

## A NEED ANALYSIS OF TASK ACTIVITY IDENTIFIED FOR TOURISM STUDENTS IN LISTENING AND SPEAKING INTEGRATED SKILL

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### ABSTRACT

Task activity is part of learning to enhance the improvement students' skill, especially integration skills of listening and speaking. However, many researchers have identified task activity and integration skill separately. This descriptive research focuses on identifying three aspects of need analysis such as Target Situation Analysis (TSA), Present Situation Analysis (PSA), and Learning Situation Analysis (LSA). The aim of this research is to find out appropriate task activity and materials based on students' experiences learning in listening and speaking integrated skills. Data collection used interview from four tourism students, and analyzed English and major specific syllabus. The result of this study indicates that English lesson should adapt materials in major specific lesson, because materials affected to find suitable listening and speaking integrated task activity. The underlined result of this research is task activity can increase with new strategy and instruction which consider to previous learning, students' lack, and students' necessities. Implication need analysis showed listening and speaking integrated task activity is important to apply in English vocational school to achieve learners' target skill.

*Keywords:* Integrated skill, listening and speaking, need analysis, task activity, tourism

### A. INTRODUCTION

In the 21st century, English is the most important global language; thus, the requirement to teach English to tourism students (Lee, et.al, 2017) is crucial. In other words, mastering foreign language skills is essential for people working in the tourism sector as it is the means for communicating with tourists and understanding cultural differences, and for increasing employees' job opportunities in this international industry (Ghany, 2012). This foreign language refers to the English as international language. That is, it deals with teaching the language needed for communication and interaction between people of different cultures in airports, tourism and travel firms, markets and hospitality. English is needed to teach for gaining and developing communication skill in hospitality industry for tourism students.

Teaching English is more effective if teaching process has task activities that apply authentic materials, and having task activities is needed by tourism students can be gained in conducting need analysis. As described in detail by Long (2014), a fully task-based course

must first begin with a Needs Analysis (NA) in order to identify learners' authentic needs with the language. Need analysis is consistent with this practical goal in that the instruction is centered around the real-life tasks students need (or will need) to accomplish outside the classroom. A task-based NA sees tasks as goal-oriented processes, with a number of steps, which draw on a series of cognitive and communicative procedures, and that have a defined outcome. One way to identify those needs is to conduct a task-based needs analysis (NA) (Long, 2014), which is a comprehensive, in-depth inquiry into the kinds of tasks learners need to be able to do, typically outside the classroom, as well as the language associated with them.

Developing task activity with listening-speaking integrated skills is perhaps can enhance tourism students' communication ability in real world. As prove of TOEIC test is one of international recognized test which defines assessing speaking and listening skill. The test can be requirement that explain how professional learners' English communication ability is needed in hospitality industry. Integrated of listening and speaking skill need to use in task based course for survive of the coming test. From previous study, Lapele (2019) about need analysis material development for teaching ESP speaking, they interviewed students and also read the related books focusing on the students' major. Not only focusing on materials needs analysis, the teachers tried to look for the information related to the tasks and activities that the students would do in their future profession. However, need analysis for looking information task was not clearly yet. Furthermore, this present study is focused on conducting need analysis task activity for tourism students in vocational school. Specifically, this research is intended to investigate listening and speaking integrated skill task activities which are needed by students of English for tourism.

### **1. Need Analysis Task Activity for English Tourism**

In the literature on second language (L2) needs analysis, a broad range of information is discussed as a basis for determining what and how learners need to learn (see, for example, Brown, 1995; Long, 2014; Lambert, 2010). Need analysis (NA) is methodology to help teachers building materials, task, activity, or evaluation program in ESP course related to the authentic learning for several significance real-world situations can achieve in students' field of tourism. Brown (1995) defines needs analysis as "systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation".

Need analysis typically collects information about the general focus and goals of the task, the frequency of their performance, the task features (participants, channel, topic, spatial setting, psychosocial environment, rules of interaction, non-verbal aspects, etc.), the competencies, skills, and language needed to perform the task, the steps and sequences of procedures of the tasks, the variables contributing to task complexity (e.g. available planning time, degree of reasoning required) and the sources of difficulty (e.g. lack of material or linguistic resources), and the performance standards that can be used for the assessment of the task outcome.

The information collected from need analysis task activity is also refers to tourism students real conditions. Tourism students as known need English communicative competence. English communicative competence is target needs that would be analyzed. Moreover, adapting from Hutchinson and Waters (1987), the target needs divided into three groups of needs as necessities, lacks, and wants. The specific detail groups of needs are; (1) necessities

is related what English Tourism need to learn by learners, (2) lack is some aspect that learner need to improve or fix, (3) want is something that learner personal want about what learning like students wants.

## **2. Purpose of Need Analysis**

The purposes of NA could be divided into three categorizations: a target situation analysis (TSA), a learning situation analysis (LSA), and a present situation analysis (PSA), underlying the frameworks of NA and serving as the basis for the conduction of NA, and a TSA was further sub-categorized into objective, perceived and product-oriented needs; an LSA was sub-divided into subjective, felt and process-oriented needs; a PSA was sub-classified as strengths and weaknesses in language, skills, learning experiences (Dudley-Evans & St John, 1998). Such a classification of NA purpose may help researchers interpret the data appropriately, and finally establish an efficient task activity. As Dudley-Evans and St John (1998) suggested that these purposes might somehow be classified into PSA, LSA, and TSA. Although this classification seemed to be controversial to some extent, it could provide researchers and readers with another perspective on how NA was conducted and how NA was used to inform syllabus design.

In the process of NA, once the purposes of NA are settled in research, sources of NA should be selected and examined. The sources of information in a NA mean who can provide useful information and when it would be appropriate for them to do that, and the sources may include eight major types: learners, people working or studying in the field, ex-students, documents relevant to the field, clients, employers, colleagues and ESP research in the field. As Long (2014) pointed out, however, the sources of information may contain five main options: published and unpublished literature, learners, teachers and applied linguists, domain experts, and triangulated sources. Although they listed rather different types of NA sources, they still shared two types in common: learners and instructors.

## **3. Task Activity of Listening- Speaking Integrated Skill**

Tasks can be classified in a number of ways but two are of particular importance and clearly distinguish different approaches. First, following Nunan (1989), tasks can be “real-world” or “pedagogic”. Real-world tasks aim at both situational and interactional authenticity in that they mirror the actual tasks that learners may have to perform in real life (e.g., ordering a meal in a restaurant). Pedagogic-tasks aim only at interactional authenticity (i.e., they do not correspond to real life events but still generate natural language use). Spot-the-difference is a classic example of a pedagogic task. Long (2014) sees conducting needs-analysis as an essential preliminary step for developing a task-based syllabus.

Conducting need analysis for identifying task activity that focus on integrated listening and speaking to enhance English communication skill is more efficient strategy of teaching. As Nation & Newton (2009) argued the use of particular language teaching techniques is justified to the extent that they achieve learning goals. Identifying task activities help teacher for selecting what activities of learning can occur in learning process. It is possible to distinguish kinds of group work according to the way the information needed in the activity is distributed among the learners. One of them is split information arrangement of task. Split information tasks can be used with learners at any level, from beginners to advanced students, if appropriate materials are employed. Nation & Newton (2009) explained a well-balanced early listening and speaking lesson or series of lessons could contain the following parts.

**Table 1.** Part of Lessons Integrated Listening and Speaking Task Activity

<b>Lesson</b>	<b>Detail Activities</b>
<b>Meaning-focused input</b>	The learners engage in dialogue with the teacher, do activities like listen and do, grids, interview activities and listening to simple stories.
<b>Meaning-focused output</b>	The learners engage in dialogue with the teacher, do activities like descriptions, a variety of questioning activities like asking by numbers and hints, and guided activities like What is it?, picture stories and the same or different.
<b>Language-focused learning</b>	The teacher helps the learners with pronunciation, memorizing useful phrases and sentences, and substitution tables.
<b>Fluency development</b>	Memorized phrases and sentences are given repeated practice with an emphasis on reaching a normal speed of production. The learners listen to the same story several times over several days with the deliveries getting faster. The learners do simple repeated role plays which use the sentences and phrases they memorized and the sentences which they have already practiced in substitution tables. They also get very fluent listening to numbers.

## **B. METHOD**

The research design used qualitative and descriptive research. According to Nassaji (2015) that the goal of descriptive research is to describe a phenomenon and its characteristics which is more concerned with what rather than how or why something has happened. The participant of this study came from five tourism students. Selected students involved in this research based on teacher recommendation and required students who passed work industry practiced. Teacher recommendation can help researcher for collecting appropriate information with researcher's need effectively. The research conducts in Vocational High School 2 Subang, Indonesia. Vocational High School 2 Subang has Tour and Travel major which part of tourism industry. This site of research chose based on the research need on ESP field of tourism major.

Collecting data of this descriptive research was through open-ended interview, and document (syllabus) analysis. There are two type of data display in this research, from interview data and syllabus data analysis. The first one, interview data display is presented descriptive analysis from authentic participant's responses. Coding for participant is symbolized P (Participant) and R (Researcher), then four participant is form continue to be P1 (first participant), P2 (second participant), P3 (third participant), and P4 (fourth participant). Meanwhile, data display for syllabus analysis is presented using table description and paragraph detail description that follows with figure and authentic picture.

Type of thematic analysis was used by researcher in this research. Thematic analysis as documented by Braun and Clarke (2006) will be presented here as a linear, six-phased method, it is actually an iterative and reflective process that develops over time and involves a constant moving back and forward between phases. It is a method for identifying, analyzing, organizing, describing, and reporting themes found within a data set (Braun & Clarke, 2006).

### C. FINDINGS AND DISCUSSION

#### 1. Target Situation Analysis Task Activity for Tour and Travel Students in Listening and Speaking

To find out target situation analysis of task activity for students, researcher asked tour and travel students about students' previous experiences in work practice industry. Based on the data from four students interview showed three from four students mentioned the activity that they did more involves communication skill in listening and speaking.

“My practice work industry in domestic travel. The activity is like guiding tourist for explaining schedule of tour.” (P1)

“I have experiences at Dusun Bambu as entrance staff of ticketing. I have used my English for guiding tourist to give direction place.” (P2)

“English is useful. When I training in Sariater, there is foreigner in the gate. He wants to ask but look confused. Finally he used translate to ask me. If I can speak English well, maybe I can help and talk with him.” (P3)

The finding from students' experiences of interview, they did authentic activities namely speak to tourist for explaining schedule tour, or giving explaining direction, and giving information for helping tourist. These activities showed that in tour and travel major, students need able to communicate with tourist, it's the target skill as tour guide.

To clarify more detail that target skill of tour and travel student is listening and speaking skill, the finding of syllabus analysis is involved. The analysis syllabus for target situation analysis is attention to standard competencies from English syllabus and major specific lesson syllabus.

**Table 2.** English and Major Specific Syllabus Target Situation Analysis

English Syllabus		Major Specific Syllabus	
Standard Competencies	Target of skill	Standard Competencies	Target of skill
Analyzing and making spoken texts according to social functions, text structures, and linguistic elements in expressions of offering services	Reading and Writing skill	Conducting and practicing cross-city tour guides, land tour guide, individual tour guide, explanation of group tour guide (GIT tour leader)	Listening and Speaking skill
Analyzing and making spoken texts according to social functions, text structures, and linguistic elements in the expressions that initiate the delivery of surprising news or information	Reading and Writing skill	Practicing to provide flight ticket booking information to consumers, advice on booking tickets in detail to customers, information on special international flight fares to customers	Listening and Speaking skill
Analyzing the social function, text structure,	Reading and Writing skill	Making transfers in from the place of arrival of the station/airport to the hotel,	Listening and Speaking skill

and linguistic elements of procedure texts		and transfers out of the hotel to the airport/station/port.	
Analyzing the social function, text structure, and linguistic elements of analytical exposition texts	Reading and Writing skill	Implementation of scouting at tourist attractions, scouting city tours, and presenting general and specific information to tourists	Listening and Speaking skill

Based on Table 2, target between English syllabus and major specific syllabus have different target skill where English syllabus target is reading and writing skill but major specific syllabus target is listening and speaking. However, according to students' experience, students more need to enhance communication skill that means for enhancing listening and speaking skills. In others side English syllabus is match yet for students' needs of task activity based on students' previous experiences. It seems from differences standard competencies both of syllabus. English syllabus more take role in reading and writing skill, and major specific syllabus take role in listening and speaking skill.

## 2. Present Situation Analysis (PSA) Task Activity for Tour and Travel Students in Listening and Speaking

Present Situation Analysis focus on learning that students did during current semester. Based on the data of interview from four students in English subject and major specific subject, there are different situation in listening and speaking learning. It showed from students responses as follow:

“There was an activity in morning ceremony becoming instructor of ceremony used and spoke English (speech). Although it didn't include activity in English lesson but it helped for practicing public speaking.” (P1)

“English lesson that we learnt just vocabulary and sentence. For speaking practice didn't do yet, only writing, except in major specific lesson which provide speaking practices.” (P2)

“When morning ceremony, we should give speech in English. It delivered with Indonesian translation also. But the material was arranged individually.” (P3)

“Material in English lesson is not yet appropriate for our field as tour guide.” (P4)

Two students showed direct response that present situation in English lesson didn't provide listening and speaking task activities. Two students also mentioned there is regular activity in morning ceremony to give speech. However, the activity is out of the English class. One student also mentioned in present of material English lesson is not appropriate yet for students' field as tour guide. Respondents also showed that speech activity needs to enhance their speaking skill when it regularly conducted.

Otherwise from data of interview, for present analysis researcher analyze the English and major specific lesson syllabus to find out another purpose of this research, for knowing authentic material that appropriate with students' need. Both syllabuses compared what previous learning activity that teacher applied in the whole semester.

**Table 3.** Elaboration of English Syllabus and Major Specific Lesson

English Syllabus		Major Specific Syllabus	
Exploration of Learning	Material	Exploration of Learning	Material
Students call attention to English in the context of simulations, role-plays, and other structured activities.	Spoken and written texts to request attention (extended) and their responses.  <i>Struktur teks</i>  <i>May I have your attention, please.</i> <i>Everybody, excuse me!</i>	1. Identify tourist arrival procedures and information 2. Perform self-introduction techniques 3. carry out baggage handling 4. carry out welcoming and introduction procedures 5. Disseminate and convey arrival information	Transfer In

Based on Table 3 elaborates the comparison of both syllabuses with the point of exploration of learning and materials. Researcher reviewed further a sample material of exploration learning in both syllabuses. English syllabus shows the material about request attention in spoken and written text which is explored in simulation and role play activities with practicing structure of texts and linguistic form also. While in major specific lesson, the content of transfer in is explored with practicing every procedures of transfer in. English syllabus seem related material with exploration in major specific syllabus, when doing transfer in, students do self-introducing that before it might be should have attention from tourist. Without removing the original English syllabus, material transfer in and request attention have connection each other. Comparing with previous students' experiences learning and syllabus analysis shows possibility to enhance English material. English material can be analyzed and fixing by reviewing further major specific lesson to find out what best activity based on students' needs.

### 3. Learning Situation Analysis (LSA) Task Activity for Tour and Travel Students in Listening and Speaking

This research is to find out task activity of students' need through Learning Situation Analysis (LSA) based on students' lack and students' want from students' previous learning experiences in data of interview and syllabus. Learning Situation Analysis (LSA) also analyzed from some aspects of syllabus namely previous activities of learning, media of learning, and strategy of learning.

Researchers started to analyze learning situation from previous activity that students received for one semester. Based on data of interview found there were some activities of listening and speaking is done by students. The data analysis interview is elaborated as follow bellow.

“If major specific lesson which used English activity like guiding when do transfer in and transfer out from bus until hotel. The practice is asking key of room and booking room in receptionist.” (P1)

“I am easy to understand if teacher used video as media than text. Usually teacher only gave materials and gave question of quiz for the materials. The quiz is reading only, not about speaking.” (P1)

“Speaking practice usually we did in major specific lesson such as handling telephone, booking plane ticket, ticketing area practice, and MICE area practice. Speaking practice usually used text to remember and practice the text. We practice to speak with our teacher”.(P2)

“There was practice when we went to Yogyakarta, we played role as tour guide to explain the tourism place that we visited at that time in English.” (P3)

“During learning process, if there is conversation between two people, it would be remember the text of conversation. Like in practicing handling costumer calling for booking ticket, we choose random content, we remember the text then we practice it in front of class. Those activities were usually in major specific lesson.” (P4)

“Usually teacher used video for us to watch it. Sometimes teacher also used PowerPoint to show in projector.” (P4)

“For practice speaking, I think it is depend on the material of lesson which is appropriate for our skill.” (P4)

According to data, learning situation from situation analysis about listening and speaking integrated activity has been applied in major specific class, not English class. Listening and speaking integrated is conducted in tour agent students field context namely practicing as tour guide about Transfer In and Transfer Out, explaining tourism place, handling telephone, booking plane ticket, ticketing, and MICE area. Data of interview shows that some kind of activities listening and speaking integrated is conducted in major specific class such as monologue, conversation, and role play. Teacher mostly used strategy of memorizing dialogue practice. Beside it, teacher used video and PowerPoint media of learning in the class. Students also mention that content material of learning is followed what job-desk that students’ need in their field.

Supporting data of interview, researcher looks forward into syllabus analysis. Researcher analyzed and compared English and major specific syllabuses. The point of analyze is similar with element analysis of interview data such as kind of activity exploration, strategy of task activity learning, and media of learning. English syllabus and major specific syllabus showed different of learning strategy significantly, also opposite data with interview.

**Table 4.** Comparison English and Major Specific Syllabus Task Activity

	<b>English Syllabus</b>	<b>Major Specific Syllabus</b>
Content of Learning	Expressing Opinion	Guiding Tourism Place
Strategy Learning Activity	<b>Observing:</b> students listen/watch interactions expressing opinions and thoughts, students identify the characteristics of interactions expressing opinions and thoughts (social function, text structure, and linguistic elements).	<b>Observing:</b> observing observing electronic media and print media about individual tour scouting



	<b>Asking:</b> students question the differences in various expressions of expressing opinions and thoughts in English	<b>Asking:</b> frequently asked questions about individual tour guides
	<b>Experiment:</b> students express their opinions and thoughts in English in the context of simulations, role-plays, and other structured activities	<b>Experiment:</b> exploration to find individual tour guides
	<b>Associating:</b> 1. Students compare the expressions of expressing opinions and thoughts that have been studied with those in various other sources. 2. Students compare expressions in English and in the student's language.	<b>Associating:</b> summarizing the findings on individual tour guides
	<b>Communicating:</b> 1. Students express their thoughts and opinions in English, inside and outside the classroom. 2. Students write down problems in using English to express opinions and thoughts in a learning journal.	<b>Communicating:</b> group discussion on individual tour guide, and make a report on the results of group discussions
Task of Evaluation	Role-play in the form of interaction with accuracy and suitability of using linguistic structures and elements	1. <b>Observation;</b> Checklist discussion sheet 2. <b>Portfolio;</b> Presentation results of speaking practice 3. <b>Test;</b> Written test in the form of description and/or multiple choice
Media and Sources of Learning	1. CD/ Audio/ video 2. English newspapers/magazines 3. internet	Movies/Pictures, UJP, Book Volume 2, Magazine, Brochure/booklet, Internet

Syllabus analysis in Table 4 which is a sample part of each syllabus are interpreted and found both of syllabus point has involved listening and speaking integrated task activity. Summary analysis from English syllabus and major specific syllabus have presented and arranged listening activity like role play or presentation, it used strategy active learning which is encouraged students to practice better with observing and discussing before practicing. The using media of learning are various such as using movie/picture, audio/video, magazine, book, brochure, and internet.

Furthermore, not only identify previous task activity, researcher find out students' lacks to identify what element of linguistic that needs to improve. Researcher present students' lack analysis as follow below:

‘When I practice using English, I have difficulties in vocabulary. Although before practice, I got text for remembering. Without text, it’s difficult and sometimes I’m confused what should I say.’ (P1)

“Difficulties in learning English based on my opinion is about vocabulary even in spelling or pronunciation. Sometimes if getting wrong in one letter of spelling or different pronunciation it makes different meaning, it makes me feel difficult. However, in the class we didn’t learn how to pronounce the vocabulary, when online learning was started. There is no any practice for speaking or listening.” (P2)

“I feel difficult in how to pronounce, like in written for “but” pronounce “bat”. If general word, I can still handle it. For specific or unfamiliar word, I don’t know how to pronounce it. I feel enjoy when I thought by Mr. Afgan, that always correct my English.” (P3)

“For me, the most difficult is pronunciation, how to pronounce the right One. If I’m wrong with pronouncing a word, it will have different meaning. It also can affect how the intonation when we speak for asking or something.” (P4)

Finding students’ lacks, students mentioned pronunciation and vocabulary are difficult for them when practicing listening and speaking integrated task activity, as seen in data interview above. There are some effects from students’ lacks which is influenced meaning input and output. As students felt, having vocabulary lack can impact output meaning like stuck when speak up the idea which is involved possibility wrong diction, also input meaning that students does not understand specific or unfamiliar words, causes of vocabulary limit. Same as situation with having pronunciation lack that influence meaning input, when speaker said wrong pronunciation, listener got wrong input of meaning.

Not only identifying students’ lack in task activity need analysis, this research also find out students’ want about listening and speaking activity in English class. The finding is seen from interview data of students’ responses.

“I want to recommend, sometimes speaking activity spontaneously in the class is also needed to practice.” (P1)

“I got very less practicing speaking or listening. I hope there is English specific lesson for us that involve more listening and speaking practice, like two or three times meeting in a week.” (P3)

“...I want to learn listening and speaking from the basic until specific, with some repetition of practice.” (P3)

“When learning process, teacher usually more gave attention to active students and understand the lesson, sometimes teacher is less attention for silent students. I just want teacher to attract each student become actively practice when learning process.” (P4)

Finding students’ wants shows that need improvement of implementation listening and speaking integrated. It seen from that P1 said who recommend spontaneous speaking activity for the upcoming activity. Following by P3 is about to improve English specific lesson that focus on listening and speaking practice regularly in two or three time meeting in a week. Beside it, students’ wants show about strategy of learning when learning listening and speaking. Students show behavior of learning about drilling practice, and bottom-up style of learning. In addition, student wants to teacher apply active learning approach for all students.

This present need analysis research conducted for knowing what appropriate task activity that collecting data from students' side and document supporting data. Following the purpose and research questions, researcher focuses on students' needs integration skills of listening and speaking task activity. Ellis (2018) stated that integrating language skills facilitates the development of linguistic (including grammatical competence) and communicative abilities. It related with the first question of research and find out that students have experiences which involved communication activities in real world. Finding of target situation analysis pointed out listening and speaking skills as tour guide target skill in communication. Achieving target skill needs to enhance task activities of listening and speaking in English class.

However, there is contradiction fact of finding present situation analysis that English lesson did not provide any listening and speaking practice. Vice versa, listening and speaking task activity more involved in major specific lesson. Another important finding from students experiences that English lesson material is not appropriate yet to support students' field as tour guide. This research discusses about task activity and material. See Table 5 below.

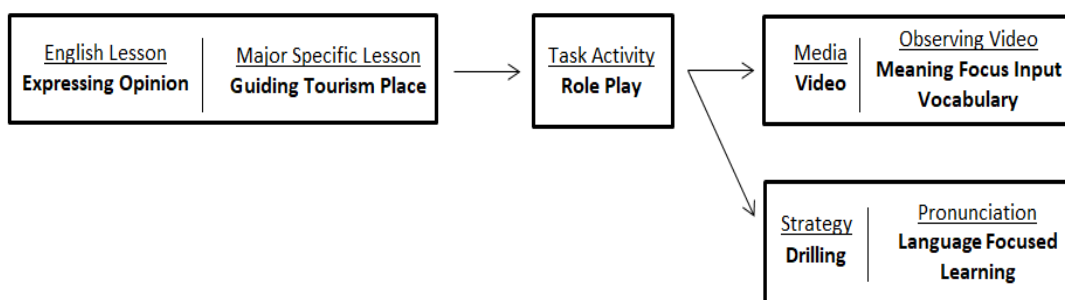
**Table 5.** Finding Learning Situation Analysis in Major Specific Lesson

	<b>Previous Learning</b>	<b>Students' Wants</b>	<b>Students' Lack</b>
<b>Task Activity</b>	1. Speech 2. Monologue 3. Conversation 4. Role play 5. Simulation	Suggested spontaneously speaking	<b>Vocabulary limit;</b> stuck choosing diction (output), lost meaning (input)
<b>Materials</b>	1. Kinds of Guiding 2. Transfer In/Transfer Out 3. Explaining information 4. Handling telephone 5. Ticketing 6. Explaining tourism place	English lesson material adapted with students' job desk field as tour guide	<b>Pronunciation;</b> lack of pronouncing words
<b>Strategy</b>	Memorizing	1. Drilling practice 2. bottom up learning 3. Active Learning	
<b>Media</b>	Video and PowerPoint		

Based on table 5, English lesson has different previous learning from the data of interview with major specific lesson. In other side, both of syllabus lesson involved similar activities. Researcher argued this case causes of implementing and planning of syllabus is not optimally conducted. As prove table 2 elaborates the material both of syllabus has interconnection, it showed that English material can adapt and combine major specific material without reducing any linguistics form or content. Adapting and incorporating content is way to find authentic material to enhance authentic activity.

Results of learning situation analysis in Table 5 indicates each elements of learning can be influenced each other to get appropriate task activity with efficient strategy. Researcher draws the process of arrangement task activity following result of need analysis. The process start with deciding content of learning continues to consider what activity is relevant with the content then utilize media and strategy which indicate to enhance students' lacks.

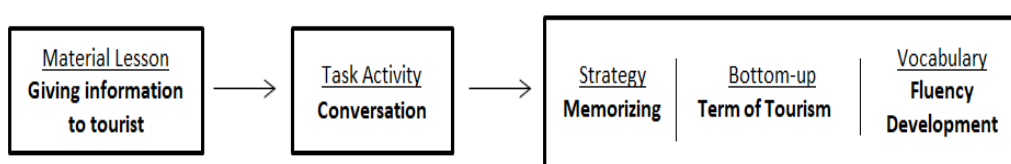
Significant finding interview and syllabus data raise arrangement of task activity. See Figure 1 below.



**Figure 1.** Task Activity Arrangement Sample Based on Students' Needs

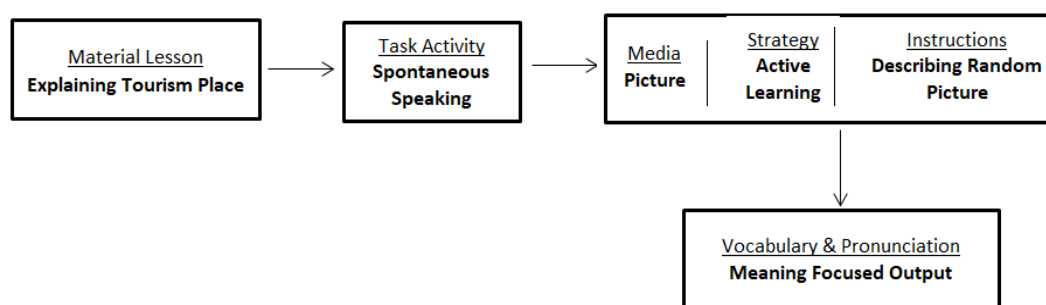
Further to discuss Figure 1, the arrangement of task activity is as outcome of this research. Result of need analysis contributes to arrange suitable task activity based on students' needs. Adapting theory from Nation and Newton (2009), balancing of task activity should consider part of lesson integrated listening and speaking activity such as meaning focus output, meaning focus input, language focused learning, and fluency development. The consistent result of this research, conducting need analysis is one of ways to improve task activity in future learning process. Figure 1 as prove arrangement task activity based on the finding this need analysis, is to enhance previous learning with consideration of students' lacks and wants, and also focus to apply part lesson of integrated listening and speaking.

In previous learning, memorizing strategy is involved in some activities such as conversation and speech in major specific. Based on literature review mentioned memorizing is strategy to enhance fluency development in speaking, and focus to increase vocabulary. This strategy probably can be increased with students' want using bottom-up approach learning. See Figure 2



**Figure 2** Fluency development of task activity arrangement

Finding of interview students' lacks and wants also contribute deciding appropriate strategy, learning approach, material, and media to enhance implementation of task activity integration skills. in addition arranging task activity can follow based what activity that students' suggested. As draw in Figure 2 below based on the data table 5 above.



**Figure 3** Students' Suggested Activity in Meaning Focused Output

#### D. CONCLUSION

The aim of need analysis in this research was to find out task activity of listening and speaking integrated based on the result of this study. This study shown that English lesson in Vocational School 2 Subang did not contain balance listening and speaking integrated task activities. The finding contradiction was found several English task activity was conducted in major specific lesson. Based on the data interview and syllabus, the significant of result has proven that find out appropriate task activity through three classification analysis about result of target situation analysis, present situation analysis, and learning situation. Result of target situation analysis has shown the important target skill which needed by tourism students are listening and speaking skill to support students' communication skill. Following the target result, research found result of previous learning listening and speaking present situation analysis in major specific. Situation data showed that the implementation of English syllabus was not optimal in part of choosing task activity for students' field and suitable material that should enhance target skill. However, some of part English syllabus indicates appropriate task activity of listening and speaking. The lack of syllabus did not provide specific material of tourism students' field. Based on discussion this research, English material lesson can be incorporated and adapted with major specific material lesson to get appropriate task activity.

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