Analysis of Student Needs for Courses
Français De L'hôtellerie Et De La Restauration

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Abstract

The research entitled "Analysis of Student Needs for the Français de l'hôtellerie et de la restauration Course" is a descriptive research that aims to describe student needs for the Français de l'hôtellerie et de la restauration course with data collection techniques in the form of questionnaires, interviews, literature studies and documentation. The results show that students have achieved the expected competencies of the course and expect an advanced course with learning activities describing traditional Indonesian culture in French video projects, speaking (production orale) and field trips (excursion).

Keywords: hospitality and restaurants, tourism, French for special purposes, FOS, needs analysis.

A.   INTRODUCTION

The hotel and restaurant industry is one of the links in the tourism industry network that will grow in line with the growth of the tourism sector. In order to anticipate the rapid growth of the sector, competent and professional workers are needed. One of the competencies that must be possessed is foreign language competence. Nowadays, foreign language learning is a necessity for many people. French is one of the foreign languages that has many speakers and also plays a role in the economy and tourism in the ASEAN region.

The teaching of French at STBA YAPARI-ABA Bandung includes general French or Français Langue Étrangère (FLE) and French for special purposes or Français sur Objectif Spécifiques (FOS), in which there is learning that leads to a more specific field of study. French for special purposes (FOS) taught in STBA YAPARI-ABA's French study program includes Français de l'hôtellerie et de la restauration, which aims to equip students with French specific to tourism. Both of these courses are new and are included in the concentration courses given.

The syllabus of the course is still prepared based on the compilation of various references such as books and websites related to the field of tourism, hospitality, restaurants, and not based on a needs analysis. In addition, based on observations in the field, the availability of learning resources that can support the implementation of the French teaching and learning process in the French Language Study Program at STBA YAPARI-ABA Bandung is still very minimal. In addition, the books used at this time are still using old edition books so of course it takes extra effort to adjust the content to the development of the latest situation in the field of tourism, hospitality and restaurants. The impact is that the students' abilities obtained through the course have not been able to fully meet the demands of the world of work because the teaching materials provided are not in accordance with the demands of the professional world.

Starting from these problems, the author is interested in conducting research in the form of analyzing student needs for the Français de l'hôtellerie et de la restauration course. The problems in this study are formulated in the form of the following questions: 1) What is the level of students' mastery of French? 2) What are the language and non-language competence needs of the Français de l'hôtellerie et de la restauration course?

Français sur Objectif Spécifiques (FOS)

Teaching French for specific purposes (Français sur Objectifs Spécifiques/FOS) is a branch of teaching French as a foreign language (Français Langue Étrangère/FLE) aimed at everyone who wants to learn French. However, FOS has its own characteristics that are different from FLE. Lehman, D (1993: 115) explains that the public characteristic of FOS is learners who are not learning general French. French language acquisition for FOS learners is to communicate in French according to their career. FOS learners place French as a medium in acquiring the necessary knowledge according to their profession. Furthermore, Hutchinson & Waters (Qotb, 2008) also explain that the basic principle of FOS is that all content and teaching methodologies are based on the needs of learners when learning a foreign language.

Furthermore, the main characteristic of FOS is the diversity of the public/target, their needs, motivation, and learning time. A FOS teaching designer must understand from the beginning the situation of the students who will participate in the learning, pay attention to the learning goals and objectives. Through needs analysis, the subject matter that suits the needs of the learners can be identified.

a. *Hétérogénéité du public*

Public/target diversity is a key characteristic of FOS teaching. FOS publics/targets can include professionals, academics, scholarship recipients, and so on. This is in accordance with the opinion of H. Qotb (Hanak, 2014): "*c'est notamment à partir des publics que nous pouvons faire la distinction entre le FLE et le FOS. En fait, ce sont les spécificités des apprenants qui ont donné naissance au FOS*".

b. *Besoins spécifiques du FOS*

The public/target of the FOS is characterized by its particular needs, which should be the main objective of any teaching to be carried out. Two important parameters that should be considered are the identification of the goal to be achieved and the urgency of the goal.

Therefore, teaching should be oriented primarily towards the communication situations that learners will encounter in their professional lives.

c. *Durée de l'apprentissage*

Another important issue related to FOS is learning time. The public/target of FOS usually has limited time due to their busy professional lives.

d. *Motivation des apprenants*

FOS publics/targets are also differentiated based on their motivations. They are motivated by specific goals and goals that are generally professional in nature.

e. *Méthodologie en FOS*

A special characteristic of FOS teaching is the requirement to develop teaching programs on a case-by-case basis. To develop FOS teaching, J.M. Mangiante et C. Parpette (Hanak, 2014) explain that there are five main stages to follow, namely:

1) Request for training/teaching (la demande de formation).
2) Learning needs analysis (l'analyse des besoins des apprenants). This needs analysis can be done through interviews, questionnaires, and so on. This is the most important stage in the development of FOS teaching. It is at this stage that we can identify the language situation that the learners have experienced and will experience at the end of the lesson.
3) Data collection (la collecte des données). FOS teachers must find authentic data on which to base their teaching.

4)   Data analysis (l'analyse des données). At this stage, it is necessary to carefully analyze the data that has been collected in order to identify the components of the various communication situations that the teacher has to deal with.

Needs Analysis

Needs analysis is a systematic effort of reflection, observation and data collection (facts, opinions, attitudes) from various sources that aims to identify and document the gap (needs) between current results and desired results. This is in accordance with the opinion of ROTHWELL and KAZANAS (Rothwell et al., 2015): *"Une analyse de besoins de formation vise à combler l'écart entre la situation actuelle et la situation désirée en déterminant les écarts dans les résultats, les placer en ordre de priorité et sélectionne les plus importants pour les réduire ou les éliminer".*

Furthermore, needs analysis (need assessment) is also a way or method to determine the difference between the conditions that are desired/should be (must/should be) or expected with the existing conditions. Desired conditions are often called ideal conditions, while existing conditions are often called real conditions (Asrina & Sihombing, 2019).

There are 3 things that can be further analyzed from the needs analysis (Saifuddin & Ardiansyah, 2021) namely:

1)   *Lack*: Before the learning process begins, the teacher must know the weaknesses or deficiencies that the students have so that the teacher will more easily analyze the needs and goals of the students in learning French for Tourism (*Français de l'hôtellerie et de la restauration*).

2)   *Want*: After knowing the students' shortcomings, needs and goals in learning hospitality and restaurant French (*Français de l'hôtellerie et de la restauration*), the teacher should also know the students' wants and expectations in learning hospitality and restaurant French (*Français de l'hôtellerie et de la restauration*).

3)   *Necessity*: Necessity or can be referred to as learning targets. Teachers need to know the needs or learning targets to be achieved.

A needs analysis also makes it possible to identify the language situation experienced or to be experienced by the learners at the end of the training/learning program. RICHTERICH R (Richterich, 1975) states that: *"Quelques soient les techniques appliquées (divers types de questionnaires, divers forms d'interviews et d'entretien, divers types d'analyse de contenus, divers forms d'observation, divers modèles d'exploitation des résultats); l'analyse des besoins langagiers cherche à mieux savoir qui a appris, qui apprend, qui désire apprendre, qui a utiliser, qui utilise, qui désire utiliser quoi, pourquoi, quand, comment, affin, de changer les conditions d'apprentissage et d'utilisation en fonction des données recueillies".*

From the quote it can be concluded that whatever technique is applied, whether questionnaires, interviews, content analysis, or observation, language needs analysis is carried out to better understand who has, is, and wants to learn, who should and wants to use what, why, when, how, to change the conditions of learning and language use according to the data obtained.

Needs analysis is necessary and very important in foreign language teaching/learning. This is expressed by many researchers, one of which is COSTE D. (Daniel, 1977) who states that a mature and coherent teaching program can only be designed and organized according to the needs that should be met. *"enseignement réfléchi et cohérent ne peut être conçu et organizé qu'en fonction des besoins auxquels il sera censé répondre".*

According to LAPOINTE (Lapoinle, 1992) the needs analysis methodology is divided and carried out in two stages, namely:

1) First, pre-concept analysis. This step consisted of collecting the information required for the needs analysis, namely the variables to be analyzed, namely competencies.
2) Second, concept needs analysis, which identifies and prioritizes learning needs from basic skills to development plans.

With regard to needs analysis, there have been many studies conducted by several researchers, including research conducted by Abu Hanak (Hanak, 2014) entitled: "*Analyse des Besoins en FOS: Etude de Cas des Étudiants du Tourisme et de l'Hôtellerie en Jordanie*". This study aims to assess the needs of Jordanian students majoring in Tourism and Hospitality Management regarding their professional training training in French. Furthermore, research conducted by M. Mahardika (Mahardika, 2019) entitled: "*Analysis of the Needs of Language Functions and Expressions for Receptionists in Star Hotels in Bali*". This study aims to analyze the needs of functions and language expressions needed by a receptionist in star hotels in Bali. The needs analysis that will be conducted by the researcher is a needs analysis of French language learning in the broader field of tourism, hospitality, and restaurants.

B.   RESEARCH METHOD

To answer the problems in this research, the author uses a descriptive approach, which is a research method used to solve actual problems by collecting, compiling, classifying, analyzing, and interpreting data. The method that will be used to answer the problems in this study is a qualitative method. Qualitative research methods are research methods based on the philosophy of postpositivism, used to research on natural object conditions, (as opposed to experiments) where the researcher is the key instrument, data research techniques are carried out in triangulation (combined), data analysis is inductive / qualitative (Sugiyono, 2019) Qualitative research methods are research methods based on the philosophy of postpositivism, used to research on natural object conditions, (as opposed to experiments) where the researcher is the key instrument, data research techniques are triangulated (combined), data analysis is inductive / qualitative (Sugiyono, 2019).

In this study, the researcher uses a total population and sample, namely all learning characteristics in the *Français de l'hôtellerie et de la restauration* course and all students of the STBA YAPARI-ABA Bandung French Language study program who have taken the course. The research will be conducted at the French Language Study Program of STBA YAPARI-ABA Bandung.

To obtain valid data, researchers use various data collection techniques such as questionnaires, interviews, literature studies and documentation. After the data is collected and analyzed, the next stage is the presentation of the research results. In this study, the research results will be presented qualitatively in accordance with the flow of data presentation in qualitative research. The research results will be presented in the form of a research report.

C.   RESULTS AND ANALYSIS

Based on the results of data analysis, the following results can be obtained:

1.   *Students' Proficiency in the Français de l'Hôtellerie et de la Restauration Course*

a.   *Respondent Identity*

Student responses to questions regarding personal data show that there are 11 respondents (100%) who have filled out the questionnaire and are students of the French Language Study Program with the fourth year of study. The results of student responses are then processed in the following table 1.1:

Table 1.1 Identity of students in the Français de l'Hôtellerie et de la Restauration course

No.	Question	Student Response			
		Yes		No	
		T	%	T	%
1	Have you taken the course Français de l'Hôtellerie et de la restauration?	11	100	0	0

Based on the information obtained, 11 fourth-year students are students who have taken the Français de l'hôtellerie et de la restauration course so that the results obtained are in accordance with the required research respondents.

b. Students' Perception of Learning Competence in Français de l'hôtellerie et de la restauration

After knowing the number of respondents who were fourth-year students and had taken the *Français de l'Hôtellerie et de la Restauration* course, the research team wanted to know the competencies that had been achieved after taking the course. The following are the results of the responses filled in by the students:

Table 1.2 Learning Competencies Français de l'Hôtellerie et de la Restauration

No.	Learning Competencies *Français de l'Hôtellerie et de la Restauration*	Student Response			
		Yes		No	
		T	%	T	%
1	*Accueillir un client, prendre congé*	11	100	0	0
2	*Confirmer une demande de réservation*	11	100	0	0
3	*Compléter un registre de réservation*	11	100	0	0
4	*Noter la demande d'un client*	11	100	0	0
5	*Identifier et traiter un mécontentement*	11	100	0	0
6	*Transmettre un avis négatif aux services de l'hôtel pour traitement*	11	100	0	0
7	*Identifier les différentes services d'un hôtel*	11	100	0	0
8	*Répondre à une demande d'information*	11	100	0	0
9	*Etablir une facture*	10	90,9	1	9,1
10	*Demander un paiement, encaisser*	11	100	0	0
11	*Accueillir et installer le client à sa table*	11	100	0	0
12	*Prendre une réservation*	11	100	0	0
13	*Présenter la carte/le menu d'un restaurant*	11	100	0	0
14	*Prendre une commande*	11	100	0	0
15	*Dire le prix*	11	100	0	0
16	*Présenter une addition*	11	100	0	0
17	*Présenter, suggérer un plat*	11	100	0	0

*T: Total

Table 1.2 presents information about the competencies obtained by students after participating in the learning process of *Français de l'Hôtellerie et de la Restauration*. In the competency of accueillir un client, prendre congé, 11 students (100%) stated that they had achieved the competency, as well as the learning competency of confirmer une demande de réservation which obtained results, 11 students (100%). As for similar results obtained in the competency of compléter un registre de réservation that all students, as many as 11 students (100%) stated that they had achieved competence in the material concerned. Furthermore, in the competency of noter la demande d'un client, 11 students (100%) stated that they had achieved the competency. As for the learning competency of identifier et traiter un mécontentement, which is fully achieved by all students got a result of (100%), this can be seen from the responses given by 11 students (100%) who stated that they had achieved these learning competencies.

Similar results were again obtained in the learning competency of *transmettre un avis négatif aux services de l'hôtel pour traitement* which reached a perfect score (100%) from the responses of 11 students who had also achieved the learning competencies concerned. Similar to the previous competency, in the competency of identifier *les différentes services d'un hôtel*, all 11 students (100%) have achieved the competency in question. Then, on the further competency, namely *répondre à une demande d'information*, all students (100%) stated that they had achieved the competency, this can be seen from the responses of 11 students (100%) who chose the 'yes' option on the questionnaire. Meanwhile, in the competency of etablir une facture, 10 students (90.9%) stated that they had achieved the competency of the course and the remaining 1 student (9.1%) stated that they had not achieved the competency concerned. In the next data, namely the competency of demander un paiement, encaisser, all students (100%) stated that they had achieved the learning competencies, it can be seen from 11 students (100%) who stated that their learning competencies had been achieved.

As for the competency of *accueillir et installer le client à sa* table and *prendre une réservation* which received similar responses, namely 11 students (100%) stated that they had achieved these competencies. Similarly, the competencies of prendre une réservation and présenter la carte/le menu d'un restaurant have been fully achieved, this can be seen based on the responses of 11 students (100%) who stated that they had achieved these competencies. Similarly, the competencies of *prendre une commande*, *dire le prix and présenter une addition* also obtained full results, namely 11 students (100%) stated that they had achieved all three competencies. As for the competencies of *présenter*, *suggérer un plat*, all students (100%) stated that they had achieved these learning competencies.

c. Student Perceptions of the Français de l'Hôtellerie et de la Restauration Course

After knowing the competencies achieved by students after taking the *français de l'hôtellerie et de la restauration* course, the researcher wants to know the student's perception of the course concerned through the level of student satisfaction illustrated in Table 1.3 below:

Table 1.3 French Language Skills and their Relevance to Employment

No.	Student perception	Student Response							
		VS		Satisfied		D		VD	
		T	%	T	%	T	%	T	%
1	The level of student satisfaction with the lectures *français de l'hôtellerie et de la Restauration.*	0	0	11	100	0	0	0	0

VS: Very Satisfied, S: Satisfied, D: Dissatisfied, VD: Very Dissatisfied

Based on Table 1.3, information is obtained regarding the level of student satisfaction with the *Français de l'Hôtellerie et de la Restauration* course. All 11 students (100%) stated that they were satisfied and their needs for learning the *Français de l'Hôtellerie et de la Restauration* course had been met.

Then, after knowing the level of student satisfaction with the *Français de l'Hôtellerie et de la Restauration course*, the research team wanted to know students' perceptions of the importance of the *Français de l'Hôtellerie et de la Restauration* course at a more advanced level. Table 3.2 below provides an explanation of these perceptions:

Table 1.4 Student Perception of the Course Français de l'Hôtellerie et de la Restauration advanced level

No.	Student perception	Student response			
		Yes		No	
		T	%	T	%
1	The importance of the course *Français de l'Hôtellerie et de la* Advanced *Restauration*	9	82	2	18

*T: Total

Table 1.4 shows the questionnaire results regarding the importance of advanced Français de l'Hôtellerie et de la Restauration courses. Based on these results, it was found that 9 students (82%) said yes and the remaining 2 students (18%) said there was no need for advanced *Français de l'Hôtellerie et de la Restauration* courses.

The research team also provided an opportunity for students to express their opinions on the importance of the Français de l'Hôtellerie et de la Restauration course through open-ended questions that the research team had provided. The following responses were obtained through the questionnaire for the "yes" responses or students who stated that an advanced level of *Français de l'Hôtellerie et de la Restauration* was needed: 1) so that it can be used when visiting France and Frankophone countries; 2) to increase knowledge and know other fields besides language; 3) yes, considering that general learning does not clearly discuss the hospitality and restoration system in France; 4) this course needs to be more serious. Especially the practice; 5) it is important to add other skills or knowledge besides the French language itself; 6) it adds expertise; 7) because, besides my favorite, other students can get knowledge of *Français de l'Hôtellerie et de la Restauration*. That's quite important for me, for anywhere I can apply it. Especially if you want to work in a hotel. Meanwhile, students who answered "no" or felt that the *Français de l'Hôtellerie et de la Restauration* course did not need to be held at an advanced level also gave the following reasons: 1) it is not something I want to know more about but if it is, it is not a problem; and 2) because it is not in line with learning French. It is more in line with learning tourism. There were three other students who answered "yes" but did not give a reason for the question.

2. Students' Needs for the Français de l'hôtellerie et de la Restauration

a. Learning Competency Needs of the Français de l'hôtellerie et de la Advanced Restauration

In connection with the advanced *Français de l'Hôtellerie et de la Restauration* course, the research team wanted to find out the competencies that students wanted to achieve when taking the advanced lecture. The following is Table 2.1 which will provide an explanation of the questionnaire results.

Table 2.1 Advanced Français de l'Hôtellerie et de la Restauration Course Competencies

No.	Course competences *Français de l'Hôtellerie et de la Restauration* Advanced	Student response					
		Yes		No		NR	
		T	%	T	%	T	%
1	*Expliquer les conditions de réservation*	10	90,9	1	9,1	0	0
2	*Effectuer, modifier, annuler une réservation*	10	90,9	1	9,1	0	0
3	*Renseigner un registre de réservation*	10	90,9	1	9,1	0	0
4	*Régler un litige mineur*	7	63	3	27	1	10
5	*Apporter une réponse adaptée en cas de mécontentement*	10	90,9	0	0	1	9,1
6	*Accueillir et installer le client à sa table*	8	72,7	2	18,2	1	9,1
7	*Présenter la carte/le menu du restaurant*	10	90,9	0	0	1	9,1
8	*Répondre à des questions des clients sur le menu*	9	81,8	0	0	2	18,2
9	*Prendre une commande en tenant compte des demandes spécifiques du client (changes par rapport à la carte)*	8	72,7	1	9,1	2	18,2
10	*Régler un litige mineur lié à la restauration (erreur sur le plat, qualité du service, délai du service)*	8	72,7	1	9,1	2	18,2
11	*Proposer un menu spécial ou personnalisé (groupers forfait, enfants, régimes alimentaires)*	10	90,9	1	9,1	0	0
12	*Proposer une presentation sur mesure*	8	72,7	1	9,1	2	18,2
13	*Accueillir le client et répondre à des demandes spécifiques*	8	72,7	2	18,2	1	9,1
14	*Gérer une réclamation par écrit*	8	72,7	1	9,1	2	18,2
15	*Rédiger un courriel de réponse à une réclamation*	9	81,8	0	0	2	18,2
16	*Faire une proposition commerciale*	9	81,8	0	0	2	18,2
17	*Présenter une spécialité culinaire, un produit régional de manière attractive*	10	90,9	1	9,1	0	0
18	*Parler des produits en établissant des ressemblances ou des différences gustatives*	9	81,8	2	18,2	0	0
19	*Promouvoir une formule de repas, un plat spécifique*	9	81,8	1	9,1	1	9,1

* NR: No Respond, T: Total

Based on Table 2.1, information is obtained about the competencies expected by students in the advanced *Français de l'Hôtellerie et de la Restauration* course. In the competencies of *expliquer les conditions de réservation, effectuer, modifier, annuler une réservation, renseigner un registre de réservation, propose un menu spécial ou personnalisé* (*groupers forfait, enfants, régimes alimentaires*) *and présenter une spécialité culinaire, un produit régional de manière attractive*, 10 students (90.9%) stated that they wanted to achieve these three competencies, while 1 student (9.1%) stated that they did not want to achieve these competencies. Then on the advanced competency, *régler un litige mineur*, 7 students (63%) stated that

they wanted to achieve the competency and 3 students (27%) stated that the competency was not needed in the course at an advanced level. As for the next competency, namely *apporter une réponse adaptée en cas de mécontentement,* the results showed that 10 students (90.9%) expected the competency to be added in the advanced *Français de l'Hôtellerie et de la Restauration* course. One student (9.1%) did not respond.

In contrast to the competency of *accueillir et installer le client à sa* table, the results were obtained in the form of 8 students (72.7%) who wanted the competency to be held at a more advanced level and the remaining 2 students (18.2%) thought the competency did not need to be included in the advanced *Français de l'Hôtellerie et de la Restauration* course. One student (9.1%) did not respond. Meanwhile, in the competency option *présenter la carte/le menu du restaurant*, 10 students (90.9%) expected the competency and 1 student (9.1%) did not respond. Furthermore, the advanced competencies of *répondre à des questions des clients sur le menu, rédiger un courriel de réponse à une réclamation* and *faire une proposition commerciale* obtained results in the form of 9 students (81.8%) stated that they wanted to achieve these competencies.

Meanwhile, 2 other students (18.2%) did not respond. There are also other competencies such as *prendre une commande en tenant compte des demandes spécifiques du client* (*changement par rapport à la carte*), *régler un litige mineur lié à la restauration* (*erreur sur le plat, qualité du service, délai du service*), *propose une presentation sur mesure*, and *gérer une reclamation par écrit* which got results in the form of 8 students (72.2%) expecting these competencies and 1 student (9.1%) stated that they did not want these competencies to exist in advanced *Français de l'Hôtellerie et de la Restauration*. Meanwhile, 2 students (18.2%) did not give a response. Another case with the competency of *accueillir le client et répondre à des demandes spécifiques*, as many as 8 students (72.2%) stated that they wanted the competency to be included while 2 students (18.2%) stated that they did not want the competency. While 1 student (9.1%) did not give a response.

The next competency, namely *présenter une spécialité culinaire*, un *produit régional de manière attractive*, obtained results in the form of 10 students (90.9%) wanted this competency in the advanced *Français de l'Hôtellerie et de la Restauration* course. The remaining 1 student (9.1%) did not want the competency. Unlike the case with the competency of *parler des produits en établissant* des *ressemblances ou des différences gustatives* which get results as many as 9 students (81.8%) said they wanted the competency and 2 students (18.2%) said they did not want the competency concerned. As for the last competency, namely *promouvoir une formule de repas, un plat spécifique*, the results showed that 9 students (81.8%) expected the competency and 1 other person (18.2%) stated that they did not want to achieve the competency in the advanced *Français de l'Hôtellerie et de la Restauration course*. One student (9.1%) did not respond.

b. Supporting Learning Resources *Français de l'hôtellerie et de la restauration Advanced*

After finding out students' perceptions of the advanced *Français de l'Hôtellerie et de la Restauration* course, the research team wanted to reveal the learning resources that students want as learning support. The following is a description of the data based on the results of filling out the questionnaire:

Table 2.2 Learning Resources During Learning

No.	Learning Resources	Student Response					
		Yes		No		NR	
		T	%	T	%	T	%
1	Audio	11	100	0	0	0	0

2	*Audiovisual*	10	90,9	1	9,1	0	0
3	Books	10	90,9	0	0	1	9,1
4	*Handouts*	9	81,8	0	0	2	18,2
5	Internet sources	10	90,9	0	0	1	9,1
6	*Powerpoint* material	10	90,9	0	0	1	9,1

*T: Total, NR: Not Respond

Based on Table 2.2, information is obtained regarding students' perceptions of learning resources that they expect to use during learning. First, 11 students (100%) stated that they expected audio learning resources to be used during learning. Second, for audiovisual learning resources, as many as 10 students (93%) need these learning resources during learning and 1 student (9.1%) stated that they did not need these resources. Third, book learning resources obtained results in the form of 10 students (90.9%) stated that they needed book learning resources during learning, while 1 other student (9.1%) did not give a response. Fourth, handouts learning resources which obtained results as many as 9 students (81.8%) needed handouts as a learning resource and the rest, as many as 2 students (18.2%) did not give a response. Fifth, 10 students (90.9%) stated that they expected learning resources from the internet to be used during the learning process and for powerpoint learning resources, while 1 student (9.1%) did not answer the question. Furthermore, as many as 10 students (90.9%) stated that they wanted to use powerpoint resources and the rest, 1 student (7%) stated that they did not want to use powerpoint as a learning resource. As for other responses obtained by the research team through open-ended questions, one student stated that other learning resources were direct activities in the field.

c. *Variety of learning expected by students*

With regard to the *Français de l'Hôtellerie et de la Restauration* course, the research team asked questions about the learning activities that students expect to be carried out during the lesson. Table 2.3 provides a description of these learning activities.

Table 2.3 Variety of Learning Expected by Students

No.	Learning activities	Student response	
		Total	**%**
1	Reading and understanding texts (*compréhension écrite*)	1	9,1
2	Role play (*jeu de rôle*)	2	18,2
3	Exercise grammaire (*exercice de grammaire*)	0	0
4	*Pronunciation* exercises (*exercice de prononciation*)	0	0
5	Speaking (*production orlae*)	4	36,3
6	Listening and listening (*compréhension orale*)	0	0
7	Writing (*production orale*)	0	0
8	Group work (*travail en binôme/groupe*)	0	0
9	Working on a project (*projet*)	0	0
10	Study/field trip (*excursion*)	4	36,3

Based on Table 2.3, we obtained information about learning activities expected by students. In the activity of reading and understanding text (*compréhension écrite*), 1 student (9.1%) stated that they wanted to do the activity during the learning process. Then, on the role-playing activity (*jeu de rôle*), the results were obtained in the form of 3 students (18.2%) wanted the activity. Similar to the first activity,

grammaire exercise (*exercice de grammaire*) also obtained results in the form of 1 student (5.6%) choosing the activity. As for speaking activities and study/field trips (*excursion*), the results were similar, namely as many as 4 students (36.3%) chose these activities. The research team also asked an open-ended question to find out other opinions that students expect from the learning activities of the Français de l'Hôtellerie et de la Restauration course. One student stated that field trips, projet, writing, exercises Speaking, reading and comprehending texts can be other learning activities.

D. CONCLUSION

Based on the results of data analysis, it can be concluded that in the *français de l'hôtellerie et de la restauration* course, students have fully mastered French very well in terms of the learning competencies of the course concerned. Based on 17 learning competencies, 16 of them received perfect results. However, the other competencies were still well achieved by the students. This is also supported through the overall perception of students who expressed satisfaction with the course.

In relation to the mastery of French in the *français de l'hôtellerie et de la restauration* course, students also expect advanced courses with competencies that can support the profession after graduation. In terms of supporting learning resources, the most superior result obtained is audio, but other sources such as audiovisual, books, handouts, internet sources and powerpoint materials remain the supporting sources that students want. The learning activities that students expect are speaking (*production orale*) and study/field trip (*excursion*).

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