

REVISION ENGLISH COURSE SYLLABUS BASED ON STUDENTS' LANGUAGE NEED AND LEARNING NEED OF HOTEL ACCOMMODATION DEPARTMENT AT SMKN 8 MAKASSAR

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Abstract: The objectives of the research was to find out 1) the learning needs of the students, 2) language needs of the students, and 3) revised English course syllabus based on students' need. The researcher applied descriptive quantitative research. The researcher used some techniques in selecting the sample. Those are purposive sampling for students and convenience sampling graduates and employees. The data were taken from questionnaire and interview. The subject of this research were students of Hotel Accommodation department of SMKN 8 Makassar, the graduates, the employees, and English teacher of SMKN 8 Makassar. There were 20 students as respondents in this research, 5 graduates who work in the Favor Hotel Makassar, 5 employees who work in Four Season Hotel in Sydney, and 1 English teacher.

The result of the research shows that 1) learning needs comprise of language skills and learning preferences. In language skills, all the language skills are used at the rate of *always* in the classroom. In the learning preferences in term of learning English with others, study in pairs is preferred than any others, while learning preferences in term of learning by using teaching technique, study through listening and pronouncing and role play are mostly preferred by the students, 2) language needs comprise of the use of English in the workplace. English is often used face to face with hotel guest especially foreign people. In language function, greeting, welcoming hotel guest, offering help and advice and describing hotel facilities are mostly used by the employees in the hotel, and 3) the existing syllabus revised by the researcher by adding some topics which need by the students and mostly used in the workplace.

Keywords: English syllabus, language needs, learning needs, hotel accommodation department.

Vocational school has played a great role in providing industries with skilled workers. The government has realized that vocational education must be improved. It is also the time now for the government to improve the English teaching and learning at vocational school to better graduate who do not merely master technical knowledge and technical skills, but also are aware of English language skills. They should be ready to adapt themselves to the demands of international market, and anticipate the challenge of globalization nowadays.

There are some factors that affect the weaknesses of students in mastering English language. Rany et.al. (2013) found that the students are weak in mastering English language because the English teachers are not well-trained, students lack of English foundation background, students lack of confidence to use English because they are afraid of making mistakes and shy feeling, English language is difficult to learn because students are not well-motivated, encouraged and given appropriate learning strategies, students do not practice speaking English with English native speakers, class environment is crowded and noisy that

is not fulfilled with teaching pedagogy, and the curriculum is inappropriate for helping students to improve their English proficiency.

Based on the researcher's interview on pre-observation, the current syllabus at SMKN 8 Makassar was not yet developed based on curriculum 2013 on need analysis. The teacher applied school level curriculum for the third grade, but for the first and the second grade they apply curriculum 2013. Also, the current curriculum is not suitable with the students on hotel accommodation department, for example in the syllabus they mentioned story about Malin Kundang. Malin Kundang has no relation with the hotel accommodation department. Therefore, it is just the teacher initiatives to incorporate with ESP when they are teaching because there is no syllabus which is set based on need analysis. It will help the teacher to design English materials if the syllabus set arranged by students' need.

According to Souvannasy, Masashi, & Yukiko quoted by Rany, et.al. (2013) identified that teaching and learning English implementation still has shortages of textbooks, unqualified English teachers and also unstandardized curriculum. Unstandardized curriculum or inappropriate curriculum means English teachers have made inappropriate syllabus and have taught students with teaching materials that are not based on students' needs. Considering those reasons, both teachers and students of hospitality industries need better teaching materials.

Tom Hutchinson and Alan Waters (1987) stated that the language learning will reach the point whenever the learners get their needs. The assumption underlying this approach is that the clear relevance of the English course to their needs would improve the learners' motivation and thereby make learning better and faster.

The curriculum needs central purposes in the development. It involves other what is feasible without the constraints of each course and developing the ability to set realistic objectives for students, what result could realistically be achieved in the program. This study is an attempt to analyze and identify the needs of hotel accommodation department in revising English course syllabus.

Needs Analysis

The Nature of Needs

Waters and Hutchinson (1987) make a basic distinction between *target needs* (what the learner needs to do in the target situation) and *learning needs* (what the learner needs to do in order to learn). Waters and Hutchinson look at the target situation in terms of *necessities*, *lacks*, and *wants*. *Necessities* refer to what the learners have to know in order to

function effectively in the target situation. *Lacks* refer to what the learners know already, so that the lecturer can then decide which of the necessities the learners lacks. *Wants* refer what actually the learners need. Target needs also about the language need, why actually the language needed whether it is for study, for work, etc, how the language be used, it could be in speaking, reading, writing, speaking, by phone, by face to face, and by email and who the learners use the language with, whether with Native speaker or non-native speaker, with colleague, costumer or teachers. While about the *learning needs* are about the language items, skills, strategies, subject knowledge, etc, how the learners learn, what methodology appeal to them, what resources are available, the materials, the opportunities for out-of-class activities, and also when the ESP course take place, it could be every day, once a week, or full time.

Needs are often described in terms of language needs, that is, as the language skills needed to survive in an English-dominant societies. But as Auerbach in Richards (2001) and others have pointed out, in many cases, particularly that of immigrant minorities in English-dominant societies, such persons also have other kinds of needs. These relates to housing, health care, access to schooling for their children, access to community age community agencies and services, and ways of addressing exploitation and discrimination in the workplace. How can the curriculum give learners the linguistic and other sources they need to understand and access resources they have the right to make use of in the community and to articulate and defend their own rights and interest? Planning an ESL curriculum in this case not only involves identifying students' language needs, but seeks to enable them to critically examine (the existing order) and become active in shaping their own roles in it (Auerbech quoted by Richard, 2001). This issue will be examined in more detail when we consider alternative curriculum models and their value.

The Necessity of Needs Analysis in ESP Study

One of the basic assumptions of curriculum development is that a sound educational program should be based on analysis of learners' needs. Procedures used to collect information on learners' need are known as need analysis. Need analysis as a distinct and necessary phase in planning educational program emerged in the 1960 as part of the systems approach to curriculum development and was part of the prevalent philosophy of educational accountability (Stufflebeam, et al. quoted by Richards, 2001). If providers of training programs wanted public or other sources of funding in order to provide different kinds of training program, they are required to demonstrate that a propose program is a response to a genuine need (Pratt quoted by Richard, 2001).

Need analysis is introduced into language teaching through ESP movement. From the 1960s, the demand for specialized language programs grew and applied linguistic increasingly began to employ needs analysis procedure in language teaching by the 1980s, in many parts of the world a “needs-based philosophy” emerged in language teaching, particularly in relation to ESP and vocationally oriented program design (Brindley quoted Richards,2001).

The purpose of Needs Analysis

The first step in conducting a need analysis is to decide exactly what its purpose(s). For instance, when a need analysis of restaurant employees is conducted, the purposes might be:

- 1) To determine current levels of language proficiency of employees
- 2) To determine how many employees are in need of language training.
- 3) To identify senior restaurant staff’s perception of language problems employees have on the job.
- 4) To identify employees’ perceptions of language difficulties they face on the job.
- 5) To certain the types of transaction employees typically perform in English.
- 6) To determine the language characteristic of those transactions.
- 7) To assess the extent to which employee needs are met by currently available programs and textbooks.

Conducting the Needs Analysis in English for Hotel Accommodation also had purposes. The data was gathered in order to find the language need and learning need of the students, and also the English course syllabus suit for them in order to support the material development.

In many cases, language learner needs may be relatively easy to determine, particularly if learners need to learn a language for very specific purposes, for example, employment in fields such as tourism, nursing, or the hotel industry. In this case task employees typically carry out English can be observed and the language needs of those tasks determined. The information obtained can then serve as basis for planning a training program.

The User of Needs Analysis

A need analysis may be conducted for a variety of different users. For example, in conducting need analysis to help revise the secondary school English curriculum in a country, the need user include (Richards, 2001)

- 1) Curriculum officers in the ministry of education, who may wish to use the information to evaluate the adequacy of existing syllabus, curriculum, and materials.
- 2) Teachers who will teach from the new curriculum.
- 3) Learners, who will be taught from the curriculum.
- 4) Writers, who are preparing new textbooks.
- 5) Testing personnel, who are involved in developing end-of-school assessment.
- 6) Staff or tertiary institutions, who are interested in knowing what expected level will be of the students existing the school and what problems they face.

The Target Population

The target population in a need analysis refers to the people about whom information will be collected. Typically, in language program these will be language learners or potential language learners, but other are also often involved depending on whether they can provide information useful in meeting the purpose of the need analysis. For example, in conducting need analysis to determine the focus in an EFL (English Foreign Language) context, the target population might include: (1) policy makers, (2) ministry of education officials, (3) teachers, (4) students, (5) academics, (6) employers, (7) vocational training specialist, (8) parents, (9) influential individuals, (10) academics specialist, and (11) community agencies.

Administering the need analysis

Planning a need analysis involves deciding who will administer the need analysis and collect and analyze the result. Need analyses vary in their scope and demand form a survey of a whole school population in a country to study of a group of thirty learners in a single institution. Sometimes a team of personnel assembled specifically for the purpose of doing the analysis, at other times two or three interested teachers may be the only one involved. For example, in a needs analysis of the language needs of non-English-background student studying at a New Zealand university, the following were involved:

- 1) The researcher team made up of two academics and a research assistant.
- 2) Colleague in different departments who discussed the project and reviewed sample questionnaire.

- 3) Students who piloted the questionnaire.
- 4) Academic staff of the university who administered some of the questionnaire.
- 5) Secretarial support involved in preparing questionnaire and tabulating data.

Procedure for conducting need analysis

A variety of procedures can be used in conducting need analysis, since any one source of information is likely to be incomplete or partial, a triangular approach (i.e, collecting information from two or more sources) is preferable. Many different sources of information can be gathered. For example, when a need analysis of the writing problems encountered by foreign students enrolled in American universities is conducted, information could be obtained from the following sources (Richards, 2001);

- 1) Sample of students writing
- 2) Test data on student performance
- 3) Reports by teachers on typical problems student face
- 4) Opinion of experts
- 5) Information from students via interviews and questionnaires
- 6) Analysis of textbooks teaching academic writing
- 7) Survey or related literature
- 8) Example of writing programs from others institution
- 9) Example of writing assignments given to first-year university students.

Procedure for collecting information during a need analysis can be selected from among the following (Ricahrds, 2001)

1) *Questionnaire*

Questionnaires are one of the most common instruments. Easy to prepare, can be used with large number of subjects, and they obtain information that is relatively easy to tabulate and analyze. They can also be used to elicit information about many different kinds of issues, such as language use, communication difficulties, preferred learning styles, preferred classroom activities, and attitudes and beliefs.

2) *Self rating*

These consist of scales that students or others use to rate their knowledge or abilities. (Self ratings might also be included as part of questionnaire). For example, a student might rate how well he or she can handle a job interview in English. The disadvantage of such an instrument is that it provides only impressionistic information and information that is not very precise.

3) *Interviews*

Interviews allow for a more in depth exploration of issue than is possible with a questionnaire, though they take longer to administer and are only feasible for smaller groups. An interview may often be useful at the preliminary stage of designing a questionnaire, since it will help the designer get a sense of what topics and issues can be focused on in the questionnaire. A structured interview in which a set series of questions used allows more consistency across responses to be obtained. Interviews can be conducted with face-to-face or on the phone.

4) *Meetings*

A meeting allows a large amount of information to be collected in fairly short time. For example, a meeting of teachers on the topic “student’s problems with listening comprehension” might generate a wide range of ideas. However, information obtained in this way may be impressionistic and subjective and reflect the ideas more outspoken members of a group.

5) *Observation*

Observations of learners’ behavior in a target situation are another way of assessing their needs. For example, observing clerks performing their jobs in a bank will enable the observers to arrive the certain conclusions about their language needs.

6) *Collecting learner language sample*

Collecting data on how will learners perform on different language tasks (e.g., business letters, interviews, telephone calls) and documenting the typical problems they have is a useful and direct source of information about learners’ language needs.

7) *Task analysis*

This refers to analysis of the kinds of tasks the learners will have to carry out in English in a future occupational or educational setting and assessment of the linguistic characteristic and demand of the task. For example, a hotel employee might have to perform the following tasks in English (greet hotel guests, inquire about their accommodation needs, inform them of accommodation available at the hotel, help them make suitable choice of accommodation, handle check in procedures)

8) *Case studies*

With a case study, a single students or selected group of students is followed through a relevant work or educational experiences in order to determine the

characteristic of that situation. For example, a newly arrived immigrant might be studied for three months, during which time the student keeps a log of his or her daily language experience in English, the situations in which the language is used, and the problems he or she encounters. Although it is generally not possible to generalize from a case study, it provides a very rich source of information that may complement information obtained from other sources.

English for Specific Purposes (ESP)

Definition of English for Specific Purposes (ESP)

“English for specific purposes is a term that refers to teaching or studying English for particular careers (like law, medicine) or for business in general” (International Teacher Training Organization in Burdova, 2007). There is a specific reason for which English is learned.

Pulvine C. Robinson in Burdova, 2007 describes ESP as a type of ELT (English Language Teaching) and defines it as “Goal-oriented language learning”, it means a student has a specific goal that is going to be attained.

Characteristic of English Specific Purposes (ESP)

ESP courses can be characterized by some features, but in practice it is common to find courses which the organizers wish to think of as ESP courses but which do not seem to fit the agreeable criteria. Therefore, it is essential that the subject be addressed clearly on the common ground and similar perception and understanding among ESP practitioners-teachers, course designers/material writers, and organizers.

Stevens in Wello and Dollah (2008) follows two characteristics of ESP, such as;

1) Absolute characteristic

ESP consists of English language teaching which is,

- a) Designed to meet specific needs of learner.
- b) Related in content to particular disciplines, occupations and activities,
- c) Centred on the language appropriate to those activities in syntax, lexis, discourse, semantics, and analysis of this discourse.

2) Variable characteristic

ESP may be, but not necessarily,

- a) Restricted as to the language skills to be learned, e.g. reading only,
- b) Not taught according to any pre-ordained methodology

In general, ESP can be subcategorized into two main types as Wello (2008) explained that the branches of ESP are EOP (English for Occupational Purposes), and EAP (English for Academic Purposes). EOP involves mostly work-related needs and training while EAP involves academic and study needs. Cutting between those is EST (English for Science and Technology) which can refer both work and study related needs.

English for Vocational Purposes (EVP) is for those preparing for job training. EVP students learn the language of training in specific trades, such as English in order to study auto mechanics. EVP classes are frequently held right vocational training school and are sometimes even taught simultaneously with vocational courses, through collaboration English and vocational instructors. When this is also done with bilingual support, it is called bilingual vocational training (BVT). Upon graduation for EVP and trade-specific training, those hires into trade jobs may still need to learn the English of the work places or English for occupational purposes (EOP)

English for academic purposes (EAP) is for those preparing for study to enter the profession. Many students feel English for science and technology (EST), actually pre-dates EAP in the development of ESP (Hutchinson and Waters, 1987). It can be said that, historically, EST gave rise to the boarder category of EAP, which includes science and technology. EAP, then encompasses the range of academic disciplines, from business to medicine, agriculture to engineering sport English to subspecialties within a field (medical English: not just doctors and nurses, but also for hospital administrators).

Syllabus Framework

ESP Syllabuses

To illustrate how syllabuses can be applied in ESP, some common types of ESP syllabuses are discussed below:

a. Content-based syllabuses: language form, notion and function

The content-based syllabus is based on language form consisting of an ordered set of language items typically graded by supposed difficulty of learning and the notions or concepts (e.g. time, space) or functions (e.g. greeting, asking, seeking).

b. Content-based syllabus: situation, topic

Situationally organized syllabuses can be largely found in EBT (English for Business and Technology) EAP (English for Academic Purposes) courses. Topic based syllabuses develop the content of student's work or special field of study which is one objective of the ESP course. For many ESP courses, the content is utilized as an organizing device for the

syllabus, in order to motivate the students and as a basis for the 'real syllabus' of language forms, functions or whatever the course designers wish to focus on.

c. Skilled-based syllabus

Skilled-based syllabuses are something a half-way house between content on one side and process syllabuses on the other. This kind of syllabuses focus principally on one of the traditional language skills; writing business letter, academic reading, oral skill of business people. However, the actual content of the course might be language forms or functions, as in content based syllabus. Another set of skills which may form the focus for an ESP course are termed 'professional skills' or communication skills'; oral presentation include gestures, body language, effective use of audio visual aids and clear pronunciation.

d. Methods-based syllabuses: process

Methods-based syllabuses are kinds of syllabus which is refer to (1) method, process of learning, and (2) as task or procedure (Breen in Wello and Dollah; 2008). The key factor to the first approach (process or method of learning) is that what happen in the classroom is a matter of negotiation between students and the teacher. For ESP we can utilize a possibly different act of learning process, namely those used in the students' discipline.

e. Methods-based syllabus: tasks

The procedural or task syllabuses consist of a set of tasks or activities ordered according to cognitive difficulty. The starting point of this syllabus is a set of objectives which define the terminal behavior required for the students. A set of immediate or enabling objectives is then set up to help students attain the terminal behavior. These enabling objectives are called tasks. The tasks reflect the structure of the terminal objectives.

English for Hotel Accommodation

English for Hotel Accommodation students is the use of English material in hotel particularly. The materials should be appropriate based on the students need in job of field, for instance the way they communicate with hotel guest, report the hotel condition and filling admission. Most of the students spend their time to study in practical study or work based learning/ job training.

English for Hotel Accommodation students is part of English for Hospitality which includes in English for Academic Purposes (EAP). According to Robinson (1991), EAP refers to the English language needed for study in specific discipline. Therefore, EAP takes place in a tertiary educational setting where students learn English either before specializing

their studies. In this research, the researcher try to find out appropriate material for hotel accommodation student and for their job supposed to be.

METHODOLOGY

The researcher employed a descriptive quantitative research. The researcher applied cluster random sampling and convenience sampling. The subject of this research was the students of SMKN 8 Makassar at the third grade in academic year 2014/2015 which consists of 20 students by using cluster random sampling. There were 16 female and 4 male. Furthermore, the subject of this research were the graduates of Hotel Accommodation Department who works at the hotel which is consist of 5 graduates, and also the hotel employees who work abroad consist of 5 employees. The researcher used the questionnaire and interview. The researcher gives questionnaire to the students of Hotel Accommodation department of SMKN 8 Makassar which consists of 11 questions, the graduates consist of 7 questions and the employees consist of 9 questions. The researcher interviewed the English teacher to support the data from questionnaire. The questions for interview consist of 13 questions.

FINDINGS

Learning Need by the Students of Hotel Accommodation Department

As indicated by the result of questionnaire and interview , the researcher found that the language skills needed most by the students are speaking, listening, reading and writing. While about the learning preferences in terms of learning with others, role play is the most preferred then followed by study in small group, study in pairs and self-study. Beside the learning preferences in terms of learning with others, it is also essential to know the learning activities such as making dialogue with a given situation, study through listening and pronouncing, reading for information and write an outline and report. As show in the table below:

Table 1 : Learning need by the students of Hotel Accommodation department

Priority	Language Skill	Learning Preferences	Learning Activities
I	Speaking	Role play	Making dialogue with a given situation
II	Listening	Study in small group	Study through listening and pronouncing

III	Reading	Study in pairs	Reading for information
IV	Writing	Self-study	Write an outline and report

Learning Need by the Students of Hotel Accommodation Department

In terms of language functions, the researcher found that the students need to learn some kinds of expression such as greetings (welcoming the hotel guest), handle telephone conversation courtesy call, make and replay to offers and request politely, make reservation and hotel arrangements, describe object, people and places, and make apologies and respond to complaints in order that the students are able to master and apply all of the English skills adequately in the target situation. For more details about the language need, the researcher describes it and it can be seen in the following table:

Table 2 : Language need by the students of Hotel Accommodation department

Language Skill	Language Activities	Media	Language Function
Listening	Welcoming the hotel guest	Face to face	Greetings
Speaking	Conversation between the hotel employee and hotel guest		Offering help and advice
Reading	Hotel facilities		Describing hotel facilities
Writing	Reports		Create a memo, letter, invoice and faxes.

Syllabus revision

After analyzing the students' learning and language need of Hotel Accommodation, the researcher suggests that syllabus used by the English teacher in teaching students' of Hotel Accommodation department include standard competence, indicators, learning materials, learning activities, marking, time allocation, learning resources, and also characters, so in this case, Content Syllabus is suitable for students' of Hotel Accommodation

department. For more details about the suggested syllabus, the researcher revised an existing syllabus based on the students' needs that have been identified through this research.

CONCLUSION

Based on the findings and the discussion, the researcher puts the conclusion of this research.

1. The needs of the students contain of learning need and language need. Learning needs include; language skills and learning preferences. In terms of language skills, all the four language skills; listening, speaking, reading and writing are sometimes used in the classroom and in the workplace. Speaking and reading are used little bit more often in the classroom, while listening and writing is used at the rate of *always*, and listening and speaking are used *always* in the workplace which is supported from the questionnaire both graduates and employees. The language skills needed most for the students, graduates and employees are listening and speaking, that means in the learning process, the lecturer need to give more proportion in speaking and listening skills, and give more exercise to the students.

Furthermore, learning preferences cover three main activities; learning preferences, learning activities, and teaching methods. In learning preferences, study in pairs is more preferred than study alone, study in small group, and study in big group.

In terms of learning activities, study by listening and pronouncing is more preferred by the students than study through reading while making a note. In addition, learning English by through role plays is also preferred by the respondents.

Furthermore, the learning preferences in terms of learning with others, learning activities, and teaching method needed most by the students are study in pairs, study by listening and pronouncing, and study through role plays.

2. Language need contain of the frequency of using English in the workplace, how to use it, and the language functions. In terms of using English in the workplace, speaking is used at the rate of *always*, when they talk with the hotel guests or the foreigner that can't speak Bahasa Indonesia. And it is often used orally in direct communication such as face to face.

Language functions such as "greetings", "offering help and advice", "make apologies and respond to complaints", and "giving directions".

The language needed by the graduates and the employees in the workplace are speaking and listening, then followed by writing and reading, while about the language function such as greetings, offering help, make apologies for the complaints, and giving directions.

3. From the needs of students, language need and learning need, the existing syllabus was revised by the researcher. The existing syllabus consist of standard competence, indicators, learning materials, learning activities, marking, time allocation, learning resources, and also characters. The researcher add some topics material in the syllabus which are related to the students's needs.

SUGGESTION

There are some suggestions addressed to people who concern with this research topic, they are:

1. Curriculum designer of English subject, particularly in curriculum for Hotel Accommodation department, who should evaluate the adequacy of the existing syllabus, materials, and create a new syllabus and materials that based on the students need.
2. English teacher need to find out the more interesting ways in teaching English.
3. It is also suggested that the English teaching materials should be based on the students' need.
4. Students should practice their English skill not only in the classroom but also out of the class, and the teacher should help the students to improve their ability by doing communication with students using English language.

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