

**AN ANALYSIS OF THE ENGLISH LANGUAGE NEEDS OF
UNIVERSITY STUDENTS WORKING IN THE FOOD AND BEVERAGE
SECTOR IN MALANG FOR DEVELOPING ESP MATERIALS**

THESIS

By

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC STATE UNIVERSITY OF MAULANA MALIK IBRAHIM
MALANG**

2026

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2026

APPROVAL SHEETS
AN ANALYSIS OF ENGLISH LANGUAGE NEEDS OF UNIVERSITY
STUDENTS WORKING IN THE FOOD AND BEVERAGE SECTOR IN
MALANG

THESIS

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STUDENTS WORKING IN THE FOOD AND BEVERAGE
SECTOR IN MALANG

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Appendix : -

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To the Dean of Faculty of Education and Teacher Training

Maulana Malik Ibrahim State University of Malang

In

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Assalamu 'alaikum Wr. Wb.

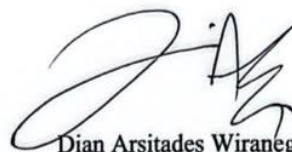
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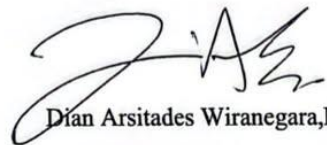
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DECLARATION OF AUTHORSHIP

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the work of any other person.
3. Should it be found later that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, 23 Juni 2026



Ahmad Arif Burhanuddin As Sholihin

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MOTTO

“DE WAG NEER DE HEL IS MET BLOEMEN GAPLAFEIT”

“JALAN MENUJU NERAKA SELALU DIHIASI DENGAN BUNGAN DAN KEINDAHAN”

DEDICATION

First of all, I would like to express my endless gratitude to Allah SWT for His mercy, kindness and blessing , so I could finish this paper. Not forgetting shalawat and salam for Prophet Muhammad Saw. who has guided us from the darkness to the lightness, form stupidity to cleverness, namely Islam is true religion.

With all my respect, I am dedicating my thesis to my dear parents, Mr. Nurudin Andriana, S.Ag and Mrs. Binti Arifah, S.Ag who showered me with their undying love, prayers, sacrifice, and blessings all through my educational life. It is their guidance and blessings which have been the source of all my success. Without their blessings and prayers, none of my milestones could have been achieved.

ACKNOWLEDGEMENT

All praise and gratitude are devoted to Allah SWT for His endless mercy, blessings, guidance, and strength, which have enabled the researcher to complete this thesis entitled “*An Analysis of English Needs of University Students Working In the Food Beverage Sektore In Malang*” Peace and blessings are always delivered to Prophet Muhammad SAW, who has guided humanity from darkness into the light of knowledge and truth.

The researcher realizes that this thesis would never have been completed without the support, prayers, guidance, and encouragement from many wonderful people. Therefore, the researcher would like to express sincere gratitude to:

1. Prof. Dr. Hj. Ilfi Nur Diana, M.Si., as the Rector of Maulana Malik Ibrahim State Islamic University Malang.
2. Prof. H. Muhammad Walid, MA., as the Dean of the Faculty of Tarbiyah and Teacher Training.
3. Maslihatul Bisriyah, M.TESOL., as the Head of the English Education Department, and Harir Mubarak, M.Pd., as the Secretary of the English Education Department, for their academic direction and support.
4. Dian Arsitades Wiranegara, M.Pd., as my advisor for her patience, guidance, support, and constructive suggestions during the process of completing this thesis.
5. All lecturers of English Education Department for the valuable knowledge and advice over the years of my study.
6. Dear family, thanks a lot for all your prayers, unceasing support, and sacrifices

you made along the way in my academic life. Your love, encouragement, and continuous faith in me were my sources of power through the challenges and successes I encountered. The completion of this thesis is an accomplishment, as well as your support and commitment.

7. To all respondents who kindly cooperated in this research. Thanks for your participation.
8. To Hetty Kurnia, S.Pd., thanks a lot for always standing by my side, encouraging me and supporting me. Your presence and kindness are what have enabled me to be strong and continue to move forward during hardships.
9. Finally, to myself. Thanks a lot for being strong and working hard, never quitting amid the difficulties encountered in this journey.

I understand that this thesis is still not complete and has much room for improvements. Hence, I do open my heart for criticisms and suggestions. It is hoped that this thesis will be useful for the readers and future researchers

Malang, 23 Juni 2026



Ahmad Arif Burhanuddin As Sholihin

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LATIN ARABIC TRANSLITERATION GUIDE

Based on the collective decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

A. Words

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= h	ط	= th	و	= w
خ	= Kh	ظ	= zh	ه	= h
د	= d	ع	= ‘	ء	= ’
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. Long Vocal

Long Vocal (a)	= â
Long Vocal (i)	= î
Long Vocal (u)	= û

C. Diphthong Vocal

أو	= aw
أي	= ay
أو	= û
إي	= î

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ABSTRACT

As Sholihin, Ahmad Arif Burhanuddin. 2026. *An Analysis of the English Language Needs of University Students Working in the Food and Beverage Sector in Malang for Developing ESP Materials*. English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University Malang.

Advisor: Dian Arsitades Wiranegara,M.Pd

Keywords: English for Specific Purposes (ESP), needs analysis, English language needs, Food and Beverage sector, ESP materials.

English plays an important role in workplace communication, particularly for university students working in the Food and Beverage (F&B) sector. This study aimed to identify the importance of English, the English skills needed, and the difficulties faced by university students working in cafés and other Food and Beverage workplaces in Malang. The findings are expected to provide a basis for developing English for Specific Purposes (ESP) materials that meet students' workplace communication needs.

This study employed a descriptive quantitative survey design involving 25 university students selected through purposive sampling. Data were collected using a questionnaire supported by semi-structured interviews and analyzed using descriptive statistics. The findings revealed that English was considered highly important for workplace communication ($M = 4.06$). Speaking and listening were identified as the most essential English skills, while the overall level of difficulties was moderate ($M = 3.25$). The study concludes that ESP materials should emphasize practical workplace communication, particularly speaking and listening, while addressing students' language difficulties.

ABSTRAK

As Sholihin, Ahmad Arif Burhanuddin. 2026. *Analisis Kebutuhan Bahasa Inggris bagi Mahasiswa yang Bekerja di Sektor Makanan dan Minuman di Malang untuk Pengembangan Materi ESP*. Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing: Dian Arsitades Wiranegara, M.Pd

Kata Kunci: Bahasa Inggris untuk Tujuan Khusus (ESP), analisis kebutuhan, kebutuhan bahasa Inggris, sektor makanan dan minuman, materi ESP.

Bahasa Inggris memiliki peran penting dalam komunikasi di tempat kerja, khususnya bagi mahasiswa yang bekerja di sektor Food and Beverage (F&B). Penelitian ini bertujuan untuk mengidentifikasi pentingnya bahasa Inggris, keterampilan bahasa Inggris yang dibutuhkan, serta kesulitan yang dihadapi oleh mahasiswa yang bekerja di kafe dan tempat kerja Food and Beverage lainnya di Kota Malang. Hasil penelitian ini diharapkan dapat menjadi dasar dalam pengembangan materi English for Specific Purposes (ESP) yang sesuai dengan kebutuhan komunikasi mahasiswa di lingkungan kerja.

Penelitian ini menggunakan desain survei deskriptif dengan pendekatan kuantitatif yang melibatkan 25 mahasiswa yang dipilih menggunakan teknik purposive sampling. Data dikumpulkan melalui kuesioner yang didukung dengan wawancara semi-terstruktur dan dianalisis menggunakan statistik deskriptif. Hasil penelitian menunjukkan bahwa bahasa Inggris dianggap sangat penting dalam komunikasi di tempat kerja ($M = 4,06$). Keterampilan berbicara (*speaking*) dan menyimak (*listening*) diidentifikasi sebagai keterampilan bahasa Inggris yang paling dibutuhkan, sedangkan tingkat kesulitan yang dihadapi responden berada pada kategori sedang ($M = 3,25$). Penelitian ini menyimpulkan bahwa materi ESP perlu menekankan komunikasi praktis di lingkungan kerja, khususnya keterampilan berbicara dan menyimak, serta memperhatikan kesulitan berbahasa yang dialami oleh mahasiswa.

الملخص

أس شوليجين، وأحمد عارف برهان الدين. 2026. تحليل احتياجات اللغة الإنجليزية للطلاب العاملين في قطاع الأغذية والمشروبات في مالانج لغرض تطوير مواد اللغة الإنجليزية لأغراض محددة (ESP). قسم تدريس اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة مولانا مالك إبراهيم الإسلامية الحكومية في مالانج.

المشرف: ديان أرسيتادس ويرانيجارا، M.Pd.

الكلمات المفتاحية: اللغة الإنجليزية لأغراض محددة (ESP)، تحليل الاحتياجات، احتياجات اللغة الإنجليزية، قطاع الأغذية والمشروبات، مواد تعليم اللغة الإنجليزية لأغراض محددة.

تؤدي اللغة الإنجليزية دوراً جوهرياً في التواصل داخل بيئة العمل، ولا سيما بالنسبة لطلاب الجامعات العاملين في قطاع الأغذية والمشروبات. تهدف هذه الدراسة إلى تحديد أهمية اللغة الإنجليزية، والمهارات اللغوية المطلوبة، والصعوبات التي يواجهها الطلاب العاملون في المقاهي وغيرها من منشآت الأغذية والمشروبات في مدينة "مالانج". ومن المتوقع أن تشكل نتائج الدراسة أساساً لتطوير مواد تعليمية ضمن إطار "اللغة الإنجليزية لأغراض محددة" (ESP) بما يتوافق مع احتياجات التواصل لدى الطلاب في أماكن عملهم.

اعتمدت الدراسة منهجية المسح الوصفي القائم على الأسلوب الكمي، وشملت عينة مكونة من 25 طالباً تم اختيارهم وفق أسلوب العينة القصدية. جُمعت البيانات باستخدام الاستبيانات -التي دُعمت بمقابلات شبه منظمة- وجرى تحليلها باستخدام الإحصاءات الوصفية. وأظهرت النتائج أن اللغة الإنجليزية تُعد بالغة الأهمية للتواصل في بيئة العمل (بمتوسط حسابي 4.06). كما حُدثت مهاراتاً التحدث والاستماع باعتبارهما أهم مهارات اللغة الإنجليزية، في حين صُنِّف مستوى الصعوبة الذي يواجهه المشاركون ضمن الفئة المتوسطة (بمتوسط حسابي 3.25). وتخلص الدراسة إلى ضرورة أن تركز مواد "اللغة الإنجليزية لأغراض محددة" على جوانب التواصل العملي في مكان العمل -وتحديداً مهارتي التحدث والاستماع- مع معالجة التحديات اللغوية التي يواجهها الطلاب في الوقت ذاته.

CHAPTER I

INTRODUCTION

This chapter consists of six sections: the Background of the Study, the Research Question, the Objective of the Study, the Significance of the Study, the Scope and Limitation, and the Definition of Key Terms.

1.1. Background Of the Study

The phenomenon of globalization has brought about a number of changes that have occurred in different aspects of life, one of which being the area of work. Amongst the most significant outcomes of globalization is an increasing requirement for foreign language knowledge, particularly English. English has served as a language of communication for people coming from diverse countries. Due to these requirements, English fluency is not only considered to be an advantage but also a compulsory requirement in many professional fields. This condition indicates that English plays an important role in supporting workplace communication in the global era (Dermawana, M. L. 2021).

In an organizational environment, especially in sectors such as the Food and Beverages (F&B) sector, proficiency in English becomes a major criterion that contributes to maintaining the standard of service delivery. Staff working in this sector are often required to engage in conversation with customers who speak different languages and originate from various cultural backgrounds. Communication plays a pivotal role in the delivery

of services in a professional manner. English language proficiency remains crucial as a channel of communication in customer service interactions in this sector (Prima, S., 2022).

Malang is popular for being an educational town with a good number of students as well as burgeoning industries like cafes. The emergence of cafes in Malang has contributed to the presence of a variety of jobs for the students in the universities. Students work in cafes in different ways, including that of baristas, waiters, cashiers, and other related positions. Interaction among these students in their jobs does not remain within the boundaries of Malang people only, but it extends to tourists and foreigners too.

Yet, some of the students involved in the F&B industry do not have adequate English language skills to facilitate communication in the workplace environment. In particular, some students find that they face some challenges when communicating in English within the service delivery context. Among others, these problems include having inadequate vocabulary knowledge, insufficient confidence levels, and lack of practical experience in using English to converse. Such constraints may affect their communication efforts and ensure that they render satisfactory services to customers.

Good communication is important from the Islamic point of view because its significance has been discussed in the sayings of Prophet Muhammad ﷺ. The communication made by Muslims should always be

done with wisdom, kindness, and respect. This idea can be found in the following hadith of the Prophet,

مَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلْيُكَلِّمْ خَيْرًا أَوْ لِيَصْمُتْ

“Whoever believes in Allah and the Last Day should speak kindly or remain silent” (Narrated by al-Bukhari and Muslim).

This hadith highlights the importance of speaking in a proper, polite, and meaningful manner. It shows that good communication is not only a social skill but also a moral value in Islam.

Communication skills within the working environment, particularly in sectors such as the cafeterias, constitute the practice of these tenets of Islam. They should be able to communicate in an effective manner and courteously with their customers whenever they have dealings with them. In this case, communication is both an art and an ethics issue. Effective English communication skills can enhance their services and also ensure that they maintain decorum within the work environment. Thus, English communication in service industries may also be regarded as good manners.

The field of English for Specific Purposes (ESP) holds that language learning in English must be specific to the requirements of the user of that language. ESP focuses on teaching language based on the learners' academic or professional purposes. In this context, students need English that is relevant to their actual workplace communication.

Therefore, a Needs Analysis is required to identify the extent to which English is needed in specific work situations. It also helps determine which language skills are most needed and what challenges are faced by language users.

Previous studies have shown that Needs Analysis is an important approach for identifying the gap between existing language proficiency and workplace demands. Research in Prabhasanti, G. A. P. A. (2024) found that Needs Analysis is useful for determining the English skills most needed by learners in professional settings. These findings indicate that Needs Analysis is highly relevant in designing English learning based on actual needs. Therefore, this approach is considered appropriate for examining students' English needs in the workplace.

Furthermore, Azmi, N. A. (2022) found that needs-based English learning can help align English materials with students' professional demands. From this result, it is recommended that English training programs need to be modified according to the learners' future workplace requirements. When the learner works alongside pursuing studies, then the English language material must be useful from the point of view of job requirement. Here the use of needs analysis will bridge the gap between academics and workplace needs.

However, most of the past studies have been conducted in the area of hospitality, such as hotels, or among students from certain courses. Most of the studies have involved permanent employees or students

enrolled in vocational training institutions. Fewer studies have been carried out among university students who work in cafés on a part-time basis. Moreover, there are fewer studies that have been carried out in Malang. Therefore, this study aims to fill this gap by analyzing the English language needs of university students working in the Food and Beverage sector in Malang.

1.2. Research Question

In keeping with the background that has been identified, this research is essentially exploring the following questions:

1. How important is English for university students working in the Food and Beverage sector in Malang?
2. Which English skills are most needed by university students working in the Food and Beverage sector in Malang?
3. What challenges do university students face in using English in their workplace?

1.3. Objectives Of the Study

The aim of this research is to:

1. To identify the importance of English for university students working in the Food and Beverage sector in Malang.
2. To determine the English skills needed by university students working in the Food and Beverage sector in Malang.
3. To identify the difficulties faced by university students in using English in their workplace

1.4. Significance Of the Study

This study is expected to contribute to the development of research on English for Specific Purposes (ESP). In particular, this study contributes to the understanding of language needs analysis in the workplace context. The focus of this contribution lies on the English language needs of students working in the Food and Beverage sector. The findings of this study are expected to enrich theoretical research on the application of Needs Analysis within specific workplace contexts. Consequently, this study may serve as an academic reference for the development of ESP studies in the service sector.

Practically, his study is expected to provide practical benefits for English language students and teachers. For learners, this research will serve as an important source of knowledge regarding the significance of English and the necessary skills required in the workplace. For educators, the outcome of this research may also prove to be valuable in terms of creating ESP material specifically designed to meet the needs of the learners. It is hoped that this will go a long way toward ensuring that English learning becomes more practical and relevant to the workplace environment.

It is also anticipated that this study will provide benefits for future researches. The results obtained from this study will act as a guide for carrying out additional researches on ESP and Needs Analysis. Additional researches might build on this research in a wider perspective, with different

subjects, or with different methodologies of research. In addition, this study may also act as a basis for investigating the need for the English language among other work forces. Therefore, this study will contribute to further studies in the same area.

1.5. Scope and Limitation of the Study

In the present research, the attention would be paid to the students working in the field of food and beverages. It should be noted that the students under consideration work in cafes situated in Malang. It is important to clarify that the term students in this study refers specifically to active students who are simultaneously employed while pursuing higher education. Thus, the main attention is paid to the usage of the English language by the students engaged in their job at cafes. Moreover, it should be mentioned that this research will not touch upon all issues concerning work in the sphere under consideration; it will focus only on the language aspect.

The current research concentrates on analyzing the requirements for the English language skills of students working in the café environment. These aspects involve the relevance of English, the skills needed, and the problems associated with the use of English. Skills related to English language competence include speaking, listening, reading, and writing in connection with the work environment. Additionally, this paper also emphasizes the problems associated with the use of English by students at work. Through this approach, the research attempts to provide a more

specific understanding of the English language requirements of students in the Food and Beverage industry.

1.6 Definition of Key Term

Needs Analysis is a method that involves the identification of language needs in accordance with certain situations of use. In the present research study, Needs Analysis has been employed to identify the English language needs of students who are employed in the Food and Beverage industry. Needs Analysis allows one to comprehend the significance of the language, skills needed, and problems associated with using the language. In other words, needs analysis makes it possible to evaluate the gap between the students' proficiency in English and their language needs at work.

English for Specific Purposes (ESP) is an approach to English language learning tailored to the specific needs of learners. ESP focuses on the use of English for specific academic or professional purposes. In this study, ESP refers to the use of English relevant to the needs of students in a café work environment. This approach emphasizes that English language learning must be aligned with real-world usage contexts. Consequently, ESP serves as the theoretical foundation for understanding the English language needs of students in the Food and Beverage sector.

The Food and Beverage Sector refers to an industry engaged in providing food and beverage services, including cafés, restaurants, and similar establishments. In this study, the focus is specifically limited to cafés in Malang that employ active university students as part-time staff.

This setting was selected because it involves frequent and direct interaction between staff and customers during daily service activities, making it an appropriate context for identifying the English language needs of working students.

English Skills refer to the ability to use the English language, encompassing speaking, listening, reading and writing. These four skills are the main components of English language use in various communication contexts. In this study, English Skills refer to the English language skills required by students when working in a café. These skills are used to facilitate communication with customers, understand information, and carry out service tasks. Consequently, English Skills constitute the primary aspect analyzed in this study.

CHAPTER II

LITERATURE REVIEW

This chapter presents the theoretical background that establishes the relevance of English for Specific Purposes (ESP) and Needs Analysis in identifying students' English needs in the workplace. This section covers the use of the English language in communication at the workplace, specifically within the Food and Beverage industry.

2.1 English for Specific Purposes (ESP)

English for Specific Purposes (ESP) is a method of teaching English where learners are taught according to their unique requirements in specific situations, like academic or professional life. ESP is different from general English as it is taught taking into account real-world requirements of communication of learners in certain situations. ESP is defined by Hutchinson, T., & Waters, A. (1987) as a method of teaching English which is based upon the learners' motivations to learn English. Thus, ESP is said to be a learner-based approach to language teaching and learning. practical

Further, Dudley-Evans, T., & St. John, M. J. (1998) define ESP as “the teaching of language which is based on the users' need and which links the language to a particular subject matter or discipline or occupational area.” In ESP, the language itself is not the goal, but merely the means used for communication in practical situations. ESP is intended to provide learners with linguistic skills that can be used for their academic or occupational purposes. From this perspective, ESP concentrates more on

the functional aspect of language rather than just its grammatical component.

For this specific study, the ESP model serves as the fundamental theoretical framework since the focus of the research is on the English language skills required by the students of the universities who are involved in the F&B industry. It is important to note that this need for the English language is not required for their academic activities, but for the workplace communications. In other words, the need for the English language skills of these students relates to the service-oriented tasks of welcoming the customers, explaining the dishes, ordering the meals, and dealing with customer complaints.

2.2 Needs Analysis

Needs Analysis is a key element of ESP since it is used for discovering the language needs of students in certain situations. As Hutchinson, T., & Waters, A. (1987) state, Needs Analysis is “a process of discovering what people need to know or be able to do in order to operate successfully in their particular situation.” Needs Analysis enables researchers to identify learners’ current language abilities and the language competencies required in a particular context.

According to Hutchinson, T., & Waters, A. (1987), learners’ needs are classified into two major categories, namely target needs and learning needs. Target needs refer to what learners are required to do in the target situation, while learning needs refer to what learners need in order to learn effectively.

Furthermore, target needs consist of three components: necessities, lacks, and wants. Necessities refer to the language knowledge and skills required in the target situation, lacks refer to the gap between learners' existing proficiency and the required proficiency, and wants refer to learners' personal perceptions of what they wish to learn.

Necessities refer to the linguistic knowledge and skills required by learners to function effectively in a particular target situation. In the present study, necessities imply the English competencies that the students need to be able to deal with customers in their cafés. This could include being polite when speaking, comprehending what the customer needs, and explaining the product well. Linguistic functions such as these are necessary for good customer service.

Lacks, on the other hand, involve the discrepancy between the proficiency level of the learners and that which is needed in the target scenario. In relation to this research, the students may lack proper vocabulary skills, pronunciation, or the competence in speaking English in a professional setting. These limitations may hinder effective communication with customers and reduce the quality of service provided in workplace interactions. Therefore, recognizing the lacks is vital in determining what the learners encounter in real life scenarios.

According to Hutchinson, T., & Waters, A. (1987), wants reflect what learners believe they need or would like to learn. Although wants are an important component of the Needs Analysis framework, the present study

focuses primarily on necessities and lacks in order to identify workplace English requirements and the difficulties experienced by university students working in the Food and Beverage sector. Therefore, wants are discussed as part of the theoretical framework but are not included as the main focus of the analysis.

In the present study, the Needs Analysis framework proposed by Hutchinson, T., & Waters, A. (1987) serves as the main theoretical basis for examining students' English language needs in the workplace. However, the study focuses only on necessities and lacks because the objective is to identify workplace English requirements and the difficulties experienced by university students working in the Food and Beverage sector. Necessities are represented through the importance of English and the English skills needed in workplace communication, while lacks are represented through the difficulties faced when using English in workplace interactions. These aspects reflect the gap between students' current English proficiency and the language demands of their work environment. Therefore, the concepts of necessities and lacks provide the theoretical foundation for the present study.

Several studies have highlighted the importance of Needs Analysis in identifying learners' language needs in specific contexts. Fitria, T. N. (2022) found that Needs Analysis is useful for identifying learners' current English proficiency, language difficulties, and the language skills needed to support their academic and professional goals. The study also revealed that students considered communication skills, vocabulary development, and workplace-

related English competencies as important aspects of English learning. Furthermore, Mahardika, I. G. N. A. (2018) emphasized that English courses in the Food and Beverage sector should be developed based on learners' communicative needs and workplace tasks.

The study found that language functions used by Food and Beverage staff were closely related to customer service activities, such as serving customers, providing information, and responding to customer requests. These findings indicate that Needs Analysis is an effective approach for identifying workplace-related English needs and is therefore considered suitable for the present study. These findings indicate that Needs Analysis is an effective approach for identifying workplace-related English needs and is therefore considered suitable for the present study. Consequently, the framework is used to examine the importance of English, the English skills needed, and the difficulties faced by university students working in the Food and Beverage sector.

2.3 English in Food and Beverage Context

Communication is an essential part of service quality in the Food and Beverage (F&B) industry. Employees in this sector are required to interact directly with customers in various service situations. In most cases, communication takes place not only with local clients but also with foreign clients who speak English. Thus, English language becomes a critical tool for communication in the work environment. English language skill is one of the essential skills in the food and beverage industry.

Malang is home to several major universities, including Universitas Brawijaya, Universitas Negeri Malang, Universitas Islam Negeri Malang, and Universitas Muhammadiyah Malang, which actively participate in international exchange and mobility programs. Alongside the growth of its higher education sector, the city has also experienced rapid expansion in its food and beverage industry, particularly cafés, which have become popular gathering places for students and visitors. As cafés in Malang increasingly serve customers from diverse linguistic and cultural backgrounds, including international students and foreign visitors, employees are expected to communicate effectively in English during daily service interactions. Furthermore, the growing café industry has created employment opportunities for university students seeking part-time work while pursuing their studies.

The Food and Beverage (F&B) sector refers to businesses that provide food and drink products and services to customers, including cafés, restaurants, and catering services. Employees in this sector are required to communicate effectively with customers and maintain service quality. In tourist destinations and multicultural environments, English communication skills become increasingly important, particularly when serving international visitors. Therefore, English proficiency is considered an essential competency for workers in the Food and Beverage industry.

According to Prima, S. (2022), employees in the hospitality industry consider speaking and listening as the most essential English competencies in customer services. The two competencies are commonly applied when dealing

directly with customers in their service experiences. It is necessary for employees to have speaking competencies in order to give information clearly and politely to customers. In addition, listening competencies are required in order for the employees to be able to interpret customers' requests.

In actuality, those employed in the F&B industry can use English for different communicative functions. They can use English to welcome their clients, explain about their products on offer, take orders, and deal with various problems their clients have. In order to do this effectively, the employees should know English that is appropriate for use within a real situation and not for studying purposes only.

Nonetheless, it is not always the case that all employees in the F&B industry can effectively communicate through English. Challenges faced by some of these employees include having a limited vocabulary and lack of confidence and experience in communicating through English. The need to be proficient in English has been identified as one of the key skills which need to be mastered due to anticipated requirements in the future workplaces, according to Dermawana, M. L. (2021).

2.4 Previous Studies

Several previous studies have investigated English language needs in different professional and educational contexts. Mahardika, I. G. N. A. (2018) examined communicative needs in the Food and Beverage service sector and found that English learning materials should be developed based on workplace communication tasks. The study revealed that employees frequently used

English when serving customers, providing information, and responding to customer requests. These communication tasks required employees to use English accurately and appropriately in real workplace situations. The findings indicate that communicative competence plays a significant role in supporting service quality within the Food and Beverage industry. Therefore, the study provides a relevant foundation for investigating English language needs among university students working in cafés.

In addition to studies on English language needs, several studies have examined the development of cafés in Malang and their role in students' daily lives. Pakpahan, V. A. T. (2024) found that cafés in Malang have become an integral part of students' lifestyles, serving not only as places for dining but also for studying, completing assignments, holding discussions, and socializing. Likewise, Thahira et al. (2025) reported that cafés in Malang function as alternative spaces for learning, working, and social interaction, reflecting the growing importance of cafés within the city's academic environment.

According to Dermawana, M. L. (2021), English proficiency is one of the core competencies that are needed to confront future challenges and compete in the world. The study indicated that due to globalization, there is a higher need for employees that have good English communication skills. Consequently, English language proficiency has become one of the key competencies in various professional fields such as hospitality services and customer service industries. Thus, the results of the study justify the significance of exploring the need for English language in professional

contexts.

Fitria, T. N. (2022) conducted a study on the English language needs of the non-English departments' students in line with ESP. According to the results, there was the need for the students to develop the language abilities that could be relevant to their academic and future professional work. It was revealed that communication skills, vocabulary acquisition, and language function at the workplace were some of the needs of learning. Furthermore, it was shown from the results that Needs Analysis could help identify the gap between the current and target language ability of the learners.

The relevance of English language skills in the context of hotel staff in Indonesia was explored by Prima, S. (2022). The researcher found that speaking and listening were regarded as the most essential skills for communication with clients, because they were often applied in communication process and were very important in providing quality service to the customers. In addition, it was proved that English language competence had a direct impact on customer satisfaction and quality of services.

Azmi, N. A. (2022) explored the development of needs-based English learning materials for non-English major students. The findings showed that English materials should be designed according to learners' academic and professional needs. The study also demonstrated that needs-based instruction can improve the relevance and effectiveness of English learning. By identifying learners' needs, educational institutions can provide more appropriate learning materials and activities. Therefore, the study reinforces the importance of

Needs Analysis in ESP-oriented research.

According to Prabhasanti, G. A. P. A. (2024), there were English needs of learners in a vocational setting where it was established that the students needed English competencies which would align with their future professional duties. Speaking and listening were two of the competencies which were identified by the study as necessary in workplace communication. Besides, learners experienced some challenges such as insufficient vocabulary and fear in English communication. It can be seen from this research that English needs related to workplace settings are dependent on the professional setting of the learners.

Although there have been numerous studies about the needs of the English language in educational or professional contexts, many of them dealt with hospitality workers, vocational students, or students majoring in certain courses. Additionally, some other studies emphasized on designing ESP materials instead of studying about the experience of the student employees in the workplace. Moreover, studies related to the case of university students working as part-time workers in cafés are not abundant especially concerning the Food and Beverage department. Another thing is that studies about the case of the café context in Malang are quite rare considering the increasing number of cafés and the number of students in Malang. This research tries to cover up the gap.

2.5 Conceptual Framework

This research is based on the ESP perspective where Needs Analysis acts as the central means of analysis. It is important to note that ESP argues that the acquisition of English must take into consideration the learners' needs as well as the circumstances under which they will use English. In work-related situations, English acts as an instrumental tool for communication that helps employees to accomplish their work-related tasks. This is why ESP becomes the basis for this research into the English language needs of university students in the Food and Beverage industry.

Needs Analysis within ESP approach is applied in order to determine the language needs of the learners in a specific environment. Hutchinson, T., & Waters, A. (1987) state that through Needs Analysis, one is able to establish the language skills required in the target situation and the problems faced by the learners. In this study, the Needs Analysis approach is based on two major aspects which include the necessities and lacks. The necessities refer to the English language skills required in workplace communication, while the lacks refer to the problems encountered when using English language at the workplace.

Based on this framework, students' English language needs are examined through three main aspects. The first aspect is the importance of English in the workplace, which reflects the role of English in supporting communication and job performance. The second aspect is the English skills needed, including speaking, listening, reading, and writing. The third aspect is

the difficulties faced when using English during workplace interactions. These aspects are used to identify students' workplace-related English needs in the Food and Beverage sector.

This model postulates that the university students who work in the cafes use English for certain communicative purposes. The English needs of the university students in cafes result from work requirements, communication tasks, and problems faced when interacting with customers. The Needs Analysis helps identify and analyze the English needs of the students. In such a way, the framework helps investigate the English needs of university students who work in cafes in Malang.

Table 2. 1 *Conceptual Framework of The Study*

Theoretical Framework	Components of Needs Analysis	Research Variables	Description
ESP (Hutchinson & Waters, 1987)	Necessities	Importance of English	The perceived importance of English in supporting workplace communication and job performance in the Food and Beverage sector.
ESP (Hutchinson & Waters, 1987)	Necessities	English Skills Needed	The English language skills required by students in workplace interactions, including speaking, listening, reading, and writing.
ESP	Lacks	Difficulties	The difficulties experienced by

(Hutchinson & Waters, 1987)		Faced	students when using English in workplace situations, such as vocabulary limitations, pronunciation problems, lack of confidence, and comprehension difficulties.
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As presented in Table 2.1, the conceptual framework demonstrates that the present study adopts the Needs Analysis framework proposed by Hutchinson, T., & Waters, A. (1987) as its theoretical foundation. The concepts of *necessities* and *lacks* are operationalized into three research variables: the importance of English, the English skills needed, and the difficulties faced by working students. These variables represent the essential components for identifying students' English language needs in workplace communication. Accordingly, the conceptual framework guides the development of the research instrument as well as the interpretation of the research findings.

CHAPTER III

RESEARCH METHOD

This chapter presents the research methodology employed in this study. It explains the research design, research setting and participants, population and sample, research variables, research instruments, data collection procedures, and data analysis techniques. These methodological procedures were designed to ensure that the research objectives were achieved systematically and that the findings accurately reflected the English language needs of working students in the Food and Beverage sector.

3.1 Research Design

This study employed a descriptive survey design using a quantitative approach. A quantitative approach was considered appropriate for this study because it aims to describe and quantify students' English language needs in the workplace. This was achieved through the collection of quantitative data such as the significance of English, required English skills, and problems students experience while using English language at their place of work. According to Creswell, J. W. (2014), quantitative research involves the investigation of variables using instruments, as well as analysis of quantitative data through statistical measures.

The survey design was applied because the data were collected directly from respondents through a structured questionnaire. Survey research is commonly used to gather information from a group of participants in order to describe their perceptions, attitudes, and

experiences. Cohen et al. (2018) explain that survey research is useful for collecting data from a number of respondents to describe a particular phenomenon. In this study, the survey design was used to identify students' perceptions of English needs in their workplace context. Therefore, the use of a survey design is suitable for the objectives of this study.

3.2 Research Setting and Participants

The study took place in Malang, East Java, Indonesia. Malang was selected as the study setting because it is home to several major universities that attract both domestic and international students through various academic and student mobility programs. In addition, the city has experienced rapid growth in its Food and Beverage (F&B) industry, particularly in the café sector, which has become an important part of students' academic and social life. Previous studies have shown that cafés in Malang are frequently visited by university students for studying, completing assignments, holding discussions, and socializing. The foreign visitors including international students in the city also creates opportunities for café employees to interact with customers from diverse linguistic and cultural backgrounds. Consequently, English plays an important role in facilitating effective communication in workplace settings. Therefore, Malang provides an appropriate context for investigating the English language needs of working students.

This research was carried out in several cafés in Malang that employ university students as part-time staff. These cafés were selected because

they provide authentic workplace settings where students interact directly with customers during daily service activities. In these interactions, employees may need to use English when greeting customers, explaining menu items, recommending products, taking orders, responding to inquiries, or handling customer requests and complaints. Such communicative situations reflect the practical use of English in the workplace and make cafés an appropriate setting for identifying the English language needs of working students.

This study was conducted from May to June 2026. The period of data collection was adjusted to the researcher's schedule and the availability of respondents in the workplace. The data were collected after the research instrument had been prepared and validated. The time of data collection was also arranged to ensure that respondents could complete the questionnaire without interrupting their work activities. Therefore, the research setting and time were determined based on practical and academic considerations.

3.3 Population and Sample

The population of this study consisted of university students working in the Food and Beverage sector, particularly in cafés, in Malang. These students were selected as the population because they represent the main focus of this study. They are university students who work while studying and are involved in direct customer service interactions. Their work context makes them relevant participants for examining workplace-related English needs. Therefore, they were considered the target

population of this study.

The sample of this study was selected using purposive sampling. Purposive sampling is a sampling technique in which participants are selected based on specific criteria relevant to the objectives of the study (Judijanto et al., 2025). This technique was chosen because not all university students in Malang meet the characteristics required in this study. Only students who fit the research criteria were considered suitable participants. Therefore, purposive sampling was considered the most appropriate sampling technique for this study.

The sample criteria in this study were clearly defined to ensure the relevance of the participants. First, the respondents had to be active university students. Second, they had to work in a café for at least three months. Third, they had to have experience interacting with customers in the workplace. These criteria were applied to ensure that the respondents had sufficient workplace experience relevant to the study.

The sample size consisted of 25 respondents, which was considered appropriate for the purpose of descriptive quantitative research and the predetermined participant criteria. Furthermore, such a sample size was seen as appropriate for gathering survey data. Finally, the chosen respondents were likely to share relevant information due to the experience gathered in the workplace.

3.4 Variables and Operational Definitions

The present study focused on students' English language needs in the Food and Beverage workplace context. The concept of students' English needs in the Food and Beverage industry involves English needs, English skills required, and problems with the use of English in the workplace. The factors were chosen since they are the main components of English need in the workplace setting. In other words, students' English needs served as the primary variable of the current research.

Aspect One is the aspect of the significance of English in the workplace. The aspect of importance of English pertains to the views of the students on the significance of English in the communication process and in terms of ensuring service quality in café workplaces. These include the functions of English in communication with clients, dissemination of information, and professional interaction. The first aspect concerns the importance of English in the workplace.

The second aspect relates to the English skills required by students in performing their workplace responsibilities in cafés. The skills under investigation include speaking, listening, reading, and writing. The analysis of these skills was aimed at finding out which skills are necessary for the communication in the workplace. Consequently, this aspect demonstrates English skills that are useful in the Food & Beverage industry.

The last aspect is difficulties encountered in communicating in English. This involves the problems that the students encounter while

communicating in English language in their working environment. Such problems may involve inadequate vocabulary, lack of confidence, pronunciation issues, or lack of exposure to English language. The inclusion of this issue in the study was intended to determine the problems affecting the students' English proficiency in their workplace.

3.5 Research Instrument

The primary instrument utilized in conducting this research was a Needs Analysis Questionnaire adapted from the framework proposed by Hutchinson, T., & Waters, A. (1987). The questionnaire consisted of 30 close-ended statements measured using a five-point Likert scale. It was designed to identify the English language needs of university students in relation to their work in the Food and Beverage (F&B) sector. The questionnaire covered three main dimensions: the relevance of English, English language skills required in the workplace, and problems encountered when using English at work.

The questionnaire items were developed based on students' workplace experiences in café environments. In addition to the questionnaire, semi-structured interviews were employed as a supporting instrument to complement and clarify the quantitative findings. The interviews were conducted with selected participants to obtain more detailed information regarding their English language needs and workplace experiences. According to Creswell, J. W. (2014), interviews enable researchers to obtain in-depth information from participants and gain a deeper understanding of the phenomenon being investigated.

The questionnaire employed a five-point Likert scale with response options ranging from Strongly Disagree, Disagree, Neutral, Agree, to Strongly Agree. It comprised several sections, including respondents' demographic information, the importance of English, English language skills required in the workplace, and problems encountered when using English. The questionnaire items were derived from the concepts of necessities and lacks in the Needs Analysis framework proposed by Hutchinson, T., & Waters, A. (1987). The interview data were used to support and strengthen the interpretation of the questionnaire findings, providing a more comprehensive understanding of the English language needs of working students.

Instrument Blueprint

The primary instrument of this study was a questionnaire consisting of 30 items adapted from the Needs Analysis framework proposed by Hutchinson, T., & Waters, A. (1987). The items were organized into three aspects based on the objectives of the study. The first aspect measured the importance of English in the workplace through eight questionnaire items (Items 1–8). The second aspect examined the English language skills required by working students, including speaking, listening, reading, and writing, through twelve items (Items 9–20). The final aspect focused on the difficulties encountered by students when using English in the workplace, including vocabulary, confidence, pronunciation, and comprehension, through ten items (Items 21–30). The distribution of the questionnaire items was

designed to ensure that each aspect of students' English language needs was adequately represented.

In addition to the questionnaire, a semi-structured interview was employed as a supporting instrument to complement the questionnaire findings. The interview was conducted with selected participants using open-ended questions based on the same three aspects of the questionnaire: the importance of English in the workplace, the English language skills required, and the difficulties encountered when using English at work. The interview served to clarify, support, and provide deeper explanations of the quantitative findings obtained from the questionnaire.

Likert Scale

Table 3. 1 Likert Scale

Scale	Category
1.	Strongly Disagree
2.	Disagree
3.	Neutral
4.	Agree
5.	Strongly Agree

The questionnaire employed a five-point Likert scale to measure the respondents' level of agreement with each statement.

The response categories consisted of *Strongly Disagree* (1),

Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5). This scale was selected because it allows respondents to express the extent of their agreement with each statement and facilitates quantitative analysis through the calculation of mean scores and percentages.

3.6 Data Collection Technique

The data used in this research were collected through questionnaires as the primary instrument and supported by semi-structured interviews. The questionnaire was distributed among the respondents who qualify to be sampled according to the criteria of this study. After the questionnaire responses had been collected, semi-structured interviews were conducted with selected participants to clarify and support the questionnaire findings. The process of collecting data involved both face-to-face and online methods by using Google forms. This approach was adopted due to the need to increase the efficiency of the process.

According to Mertler, C. A. (2024), the data obtained in quantitative research can be acquired using structured tools, such as questionnaires, to get systematic and measurable data. With this in mind, the questionnaire used in this research was structured in such a way that participants' responses could be gathered systematically. These responses were expected to offer measurable data on the needs of students in terms of English language skills for their jobs. Using the questionnaire was a convenient way to obtain data from multiple respondents at once.

The data collection process involved several stages. First, the questionnaire was developed based on the research objectives and the Needs Analysis framework proposed by Hutchinson, T., & Waters, A. (1987). Second, the questionnaire was distributed to respondents who met the research criteria. After all questionnaire responses had been collected, semi-structured interviews were conducted with selected participants to gain more detailed explanations of their responses. Finally, all collected data were organized and prepared for analysis.

3.7 Data Analysis Technique

Analysis of data in this research was done through descriptive statistics. Descriptive statistics were applied in analyzing the data collected from the questionnaire in the form of percentages and mean scores. The interview data were analyzed descriptively and used to support the interpretation of the quantitative findings obtained from the questionnaire. According to Creswell, J. W. (2014), quantitative data analysis is the organization of data, statistical analysis, and systematic interpretation of the data. In this research, the data analysis process aimed at exploring the perceptions of the students about the significance of English language, necessary English skills, and the challenges they face when communicating at work.

To start with, the process of analyzing the data involved putting together various responses in the questionnaires into different categories in accordance with the research variables. Following this, the researcher

analyzed the percentage and mean scores of each item in the questionnaire to establish the dominant response in relation to the participants' English needs. $\text{Mean} = \Sigma X / N$, ΣX = total score, and N = number of respondents. High mean scores would suggest greater levels of agreement or higher English needs while low mean scores would indicate the contrary. The semi-formal interviews were conducted to provide supporting information and strengthen the interpretation of the quantitative findings. Therefore, the interview data functioned as a form of data triangulation rather than as the primary source of analysis. In essence, the findings were to be interpreted in a descriptive manner, hence explaining the English needs of the students in the Food and Beverage workplace.

Data Analysis Framework

The questionnaire data were analyzed based on the three aspects of students' English language needs measured in the research instrument. These aspects consisted of the importance of English in the workplace, the English language skills required by working students, and the difficulties encountered when using English at work. Organizing the data into these aspects enabled the researcher to analyze each research objective systematically. The analysis also ensured that every questionnaire item was interpreted according to its corresponding indicator. As a result, the findings could provide a comprehensive description of students' English language needs in the Food and Beverage sector.

The first aspect examined the importance of English in the workplace through Items 1–8. The second aspect analyzed the English language skills required by working students, including speaking, listening, reading, and writing, through Items 9–20. The third aspect focused on the difficulties encountered when using English in the workplace through Items 21–30, including vocabulary, confidence, pronunciation, and comprehension. The responses to all questionnaire items were analyzed using mean scores and percentages. Furthermore, the interview data were analyzed descriptively and used to support and clarify the interpretation of the questionnaire findings.

Mean Score Interpretation

The questionnaire responses were analyzed using mean scores to determine the level of agreement for each questionnaire item. The mean score of each item was calculated by dividing the total score obtained from respondents by the total number of respondents. The resulting mean score represented the overall tendency of respondents' perceptions regarding each statement. To facilitate interpretation, the mean scores were classified into five categories ranging from Very Low to Very High. This classification enabled the researcher to describe the level of students' English language needs more systematically and consistently.

A mean score ranging from 4.21 to 5.00 was categorized as Very High, while a score between 3.41 and 4.20 indicated a High level. Mean

scores ranging from 2.61 to 3.40 were interpreted as Moderate. Meanwhile, scores between 1.81 and 2.60 were categorized as Low, and scores ranging from 1.00 to 1.80 were considered Very Low. These categories served as the basis for interpreting the questionnaire results presented in Chapter IV.

Questionnaire Data Analysis

The questionnaire data were analyzed using descriptive statistics in the form of mean scores and percentages. Each of the 30 questionnaire items was analyzed individually to identify the respondents' level of agreement with each statement. The mean score indicated the overall tendency of respondents' perceptions, while the percentage described the distribution of responses for each item. These descriptive statistics enabled the researcher to identify the most important English language needs and the most common difficulties experienced by the participants. The findings were then organized according to the three research aspects to ensure consistency with the research objectives.

After the quantitative analysis had been completed, the interview data were analyzed descriptively to provide additional explanations for the questionnaire findings. The interview responses were not analyzed statistically but were used to clarify, support, and enrich the interpretation of the quantitative results. Relevant interview excerpts were incorporated into the discussion whenever they helped

explain the questionnaire findings. Combining both sources of data allowed the researcher to obtain a more comprehensive understanding of students' English language needs in the Food and Beverage sector.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the study entitled *An Analysis of The English Language Needs of University Students Working in the Food and Beverage Sector in Malang for Developing ESP Materials*. The primary data were collected through a questionnaire distributed to university students working in cafés and other Food and Beverage workplaces in Malang. In addition, semi-formal interviews with several respondents were conducted to provide supporting information and strengthen the interpretation of the quantitative findings.

4.1 Respondents' Demographic Information

A total of 25 university students working in cafés and other Food and Beverage workplaces in Malang participated in this study. The respondents consisted of 18 male students (72%), 6 female students (24%), and 1 participant (4%) who preferred not to disclose their gender. The data indicate that male students represented the majority of the participants involved in this research.

Regarding workplace experience, 18 respondents (72%) reported that they had interacted with foreign customers during their work, while 7 respondents (28%) stated that they had never served foreign customers. This finding demonstrates that English communication is relevant to the work experiences of most participants. The respondents were therefore considered appropriate sources of information for identifying workplace-related English language needs in the Food and Beverage sector.

The respondents were selected because they had direct experience working in customer-service environments that required interaction with diverse customers. Their experiences in café workplaces provided valuable insights into the practical use of English in real workplace situations. Therefore, the demographic characteristics of the participants support the objectives of the present study.

4.2 Findings

4.2.1 Importance of English

Table 4.1 *Importance of English*

Item	Mean	Category
Q1	3.76	High
Q2	3.92	High
Q3	4.56	Very High
Q4	4.08	High
Q5	4.00	High
Q6	3.80	High
Q7	4.52	Very High
Q8	3.84	High
Overall Mean	4.06	High

It is found out that Respondents view English to be an important skill in the workplace due to the fact that the mean score of all the items is 4.06, which belongs to the high category. The highest score among all items received the item that states that English is important to deal

with foreign clients, since its mean score is 4.56. Moreover, another important item is that English increases future job opportunities, because the mean score of this item is 4.52. Thus, it means that respondents perceive the importance of English not only at the present time but also in the future due to the fact that it allows increasing future job opportunities. Consequently, English is important for university students who work in the Food and Beverage industry.

4.2.2 English Skills Needed

Table 4.2 *English Skill Needed*

Item	Mean	Category
Speaking		
Q9	4.44	Very High
Q10	4.00	High
Q11	3.62	High
Listening		
Q12	4.32	Very High
Q13	3.62	High
Q14	4.28	Very High
Reading		
Q15	4.36	Very High
Q16	3.75	High
Q17	3.68	High

Writing		
Q18	4.04	High
Q19	3.55	High
Q20	3.68	High
Overall Mean	3.95	High

The findings show that English skills are highly needed by university students working in the Food and Beverage sector, as indicated by the overall mean score of 3.95. Among the four language skills, speaking received the highest level of agreement from respondents. The statement “Speaking skill is important in my workplace” obtained a mean score of 4.44, while listening-related items also received high ratings, particularly the need to communicate with foreign customers. Reading skills were considered useful for understanding menus and product information, whereas writing skills received relatively lower scores compared to the other language skills. These findings suggest that oral communication skills, particularly speaking and listening, are the most essential competencies required in café workplace settings speaking and listening skills should receive greater attention in workplace-oriented English learning programs.

4.2.3 Difficulties Faced

Table 4.3 *Difficulties Faced*

Item	Mean	Category
Q21	3.18	Moderate
Q22	3.56	High
Q23	3.44	High
Q24	3.24	Moderate
Q25	3.20	Moderate
Q26	3.12	Moderate
Q27	3.00	Moderate
Q28	2.83	Moderate
Q29	3.48	High
Q30	3.48	High
Overall Mean	3.25	Moderate

According to the results, the difficulty level of using English language in workplace communication was moderate, which is shown by an average score of 3.25. Out of the ten items, Item 22 ($M = 3.56$) had the highest average score. This means that this particular item was one of the most frequently occurring difficulties for the respondents. Next, were Items 29 and 30 ($M = 3.48$) followed by Item 23 ($M = 3.44$). On the other hand, the lowest average score ($M = 2.83$) was obtained

from Item 28, which implies that it was less of a challenge to the respondents than the other difficulties. Based on the results, it can be seen that even though there were many English Language related difficulties, these challenges were not too serious

4.2.4 Summary of Findings

Table 4.4 Summary of Findings

Variable	Mean	Category
Importance of English	4.06	High
English Skill Needed	3.95	High
Difficulties Faced	3.25	Moderate

Overall, the findings indicate that English is highly valued by university students working in the Food and Beverage sector. Both the importance of English and English skills needed were categorized as high, while the difficulties faced remained at a moderate level. These results suggest that English functions as an essential workplace competency despite the challenges experienced by student workers.

4.3 Discussion

4.3.1 The Importance of English in the Workplace

The findings indicate that English is considered an important workplace skill among university students working in the Food and Beverage sector. This result supports the concept of necessities proposed by Hutchinson, T., & Waters, A. (1987), which refers to the language competencies required in a target situation. In café workplaces, English is needed to communicate effectively with

customers, particularly foreign customers. The finding is also consistent with Dermawana, M. L. (2021), who argues that English has become an essential skill in the modern workplace due to globalization. The high mean score obtained in this study demonstrates that respondents recognize the practical value of English not only for their current jobs but also for their future professional careers.

The questionnaire findings were further supported by semi-formal interviews with several respondents. One participant stated, “English is important in my workplace, especially when customers who communicate with English visit the café. Even basic communication skills help me serve customers more confidently” (Rizki). This statement suggests that English is viewed as a practical communication tool rather than merely an academic subject. Therefore, English can be regarded as an essential workplace skill that supports customer service quality and professional development in the Food and Beverage sector.

4.3.2 English Skills Needed in the Food and Beverage Sector

The study found that speaking and listening were the most needed English skills among respondents. These findings reflect the communicative nature of café workplaces, where employees frequently interact directly with customers. According to ESP principles, language learning should focus on the actual communication needs of learners in their target situations (Hutchinson, T., & Waters, A., 1987). The results also support the findings of Prima, S. (2022), who reported that

speaking and listening skills are highly important in hospitality-related occupations. This indicates that oral communication skills play a dominant role in workplace interactions within the Food and Beverage industry.

The interview results also reinforced the quantitative findings. One respondent explained, “Speaking and listening are the skills I use most often because I need to understand customer needs” (Rohim). Another participant mentioned that communicating politely and clearly in English helps create a better customer experience. These statements demonstrate that speaking and listening are essential for handling workplace responsibilities effectively. Therefore, workplace-oriented English programs should prioritize the development of practical oral communication skills.

4.3.3 Difficulties Faced in Workplace Communication

The findings show that respondents still face several difficulties when using English at work, particularly related to pronunciation, confidence, vocabulary limitations, and understanding foreign customers. These difficulties can be categorized as lacks within Hutchinson, T., & Waters, A. (1987) Needs Analysis framework, which refers to the gap between learners’ existing abilities and the language competencies required in the target situation. Although the difficulties were categorized as moderate, they may still influence communication effectiveness during workplace interactions. Similar findings have been

reported by previous studies, which identified vocabulary limitations and low confidence as common challenges among English learners in professional contexts.

The interview data provided additional support for these findings. One participant stated, “Sometimes I understand what customers mean, but I feel nervous when speaking because I am afraid of causing misunderstandings during conversations” (Rizki). Another respondent explained, “My vocabulary is still limited, especially when customers try to engage in small talk while waiting for their orders” (Ninjar). These statements indicate that respondents possess basic English communication abilities but still encounter challenges in specific workplace situations. Therefore, English learning programs should focus on pronunciation practice, vocabulary development, and confidence building to better prepare students for workplace communication.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions and suggestions derived from the findings and discussion of the study. The conclusions summarize the major results related to the importance of English, the English skills needed, and the difficulties faced by university students working in the Food and Beverage sector in Malang. Furthermore, the suggestions are addressed to students, English teachers and ESP practitioners, as well as future researchers, with the aim of improving workplace-related English learning and providing directions for further studies.

5.1 Conclusion

The present research was intended to examine the need for English among university students employed in the Food and Beverage industry in Malang. These students were analyzed in terms of the significance of English, the required English skills, and the difficulties encountered during workplace communication. There are several findings that can be concluded from the results.

First, English language was recognized as an important skill by university students employed in the Food and Beverage sector. From the findings, it was noted that the overall mean score for the importance of English language was high. Most respondents agreed that English language is crucial while serving foreign customers, as well as in securing job opportunities in the future. This means that English language is important in facilitating communication at café workplaces. Thus, English language is an important workplace skill in the Food and Beverage industry.

Furthermore, the results have shown that the ability to communicate in English is very much required for workplace communication. Out of the four language skills, speaking and listening skills emerged as the most significant ones. These skills are often required while dealing with customers, explaining the menu, taking orders from the customers, and answering any queries of the customers. However, reading and writing skills were also deemed necessary, even though not as often as the first two.

Thirdly, the research results revealed that there was a moderately difficult level of using English in the workplace. The most typical difficulties included pronunciation issues, lack of confidence, vocabulary restrictions, and understanding of foreign customers. Even though these difficulties were not highly significant, they can still be considered as some obstacles in terms of workplace communication. Thus, these results show that the current proficiency level of students does not meet the communication requirements in the workplace.

Overall, the findings indicate that English has become an essential workplace competency for university students working in the Food and Beverage sector in Malang. The combination of questionnaire and supporting interview data demonstrates that English is not only important for current workplace communication but also for future professional development. Therefore, English learning programs should emphasize practical communication skills that reflect authentic workplace situations.

5.2 Suggestions

Based on the findings of this study, several suggestions are proposed for students, educators, and future researchers.

5.2.1 For Students

Students from universities employed within the Food and Beverage industry should consider enhancing their English language communication abilities, especially oral communication and listening skills. Due to the fact that those skills have been recognized as being the most critical in the course of workplace communication, constant practice may enable students to feel more confident when communicating with clients. Moreover, the vocabulary of students and their pronunciation may be improved through independent study and contact with the English language on a consistent basis. Thus, the process of English learning is essential for professional development.

5.2.2 For English Teachers and ESP Practitioners

The use of teaching materials which depict the workplace environment is suggested for English teachers and ESP professionals. The results from this research suggest that students require practical language abilities for customer services in café environments. As a result, teaching exercises must include realistic work-related tasks including greeting customers, informing about the menu, taking orders, and responding to complaints. These materials may assist students to develop the necessary

language abilities for their career paths. Thus, workplace-based ESP courses are advised.

5.2.3 For Future Researchers

For future researchers, similar researches can be carried out using more subjects in different workplace environments. The future studies can also analyze the English language needs in other areas of the hospitality industry such as hotels, restaurants or tourism among others. Moreover, future research can use the mixed methods approach so as to gain more insights on how the learners communicate at work. This will give them more comprehensive data on the English language needs in professional environment. Thus, more research is needed.

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Thahira, A., et al. (2025). *Work from café: Eksplorasi place attachment yang terbentuk pada pengunjung kafe di Kota Malang*. Universitas Negeri Malang.
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APPENDICES

Appendix I Instrument Validation Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Gajayana 50 Telepon (0341) 552398 Faksimili (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email: fitk@uin-malang.ac.id

Nomor : VAL-481/Un.03.1/FITK/TL.01.04/6/2026
Lampiran : -
Perihal : Permohonan Menjadi Validator

3 Juni 2026

Kepada Yth.
Dian Aristades Wiranegara, M.Pd
di-

Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama	: Ahmad Arif Burhanuddin As Sholihin
NIM	: 220107110007
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi/Tesis	: An Analysis of English Language Needs of University Students Working in Food and Beverage Sector in Malang
Dosen Pembimbing	: Dian Aristades Wiranegara, M.Pd/

Maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



akan,

Prof. Dr. H. Muhammad Walid, MA
NIP. 197308232000031002

Appendix II Instrument Validation Sheets

INSTRUMENT VALIDATION SHEET "AN ANALYSIS OF ENGLISH LANGUAGE NEEDS OF UNIVERSITY STUDENTS WORKING IN THE FOOD AND BEVERAGE SECTOR IN MALANG"

Validator : Dian Arsitades Wiranegara, M.Pd
NIP : 196911222006041001
Instance : Maulana Malik Ibrahim State Islamic University of Malang
Validation Date : 3 June 2026

A. Introduction

The purpose of this validation sheet is to request the validator to evaluate the questionnaire developed by the researcher. The questionnaire is designed to identify the English language needs of university students working in the Food and Beverage sector, particularly in café workplaces. The instrument is adapted from Hutchinson and Waters' (1987) Needs Analysis framework and focuses on three aspects: the importance of English, English skills needed, and difficulties faced. The researcher highly appreciates any comments, suggestions, and recommendations provided by the validator to improve the quality and validity of the instrument.

B. Assessment rubric

Instrument Validation Sheet.

No	Variable	Indicators	Questionnaire Item	Relevant (✓)	Notes
1	Importance of English	Workplace communication	English is important in my workplace.	☐	
2	Importance of English	Workplace communication	English helps me communicate effectively with customers.	☒	
3	Importance of English	Customer service	English is necessary when serving foreign customers.	☒	
4	Importance of English	Customer service	English improves the quality of customer service.	☐	
5	Importance of English	Professional communication	English supports professional communication in the workplace.	☒	
6	Importance of English	Workplace requirement	Workers in cafés should have basic English skills.	☐	

No	Variable	Indicators	Questionnaire Item	Relevant (✓)	Notes
7	Importance of English	Career development	English can increase employment opportunities in the future.	☒	
8	Importance of English	Industry relevance	English is an important skill in the Food and Beverage industry.	☐	

English Skills Needed.

No	Variable	Indicators	Questionnaire Item	Relevant (✓)	Notes
9	English Skills Needed	Speaking	Speaking skill is important in my workplace.	☒	
10	English Skills Needed	Speaking	I need speaking skill to explain menus and products.	☒	
11	English Skills Needed	Speaking	I need speaking skill to respond to customer questions.	☐	
12	English Skills Needed	Listening	Listening skill is important for understanding customer requests.	☒	
13	English Skills Needed	Listening	I need listening skill to receive customer orders accurately.	☐	
14	English Skills Needed	Listening	I need listening skill when communicating with foreign customers.	☒	
15	English Skills Needed	Reading	Reading skill helps me understand menus and product information.	☐	
16	English Skills Needed to challenges	Reading	I need reading skill to understand written instructions at work.	☐	
17	English Skills Needed	Reading	Reading English materials is sometimes necessary in my workplace.	☐	
18	English Skills Needed	Writing	Writing skill is needed in certain workplace situations.	☒	

19	English Skills Needed	Writing	I need writing skill to write simple notes or information.	☐	
20	English Skills Needed	Writing	Writing in English can support workplace communication.	☒	

Difficulties Faced.

No	Variable	Indicators	Questionnaire Item	Relevant (✓)	Notes
21	Difficulties Faced	Vocabulary	I have limited English vocabulary for workplace communication.	☒	
22	Difficulties Faced	Vocabulary	I often forget English words when speaking.	☐	
23	Difficulties Faced	Confidence	I feel nervous when speaking English.	☐	
24	Difficulties Faced	Confidence	I am afraid of making mistakes in English communication.	☐	
25	Difficulties Faced	Confidence	I lack confidence when interacting with foreign customers.	☐	
26	Difficulties Faced	Pronunciation	I have difficulty pronouncing English words correctly.	☐	
27	Difficulties Faced	Pronunciation	I worry that customers may not understand my pronunciation.	☐	
28	Difficulties Faced	Comprehension	I have difficulty understanding foreign customers.	☒	
29	Difficulties Faced	Comprehension	Different English accents make communication difficult for me.	☒	
30	Difficulties Faced	Comprehension	I find it difficult to understand fast English conversations.	☒	

C. Suggestion

.....

.....

.....

.....

.....

D. Conclusion

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

- a. The instrument can be used without revision.
- ☒ b. The instrument can be used with alight revision.
- c. The instrument can be used with many revisions.
- d. The instrument can be used.

Malang, 3 Juni 2026

Validator,



Dian Arsitades Wiranegara, M.Pd

NIP. 19801230201802011226

Appendix III Google Form Quisioner Transcript

The screenshot shows a Google Form titled "An Analysis of English Language Needs of University Students Working in the Food and Beverage Sector in Malang". The form is in the "Preview" mode. The content of the form includes a greeting in Indonesian, a thank you message, and a statement about the confidentiality of the responses.

An Analysis of English Language Needs of University Students Working in the Food and Beverage Sector in Malang

Assalamu'alaikum warahmatullahi wabarakauh.

Terimakasih telah meluangkan waktu untuk berpartisipasi mengisi kisioner ini. saya Ahmad Arif Burhanuddin As Sholihin, Mahasiswa Universitas Islam Negeri Malang yang saat ini sedang melakukan penelitian terkait kebutuhan dan penggunaan Bahasa Inggris oleh Mahasiswa Malang di dunia kerja (Food and Beverage) dengan judul penelitian: "An Analysis of English Language Needs of University Students Working in the Food and Beverage Sector in Malang."

All responses will be used solely for academic purposes and will be kept confidential.

Thank you for your participation.

The screenshot shows the "Responses" page of the Google Form. It displays a summary of 25 responses. The "Ringkasan" (Summary) tab is selected, showing a list of respondent names: Abbas, Muh Arfiansyah, erwin, and Iis.

25 jawaban

[Lihat di Spreadsheet](#)

Informasi Respondent

Name

25 jawaban

Abbas

Muh Arfiansyah

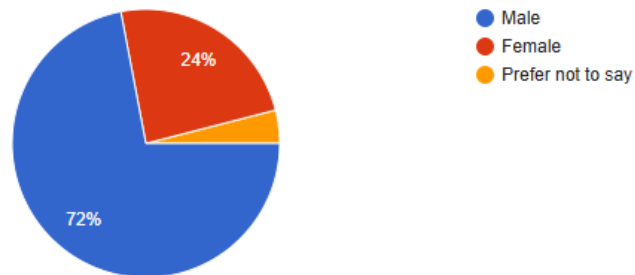
erwin

Iis

Gender

25 jawaban

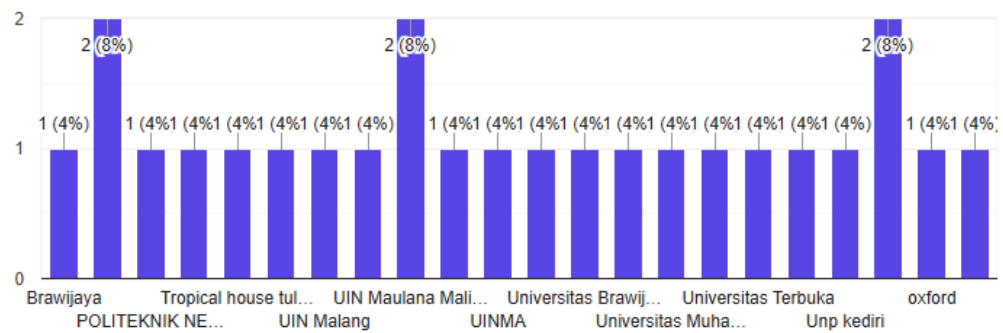
[Salin diagram](#)



University

25 jawaban

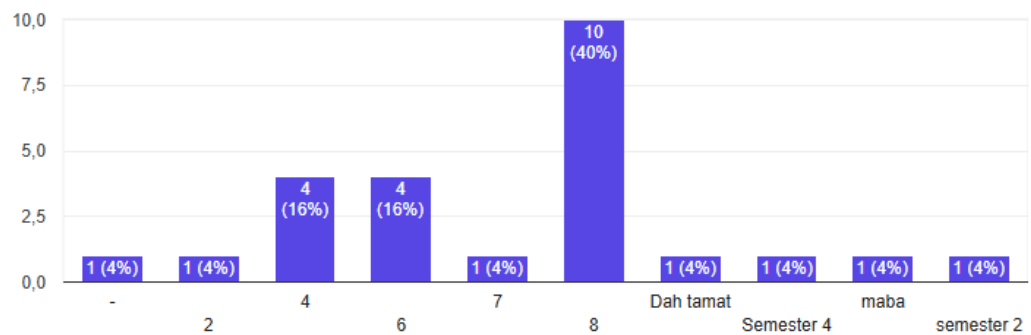
[Salin diagram](#)



Semester

25 jawaban

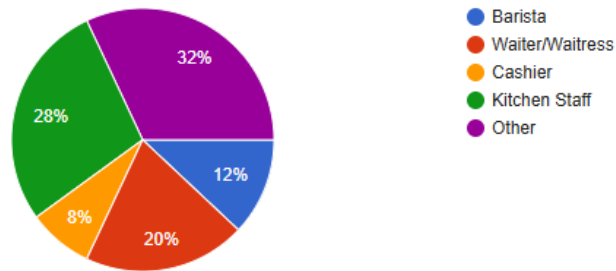
[Salin diagram](#)



Current Position in Café

25 jawaban

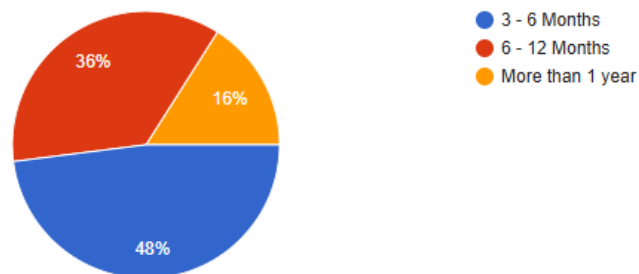
 Salin diagram



Length of Working Experience

25 jawaban

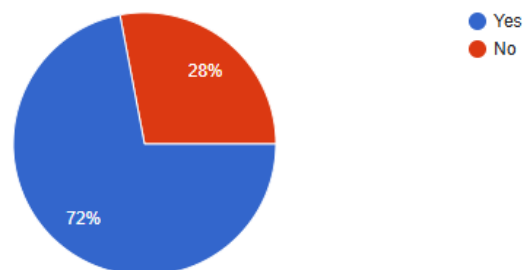
 Salin diagram



Have you ever interacted with foreign customers? Apakah Anda pernah berinteraksi dengan pelanggan asing?

25 jawaban

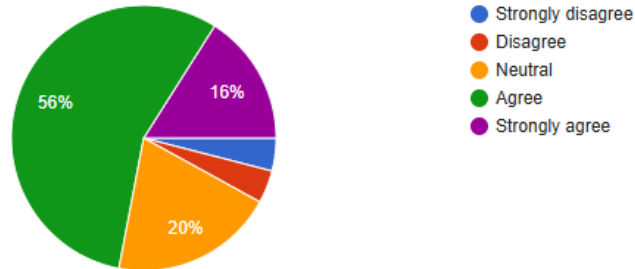
 Salin diagram



English is important in my workplace. *Bahasa Inggris penting di tempat kerja saya.*

 [Salin diagram](#)

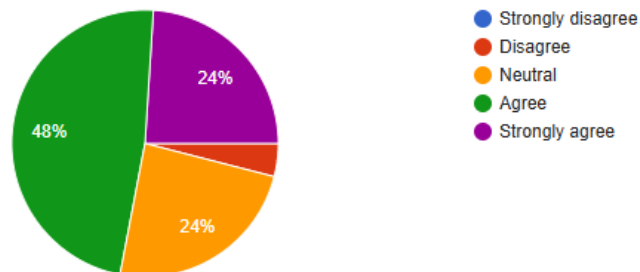
25 jawaban



English helps me communicate effectively with customers. *Bahasa Inggris membantu saya berkomunikasi secara efektif dengan pelanggan.*

 [Salin diagram](#)

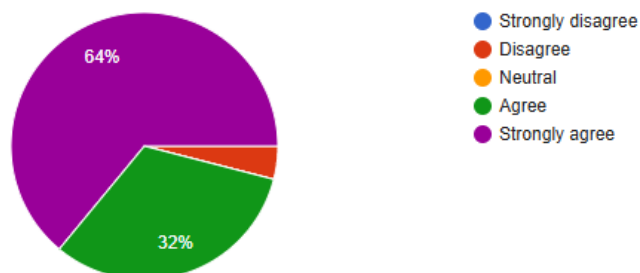
25 jawaban



English is necessary when serving foreign customers. *Bahasa Inggris diperlukan saat melayani pelanggan asing.*

 [Salin diagram](#)

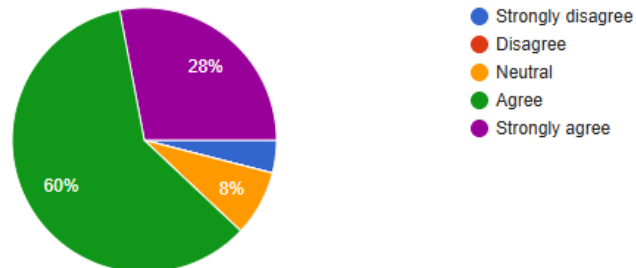
25 jawaban



English improves the quality of customer service. *Bahasa Inggris meningkatkan kualitas layanan pelanggan.*

 [Salin diagram](#)

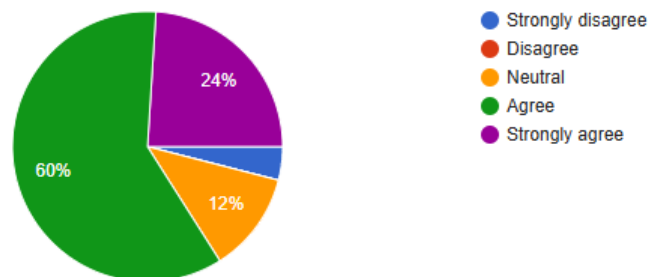
25 jawaban



English supports professional communication in the workplace. *Bahasa Inggris mendukung komunikasi profesional di tempat kerja.*

 [Salin diagram](#)

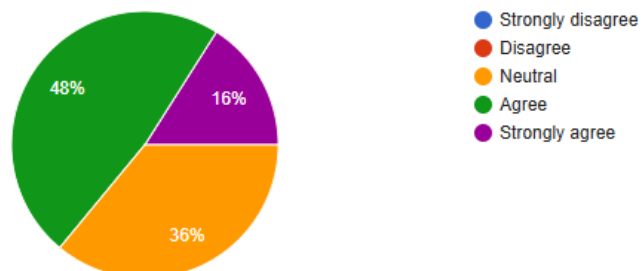
25 jawaban



Workers in cafés should have basic English skills. *Pekerja di kafe harus memiliki keterampilan bahasa Inggris dasar.*

 [Salin diagram](#)

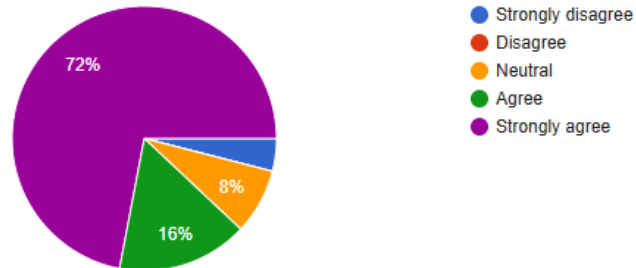
25 jawaban



English can increase employment opportunities in the future. Bahasa Inggris dapat meningkatkan peluang kerja di masa depan.

[Salin diagram](#)

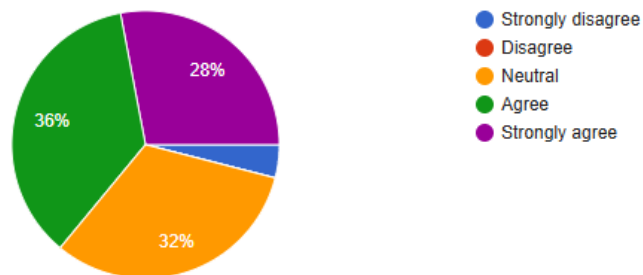
25 jawaban



English is an important skill in the Food and Beverage industry. Bahasa Inggris adalah keterampilan penting di industri Makanan dan Minuman.

[Salin diagram](#)

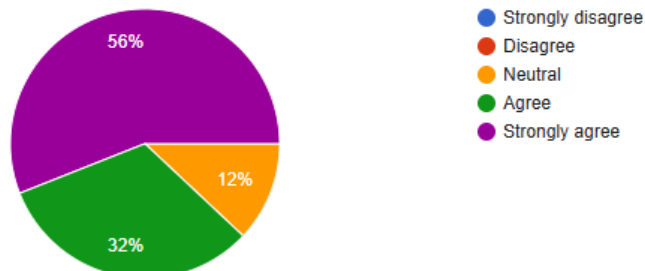
25 jawaban



Speaking skill is important in my workplace. Kemampuan berbicara itu penting di tempat kerja saya.

[Salin diagram](#)

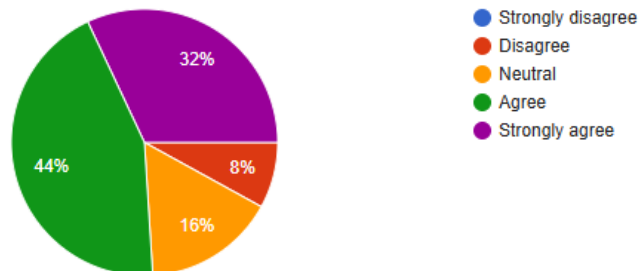
25 jawaban



I need speaking skill to explain menus and products. *Saya perlu keterampilan berbicara untuk menjelaskan menu dan produk.*

 [Salin diagram](#)

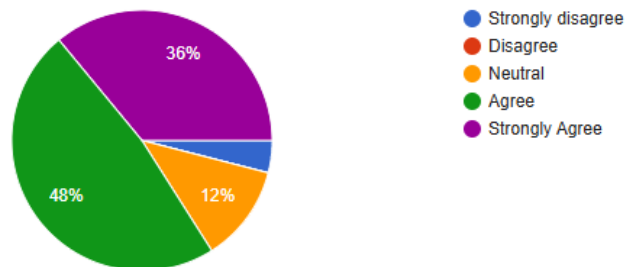
25 jawaban



I need speaking skill to respond to customer questions. *Saya perlu keterampilan berbicara untuk menjawab pertanyaan pelanggan.*

 [Salin diagram](#)

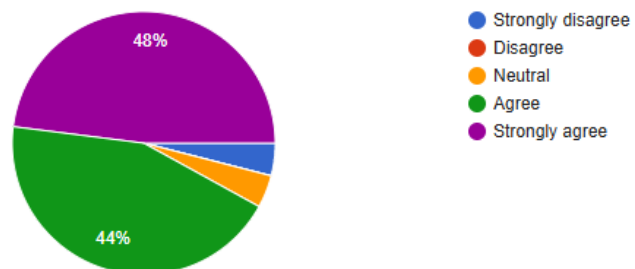
25 jawaban



Listening skill is important for understanding customer requests.
Kemampuan mendengarkan penting untuk memahami permintaan pelanggan.

 [Salin diagram](#)

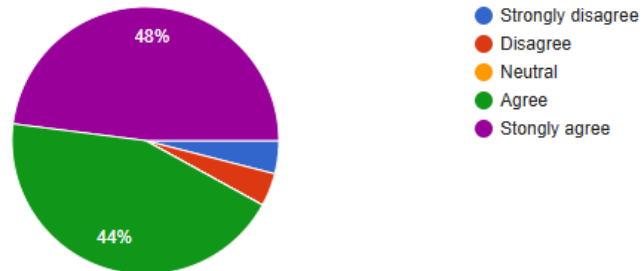
25 jawaban



I need listening skill to receive customer orders accurately. *Saya perlu keterampilan mendengarkan untuk menerima pesanan pelanggan dengan akurat.*

 [Salin diagram](#)

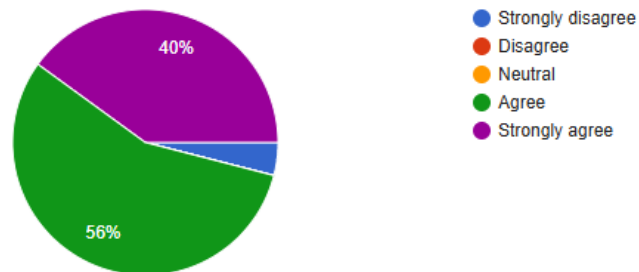
25 jawaban



I need listening skill when communicating with foreign customers. *Saya perlu keterampilan mendengarkan saat berkomunikasi dengan pelanggan asing.*

 [Salin diagram](#)

25 jawaban

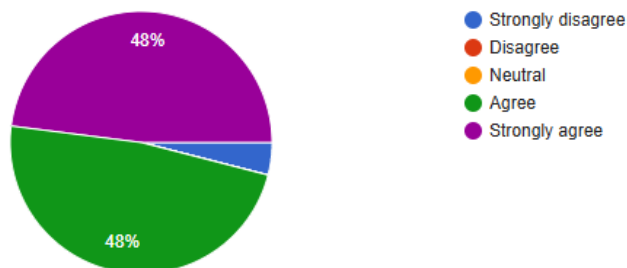


Reading skill helps me understand menus and product information.

 [Salin diagram](#)

Kemampuan membaca membantu saya memahami menu dan informasi produk.

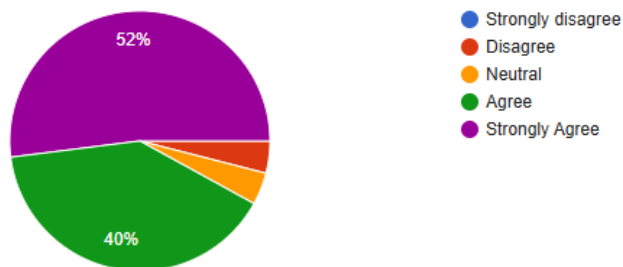
25 jawaban



I need reading skill to understand written instructions at work. *Saya perlu keterampilan membaca untuk memahami instruksi tertulis di tempat kerja.*

 [Salin diagram](#)

25 jawaban

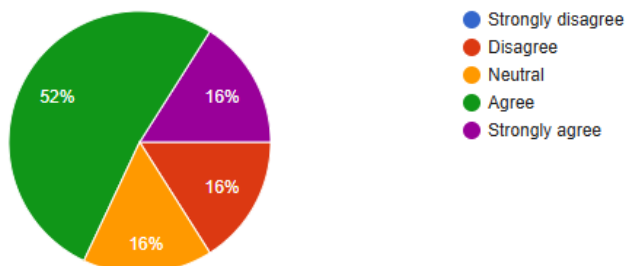


Reading English materials is sometimes necessary in my workplace.

 [Salin diagram](#)

Membaca materi berbahasa Inggris kadang-kadang diperlukan di tempat kerja saya.

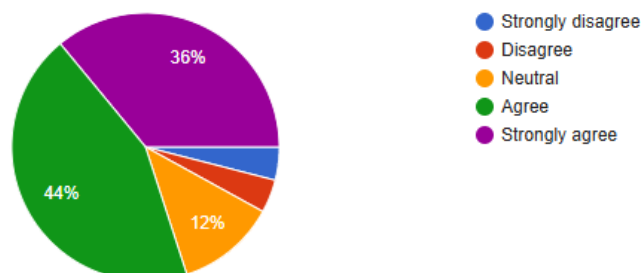
25 jawaban



Writing skill is needed in certain workplace situations. *Kemampuan menulis diperlukan dalam situasi-situasi tertentu di tempat kerja.*

[Salin diagram](#)

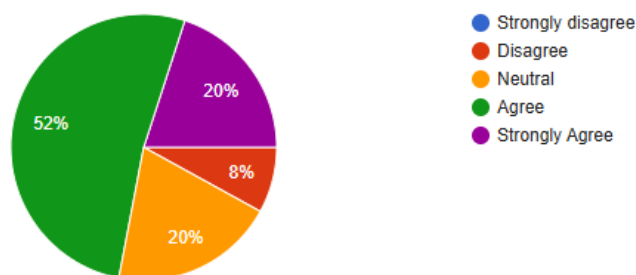
25 jawaban



I need writing skill to write simple notes or information. *Saya perlu keterampilan menulis untuk menulis catatan atau informasi sederhana.*

[Salin diagram](#)

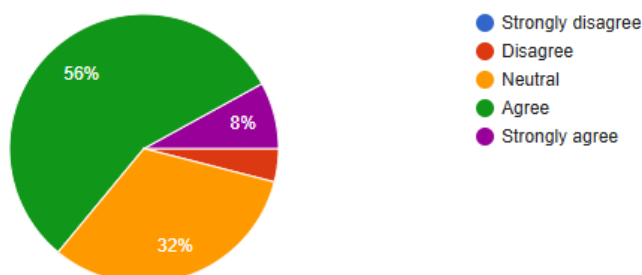
25 jawaban



Writing in English can support workplace communication. *Menulis dalam bahasa Inggris dapat mendukung komunikasi di tempat kerja.*

[Salin diagram](#)

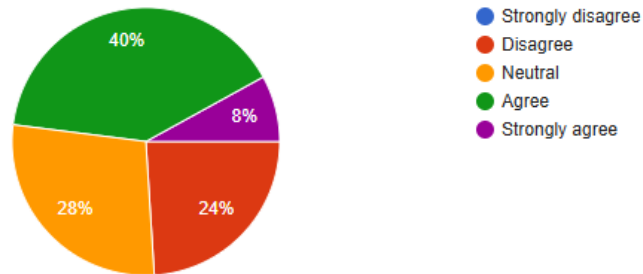
25 jawaban



I have limited English vocabulary for workplace communication. *Saya memiliki kosakata bahasa Inggris yang terbatas untuk komunikasi di tempat kerja.*

 [Salin diagram](#)

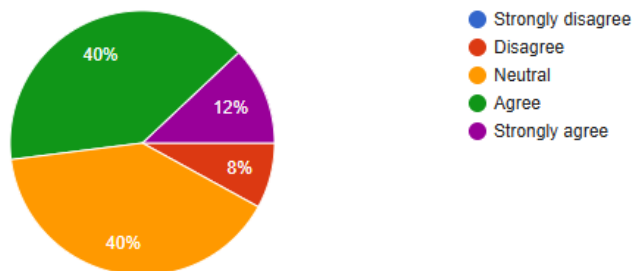
25 jawaban



I often forget English words when speaking. *Saya sering lupa kata-kata bahasa Inggris saat berbicara.*

 [Salin diagram](#)

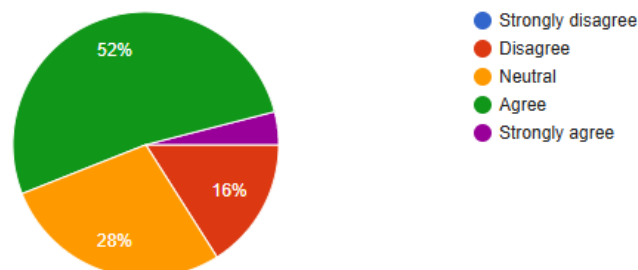
25 jawaban



I feel nervous when speaking English. *Saya merasa gugup saat berbicara dalam bahasa Inggris.*

 [Salin diagram](#)

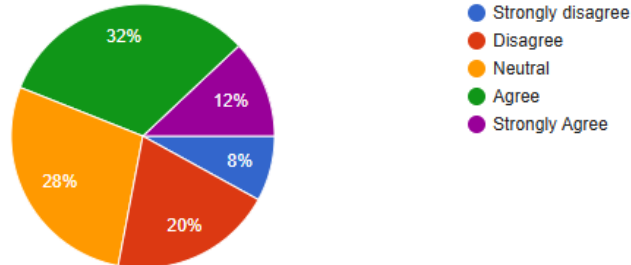
25 jawaban



I am afraid of making mistakes in English communication. *Saya takut membuat kesalahan dalam komunikasi bahasa Inggris.*

[Salin diagram](#)

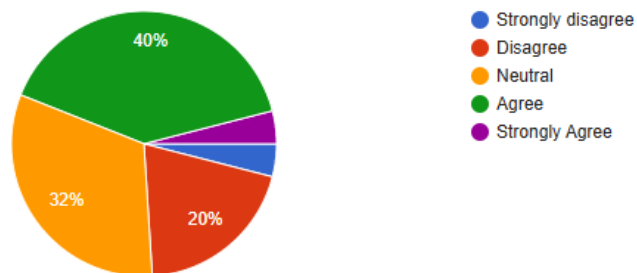
25 jawaban



I lack confidence when interacting with foreign customers. *Saya kurang percaya diri saat berinteraksi dengan pelanggan asing.*

[Salin diagram](#)

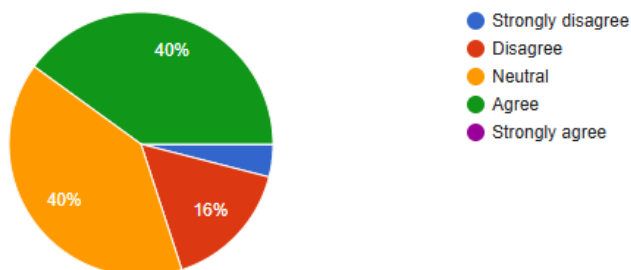
25 jawaban



I have difficulty pronouncing English words correctly. *Saya kesulitan mengucapkan kata-kata dalam bahasa Inggris dengan benar.*

[Salin diagram](#)

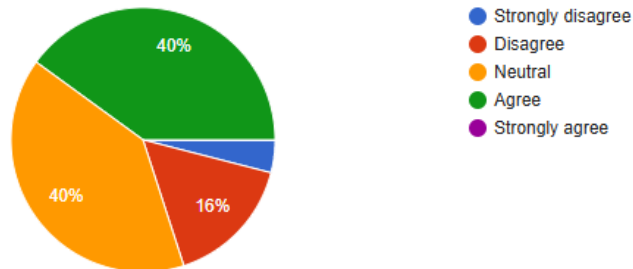
25 jawaban



I have difficulty pronouncing English words correctly. *Saya kesulitan mengucapkan kata-kata dalam bahasa Inggris dengan benar.*

 [Salin diagram](#)

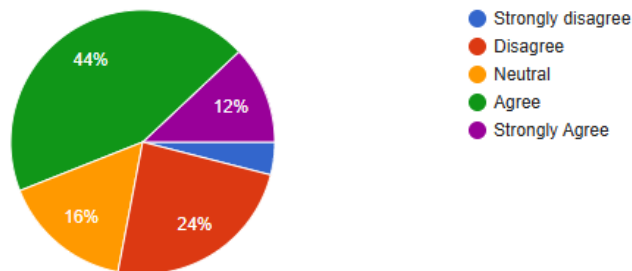
25 jawaban



I worry that customers may not understand my pronunciation. *Saya khawatir pelanggan mungkin tidak mengerti pengucapan saya.*

 [Salin diagram](#)

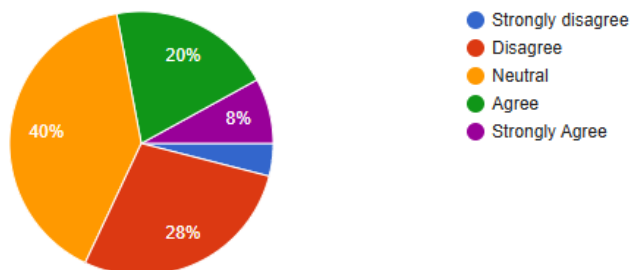
25 jawaban



I have difficulty understanding foreign customers. *Saya kesulitan memahami pelanggan asing.*

 [Salin diagram](#)

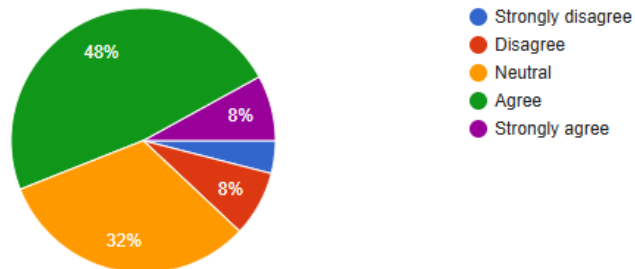
25 jawaban



Different English accents make communication difficult for me. *Berbagai aksen bahasa Inggris membuat komunikasi sulit bagi saya.*

 [Salin diagram](#)

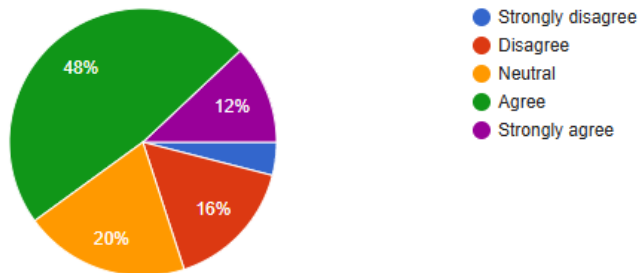
25 jawaban



I find it difficult to understand fast English conversations. *Saya kesulitan memahami percakapan bahasa Inggris yang cepat.*

 [Salin diagram](#)

25 jawaban



Appendix IV Curriculum Vitae

CURRICULUM VITAE



Name : Ahmad Arif Burhanuddin As Sholihin
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1. 2016-2019 SMP Islam Al-Azhaar Tulungagung
2. 2019-2022 MAN 1 Tulungagung
3. 2022-2026 UIN Maulana Malik Ibrahim Malang

Malang, 23 Juni 2026

The Researcher,

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