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**Need Analysis on English Language
for Frontliner at Post Office Arjuna (Pos With Us)**

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Abstract

Since English is used in every aspect of work, especially in hospitality areas including post offices as amenity support, there was a need for frontliner's English skills which affected the communication to the guest. To overcome this, need analysis research was done in a case study approach to the post office. It was found that frontliners lacked listening and speaking skills, and wanted to increase those skills as well. The special attention was given to heavy English accents, as well as gaining more vocabulary, either to perform better in the post office, or for frontliner's career development in the future. The way of learning chosen was authentic learning with real practices since the post office is located near a tourism area. This research encouraged other researchers to develop English for Specific Purposes courses specifically in the post office area and gather more information on reading and writing skills to get a balanced course later.

Keywords: Frontliner, Post Office, Need Analysis, Hospitality, English Skills.

INTRODUCTION

As English has become an international language which is very useful for all purposes, it has opened many opportunities for many sectors, especially the tourism or hospitality industry which requires English as a mandatory skill (Erna, 2014). This industry is common across Bali and makes every worker need to be able to communicate in English. In all those occupations related to hospitality, a frontliner acts as a representation of a company, which provides information about the company to the guests or customers. Those frontliner could be a front officer in a hotel, a waiter in a restaurant, a teller at a bank, etc., and they should be packed with sufficient product knowledge, attitudes, and be able to communicate well using English (Aprianto, 2023). In this case, being a frontliner in a post office also works similarly to those occupations, with its specialty on handling shipping, informing updated regulations, as well as a one-to-stop information center for guests on shipping their goods. As a frontliner, challenges occur mainly in communication due to lacking English skills, which affects guest disappointment on handling shipments. Looking deeper at the frontliner's English skill, in this case as a learner, there is a need to analyse their necessities, lacks, wants, and the environment that supports their usage of English. To address the situation, a need analysis on the frontliner's English skill is appropriate, which focuses on in-depth research on the learner's needs and learning needs.

The need analysis is a procedure to identify needs on arranging curriculum based on student's level knowledge, and student's need in learning English (Hutchinson & Waters, 1987). The purpose of needs analysis is to make sure that the course that will be implemented meets the needs from the learners (Brown, 2016). (Holec, 1981) also stated that need analysis is a classical procedure that helps to arrange curriculum perfectly to

learners. In addition, (Budasi, 2015) states that need analysis enables teachers to get information about a student's level of knowledge and the student's need in learning English. Based on (Hutchinson & Waters, 1987), there are two keys to consider in doing need analysis. Target Need (learner's need) focuses on analysing what the learner must learn to communicate in a specific area, consisting of three components: Necessities (the essential language skills required by learners to fulfil their professional roles effectively), Lacks (the gap between learners' current language proficiency and the expected level of competency), and wants (the personal goals and preferences of learners regarding language learning). Learning needs focuses on the way students learn English for specific purposes that covers their knowledge and ability to perform to the required degree of competence in target situations.

Related to the need analysis research in a workplace, it is linked to English for Specific Purposes (ESP). (Robinson, 1991) explains that ESP is an enterprise involving education training and practice and covering three aspects like language, pedagogy, and student's specialist area of interest. ESP is divided into two branches: English for Academic Purposes (EAP), and English for Occupational Purposes (EOP). EAP is focused on helping students develop the language skills necessary to succeed in academic settings where English is the medium of instruction, while EOP is intended to meet English skill needs in various industries, making them do their job in English effectively. A need analysis has been wide-recognized research to analyse learner's needs and learning needs, especially in context of language research recently by (Ghobain, 2024) in medical workplaces, (Hidayat, 2024) in airlines, and (Kaewkunha, 2021), in hotel area. Those researchers found that speaking skill is the most demanded in the learner's and learning needs, but there were limited in all-purposes role like a frontliner in a post office which utilized all four English skills at the workplace.

METHOD

The research design used on this research is qualitative research. According to (Moleong, 2008), a qualitative research approach is intended to understand phenomena on the research subject, could be behaviour, motivation, action, through making descriptions based on scientific approach. Specifically, the research used case study for its research method. According to (Creswell, 2014), case study research focuses on in-depth examination of a single case (could be individual, group of people, events, situation, programs) in a real-world context. This research was based on case study research as it focuses on in-depth examination of a single area, in its everyday working situation, with thirteen frontliners as the research subject. Data collection methods used in the research were questionnaire, observation, and interview. The data collected from that research were through several steps based on (Miles & Huberman, 1994), including data collection, data reduction, and data display.

RESULTS AND DISCUSSION

The frontliner had competence in using English skills to communicate with foreigners, even for thick accent English speakers. Although the frontliners had varying levels of English skills, they still used English as it is the best way to communicate. Frontliners stated they often (46.2%) and sometimes (53.8%) faced struggle despite how competent they were. The most English skills they struggled with were speaking skill (61.5%) and listening skill (38.5%). This was due to the difficulty of understanding foreigners with various accents (53.8%), often mixed with non-English-speaking country languages like France, Spain, India, Japan, etc., which affected those both English skills. Some showed delayed communication due to vocabulary lacking (38%) and need to accompany aid like Google Translate. To counter this problem, some frontliners asked the customers to repeat or slow down to understand what they were saying. When it was not the solution, Google Translate was the best way to understand each other. Indeed, when thinking about the best and fastest way to

communicate in Indonesian, those foreigners were not fluent in it. The frontliner must adapt with their condition and use English despite how they had struggles on it. Frontliner wished to improve their speaking and listening skills as it will ease their work especially handling foreign customers in the post office (15.4%), as well as for their future career development later (69.2%). It showed that the frontliner's wants are also shaped not only by target situation demands, but also by their personal expectation, in this case for their future career.

It was shown that frontliners prefer authentic learning (directly into the case) rather than the regular, classroom-way of learning. They choose to use internet (e.g. Customs Declaration Form) and AI to gain information as well as practicing their English skill, implemented it directly to the guest, which activates their speaking and listening skill; as well as social media conversations, specifically via WhatsApp in the office, made their reading and writing skill active (92.3%). To practice the skill, they preferred to get along with the conversation for their listening and reading skill, as well as reading and writing for pleasure. Their learning progress was also helped by how many foreign tourists come to our office as it is located near a tourism area. While the frontliner did not intentionally practice in the office in their leisure time (besides of authentic learning when the guests come), the participants generally practiced English outside of working hours, mostly in the evening. Since the post office is located near a tourist area, the office had plenty of English text to help both the guest and frontliner to gain more information on shipping packages.

It was implied that the frontliner in Pos With Us post office needs specific learning material for leveraging their English skills. It must focus on the listening and speaking skills, which must be based on authentic learning, even though there is demand for a classroom way and can be added for a variety of learning ways. As the reading and writing skills were rarely mentioned by the participant, it does not mean that these skills can be skipped. It should be added to balance between listening and speaking skills. From this research, it is suggested for the management to design an English for Specific Purpose course specialized for the frontliner later.

CONCLUSION

Participants showed difficulties on limited vocabulary and accent barriers, especially from non-English speakers. Now, they utilized technology like AI and the internet to help the communication get along. Subsequently, it was shown that listening and speaking skills were the most wanted. There was an exception that their writing skill was chosen by them. These skills were based on external and internal factors of the participants. In learning needs aspects, the participants chose authentic learning with authentic materials than monotonous classroom-style instruction. The learning process was mostly done by interaction between frontliners and foreign customers, either by walk-ins or via online, as well as by utilizing the Customs Declaration website to gain more vocabulary. This was also supported by how the office was surrounded by a tourism area, as well as high traffic of foreign tourists that increased the English exposure. For future research, which includes developing ESP courses for the office, it is highly recommended to gather more information on reading and writing skills to balance the ESP course later.

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