

CULTIVATING ENGLISH PROFICIENCY FOR ENHANCED CUSTOMER SERVICE IN INDONESIAN RAILWAYS: A STUDY ON VOCATIONAL TRAINING NEEDS

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Abstract: This research aims to conduct a need analysis of English communication skills learning materials that can better meet the demands of workplace, to be specific for customer service employees in Indonesian Railways Company (PT.KAI). Thirteen employees were purposefully selected as the respondents. Using mixed methods, a survey and in-depth interview were carried out to collect the data as a part of a need analysis. The result showed that English communication skills in the customer service sector of Indonesian railways, especially in Malang reminds very crucial since many regions in Indonesia are international tourism destinations. Nonetheless, almost all of the participants did not always speak English in their day-to-day working time. Yet, they still highly demanded to improve their English communication skills as their related working skills to improve their professionalism and to meet the workplace requirements. Thus, vocational training initiatives was exceedingly suggested. Based on the result of a need analysis conducted in this study, among four English skills, listening and speaking skills were primary needed to be enhanced. Some topics were highlighted as the learning materials that meet with the employee's needs such as showing empathy, ending conversation, thanking conversation, and other topics related to tourism and giving directions and many more. All in all, this needs analysis highlight proper materials of English training for the employees to meet the need of the employee as well to enhance their service excellent. This research is expected to give preliminary evidence for the EOP course designers, ESP practitioners, book publisher, or even vocational training centre to design more relevant materials.

Keywords: *customer service; English communicative skills; EOP; need analysis; vocational training.*

INTRODUCTION

English for Specific Purpose (henceforth ESP) program is a mean of a learning process for someone who wants to reach a better English skill for specific purposes. It can be outside the university or school or looking at a tutoring agency. ESP has many purposes; one is to fulfil job application requirements as English has become essential at the academic and professional levels (Kherrous, 2021; Narzoles & Palermo, 2021). In addition, some people or professionals take the ESP course because their companies required them to speak English well since they have to talk with foreigners (Salmani-Nodoushan, 2020). The use of the English language is immensely essential for workplace communication, particularly for a business entity. English, nowadays, is required to conduct successful business transactions with customers,

market products and services, and grow a business. As a result, having an English-fluent is obligatory to be competitive in the workplace (Alshayban, 2022). Additionally, employers view good English communication skills as a distinct selling point (Thomas et al., 2016).

The design of ESP determines the process components and English skills, so learners get what they want. ESP is an English learning approach where the topics and learning methods used are designed based on the needs of learners (Liu & Zhang, 2020; Nimasari, 2018; Saliu & Hajrullai, 2016). In other words, learners have a particular reason or purpose for learning English. It is the difference between learning English in general (General English) and learning specifically (English for Specific Purposes) (Ekayati et al., 2020).

There are some kinds of English for Specific

Purposes. English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). In one hand, EAP focuses on the learning process in academic life (Arnó-Macià et al., 2020). The students must do it to achieve goals by the existing curriculum. On the other hand, English for Occupational Purposes (EOP) is an ESP type that focuses on various purposes. There is English teaching and learning for professionals who need it for their certain job (Abubakar et al., 2021; Suningsih, 2021). So, ESP is not just basic English for all people who understand it, but specifically for those who correlate with the purposes. Before developing the material, a need analysis is significantly needed (Nimasari, 2018).

In this research, based on the data from preliminary interview, the employees are demanded to perform good communication skills in English. Communication skills are those through which individuals can engage in interpersonal interactions and communication (Moradi, 2020). For effective communication, the 4Cs are critical to do when we are going to have good communication. These 4Cs are clarity, conciseness, completeness, and correctness. Using appropriate language, vocabulary, and grammar will demonstrate that the communicator has a good command of the language, which will create a good impression (Krishnan et al., 2019). Hence, the employee should have sufficient English skills, particularly in demonstrating written and oral communication skills.

In relation to the subject of this research, employee of customer service in Indonesian Railways company, it can be found that when they are in working hour, they should communicate with some foreigners and what they have to do is explaining some information. As good employees, by using the core values of “BUMN (state-owned enterprises),” they have to be competent, which means when they are doing their job, they must be totally professional in many ways. It also happens in many other workplaces as well (Ahmmmed et al., 2020; Arumugam & Kaur, 2011; Hee & Zainal, 2018; Sari & Sari, 2020; Thomas et al., 2016). Hence, they need such an intensive training regarding their English communication skills, especially dealing with foreigners. In fact, there was none research identifying their English needs. To be specific, the available references or books remind insufficient for them. Developing ESP materials for the employee is demanded to provide an effective learning source to improve their communicative skills in English.

Above all, before developing the material, need analysis of the customer service on the station is significantly required. The employee needs to design ESP program for Customer Service. The ESP type related to the Customer Service on Station is English for Occupational Purposes (EOP) because it requires some professional skill to master (Kamil & Muhammad, 2021). A need analysis of this research is required for providing preliminary data regarding the target learners. According to Songhori in (Nimasari, 2018), the types of need analysis are divided into several types. There are target analysis (TSA), present situation analysis (PSA), educational needs analysis, discourse analysis, register analysis, and genre analysis (Liu & Zhang, 2020). Therefore, the needs analysis of all components of this research is language's use of customer service on Station, The environmental situation, the importance of particular language skills, and The Employee attitude toward ESP, especially on English for Occupational Purposes (EOP). Thus, to design the relevant teaching materials, need analysis is immensely crucial in the very beginning. NA refers to the process of gathering evidence and information. Need analysis is conducted to look into two ideas: why learners need to learn a foreign language in a specific situation, and how they can best learn it (Ait Hattani, 2019). NA is essentially required for ESP because the goal of ESP has specific requirements (Lertchalermtipakoon et al., 2021). Based on those various concepts of needs analysis, the results of each component can be correlated into a specific analysis appropriate to the employees' wants and necessities. Different contexts may have other effects on needs analysis (Pertiwi, 2021). It is essential to conduct a needs analysis for specific fields to achieve the expected goals.

There are a number of researches in relation to need analysis in EFL settings. Previous research was conducted by Hafid and Ulum (2021). Their study was about the need analysis for proper English learning to design ESP materials for customer service officers on BPJS Ketenagakerjaan. The researcher asked some questions to 15 Respondents—the first was about English Proficiency. As much as 66.7% of respondents stated that they usually use English, and the remaining 33.3% even said they often use English in their work. The second aspect is related to the importance of English at Work. As a result, 100% answer the question specifically for two reasons. 60% of respondents stated that English is

used more for listening and speaking, and another 40% said they use English in listening, speaking, and writing. The employee highlighted the importance of English skills as they must be able to speak English because they have to communicate directly with foreign consumers. Some of the important topics that the employees need are greetings, interviewing personal data, and small talk about work experience (Hafiz & Ulum, 2021).

Other previous research was conducted by Tyas and Salwa (2021) about English Needs Analysis for Sharia Bank Employees. This research study is about the Sharia Bank's English Needs while on duty. The research had the purpose of finding the difficulties for employees to learn English. One of the difficulties is that it can be seen that lack of practice in the workplace is the most severe difficulty that they face. According to the research of the employees of Bank Sharia in Semarang, the essential skill that must be mastered is speaking and listening, rather than writing and reading (Tyas & Salwa, 2021). Other previous study was conducted by Rahardjo, Setiyanti, and Sofiani (2021) about a need analysis on the instructional material development of speaking skills for secretarial students. This research study is about the secretarial students' responsibilities. All secretarial positions are responsible for being proficient in English communication, mainly in speaking. There are several competencies that researchers already conduct to analyze what is difficult and necessary, and of course, designed based on SKKNI. Specifically, 100% of respondents answered that "Job Interview" is essential to master as "Presentation." Both of them need proficient English communication skills. In contrast, the job interview will determine your personal qualities in front of Human Resource Development (HRD). It can be concluded that speaking, especially public speaking, is essential to master as a secretary. A secretary will meet many people and explain many things that need to be conveyed, for example, the results of meetings, work programs, or lobbying (Raharjo et al., 2021).

Chayanin Srisawat (2015) conducted a study about the need for English communication skills among customer service employees at a telecommunication company in Thailand. According to his research, he found some of the employees in the company were required to have a good TOEIC score before joining the company. Also, there is no English training for them, even for the new employees or the current customers facing difficulties when communicating with foreign

customers. The research was conducted with a questionnaire, and the data collected concluded two introductory statements. Communication skills in English are already good, but still need improvement because of unpredictable things when communicating with foreign customers. Second, dealing with serious customers requires more effort, because some of the employees need to improve their vocabulary for better speaking skills (Srisawat, 2015).

After conducting preliminary literature review within the previous studies, it can be inferred that the research regarding the need of English for customer service in Indonesian context, especially for EOP program, is still limited. As it was highlighted by Gamaliel and Bangun (2023), PT KAI needs to prepare their employee for global cooperation. Their research yielded the importance of English habit, which means using English in the workplace for day-to-day tasks. With the start of PT KAI's global cooperation on the Indonesian Fast Train project, more global partners may be interested in cooperating with PT KAI. PT KAI must prepare cross-border mixed talent (henceforth prospective professional employee) as a result of worldwide collaborations. To keep up with PT KAI's global talent, current employees must be prepared to lead team collaborations, especially in English communication skills.

Proving English for Specific Purposes (ESP) training in professional contexts, such as in the context of customer service in PT KAI is projected to assist the acceleration of human resource development program in preparing for global cooperation. ESP serves to provide PT KAI employees with the abilities required for engaging in worldwide workplace and professional discourse. This expansive approach emphasizes the importance of ESP in improving not only language abilities but also global communication competencies (Zare & Biria, 2018). Additionally, ESP training basically is designed to meet specific needs of the learner (Dou et al., 2023; Ekayati et al., 2020; Nurpahmi, 2016; Park, 2021; Salmani-Nodoushan, 2020). English for Specific Purposes or ESP provides learning materials related to job expertise.

Hence, the researcher decided to conduct the research in order to explore the need for English communication skills for customer service at the Train Station in Indonesia Railways Company. This research was projected to shed light on the design of an English training program for the employee. Further, the findings also provide some insights for ESP teachers or practitioners to

develop the learning materials and learning program for the target learners. All in all, three research questions were formulated as follows: (1) How is the Customer Services' perception towards their communication skills at work? (2) Why do the customer service employees want to learn English? (3) What communication skills do the customer service employees want to improve?

METHOD

Research design aims to create an appropriate framework for a study (Cohen et al., 2018; Tyas & Salwa, 2021). The important thing in research design is identifying the research topic and formulating some questions (Abutabenjeh & Jaradat, 2018). This study employed a mix-method to explore the customer services perception of their communication skills at work, to know why the customer service employees want to learn English and to highlight the communication skills they want to improve. A well-structured mixed-methods needs analysis can help to improve the rigor of course design, materials development, and curriculum and instruction (Park, 2021).

This research was conducted at Malang Station. The subjects of the research were the employees of PT.KAI Indonesia (The Indonesian Railways Company), especially the customer service. This research setting was purposefully chosen as the result of preliminary interview with the head of the office PT KAI in Malang. The preliminary data yielded the importance of English training for the employees. There are thirteen employees in customer service on station at Malang Station. The consideration for choosing this subject is because the employees must have good English skills as it is demanded for their excellent service to the foreigners. Based on the preliminary interview, the customer services still encountered some difficulties in speaking with their foreign customers. Further, they also were eagerly motivated to join some English training programs to improve their English skills, to be specific for communication skills with the customers.

In order to collect the data, a survey using questionnaire was administrated followed by conducting in-depth interview. In a need analysis, a survey is commonly used to determine which target conditions the target language will require in order to effectively design the learning materials and the learning process as well (Sönmez, 2019). In this research, the researcher used a questionnaire adapted from Srisawat (2015) since the questionnaire has high level of validity. The

questionnaire was divided into four parts as follows: demographic information, self-assessment on English communication skills at work (fifteen close-ended questions), employees' perception toward the importance of English communication skills at work (four close-ended questions), and the need for improving English communication skills and training preference (twenty-two close-ended questions and 1 open-ended question). Further, some participants of this research were asked to join in-depth interviews to follow-up their questionnaire responses to gain more detailed information. A well-planned interview method can offer a wealthy set of data (Qu & Dumay, 2011). The result of need analysis then analyzed based on the following procedures: first, the result of questionnaire, the quantitative data, was tabulated using the percentage in each questionnaire to draw the English current need of the employee. Meanwhile, the result of the interview, the qualitative data, serves as complement to the primary data from the questionnaire. In a nutshell, the result of the survey and interview then were triangulated and analyzed descriptively.

RESULTS AND DISCUSSION

The perception of the customer service on station towards their communication skills at work

The result of the research regarding the perception and self-assessment of the customer service on station towards their communication skills at work can be seen in the following figure.

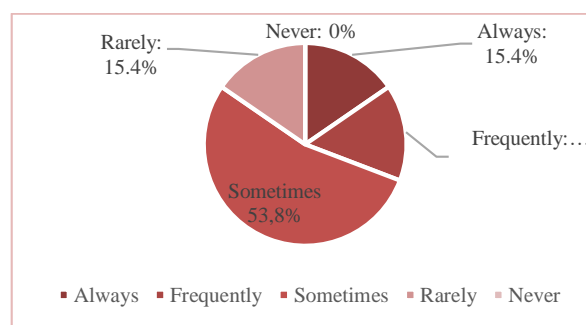


Figure 1. *The frequency of using English during working time*

From figure 1, it can be seen that the most of the participants (7 out of 13 participants) or 53,8% of the participants sometimes use English during their working time. The other results show that 2 out of 13 participants or 15,4% of the participants always use English during their working time, followed by two other same results that 2 out of 13 participants or 15,4% of the participants frequently

and also rarely use English during their working time. As a result, it can be concluded that the customer service employees on station do not use or practice their English frequently. Although the majority of the respondents felt that they did not use their English very often, they wanted to improve their English as the following result supported it.

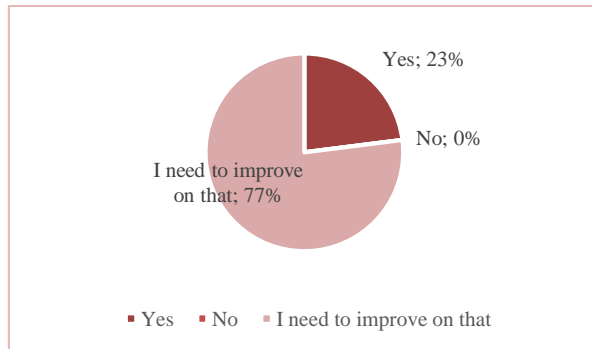


Figure 2. *The employees' self-assessment regarding their current level of English-speaking skills*

The data in figure 2 shows that 10 out of 13 participants or 77% of the participants, needed to improve their current level of English-speaking skills. Meanwhile, 3 out of 13 participants or 23% of the participants were satisfied with their current level of English-speaking skills. Mostly, customer service on stations need to improve their English communication skills since they highlighted that they are not satisfied with their English skills. Specifically, the participants highlighted their self-assessment regarding their English ability in more detail as follows.



Figure 3. *The result of employees' self-assessment on their English communication skills at work*

The data above, figure 3, shows the result of self-assessment by the participants on English communication skills at work with the Likert-scale 4 to 1. The highest range or range number 4 shows that the aspect is "Exactly like me", range number 3 shows that the aspect is "Very like me", range number 2 shows that the aspect is "A little like me", and range number 1 shows that the aspect is "Not like me at all". From those findings, it can be seen that the employees have sufficient English skills in certain aspects such as (3,77) the employees know how to present and explain promotion packages in an interesting way (Mean=3,77), the employees can listen carefully and pay attention to detailed information (Mean=3,69), and the employees can organize the information with logical sequence (Mean=3,62). However, the employees also felt lack of some skills such as speaking English pleasantly and clearly, understanding different customers' accents and using correct grammar when speaking in English. The employees already had good explanations to the customer about promotion packages in an interesting way. However, employees are still not fluent in using English so they need to improve their abilities, one of which is by learning the right language with attention to their grammar accuracy.

Factors that initiate customer service on station employee want to learn English

Based on the results of the questionnaire data, all 13 participants or 100% of the participants wanted

to improve their communication skills in English for their current job. The things that make participants want to improve their communication skills in English can be seen in the following chart.

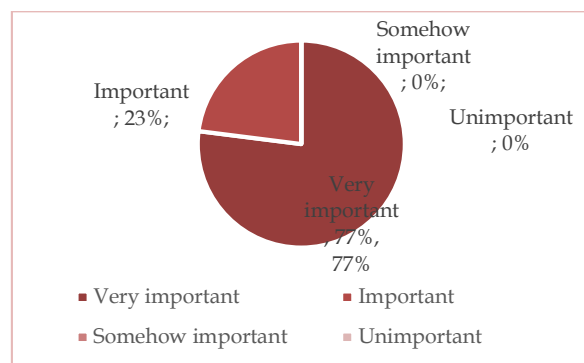


Figure 4. *The importance of the ability to speak English to support the professionalism of work*

From the result in figure 4, it can be seen that 10 out of 13 participants or 77% of the participants thought that the ability to speak English is very important to support the professionalism of work. Meanwhile, 3 out of 13 participants or 23% of the participants thought that the ability to speak English is important to support the professionalism of work. It can be concluded from customer service on the station that the ability to speak English to support the professionalism of work is indispensable, especially to provide services to customers from abroad or who do not speak Indonesian.

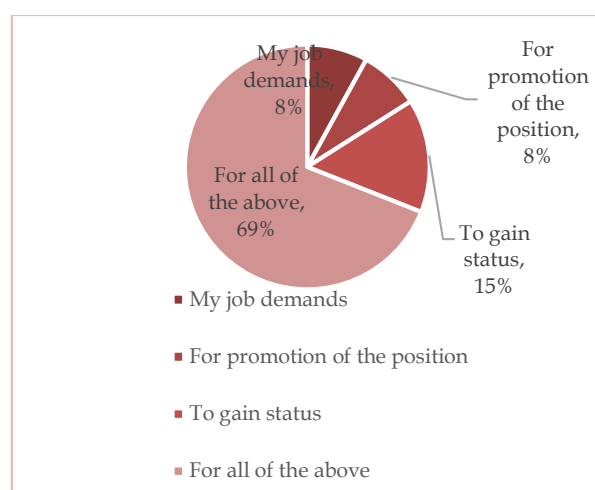


Figure 5. *The reason for improving English communication skills*

From the findings showed in Figure 5, it shows that 1 or 8% of the participants chose "my job demands" as the reason they wanted to improve their English communication skills for the current job. Then, 1 or 8% of the participants chose "for

promotion of the position" as the reason they wanted to improve their English communication skills. Other results show that 2 or 15% of the participants chose "to improve self-quality" as the reason they wanted to improve their English communication skills. Last, 9 or 69% of the participants chose all of these things as important to improve. So, the customer service on station provoked that all of the particular things are important including job demands, promotion of the position, and gaining status for the better position job in the future.

The needs and learning materials for improving English communication skills

The result of the research regarding the kind of communication skills that the employees wanted to improve and important for them can be seen in the following charts below.

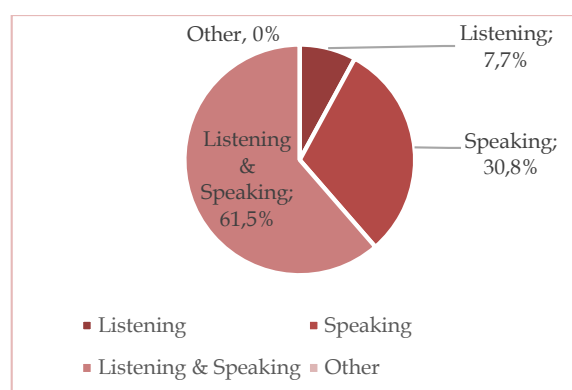


Figure 6. *Skills that the employees want to improve the most*

From the chart above, most of the participants, which amounted to 8 out of 13 participants (61,5%) wanted to improve listening and speaking skills. Meanwhile, 4 out of 13 participants (30,8%) wanted to improve their speaking skills. Last, 1 out of 13 participants (7,7%) wanted to improve listening skills. Mostly, Customer Service on Station states that Listening and Speaking skills are important things to improve English communication skills.

In addition, interviews have been conducted by researchers to obtain strong validation of why the respondent wants this

"Both are important [for our English communication skills], the reason is listening for understanding & speaking for conveying. Speaking without listening nonsense, and vice versa." RES (translated version)

It can be concluded that speaking and listening

are inseparable, because when a person can only listen without being able to convey his message through speaking, then the information that customers will obtain is less than optimal. Another statement conveyed by the respondent to support the material, which is important speaking or listening material.

"In my opinion the most important thing is listening, because this is our basis for processing the information conveyed by customers. When we understand what customers mean, we can provide answers that fit their needs." – MFEM (translated version)

According to the respondent (MFEM), listening is essential to master because they must understand what the customer wants. If they encounter difficulties understanding the essence of the customer's message, they will understand what the customer wants. In more detail, the learning objectives of listening skills that will be congruent with the target learner's need are shown in the following chart.

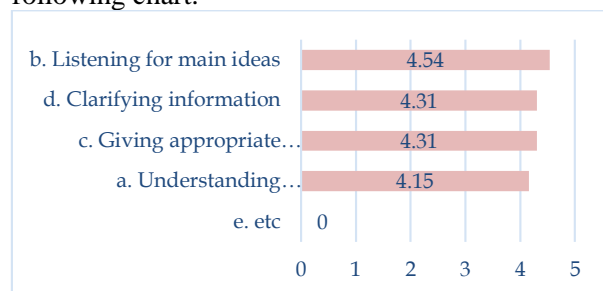


Figure 7. *The Important English listening materials in the workplace*

The data from the chart above shows the important English listening materials in the workplace with the range 5-1. The highest range or range number 5 shows that the aspect is "Priority", range number 4 shows that the aspect is "Somewhat important", range number 3 shows that the aspect is "Important", range number 2 shows that the aspect is "Not important", and range number 1 shows that the aspect is "Not important at all". It can be seen that listening for main ideas is the priority English listening material (Mean=4,54). On the other hand, understanding different accents is less important for English listening material (4,15). These findings were supported by the result of the interview as follows:

"Because we have to understand what customers want. When we cannot understand, everything will go wrong and result in misunderstandings. As a result, the information that the customer

wants are not conveyed in its entirety." – SAT (translated version)

From the statement above, the researcher can assume that listening skill is essential to do. By having reliable listening skills, the customer service employee can receive customer information. The employee can hear the main idea even with different accents or speaking styles. If their speaking is still unclear, customer service employees can clarify the information requested by the customer so that everything is clear.

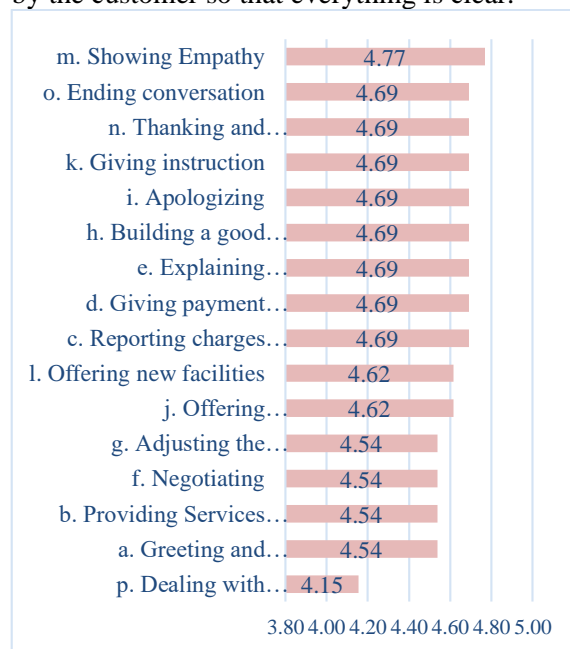


Figure 8. *The necessary English-speaking materials in the workplace*

The data chart above shows the important English-speaking materials in the workplace with the range 5-1. The highest range or range number 5 shows that the aspect is "Priority or very important", range number 4 shows that the aspect is "Somewhat important", range number 3 shows that the aspect is "Important", range number 2 shows that the aspect is "Not important", and range number 1 shows that the aspect is "Not important at all". It can be seen that showing empathy (Mean=4,77), thanking and responding to thanks (Mean=4,69), and ending conversation (Mean=4,69) are the most important English-speaking materials in the workplace for the customer service employees. However, providing services (Train Schedule, Refund Ticket, Reschedule Ticket, and Cancel Ticket) (Mean=4,54), greeting and Initiating Assistance (Mean=4,54), and dealing with serious customers (Mean=4,15) are the less important materials to improve. It can be concluded that the employees need more training in giving more friendly

conversation and positive attitude such as showing empathy, ending conversation, thanking and responding to thanks, and giving instruction. In contrast, the less important topic is how to deal how to deal with a difficult (or angry) customer. As additional information, the researcher asked questions again to ascertain why the above is important to improve.

"Because when we show these 3 things [showing empathy, ending conversation, thanking and responding to thanks], customers will feel get in touch to us. If the customer already feels that way, it will create a more positive impression and it is hoped that later the customer will remain a loyal customer." – MFEM (translated version)

From the statement above, the researcher can assume that showing empathy, ending the conversation, saying thank you, and responding to customers are very important in providing service. Friendly customer service will create a sense of comfort so that customers can obtain information according to their wishes, and of course, customers will assume customer service has a good and friendly attitude in conveying all the information. Another statement was conveyed by the respondent as follows.

"Those three things need to be improved. In my opinion these three things are a unified whole in terms of basic communication. We understand the meaning of what is conveyed, catch and try to "reply" the message by ending the conversation, and say thank you as a form of response that the customer and I both understand each other so as to create a problem-solving bond at work while implementing that humans are social creatures" – RES (translated version)

Surprisingly, some other topics are crucially important for the customer service in Malang station. Since they are positioned in Malang city, where the city has many tourism objects, it shows that another important English communication topics at work involved giving the service in a clear, detailed, and straightforward; giving the service to the customer if they need help outside of our work, such as asking for directions to the terminal, tourist attractions, hotels, etc.; information related to location, destination travel time, and transportation in the area around the work placement; and English slang. It was stated by one of the respondents in the following statements.

"In Malang, there are many tourist destinations, such as Bromo, Batu city, beaches... many foreign tourists want to go on vacation there, so we are often asked how to get to these destinations, or are asked about good destinations for sightseeing." -SAT

From the findings above, a need analysis of the English communication skills of customer service employees in Indonesian Railway Company is needed since the customer service are deemed to provide excellent service, especially dealing with customers from abroad. Concerning the customer services' perception of their communication skills at work, the findings revealed that the customer service employee did not always use English during their working time. However, they highlighted that having communication skills in English was very important to support their work's professionalism. They also wanted and needed to improve their English communication skills, especially speaking and listening skills. This is in line with the findings in previous study by Tyas and Salwa (2021), stating that all participants under the study thought that English is necessary in the workplace to assist their professional jobs.

With the regards of the customer service employee's reasons to improve their communicative skills in English, there were several reasons related to their jobs. Customer service employees in the Indonesian Railway Company thought that job demands, promotion of the position, and improving self-quality were the reason for enhancing their English communication skills. The findings was congruent with the previous study by Hafiz and Ulum, (2021), highlighting that customer service employee must be able to interact directly with international customers in terms of greetings, personal data interviewing, and small conversation regarding job experience. According to the findings, 100% of the 13 respondents claimed that their job demands expected them to be fluent in English as it was stated in a number of previous studies as well (Ahmmed et al., 2020; Arumugam & Kaur, 2011; Hee & Zainal, 2018; Sari & Sari, 2020; Thomas et al., 2016).

In related to employees' perception of using English at work, all of the employees already have good service, especially in English communication skills. According to the data of self-assessment on English communication skills at work, most customer service employee has good

skills in several ways, namely "I know how to present and explain promotional packages attractively, I listen carefully and pay attention to details, and I organize the information I have before conveying it in a logical order. Through self-assessment, However, they also have some shortcomings in their English proficiency, namely using correct grammar, understanding different accents, and speaking clear English. This is in line with the findings of previous study by Fahmongkolchai (2011) stating that the employees have difficulty in listening when they face varied English dialects. Opposite with the findings of previous study by Phumkumarn et al. (2015) highlighting that most customer service employees only had considerable difficulty in comprehending their clients' demands, and also when they needed to greet, thank, or apologize to their clients. Further, grammar accuracy is also one of the obstacles if the employees want to have good speaking skills. Using appropriate language, vocabulary, and grammar shows that the communicator has a good command of the language, which creates a favorable impression (Krishnan et al., 2019).

Lastly, this need analysis is conducted to look into two ideas: why learners need to learn a foreign language in a specific situation and how they can best learn it. Hence, the result of this research sheds light on developing English for Occupational Purposes (EOP) courses for the target learners. To be specific, communication skills that the employees wanted to improve are listening and speaking skills. The employees need more training in giving more friendly conversation and positive attitude such as showing empathy, ending conversation, thanking and responding to thanks, and giving instruction.

As it is in line with the previous study Tyas & Salwa (2021), speaking and listening skills are two important abilities that employees, particularly those in the front office, must acquire while using English in the workplace. Since they will be in close contact with the customers, they must master speaking and listening abilities. In the same vein, Mohammadzadeh et al. (2015) also showed their study's findings that the participants (bank employees) needed to speak English more often and needed listening skills. In this research, based on the responses from the customer service employees, the most important English listening materials in the workplace are listening for main ideas, then followed by clarifying information. Then, the important English-speaking materials in the workplace are showing empathy, thanking and

responding to thanks, and ending conversation. Other important English communication topics at work related to speaking skills are giving service to the customer and English slang. All of the topics are specified to improve their English communication skills in their workplace. It was congruent with the findings of Hafiz and Ulum (2021); Sari and Sari (2020); Tyas and Salwa (2021); and Yamin, (2021). They highlighted that employees are demanded to speak English fluently, particularly in demonstrating oral communication skills.

CONCLUSION

This study found that English communication skills are still required for professional employment in the Indonesian Railways Company. However, customer service employees' skills need to be improved to deal with foreign customers. Similarly, in the field of customer service, speaking and listening English pose challenges, so employees are encouraged to improve their skills for the sake of workplace professionalism. A needs analysis is carried out to provide effective materials or even vocational training in English communication skills for customer service. From the findings, it can be concluded that the employees did not use their English frequently in their day-to-day working times. However, they were encouraged to improve their communication skills, specifically listening and speaking skills, to provide excellent customer service. In more detail, the result of the need analysis highlighted that in listening, the employees need to improve in two aspects: listening for main ideas, followed by clarifying information. Meanwhile, in speaking skills, the most crucial topics to provide a positive attitude to their working performance are showing empathy, thanking and responding to thanks, ending the conversation and other topics related to tourism and giving directions.

This research has several weaknesses such as the limited number of participants and the time allotment of data collections. However, the findings are sufficient to reveal the need of English communication skills for customer service in Indonesian railways companies. Thus, following this needs analysis, some practical and pedagogical suggestions were provoked. The findings are expected to aid employees in improving their workplace communication skills. The findings from the current research will assist English teachers, ESP practitioners, book

publishers and even the company's training providers in adapting the existing curriculum to target learner needs. ESP course designers can improve their curricula using the framework of EOP (English for Occupational Purposes) by incorporating professional feedback to meet the expectations of customer service employees. Furthermore, employers in the train station sector can improve their employees' English knowledge and practice by providing more relevant English training programs. For further investigations, it is highly recommended to design the learning materials for English communication skills that can better meet workplace demands, specifically for customer service employees in Indonesian Railways Company (PT. KAI). Further investigation on the effectiveness of design materials is also vital to conduct through Research and Development (R&D) study.

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