

# **A NEEDS ANALYSIS IN LEARNING ENGLISH FOR AIRLINE STAFF PROGRAM**

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## **ABSTRACT**

Needs analysis is necessary for the institutions to design or develop the English curriculum to find out a set of competencies needed by the students. Needs analysis to find specific needs for the students in the institution may direct the institution to an English program called English for Specific Purposes (ESP). This study was aimed (1) to find out the students of Airline Staff Program need in learning English at International Tourism College and (2) to investigate in what extent the existing English syllabus appropriate to the students' needs. A purposive sampling technique was used to choose the sample. The subjects were 71 students of Airline Staff Program, the lecturer and the manager of International Tourism College. The instruments were close ended-questionnaire, documentation, and interview guide. The collected data were analyzed and interpreted through qualitative and quantitative procedures, by using data reduction, presentation, verification and conclusion drawing. The first finding showed that students need to learn English because English is an international language that is used at airline industry. The students need to learn four skills; speaking, listening, reading and writing. However, communication and speaking skill are the main priorities skill for them. The second was from documentation. It is found that the syllabus is appropriate with the students' need related to duration of the course, material, and context. The study also showed some aspects of teaching material should be upgraded in developing a communicative syllabus. Finally, by analyzing students' need helped teachers and institution in designing an appropriate syllabus.

Keywords: *students' needs, appropriateness, and syllabus design.*

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## **INTRODUCTION**

Needs analysis emerged in the 1960s through the ESP movement and increasingly began to be employed in the language teaching by applied linguists since its emergence. Needs analysis was also known as a necessary phase in planning educational programs as the demand for specialized language programs grew from that time, such as English for science, business, and medicine (Richards, 2001, p. 51). In Indonesia, the English subject in some non-English departments of higher education has shifted from General English Course to English for Specific Purposes Course such as English for Law, English for Chemistry, English for Technical, English for Business, English for Tourism, English for Islamic Studies, and other ESP topics (Kusni, 2007, p. 64). Thus, by having information of what learners' need, the language they learn will be appropriate to learners.

Regarding to the issues above, the writer had done the preliminary study at International Tourism College (ITC), Banda Aceh, it has noticed that students in the academic year 2014-2015 were less proficient in English and they did not used English effectively at their work place. The view was based on preliminary discussions with manager of the institution, 2 English teachers and 2 students of airline staff and 2 alumni of airline staff study program, who graduated from the ITC and have been working in the aviation field. They thought that the students completed their study without gaining any enough benefit from the English subjects they took in the institution.

Having said that, it is necessary to realize the perceptions of the students and teacher in order to find out what they really need in learning English subjects that can support their job in airline.

In line with the issues above, the studies on needs analysis for ESP course were varied in the context of business, science and technology, health, and arts (Rodis et al., 2011). In Indonesia, there were also some research studies of needs analysis and ESP in the context of business, science and technology (Hardiningsih et al., 2012) and in the context of Islamic studies conducted by Zuniati (2010) in terms of course book development, Sucipto (2010) in terms of syllabus development, Meisuri (2009) in terms of the relevance of English materials to the students' needs, and Kurniadin (2008) in terms of the use of specific English textbook to Islamic Studies students.

Considering the discussions above, the researcher believes that need analysis can assist students in learning English based on their needs. For

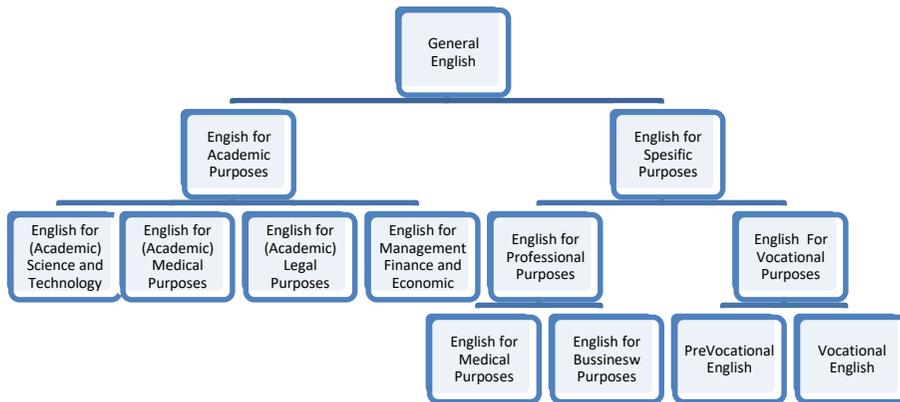
this reason, the researcher is interested in finding out the students of Airline Staff Program need in learning English at International Tourism College and investigating in what extent the existing English syllabus appropriate to the students' needs for Airline Staff Program.

## **LITERATURE REVIEW**

### **History and development of English for Specific Purposes (ESP)**

English for Specific Purposes or ESP has ascended as a single field in the 1960's. The advancement of ESP has come to fruition in light of various occasions like the second world war in 1945, the quick expansion in consistent, the improvement of science and development, the extended usage of English as the worldwide tongue of science, advancement and business, the extended money related impact of certain oil-rich countries and extended amounts of overall understudies considering in UK, USA, and Australia. Hutchinson and Waters (1987) state that in ESP context, the results of the verifiable events came about because of various individuals over the globe who needed to learn English language because of the key language for the fields of science, technology and commerce. The development of English for Specific Purposes (ESP) training improvement came to fruition on account of the English language needs of the students for specific purposes according to their reasons for living or set of working duties. Since the new years in the 1960s, ESP has transformed into a fundamental and imaginative activity inside the Teaching of English as a Foreign or Second Language improvement (TEFL/TESL) as depicted by Howatt (1984).

The definition that Dudley-Evans and St John (1998) offer is unmistakably impacted by that of Strevens (1980) and they have included more factor qualities. Their division of ESP into total and variable qualities, specifically, is exceptionally useful in settling contentions about what is and isn't ESP.



**Figure 1. ESP Classification by Professional Area (Dudley-Evans & St John, 1998, p. 6)**

By understanding the figure, English Specific Purpose for Airline Staff is a part of English for Professional Purposes. Students of Airline Staff Program learn the English subject is to support their work at airline after finishing their study at International Tourism College.

**Similarities and differences between English Specific Purpose (ESP) and General English (GE)**

ESP can be viewed as a special and specific edition of EGP that incorporates practical linguistic skills to enable students for the successful performance of professional tasks (Potocar, 2002). However, EGP provides basic knowledge and skills of English language at a school level where the occupational/professional and higher educational orientations of the students are not defined properly. The main goal of introducing ESP in various non-native /international settings is to equip learners with necessary English language skills to face their practical situation communication challenges in their future careers. As Holme (1996 cited in Potocar, 2002) suggests that ESP should help students to acquire necessary language skills to utilize their knowledge by combining work-related skills with personality development and sociocultural knowledge.

The specificity of ESP courses demands a teacher to adopt a different role and teaching strategy to transfer knowledge to his students. First of all, he/she has to identify learners’ needs that will, in fact,

determine the method, material and the level of language teaching (Robinson, 1991). ‘What distinguishes ESP from General English is an awareness of the need’ (Hutchinson and Waters, 1987, p. 53). So, it can be inferred that an ESP practitioner is almost a teacher of General English unless he understands and focuses upon the special needs of his/her students (Robinson, 1991). However, it is likely that specific linguistic knowledge and skills may be relevant and useful to more than one subject or profession (Holme, 1996). For example, skills required for communicative competence for different occupations may be similar (Potocar, 2002).

### **English Specific Purpose for Airline Staff**

English for Airline Staff can be considered as a specific sub-branch of ESP. What distinguishes English for Airline Staff for other ESP sub-branches is that English for Airline Staff has its own set of airline staff discourse. Based on the figure 1; ESP Classification by Professional Area (Dudley-Evans & St John, 1998, p. 6), English for Airline Staff is a part of English for Professional Purposes.

English for Airline Staff refers to some words and phrases which have been developed to describe the procedures at work, the communication, and passengers’ services. It focuses on building sector specific vocabulary, aviation industry based on English skills, such as reading, writing, speaking and listening and cross-cultural awareness related to the airline staff sector and its practices. For example, handling complaint of passenger, giving information, navigation, time duration and schedules, cargo, materials and fire, cabin crew, landings, meteorology, aerodromes, and security.

### **Needs Analysis (NA)**

An effort to know needs of a group of learners to learn English is called a needs analysis or needs assessment (Morales, et al., 2010, p. 47; Ellis, 1994, in Hossain, 2013, p. 18). Needs analysis (NA) is an information gathering process. Its rise in language planning can be followed back to the 1970s and its boundless expansion in the area is owing to its adaption by The Council of Europe's modern language project (Nunan, 1988). Tudor, (1996) opines that the advancement of an impression of need in communicative language teaching (CLT) in the 1970s had an across the board impact on needs analysis work.

NA is considered as a fundamental central of ESP (Robinson, 1991) and the vast majority of the data on NA at first originated from ESP

(West, 1994). This is because of the way that a NA approach is more valuable when students' needs are connected to a 'discrete arrangement of informative circumstances' (Tudor, 1996). Truth be told, in General English instructing, each language skills; listening, reading, speaking, and writing, are focused on similarly. However, in ESP it is a requirements investigation that figures out which language skills are most required by the students, and the syllabus is planned appropriately.

### **Need Analysis Today**

A needs analysis shows up in English language learning and educating to address particular issues of English picking up concentrating on certain particular needs by and large known as English for specific purposes (ESP) and professional programs (Richards, 2001, p. 51). Richards (2001, pp. 51-53) discusses a needs analysis in ESP and professional projects, as well as in more extensive feeling of English language getting the hang of, incorporating learning in EFL setting which is general English. Directing a need analysis for particular purposes as indicated by Brown (1995, p. 35) isn't generally new, however it has been casually led for quite a long time by educators who needed to evaluate what dialect indicates their understudies require learn. As of late, the pattern to direct a need analysis for particular purposes keeping in mind the end goal to determine the learning content that address the issues of the students is expanding (see Tarone & Yule, 1989; in Tzotzou, 2014). The patterns got from a move of English learning and teaching (ELT) from teacher-centered into learner-centered approach (Hossain, 2013). In learner-centered approach, needs analysis is the initial step to do by an educator before directing a guidance (Richards, 1984).

### **The Role of Syllabus**

Some experts say that a syllabus is an instrument which can help the learners to arrive at the objective effectively. A syllabus also becomes a clear guideline for a teacher to make a lesson. It describes the progress of teaching and learning activity. In addition, Hutchinson and Waters (1987) say that a syllabus does not only show the teachers and students their learning destination but also how they can reach their goal. Having a syllabus in fact, is something unavoidable for teachers.

The communicative syllabus gives more deliberate consideration regarding the communication needs of the students (Munby, 1978). This sort of syllabus is typically centered on communication in confined

setting, for example, English for Specific Purposes. Furthermore, a great syllabus should give prudent viewpoints in time and cash. This implies the setting of guidance must be arranged and the substances of the syllabus are produced in light of the commonsense imperative of some random circumstance. The students will take in more proficiently if the learning track is in a decent structure and in the event that it isn't, the students won't have the capacity to achieve their objective in the planned time.

The syllabus being developed is an ESP syllabus which can be used for Airline Staff students. This syllabus should cover the students' need. With a specific end goal to deliver such syllabus, a few hypotheses of syllabus by Richard and Alexander (1996) will be utilized as the premise of the substance of the syllabus. In the interim, Yalden's thoughts (1987) will be utilized as the premise of syllabus advancement. Richard and Alexander (1996) propose various syllabus choices that give accentuation on speaking expertise. They are:

1. Situational means that the syllabus will be sorted out around various circumstances and the oral aptitudes required in the oral working circumstance.
2. Topical means that the syllabus will be produced in light of various subjects and talk in various circumstances.
3. Functional means that the syllabus will be produced in view of the language function normally utilized in the genuine working circumstance.
4. Task-based means that the syllabus will be sorted out in light of various task and exercises that the students will perform in English.

### **The Communicative Syllabus**

Yalden (1987) proposes an elective method for taking a gander at an communicative syllabus, and indicates ten fundamental parts:

1. A consideration is about the function for which the learners suppose to obtain the objective language.
2. An idea of setting in which they want to use the target language.
3. The role of the learners in using the target language as well as the roles in social interaction.
4. The communicative events in which the learners participate.
5. The language functions involved in these events, or what the learners need to be able to with or through the language.
6. The notions involved or what the learners need to be able to talk about.

7. The skills involved.
8. The variety or varieties of the target language that will be needed, and in the level in the spoken and written language which the learners will need to reach.
9. The grammatical content that will be needed.
10. The lexical content that will be needed.

Yalden has made an amazing commitment, which licenses one to join every one of the ten segments in a syllabus that is more communicative than one which can't consolidate these segments. The cases Yalden (1987) makes is that the ten segments mull over everything which is required to ensure real communication.

### **Need Analysis and Syllabus Design**

It has been shown that learners have their own, internal needs in addition to the external demands imposed by the teaching institutions, which complicate the issue of interrelated needs, wants and lacks. Teachers are not authorized to prolong or shorten the scheduled courses, but they can foster their students' language skills by employing more effective techniques and encouraging learners to plan their learning by setting realistic aims.

For successful ESP taking in, the consolidation of learners' future needs – what is known as „real world“ needs – and the advancement of student capacity to exchange language information to novel circumstances, together with the use of obtained skill, all things considered, communication are thought to be essential parts of ESP syllabus. This is the reason needs analysis has centered throughout the previous thirty years on learners' informative needs. It has by and large been acknowledged that an underlying pre-course needs analysis can go for setting up the structure and substance of a language course.

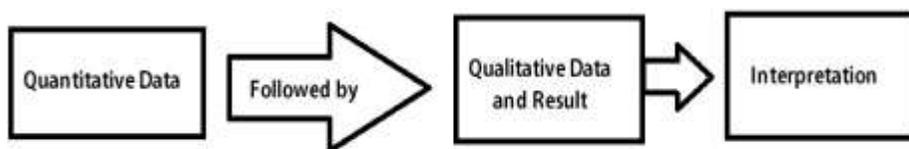
Taking everything into account, need analysis is the critical part in outlining syllabus. The syllabus originators must think about the students' need as their objective of educating. On the off chance that the syllabus doesn't meet the understudy needs, it must be renovated.

### **RESEARCH METHODOLOGY**

This research was a case study at LKP International Tourism College, Banda Aceh. The case is based on the general assumption that English language teaching at the academy or university level is

considered ESP. The study intends to create a bridge of gap between what students' need and what the institution teaches in classroom.

This research method used in this study was mixed method which is combined quantitative and qualitative method. Furthermore, the type of mixed method design used in this study was sequential explanatory design in which quantitative data will be collected first, and depending on its results, qualitative data are gathered to elucidate, elaborate on, or explain the quantitative findings (McMilan & Schumacher, 2010). The model of sequential explanatory model can be visually seen as follows:



**Figure 2. Research Process in Sequential Explanatory Design (McMilan & Schumacher, 2010)**

In this study, the quantitative data was first gathered and analyzed to find out the students of Ailine Staff Proram need in learning English at International Tourism College. Futhermore, the researcher continued to collect and analyze the qualitative data to investigate in what extent the existing English syllabus appropriate to the students' needs for Airline Staff Program.

### **Data Collection**

There were three kinds of instrument that used in this study. They were questionnaire, document and interview guide. The data from questionnaire, document and interview were collected by following some techniques.

The questionnaire was adopted and modified from Albassri (2016) and distributed to 71 students of Airline Staff Program of International Tourism College. Before distributing the questionnaires, permission was obtained from the coordinator of study program of English Education of teacher training and education faculty. After obtaining the approval letter, the researcher submitted the letter to International Tourism College. After getting permission from the manager of International Tourism College, the researcher made an appointment with 15 students who lives in Banda Aceh for conducting the questionnaire. The rest number of students, they could participated by answering the questionnaire on a link for Google form which was shared by admin of

International Tourism College in What's Up Group, Facebook Group, and other social networks. However, the researcher also contacted them who did not get information of this study. Thus, the researcher could distribute to all participants of this study.

A selected authentic document from institution was collected in order to be analyzed for the purpose of finding out the conformity with students' needs. The main documentation was an existing syllabus. Beside the syllabus, some other documents were also obtained from the academic management. In qualitative research, personal or official documents can be used as data because they can provide access to understanding the subject matter being studied (Bogdan & Biklen, 1997).

The researcher got the syllabus from the academic of International Tourism College. Before obtaining the syllabus, the researcher informed to the manager that he needed the syllabus as a data collection in this study. The syllabus would help the researcher to find out the second objective of this study.

The last instrument was interview. The interview is a technique that was used for obtaining additional information. Two interviews were conducted in this study: one was with the English teacher who teaches English for Airline Staff and the other was with the manager of International Tourism College.

### **Data Analysis**

The data obtained from the questionnaire were analyzed by using simple descriptive statistics. The questionnaires were distributed for the purpose of finding out the students' needs towards English learning in the academy. The percentage system was formed as mentioned in Sudjana (1998, p. 67), and the formula is:

$$P = \frac{F}{n} \times 100\%$$

Explanation:

P = Percentage

F = Frequency of responders

n = Number of sample

100 = Constant value

The data obtained from document was analyzed to obtain all the components of the exciting syllabus. Next, the researcher compared the

syllabus to the students' need from the result of the questionnaire. By comparing the teacher's syllabus and students' need, the researcher could find out in what extent the existing English syllabus appropriate to the students' needs for Airline Staff Program. The detailed description of the findings is presented in the following chapter.

The data obtained from the interview in this study was to strengthen the data from questionnaires and documents. The data from interview was analyzed by using Miles and Huberman (1994) model. There are three current flows of activity: data reduction, data display and conclusion drawing/verification. In this research, these three stages were carried out by the researcher to analyze the data collected from the interview. They are:

1. Data reduction

In this part, the researcher sorted out the relevant related to the purpose of this study. In the other words, the unrelated or unnecessary statement from the students was eliminated by the researcher.

2. Data transcription/display

After data reduction, the researcher then displayed the related data in the form of narration. Moreover, the researcher selected some relevant information as a representative by directly quoting the manager and teacher's statements.

3. Conclusion drawing/verification data

Conclusion is the final step of the data analysis in this study. At this step the researcher drew the conclusion based on the data that had been selected and displayed.

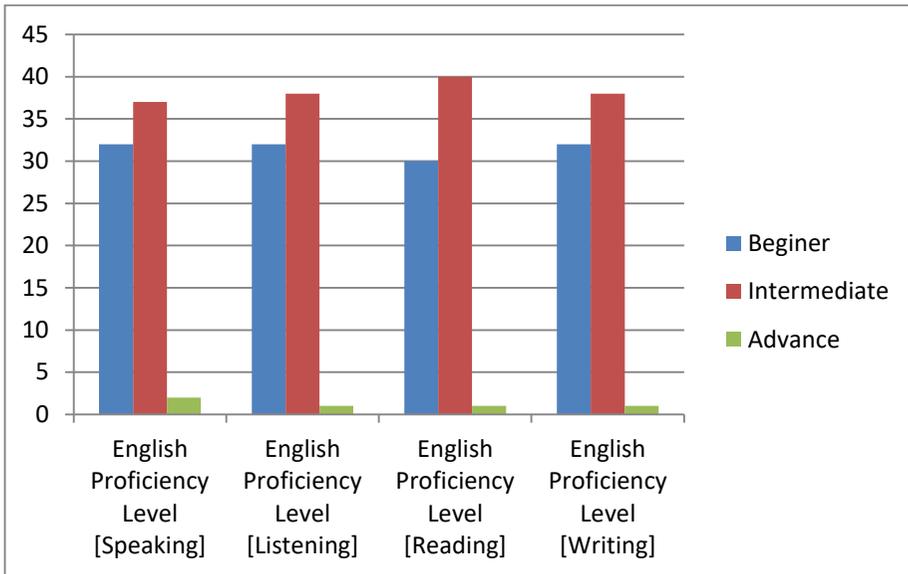
## **RESULTS AND DISCUSSIONS**

The research was held from July 17th to 22nd, 2018. The total number of participant was 71 participants. There are 15 students and 56 alumni of Airline Staff Program, an English lecturer and a manager of International Tourism College. After collecting data, the researcher conducted analysis to find out the research objectives.

### **The students of Airline Staff Program need in learning English at International Tourism College**

To answer research question 1 regarding the data about the need of student of Airline Staff Program in learning English, the researcher distributed a questionnaire to students and alumni by sending them a link to access online platform questionnaire using google form.

The questionnaire consisted of 5 categories; (a) Learner’s attitudes towards English language learning, (b) Self Analysis, (c) Language Skill; Reading/ Speaking/ Writing/ Listening, (d) Duration of the course, (e) Aspect of English Language Need. The data of the student need in learning English can be seen in figure and table below.



**Figure 3. General information about respondent.**

From Figure 3 above, it showed that the majority of students’ ability at airline staff is intermediate level. Then, the skill that students master more is reading skill.

**Tabel 1. Learner’s attitudes towards English language learning**

Scale	S1	S2	S3
Strongly Disagree	0.00	0.00	0.00
Disagree	0.00	0.00	8.45
Neutral	2.82	1.41	32.39
Agree	42.25	25.35	43.66
Strongly Agree	54.93	73.24	15.49

The first category including 3 questions related to the learners’ attitude toward English language learning. From the table above, it can be seen that there are 52 respondents (73.24%) out of 71 who chose strongly agree toward S2 (I learn English for Airline Staff because it is

an international language that is used at Airline Industry), 18 respondents (25.35%) responded agree, and only 1 respondent (1.41) who chose “neutral”.

Furthermore, pertaining to the statement “Taking English subject that focuses on “Airline Staff” is interesting”, 39 respondents (54.93%) chose “strongly agree”, 30 respondents (42.25%) responded “agree”, 2 respondents (2.82%) expressed “neutral”.

However, fewer students revealed “learning English for Airline Staff is more important than English for General Purposes (EGP)”. 11 respondents (15.49%) responded “strongly agree”, 31 respondents (43.66%) chose “agree”, 23 respondents (32.39%) chose “neutral”, and 6 respondents (8.45%) responded “disagree”.

**Language Skill: Reading/Speaking/Writing/Listening**

The second category of the questionnaire aimed at the investigating the importance of specific area language skills; reading, speaking, writing and listening. The intent purpose of these questions was to know which areas of language skills that most student need in learning English for Airline staff. For further explanation can be seen below for each language skills.

**Table 2. The areas of reading that I need in learning English for Airline Staff**

Scale	R1	R2	R3	R4	R5	R6
Strongly Disagree	0.00	0.00	0.00	0.00	0.00	0.00
Disagree	1.41	0.00	0.00	0.00	0.00	0.00
Neutral	9.86	21.13	22.54	18.31	0.00	0.00
Agree	25.35	45.07	47.89	45.07	4.23	5.63
Strongly Agree	63.38	33.80	29.58	36.62	95.77	94.37

Table 2 showed that reading passengers’ travel documents and Reading Passenger Handling Manuals (PHM) and Ground Operation Manuals (GOM) are the main priorities for the students of airline at 95.77% and 94.37%. Reading text was priorities for only 45 students (63.38%) out of 71 students. Reading article and reading newspaper were more important than reading magazine. About 36.62% and 33.80% chose “strongly agree” toward reading article and reading newspaper.

Meanwhile, there were only 21 students (29.48%) who considered reading magazine as their main areas of reading skill.

**Table 3. The areas of speaking that I need in learning English for Airline Staff**

Scale	S1	S2	S3	S4	S5	S6
Strongly Disagree	0.00	0.00	0.00	0.00	0.00	0.00
Disagree	0.00	0.00	0.00	1.41	0.00	0.00
Neutral	4.23	0.00	2.82	2.82	1.41	0.00
Agree	4.23	1.41	11.27	7.04	7.04	7.04
Strongly Agree	91.55	98.59	85.92	88.73	91.55	92.96

The intent of this question was to investigate the importance of various areas of speaking to the students. The percentage of students who selected “strongly agree” was as following: speaking to passengers, 98.59%; giving suggestion about tourist information, 92.96%; speaking to Air Traffic Control and Giving Direction to airport facilities and service, 91.55%; taking part in meetings, 88.73%; and speaking on the phone, 85.92%. Thus, from those results, it can be concluded that speaking to passengers is the most area mainly required by the students.

**Table 4. The areas of writing that I need in learning English for Airline Staff**

Scale	W1	W2	W3	W4
Strongly Disagree	0.00	0.00	0.00	0.00
Disagree	0.00	0.00	0.00	0.00
Neutral	9.86	4.23	1.41	1.41
Agree	18.31	22.54	12.68	5.63
Strongly Agree	71.83	73.24	85.92	92.96

Moreover, this question was to determine the comparative importance of areas of writing to students. The majority of students responded that “issuing airline documents” become the majority of their need in learning writing skill which is 66 respondents (92.96) out of 71 respondents selected “strongly agree”, Furthermore, followed by

“writing message for passengers” which is chosen by 61 respondents (85.92%).

**Table 5. The areas of listening that I need in learning English for Airline Staff**

<b>Scale</b>	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L5</b>
Strongly Disagree	0.00	0.00	0.00	0.00	0.00
Disagree	0.00	0.00	1.41	0.00	0.00
Neutral	18.31	2.82	18.31	1.41	1.41
Agree	39.44	25.35	45.07	4.23	1.41
Strongly Agree	42.25	71.83	35.21	94.37	97.18

This question examined the comparative importance for areas of listening skill. From the table, it showed that there are 69 respondents (97.18%) chose “strongly agree” toward listening to personal detailed and information of passengers. Furthermore, closely followed by “listening to announcement” 94.37%. Then, “listening to presentation in meeting” becomes the third position as their priority area of learning listening at 71.83%. However, fewer students responded “strongly agree” toward “listening to peer and “listening to lecturer” at 35.21% and 42.25% respectively.

**Table 6. Duration of the course**

<b>Scale</b>	<b>S1</b>	<b>S2</b>
Strongly Disagree	0.00	0.00
Disagree	2.82	2.82
Neutral	5.63	19.72
Agree	39.44	50.70
Strongly Agree	52.11	26.76

This question aimed at finding out about the duration time that the students in learning English at Airline staff program. From the table above showed most students considered “90 minutes of the time allocated to the course of English for Airline Staff is enough to me to use the language effectively”. There are 37 respondents (52.11%) out of 71 respondents selected “strongly agree”.

**Table 7. The aspects of English language that I need to focus on in the course**

Scale	S1	S2	S3	S4	S5	S6	S7	S8
Strongly Disagree	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Disagree	7.04	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Neutral	43.66	1.41	0.00	1.41	1.41	1.41	15.49	1.41
Agree	36.62	8.45	11.27	9.86	7.04	4.23	18.31	4.23
Strongly Agree	12.68	90.14	88.73	88.73	91.55	94.37	64.79	94.37

Concerning to the aspects of English language that the students need to focus on the course, most of students consider speaking skill and communicative skill as prominent aspect of the course that required by the learners. Table 5.1 highlighted 67 respondents (94.37) out of 71 respondents chose “strongly agree”. Then, closely followed by “listening comprehension” and “technical vocabulary” at 91.55% and 90.14% respectively.

**Table 8. The contexts of English that I need to learn in the subject of English for Airline Staff**

Scale	S1	S2	S3	S4	S5	S6
Strongly Disagree	0.00	0.00	0.00	0.00	0.00	0.00
Disagree	0.00	0.00	0.00	0.00	0.00	0.00
Neutral	2.82	0.00	0.00	0.00	0.00	0.00
Agree	5.63	1.41	2.82	5.63	2.82	4.23
Strongly Agree	91.55	98.59	97.18	94.37	97.18	95.77

The aim of this question is to know the context of English that students’ need to learn in the subject of English for Airline staff. From the table above showed that the majority of students chose “strongly agree” toward all topics. It means that students need to learn all topics asked in the questionnaire because the differences of the scores given by the students to all questions are almost equal. However, the topic they need more is about announcement (98.59%), then followed by flight information and check-in-service (97.18%). The third topic they need more is emergency/disaster (95.77%) and passengers’ complaint

(49.37%). In addition, 91.55% students respond “strongly agree” to the topic about weather.

### **The existing English syllabus appropriate to the students’ needs for Airline Staff Program**

After analyzing the data from questionnaire, the researcher analyzed the data from documentation by means of syllabus to obtain the data regarding to the investigation in what extent the existing English syllabus appropriate to the students’ needs for Airline Staff Program. The syllabus was design for student majoring at Airline Staff of International Tourism College as the guidance for the teaching and learning process. It contains learning target, goal of learning, teaching methodology, learning activities, assessment, attendance, references, course schedule, and teaching unit.

The first component in the syllabus is learning target. The syllabus is specially designed for the students of airline staff at ITC in order to help students to be able in learning English especially English for Airline.

The second component is goal of learning. The purpose of learning English for airline is giving a basic skill for professional candidate in order to able to communicate in English especially speaking in the context of flight industry. The learners will be taught how to communicate with passengers. At the end of the learning, the learners are expected to be able to master all situations related to the customer, understanding conversation between passengers and ground staff, and being able to implement the vocabularies and phrases in communication effectively. The goal of learning in the syllabus is the same as with the result of questionnaire related to the aspects of English language need by the students. The majority of students regarded communicative and speaking skill is the main aspect of their need in learning English of airline.

The third component is teaching methodology. The teaching methodology used by the teacher is the student-centered approach. The reason of using this method is to make students more active than teachers. Through this method, teacher can give students an opportunity to practice English language in the context of airline.

Furthermore, the fourth component is learning activities. There are some learning activities mentioned in the syllabus, are; asking students and instructors questions, class discussions, group discussions, pair

discussions, and listening to native speakers through CD's audio and video.

Moreover, the fifth component is assessment. The aim of giving assessment is to assess the ability of the students in understanding the task of flight attendants in the context of communication, understanding ground staff task in the context of communication, and being able to do the tasks given by the teachers correctly and perfect.

The sixth component mentions in the syllabus is attendance. According to the syllabus, professional candidate must come to the language class minimal 80%.

Then, seventh component is reference. The subject content in syllabus was adopted based on some references found in some websites; these include links <https://www.englishclub.com/english-for-work/airline-announcement.htm>, [http://www.speakenglish.co.uk/phrases/making\\_a\\_reservation](http://www.speakenglish.co.uk/phrases/making_a_reservation), and [http://twominenglish.com/video/374At the Airport English Vocabulary Learn English for Traveling.html](http://twominenglish.com/video/374At%20the%20Airport%20English%20Vocabulary%20Learn%20English%20for%20Traveling.html).

In addition, the last component is course schedule. In this component, teachers explain about the contents or material that students learn in the class and also some appropriate activities used in the class.

Having analyzed the data from documentation, the researcher proceeded to interviewing manager and teacher of English. As the aim of this interview is to support the data from documentation, the researcher only displayed some important question and answer from the interview that related to data from documentation. The data was shown below by first including the questions asked in the interview, followed by the researcher's interpretation and direct quotation from the participant to support the researcher's interpretation.

**Q1. Would you like to tell me how does this institution get curriculum?**

Curriculum is very essential in teaching because it functions as guidance for the teachers in teaching in order to be appropriate with their targets. Concerning to this question, T revealed that:

*"We got curriculum based on the, before we create the curriculum, we have, we get the curriculum based on IATA rules (International Air Transportation Association). IATA one of the organization, world organization, for airlines. They have so many training over there. And then, we can adopt the curriculum from them and to apply for our institution. Also, we can, we adopt from ministry of air-transportation of*

*Indonesia, because nowadays education ministry of Indonesia, they don't have curriculum for airlines institution”.*

From the statement above, it can be concluded that, T adopted curriculum for teaching English at Airline staff from some resources such as curriculum based on IATA rules and from ministry of air-transportation of Indonesia.

**Q2: Does the syllabus appropriate for students to support their English need on their work?**

When creating the syllabus, a teacher should know what the purpose of her/his teaching and they also should know what their students' need. Thus, conduction informal interview with some students is essential to get the information about students' purpose and need in learning English. In line with this, R mentioned that:

*“Of course, because when I create this English for airlines staff syllabus, I did some research, like I did some reading and then I search some movie, I search some videos, like, a lot of the reference I use to make this kind of syllabus. And at the same time, umm. So, I am confident to say that my syllabus will support my students in the future. And also because when I create this syllabus, I usually look at it as a big picture. So, it's usually for the first meeting, I will ask about, I will teach the general, like, duties in the airport. And then, I start from, like, I make it like a circle what they will need to do when they first like in arrival terminal: what will they meet, what kind of conversation will they have, or perhaps the conversation with the airline, how to say it?, with the ticketing .... .....So, I will teach them that. At the end of the class, we will learn about the conversation. We will have at departure gate. So, perhaps, the conversation at checking baggage, this kind of conversation, or at the custom. So, I will see my syllabus as one, like one of circle at the airport. So, we will start from arrival terminal, and then we will finish until the departure terminal”.*

**Q3: What are students of airlines staff program need in learning English?**

From the result of the interview, it found that speaking skill is the main skill that they want to be focused; this is because they will use it in their work. T revealed that:

*“Especially for conversation and speaking .... because if they can speak English well, they can communicate with the passenger. If they working*

*in tourism place, for example in Bali, so foreigner is most common in the airport. So, they need to help the passenger”.*

Similarly, R said that:

*“I think, honestly speaking, I will say speaking skill is the most important one they have to have, because especially when they work at the airport, they will meet different people. So they will use this. But, again, I will tell my student to support your speaking, at the same time you have to read a lot. So, you need the reading thing. At the same time, you have to practice. At the same time, you have to listen a lot. So, you, is going to improve your speaking, especially when you listen to the music, to the movie, where you can learn about the pronunciation. So, even though I say I will say that speaking is the most important thing that they will need in their workplace, but other skills are the support that they have to have to, you know, to improve their speaking performance.*

#### **Q4: Which aspects of English language do you focused on in the course?**

There are some aspects of language that students need to focus, such as speaking, reading, writing and listening. However, as we are in this era globalization, many people learn English just for being able to do conversation. The researcher’s perception is supported by “R”. He pointed out that:

*“I think I combine all of them because I think, even though, like, for example, I focused on the speaking, but then, I will teach them about the vocabulary, and also the reading comprehension. So, especially for reading, they will learn a new language, but then still the context at the airlines staff. And, I think it’s really good to help the pronunciation. And, sometime, we do the speed reading, where I count the time”.*

#### **Q5: What are teaching methods do you use?**

Implementing appropriate teaching methodology is very important in teaching learning language. Teachers should possess some methodologies especially when teaching ESP such communicative language teaching. This statement can be seen in the following interview excerpt.

*“R” “I usually use the combination of communication. Ahh, I usually use the communicative language teaching where I want the students to become more active than me and also like. Yeah. I think that’s I can say the teaching method I use”.*

## **Discussion**

This study was intended to find out the students of Airline Staff Program need in learning English at International Tourism College and to investigate in what extent the existing English syllabus appropriate to the students' needs for Airline Staff Program. From the findings of this study, it indicates that students of Airline Staff Program at International Tourism College need to learn English because English is an international language that is used at Airline Industry. The students need to learn all the four skills; speaking, listening, reading and writing.

Regarding to the duration of the time, 90 minutes of the time allocated to the course of English for Airline Staff is enough to use the language effectively. In line this, duration of the course for each meeting that exist is meet to students need.

Concerning to the aspect of language mainly required by the students are communicative skill and speaking skill. As has been mentioned above, speaking is the main required aspects to be focused by the students comparing to other skill since they will work in the field of airline in many places.

In addition, in relation to the context students need in learning English at Airline staff program, the entire contexts included in the questionnaire become the important context to be learned by students. Those contexts are included in the course schedule of syllabus except the context about weather. Whereas, there are many students selected strongly agree toward the topic about weather. Thus, the teacher should include the topic about weather in the syllabus.

Therefore, the existing syllabus is appropriate to students' need in overall extent. Yet, the study also showed some aspects of teaching material should be upgraded in developing a communicative syllabus. In line with this, the communicative syllabus gives more systematic attention to the communication needs of the learners (Richard and Alexander, 1996; Munby, 1978).

## **CONCLUSIONS AND SUGGESTION**

### **Conclusion**

From the result of questionnaire, the researcher found that students at airline staff of International Tourism College need to learn English in term of English for airline staff. They learn English because it is an international language that is used at Airline Industry. Moreover, there are some areas of language skills that most students need in learning

English for Airline staff. In reading, reading passengers' travel documents and Reading Passenger Handling Manuals (PHM) and Ground Operation Manuals (GOM) are the main priorities for the students of airline. In speaking, speaking to passengers had the highest mean score comparing to other areas. For writing skill, the majority of students responded that issuing airline documents become the majority of their need in learning writing skill. In addition, in listening skill, listening to personal detailed and information of passengers are the most important aspects required mostly by students. Furthermore, about the duration time that the students in learning English at Airline staff program, 90 minutes of the time allocated to the course of English for Airline Staff is enough to them to use the language effectively. Moreover, Concerning to the aspects of English language that the students need to focus on the course, most of students consider speaking skill and communicative skill as prominent aspect of the course that required by the learners. Finally, the context of English that students' need to learn in the subject of English for Airline staff are all subjects containing in the syllabus except the topic about weather.

In regard to the documentation, the researcher found that some material and activities included in syllabus are appropriate with the students' need such as there are a lot of activities to students to practice all skills especially speaking skill. In the syllabus contains learning target, goal of learning, teaching methodology, learning activities, assessment, attendance, references, course schedule, and teaching unit.

In addition, in regard to interview, the researcher found that the most skill needed by students at airline staff program is speaking skill since after graduated from the institution, they will work in many tourism place that demand them to be able in speaking English fluently,. However, other skills like reading, listening, and writing are also importance to be taught for students.

### **Suggestion**

In teaching and learning language, knowing students' need is quite essential, so that they can devise the teaching materials appropriately. In term of this, teachers at Airline staff program, ITC should know what students need in learning English at this institution such as conducting informal interview or distributing the questionnaire regarding to the students' need at the first meeting. Furthermore, writing skill is also important skill that students should also mater, thus, teacher should also focus in teaching writing skill and put it as a priority in the syllabus.

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