate level (B1), while 29 % of students expected their french language level was in the elementary level (A2), and 5 % expected their french language level was in the upper intermediate level. To find out the the

level of french language competence needed by the employees at the hotel, the professionals were also asked. 80 % of professionals chose the intermediate level option, and 20 % chose the elementary level option.

Participants' perception of the level of importance of french course

The first question of the questionnaire was concerned with the participants' perception of the french course in the tourism and hospitality undergraduate program. Most of the participants realized that the french course is essential for tourism and hospitality undergraduate students, as indicated in Table 2.

The table above shows that most of the students (70 out of 120 or 58 %) chose "important" to describe the importance of french course given in the undergraduate hospitality program, whereas lecturers and professionals chose "very important" (lecturers: 5 out of 7 or 71 %; professionals: 4 out of 5 or 80 %). The total average is 3.1, which describes that the French course is at an important level.

Most of the students chose the "important" category of the necessity of french course in the tourism and hospitality program because they thought that french is a supplementary language after English that can support their future career as indicated by the following students in the questionnaire comment.

Student 6: *Menurut saya Bahasa Prancis merupakan bahasa pilihan kedua setelah Bahasa Inggris yang penting dikuasai apalagi kita sebagai mahasiswa hospitality yang nantinya rata-rata akan bekerja di industri perhotelan dan pariwisata.* (I think french is the second choice of a foreign language to learn after English, especially for us

as the hospitality undergraduate students who later most of us will work in the tourism and hospitality industry.)

From professionals' insight as the practical insiders thought that french is "very important" to learn for two reasons. *First*, mastering french can be helpful to serve french-speaking tourists who can not speak English well and *second* as the hospitality strategy to serve french-speaking guests who were considered more respectful to the one serving them in french as indicated by the following professionals in the interview excerpt:

Professionals 3: *"Tentu saja penting sekali.....Saya bisa bahasa Prancis, dan itu sangat membantu saya. Saya pernah ditarik ke bagian resto sama teman saya karena ada tamu Prancis minta penjelasan mengenai menu dan Bahasa Inggris sangat minim sekali. Tahun pertama saya bekerja di hotel saya sering menemui tamu Prancis yang tidak dapat menggunakan Bahasa Inggris terutama tamu yang sudah berusia, kalo sekarang sudah banyak berubah orang-orang Prancis teruma yang masih muda dapat berbicara Bahasa Inggris. Namun ketika kita dapat menggunakan Bahasa Prancis walaupun muma menyapa mereka dengan kata bonjour saja mereka sudah senang sekali."* (Of course French is very important... I can speak french and it's very helpful. I was once drawn to the restaurant section with my friend because there were French guests asking for an explanation of the menu and their English was very poor. The first year I worked at the hotel I often met French guests who could not use English, especially guests who were already old, if now it has changed a lot, the young French people can speak English. But being able to speak French even though only greet them with the word *bonjour* they are already very happy.)

Result of above table emphasizes that french

Table 2. Perceptions of the level of french course

Participants	French Language Skills				N	Total
	Not important	Less Important	Important	Very Important		
Students	0	24	70	26	120	3.2
Lecturers	0	0	2	5	7	3.7
Professionals	0	0	1	4	5	3.8
Total	0	24	73	35	132	3.1

course is urgently needed in tourism and hospitality undergraduate program to support students' future career in the hotel. Mastering french was considered as the hospitality strategy of gaining the satisfaction rating from french guests.

Participants' Perceptions of the purposes of the french course given in the hospitality program

The purpose of this section is to identify the main purpose of french language teaching given to the undergraduate hospitality program. As Richards (2008) states that it is important to clarify the purpose of the language program before starting the class. The purposes of the french class for tourism and hospitality undergraduate program are shown in Table 3.

Table 3, the majority of the participants chose "supporting future career" option as the objective of the French course (students: 48.1 %, lecturers: 80 %, and professionals: 80 %). The "interacting with foreigners" option was ranked as the second choice most preferred by participants (students: 44.2 %, lecturers: 20 %, and professionals: 20 %).

This finding showed that the French language plays an important role in the career of hospitality professionals to give a good service and satisfy french guests. However, from the professional interview, there are only few staff who can speak french. When asked about the availability of french training in the hotel, only one of them got training in the hotel several years ago, and the program has been stopped. The rest received language training when they were studying. This reveals that college is the appropriate place to develop the students' French language.

Participants' Perception of Major language Functions, and Communicative Activities Needed to Integrate into the French Course

The five professionals were interviewed about the division of hotels that may need a foreign language when conducting their important tasks. From the interview, it was found that there is two-division who frequently have guests-contact i.e., front-line division and restaurant division. The professionals also were asked about the main duties engaging foreign language proficiency that later was formulated in the questionnaire items, as indicated in table Appendix 1. It shows the participants' insights into the important language functions needed to give to undergraduate students of tourism and hospitality program. The items of the language functions were formulated based on their language needs to carry out their duties in the hotel setting.

Participants' Perceptions about the Most Important Language Skills

The main purpose of the questions is to identify the participants' perceptions of the need for language skills. There are four important language skills in learning foreign languages, i.e.: listening, speaking, reading, and writing. Among the four skills, speaking skill is considered as the most important one, especially for the hospitality program. Most of the students tend to reflect their success in learning languages by evaluating their improvement in spoken language proficiency, as stated by Richards (2008: 19). The data of this research also prove it. Most of the participants realize that speaking skill is the most important among the skills as illustrated in the Table 5.

Table 3. The purposes French Course at Hospitality Program

	Students	Lecturers	Professionals
Persuing advance study	7.7 %	0 %	0 %
Supporting future career	48.1 %	80 %	80 %
Interacting with foreigners	44.2 %	20 %	20 %
Present study	0 %	0 %	0 %

Table 4. the importance level of french language skills

Participants	French Language Skills			
	Listening	Speaking	Reading	Writing
Students	3.6	3.8	3.3	3.0
Lecturers	3.6	4	3.6	3.2
Professionals	3.6	4	3.2	2.2

As table 4. shows, most of the participants rated the four french language skills as relatively important. The speaking skill was ranked as the most important skills among others; students (M= 3.8), lecturers (M= 4), and professionals (M= 4), followed by listening (overall M= 3.6), and writing ranked as the least important.

The students and lecturers realized the importance of speaking skills for supporting students career in the future that will mostly need speaking skills to interact and serve the guests speaking french as indicated by the following interviews:

Student 5: “*Keterampilan berbicara dan mendengarkan itu menurut saya sangat penting karena tujuan belajar bahasakan agar dapat berbicara dan mendengarkan lawan bicara. Apalagi nanti kemungkinan di dunia kerja sering berinteraksi dengan orang asing.*” (I think speaking and listening skills are very important because the reason we learn foreign language is to be able to communicate and listen our interlocutor. Moreover later, in the working situation we will interact with foreigners more often.”

Lecturer 1: “*Semua keterampilan penting, tapi yang paling penting itu tentu saja keterampilan berbicara. Keterampilan lain digunakan untuk mensupport speaking skills mahasiswa. Sesuai dengan jurusan mereka, kita memang seharusnya mempersiapkan lulusan dapat berkomunikasi dengan baik dalam bahasa asing.*” (actually, all skills are important, but the most important skill, of course, speaking. The other skills aim to support their speaking skill. Related to their major they are in, we should prepare them to be able to communicate well in foreign language.

The answers of students and lecturers were supported by professionals that speaking skills are very needed in work area, as indicated by following professional interview excerpt:

Professional 1: “*Speaking skill merupakan keterampilan berbahasa yang paling sangat dibutuhkan bagi mereka yang ingin bekerja sebagai hotelier, bisa dikatakan wajib dikuasai. Apalagi yang ada guests’ contact-nya, seperti front office dan Resto, karena tugasnya melayani tamu*”. (Speaking skill is skill that is very needed for who want to be a hotelier, we can say it is a must. Moreover for those who work in the area who has

guest-contact more often, such as front office and restaurant”.

This finding showed that speaking skill is the most important skill, followed by listening skill, needed in the hotel, specifically in the front-office division and restaurant division. This finding is in line with a previous study (Masoumpanah & Tahririan, 2013). This can be understandable because interacting with the guest is an indispensable part of front-office employees and restaurant employees.

IV. DISCUSSION

This study aims to explore the French language needs of the tourism and hospitality undergraduate program by regarding the perspectives of 120 students, 7 lecturers, and 5 practitioners in Indonesia. French for tourism and hospitality program is intended for all students to acquire knowledge in French for their training or professional development. It allows them to deal with common situations in the tourist field and to better master the communication skills. It corresponds to French-language training content for staff working in the tourism and hotel industry. According to Larsson (1992: 54), the goal of French tourism is “to train competent personnel for the tourism industry which, as we know, is constantly growing in economic and social importance”. In this research, we propose an example of an analysis of the language needs of learners in the field of hotel services.

Based on Mangiante & Perpette (2004), in conducting needs analysis, the first step that must be done is identifying the category of the learners to which the program is destined. French course provided for the undergraduate tourism students is a compulsory rather than an elective course. The French course is given in the second semester at as many as 3 credit units with 36 hours. From the findings above it was known that most of the participants of the french class learn french for the first time in the class, and they also have less exposure to French. The students only get french for only one semester. To achieve the intermediate level, according to *the Alliance Française* guideline, the learners need at least 360 - 400 hours. That means the duration of learning is still lacking.

Based on the research of french need analysis conducted by Elie (2011) for the tourism

program in the Jordanian University context, the researcher suggests that the duration of learning is eleven months with 480 hours. There are two steps proposed. In the first semester, the learners learn basic french, and then the second semester, the learners learn intensively french related to tourism. The learning program of language for a specific purpose is important since its objective is to acquire as quickly as possible a communication skill to make learners able to behave adequately in the various communication situations related to a given domain (Elie, 2011). That means the french course program can be designed based on the urgency needed in the hotel context.

Based on the interview conducted to the practitioners in the hotel, there were two jobs in the hotel context need the most foreign language mastery i.e., receptionists and waiters. Those are certainly having guest-contact frequently. The hotel receptionist job is one of the most important services at the hotel which handles the sale of a room stock; check-in and check out of guests, creating and managing guest cards, any information that interests the guests; preparation of payment documents for services and final settlements with guests; coordination of all types of services provided to guests (Oleg, Dmytro, Oleksandra, & Volodymyr, 2018) whereas the tasks of waiters are providing excellent wait service to ensure satisfaction; taking customer orders and delivering food and beverages; making menu recommendations; and answering questions of the guests.

Concerning the communicative activities chosen by participants. We can see oral communication was considered the most important. There were 11 topics chosen by participants. From the information given in Appendix 1 there are 11 topics rated as "very important" by participants are from 3.6 to 4. The topics were rated very important as follows:

1. Greeting, welcoming, & offering assistance to guest (M = 3.9)
2. Mentioning guest's name (M = 3.7)
3. Responding guest reservation' request (M= 3.7)
4. Informing room rates (M = 3.9)
5. Saying farewell (M = 3.9)
6. Confirming guest's reservation (M = 3.8)
7. Explaining menu (M = 3.8)
8. Responding to guest' complaint about food (M= 3.7)
9. Explaining directions (M = 3.9)
10. Informing time (M = 3.7)
11. Informing tourism destination (M = 3.9)

These data also show differences in the significance of language use according to the students, lecturers, as well as practitioners. According to the students, responding to the guests' requests, reservation, listening to the guests' orders, and reading the reservation note are some of the most important things, among the others, that they have to learn. Meanwhile, it is known that the practitioners generally agree that the topic of reservation in French is not quite important. It is because the reservations for the french-speaking guests are often taken over by the guests' travel agencies, moreover, if the guests' have to make a reservation by themselves, they usually speak English rather than French.

More specifically, the findings of this research are projected to have positive impacts on French course design in a hospitality school Indonesia. This is, again, due to the lack of literature on French language needs for tourism and hospitality students undertaken based on what the students, lecturers, and employers perceive in the real fieldwork situation. Therefore, The result of this study can help both of course designers and syllabus designers to prepare French class, specifically French for tourism and hospitality program. In addition, it is also expected to provide a new insight to develop the materials that fit with the students of tourism and hospitality needs. Aside from these, this research will eventually contribute to the improvements in students' language skills because what students need in future work has been clearly defined.

It is important to note that this research can be explored further to maximize its impact, especially to the use of the instruments. It is because this research only used questionnaires and interviews as the instruments to collect the data due to the limitation of the time frame of the research. Further research, thus, can extend the data gathering instrument through observation of dialogues between hosts and french tourists in the actual context as experienced by the receptionist as well as the restaurant department.

Furthermore, this research only defined the skills and the topic needed by tourism and hospitality students as well as their general purpose in learning the French language. To get more specific information concerning the French language needs for this particular field program, other aspects also need to be analyzed. These aspects include the linguistics components compulsorily needed by the students, i.e., vocabulary, grammar items, the important common expression used in the hotel context, and the students' learning preferences. The consideration of these aspects inevitably provides many delicate findings.

V. CONCLUSION

The present study was conducted to analyze the French language needs of students of tourism and hospitality program. The finding based on the views of students, lecturers, and professionals. Based on the findings, it is concluded that students of tourism and hospitality programs have specific needs of French. They need a particular language

or registers that are needed to perform some hotelier tasks. The analysis of the data revealed that the French language was one of the significant foreign languages, besides English, that needed to be learned by the students to have a good carrier in the hospitality and tourism industry in the future. Along with that fact, speaking was considered as the most important language skill, among the other skills, which have to be developed by the students. Moreover, the ideal teaching materials urgently needed to be developed within this context were those equal to the intermediate level. The findings of this study were expected to have a further contribution to the development of comprehensive teaching syllabuses, materials, as well as lesson plans for French-language classrooms in the tourism and hospitality program.

Acknowledgment

The authors would like to thank the financial support provided by the Ministry of Research, Technology, and Higher Education of Indonesia through Penelitian Dosen Pemula (PDP) 2019.

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BIOGRAPHY

Marliza Arsiyana, M.Pd., earned her bachelor degree in French Language Education at State University of Yogyakarta in 2012. In 2013, she continued her graduate study in Applied Linguistics at the same university, specifically Foreign Language Education. Now, she teaches French at STIPRAM and other universities. Her interests are on language materials development, reflected on her thesis in bachelor degree entitled “French language worksheet for senior high school students based on the character education”. In 2019 she got research grant from DIKTI with the title “French and english needs analysis for hospitality program. In 2020, She got the second research grant from DIKTI with the title “the developpement of french language materials based on needs analysis”.

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Appendix 1. Students' need of French language skill usage

Communicative activity	Students	Lecturers	Professionals	Average	
Speaking					3.7
1. Greeting, welcoming, & offering assistance to guest	3.7	4	4	3.9	
2. Mentioning guest's name correctly	3.4	3.7	4	3.7	
3. Responding Guest reservation' request	3.8	3.6	2.8	3.4	
4. Explaining hotel's facilities	3.7	3.3	2.8	3.2	
5. Apologizing for unavailability of room	3.8	3.3	2.8	3.2	
6. Informing room rates	3.8	3.9	4	3.9	
7. Saying farewell	3.6	3.9	4	3.9	
8. Confirming guest reservation	3.8	4	3.6	3.8	
9. Explaining menu	3.8	3.7	4	3.8	
10. Responding to guest' complaints about food	3.4	3.7	4	3.7	
11. Apologizing for guest' dissatisfactions	3.4	3.6	3.6	3.5	
12. Explaining directions	3.7	4	4	3.9	
13. Informing time	3.4	4	4	3.7	
14. Informing tourism destination	3.7	4	4	3.9	
Listening					
1. Guest's inquiry	3.6	3.3	3.4	3.4	3.5
2. Guest's order	3.6	3.3	3.6	3.5	
3. Guests complaint	3.4	3.3	3.6	3.5	
Writing					
1. Writing a confirmation e-mail/letter for reservation	3.1	2.4	2.6	2.7	2.8
2. Responding Guest's complaint on website	3.4	2.6	2.6	2.9	
Reading					
1. Letters of reservation	3.6	2.4	2.6	2.9	2,8
2. Complaint letter	3.1	2.4	2.6	2.7	
0 - 1.5 = not important		2.6 - 3.5 = important			
1.6 - 2.5 = less important		3.6 - 4 = very important			