

NEED ANALYSIS OF ENGLISH FOR TOUR AND TRAVEL DEPARTMENT OF VOCATIONAL HIGH SCHOOL IN BENGKULU CITY

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Abstract

This research aimed to investigate the English needs of Tour and Travel Department at Vocational High School Negeri 1 and Vocational High School Negeri 7 in Bengkulu City. The research used mixed method and convergent parallel design. The sample of this research consisted of three groups of respondents. First group was students, consisted of 28 active students and 4 alumni. Second group was English teachers, consisted of 2 English teachers. The third group was stakeholders, consisted of two heads of the Tour and Travel Department, two assistances of curriculum, hotel, and tour staffs. The data of this research were gathered by using adapted questionnaire and interview. The questionnaire was analyzed quantitatively and interview was analyzed qualitatively. The data were combined by using convergent parallel design. Results of this research indicated that listening and speaking are the two prioritized skills needed by the tour and travel department. Topics of speaking which has the greatest importance are flight reservation, prices and payment, tourist destination, tourist attraction, direction, and booking hotels. Topics of listening which has the greatest importance are flight reservation, booking hotels, direction, job interview, complaints, and cultural tourism. Topics of reading which has the greatest importance are memos, letters, cultural tourism, handling a complaint, and tourism terms. Topics of writing which has the greatest importance are rules and regulation, instruction

Keywords: Need Analysis, English for Tourism

INTRODUCTION

English for tourism is one of English for specific purposes (ESP). Nowadays, English has important roles for tourism industry to communicate, negotiate, execute transactions with tourists. Since tourism industry is one of the fastest growing businesses in Indonesia, it plays an important role in increasing our national income. The tourism sector represents a significant part of a country's economy. Employees in tourism (tourism organisations, travel

agencies, hotels and other accommodation facilities) need to be fully prepared to meet all kinds of demands made by their clients.

In Bengkulu province, by looking the data from BPS-statistics 2005-2013 there is a significant increasing number of foreign and domestic tourists stayed by hotel classification. The data showed that in 2013 there is significant increasing number for Foreign Tourists data, that is 541 in star hotels and 255 in non star hotel, it is different from the previous years.

One of the ways to keep attracting the foreign tourists, the government should make a new improvement. Especially, in Bengkulu province, the government should make programs, one of the programs is visit wonderful Bengkulu 2020. The program is aimed to create Bengkulu as an international tourism destination. Bengkulu is well known for its famous beach and other tourism destinations.

In line with this program, English as an international language, is used for communication in many business activities in the world. One of the bussineses is tourism industry. The human resources for tourism industry can be prepared from an earlier level. In this case, vocational high school, can be a bridge to educate and train skillful human resources, especially in tourism department.

Furthermore, teaching English in vocational high school (SMK) is different from teaching English in high school. The orientation of vocational high school (SMK) is to prepare the students to be able to take part in working world and business. Hutchinson & Waters (1987) stated that English used in speaking and writing differ from one context to another should cover the needs in each of those departments. Similar to Richard (2001) said that need analysis can cover the needs of students in learning English in a particular department which required the analysis employed to develop the significant objectives and contents.

In Bengkulu city, there are some vocational high schools, the two of them are Vocational High School Negeri 1 (SMKN 1) and Vocational High School Negeri 7 (SMKN 7), these vocational high schools have tourism department. In Vocational High School Negeri 1, there is only one department belonging Tourism Department, that is tour and travel department. Meanwhile, in Vocational High School Negeri 7, there are two main departments belonging tourism department: hotels and tour and travel department. For this research, the researcher only focuses on tour and travel department.

Tour and travel department offers some productive lessons, for instance, Ticketing, *Perjalanan* dan *Pengelolaan Perjalanan Wisata*, and Guiding. The students learn about how to serve the guests both domestic and international tourists, how to handle the ticket reservation from the tourists, how to greet the tourists especially when they meet them at the

airport, and other activities for tourism. Since these two vocational high schools have the icon as the institution with good quality and skilled graduation, the fresh graduate students of SMKN 1 and SMKN 7 in Bengkulu city are expected to master the skills of their expertise.

Additionally, the regulation of National Education Minister (2006) states that English teaching at the Vocational High School should aim at equipping the students with English communication skills in order to help them communicate in the context areas of their expertise. It means that English teaching at vocational high school should consider the English required in the target situation of each study.

SMKN 1 and SMKN 7 Bengkulu city are implementing curriculum 2013 (K 13). According to Wamendik (2014) there are two main reasons why implementing curriculum 2013 is important. The first is the future challenge; such as the globalization era; World Trade Organization (WTO), ASEAN Community, The Asia Pacific Economic Cooperation (APEC), and ASEAN Free Trade Area (AFTA). The second reason is the future ability. The ability to communicate and build a relationship with global society is needed.

Specifically, the vision of tour and travel department is realizing the tour and travel department as a skillful program which has tourism competency and qualified in the terms of bussiness, tourism industry, and technology in globalization era. Furthermore, tour and travel department also has a mission which educate the learners of tour and travel departmant to become qualified learners needed by social environment, especially in tourism and travel industry which has some qualifications, such as qualified in accepting and processing the reservation, publishing domestics and international tickets, guiding local and international tourists, creating and marketing tourism package, and managing the tourism package.

Moreover, implementing the suitable English for Tour and travel department is needed. It is because most of productive lessons use English in practical and presentation. Furthermore, the alumni from this department will be working in public places, such as tour and travel agencies, hotels, tour guides, and other tourism work places which are related to the domestics and foreigner tourists.

On the other hand, from the pre-research interview and observation to the school administrators and English teachers about teaching and learning process in Tour and travel department, the researcher found some facts. The first is the students are still lack of using the suitable English on productive lessons based on tour and travel department, for instance, in ticketing lesson they should able to handle the reservation both face to face and handling by telephone. Besides, the learners of this department should have the ability in explaining the details of the flight to the customers specially for the foreigner customers. In addition, the learners also should be

able to write the tour package and tour planning, this ability should be covered in *perencanaan & pengelolaan perjalanan wisata* lesson.

After writing those, the learners should be able to present in English. Furthermore, in guiding lesson, the learners should show off their competence in guiding the tourists both domestic and foreigner tourists. In conclusion, the learners' speaking and writing ability is very important to cover the goals of those productive lessons.

The second is the learners are still have low motivation in learning English (The Head of Tour and Travel Department at SMKN 7 Bengkulu city). They assumed that learning English is difficult especially when they have to present the lesson in English. This condition automatically create the learners' psychology are being ashamed of using English.

The third fact is the existing material of English book is not full related with the student needs to support their department, the material is not totally discussed about tourism. Moreover, the material used is not suit and mismatched to the syllabus. In the syllabus, there are the practical materials, such as expressions of offering service and how to write application letters are offered. But, the textbook used doesn't cover the materials needed in the syllabus. In short, the materials used is still general English rather than English for Tour and travel department at the vocational high schools.

Hutchinson and Waters (1987) define syllabus as its simplest level as a statement of what is to be learnt. Syllabus can be seen as a plan of what will be achieved through the process of teaching and learning. The aim of syllabus is to make the teaching and learning a more effective process. In addition, Depdiknas (2006) states that the teaching materials should provide the students' to support the students' need.

Therefore, the materials are presented in Vocational High School Negeri 1 (SMKN 1) and Vocational High School Negeri 7 (SMKN 7) Bengkulu city have to follow the students' need based on the background of their department. Implementing English learning materials based on the need of students is very important. That will give some benefits to the students for their future. Besides, English becomes very important since most of the job vacancies put English proficiency, both written and spoken, as one of the requirements. Moreover, the development of global communication and information era brings a strict competition among the job seekers. Considering the facts above, English has become an important skill to master by students of vocational high school. In this case, tourism department on Tour and travel department students of Vocational high school Negeri 1 (SMKN 1) and Vocational high school Negeri 7 (SMKN 7) Bengkulu city.

In order to avoid misunderstanding in interpreting the problems, the researcher limited her research only to analyze the needs of the students based on students and stakeholders at vocational high schools requirement on English for Tour and travel department at vocational high schools (SMKN 01 and SMKN 07) in Bengkulu city.

Among the many vocational areas that make the world of English for specific purposes, that of English for tourism is one of the most attractive because all of us are tourists on countless occasions, bringing our own real experiences to the classrooms. Such a program, might, for example, emphasize the development of reading skills in students who are preparing for graduate work in business administration; or it might promote the development of spoken skills in students who are studying English in order to become tourist guides.

The focus point of teaching English for tourism is that English is not taught as a subject separated from the students' real world ; instead, it is integrated into a subject matter area important to the learners. In the field of English for tourism students most of the studies have focused on the analysis of the required skills and needs in work place, adequacy and appropriateness of instructional materials and strategies.

Furthermore, according to E. Frenco (2005) the linguistic competence focuses on the basic elements that together form a language, i.e. phonology, grammar and vocabulary. Consequently, it involves teaching elements of stress, rhythm, intonation, general grammar related to morphology and syntax, but also those grammar structures which are appropriate and typical to the formal register and which should be used, for instance, in letters, reports, proposals. But, at its turn, grammar can also be regarded from a functional perspective, which makes it close to the next type of competence we are going to concentrate on, the discourse competence.

From the background above, there were some problems of the research. The first was the students of Vocational High School Negeri 1 (SMKN 1) and Vocational High School Negeri 7 (SMKN 7) Bengkulu city, especially for tourism department on *Tour and travel department* were still lack of comprehending and using their suitable English in practical on productive lessons, such as in ticketing, *perencanaan&pengelolaan perjalanan wisata* and guiding. Moreover, the students of Tour and travel department were still have low motivation in learning English. The second was the English material used in tourism department on *Tour and travel department* at Vocational High School Negeri 1 (SMKN 1) and Vocational High School Negeri 7 (SMKN 7) in Bengkulu city was still not suited and mismatched to the syllabus offered. The third was the English material used in tourism department at SMKN 1 and SMKN 7 in Bengkulu city is still general English rather than English for tourism of vocational high school.

METHODS

This research used mixed method and convergent parallel design (Creswell, 2014). The sample of this research was 28 active students, 4 alumni, 2 English teachers, 2 Heads of Tour and Travel Department, 2 assistances of curriculum, 3 employees of travel agency, and 4 staffs of hotel.

The researcher used questionnaire and inteerview as the instruments of the research. The data analyzed quantitatively and qualitatively. Then the data combined to see whether it confirmed or disconfirmed.

FINDINGS

The results covered need analysis of English skills and sub-skills and English topics for tour and travel department.

Result of Prioritized English Skills Needed by the Tour and Travel Department

Based on the result, speaking is the most important skill needed by the tour and travel department. The result can be seen in table 1.

Table: 1 Prioritized English skill needed by the tour and travel department

Language skills	Frequency	Percentage	Meaning
Listening	31	75,60%	Important
Speaking	35	85,36%	Very important
Reading	28	68,29%	Important
Writing	17	41,46%	Neutral

The table above indicated 35 (85,36%) of respondents measured that speaking was the most important skill needed four the tour and travel department. Then, it also showed that 31 (75,60%) of respondents who strongly agreed with listening skill as the second skill needed by the tour and travel department. Reading skill is in the third position among the other skills. There were 28 (68,29%) respondents agreed that reading is important to be learne. The lowest percentage is writing. It indicated 17 (41,46%) of respondents was neutral.

Listening Sub-skills

Listening for gist was the most important to be learned. There were 39 (95,12%) respondent who strongly agreed. Followed by listening for details, there were 34 (82,92%) respondents strongly agreed with it. Meanwhile, listening for specific information and inferring attitude, there were 17 (41,46%) respondents and 18 (43,90% respondents. The minimum percentage was predicting which had 7 (17,07%) respondents.

Speaking Sub-skills

It explained that most of the speaking sub-skills were very important to be learned. there were 39 (92,68%) respondents strongly agreed that fluency was very important to be learned by the tour and travel department. Appropriacy became the next speaking sub-skill needed which had 36 (87,80%) of respondents. Pronunciation and accuracy which had the same number of respondents; 34 (82,92%). The minimum percentage was summarizing which were 29 (70,73%) respondents.

Reading Sub-skills

Guessing meaning and understanding plan of the text were the highest percentage. There were 37 (90,24%) respondent strongly agreed with guessing meaning and understanding plan of the text. Then, scanning and summarizing which had 36 (87,80%) and 35 (85,36%) respondents strongly agreed that they are very important to be learned by the tour and travel department. There were 19 (46,34%) respondents were neutral in predicting. Followed by skimming, there were 15 (36,58%) respondents.

Writing Sub-skills

It indicated 34 (82,90%) respondents strongly agreed that word order and acceptable grammatical system were very important to be learned by the tour and travel department. Drafting and cohesive device as the second prioritized sub-skills for writing which had 30 (73,17%) respondents. Developing ideas, there were 31 (75,61%) respondents who agreed that it is important to be learned by the tour and travel department.

There were also several topics needed by the tour nd travel department. Here are the results of English topics needed by the tour and travel department.

Result of the English Topics Needed by the Tour and Travel Department

Topics of Speaking

It indicated flight reservation was the highest percentage compared other skills. There were 40 (97,56%) respondents strongly agreed with it. Booking hotel and culinnary were the second highest percentage. There were 36 (87,80%) respondents who strongly agreed with these topics. There were 35 (85,36%) respondents strongly agreed that tour attraction is very important topics for the tour and travel department. Tour package, there were 34 (82,92%) respondents. While tour destination, there were 31 (75,60%) respondents agreed with it. In neutral, there was job interview. The minimum percentage was handling a complaint. There were 18 (43,90%) respondents rated it.

DISCUSSION

Topics of Listening

Based on table and graph above, most of English listening sub-skills were very important. Flight reservation had 40 (97,56%) respondents. Cultural tourism had 38 (92,68%) respondents. There were 37 (90,24%) respondents strongly agreed with booking hotel. Price and payment had 34 (82,92%) respondents. There were 33 (80,48%) respondents strongly agreed with job interview. Requesting had 32 (78,04%) respondents. There were 21 (51,21%) respondents were neutral for handling a complaint. The minimum percentage was instruction. There were 19 (46,34%) respondents chose it.

Master on speaking skill is very important for the tour and travel department at the vocational high school negeri 1 (SMKN 1) and vocational high school negeri 7 (SMKN 7) Bengkulu city. The first reason is master on speaking skill will help the students to make a presentation in practical lessons. The second reason is by mastering the speaking skill, the students will be easier to face the world work for their future career especially in tourism world. It confirmed by interviewing results with the stakeholders as users for the alumni of the tour and travel then.

Listening skill is rated as the second most important and used skill. This clearly explains that listening to the foreign tourists' enquiries is the most important because it is the key factor that leads tourism employees to understand the things that the foreign tourists would need and want when they ask for tourism information. The result supports the studies of Piyanapa (2014) which stated that the ability to identify and comprehend the information from communication was crucial.

There are several reasons why listening skill should be mastered by the tour and travel department. The first, the main purposes of these two vocational high schools (SMKN 1 and SMKN 7) Bengkulu city is create the skillfull alumni to enter the world work who are able to work in professional, able to compete globally, and able to make achievements in field of work, especially in tourism world work.

Furthermore, mastering English skills is very important for the students and alumni of tour and travel department. It is because they interact to the people around their job environment. The assistance of curriculum supported the ideas. She said that mastering English for the tour and travel department is very important. That is because they will meet world work and get an interaction to the people directly, especially when they are working in tourism field, just like tour and travel agency.

Second, finding a job is much difficult to do right now for everyone. It is especially for those who doesn't have skills in communicating to around people. People around the world come to Indonesia in different background language. In line with these phenomena, English as an international

language has an important role to create the better atmosphere in communicating.

Topics of Reading

Guessing meaning and understanding plan of the text were the highest percentage. There were 37 (90,24%) respondent strongly agreed with guessing meaning and understanding plan of the text. Then, scanning and summarizing which had 36 (87,80%) and 35 (85,36%) respondents strongly agreed that they are very important to be learned by the tour and travel department. There were 19 (46,34%) respondents were neutral in predicting. Followed by skimming, there were 15 (36,58%) respondents.

Topics of Writing

It indicated 34 (82,90%) respondents strongly agreed that word order and acceptable grammatical system were very important to be learned by the tour and travel department. Drafting and cohesive device as the second prioritized sub-skills for writing which had 30 (73,17%) respondents. Developing ideas, there were 31 (75,61%) respondents who agreed that it is important to be learned by the tour and travel department.

In addition, the use of such authentic materials, which are not specifically prepared for classroom use and which sometimes present a significant degree of difficulty is perfectly suitable for ESP students, who, according to Dudley-Evens and St. John (1998), are supposed to be at least at intermediate level.

Mastering suitable English materials are strongly important for the tour and travel department at Vocational High School Negeri 1 and Vocational High School Negeri 7 Bengkulu city. Eventhough, according to the information gathered from the respondents obtained through the research instruments. The result found that there were not all of the English skills are very important to be mastered by the students of tour and travel department, but English skills should be integrated with more emphasize in speaking and listening skills.

CONCLUSION AND SUGGESTION

The main objective of this investigation was to find out the prioritized English skills and sub-skills needed by the tour and travel department at SMKN 1 and SMKN 7 Bengkulu city. The following conclusions were drawn about the tour and travel department needs and the appropriate English course materials in considering these needs.

The findings of the study showed that speaking skill was the most prioritized skill for the tour and travel department followed by listening, reading, and writing skill. Speaking sub-skills with the greatest importance

as learning needs were fluency, appropriacy, pronunciation, and accuracy. Those are the English skills needed by the tour and travel department.

Listening sub-skills needed by the tour and travel department were listening for gists and listening for details. Followed by note taking. Reading sub-skills which has the greatest importance as learning needs are understanding the plan of the text, guessing meaning from context, scanning, summarizing, and comprehension. Those are important to be mastered by the tour and travel department. Writing sub-skills has merely equal percentage. They are word order, acceptable grammatical system, developing ideas, drafting, coherence and cohesive device.

Based on the findings of this research, the following suggestions can be made. Based on the finding of the research and the conclusion drawn, the following recommendations have been made.

1. Curriculum developer and syllabus designer

Course materials should be developed based on the existing syllabus and by taking into account the students' academic and future occupational English needs.

2. English teachers

English teachers should give more emphasis to those English skills that their students have difficulty with and to those skills that they need most. Moreover the teaching learning process should be supported by teaching aids such as audio visuals.

3. Stakeholders

Using the appropriate words in daily tourism activities is important. In case, meeting with foreigner people in their job places.

4. Others

For author of the book, the authors should work hand in hand with the English teachers and school administrators (head of tour and travel department, and also the assistance of curriculum) who are familiar with the students' subject area studies and future occupation. For learners, enrich the learners' knowledge about the tourism area, terms, and activities related to tourism education context.

For further research, an intensive research be conducted on a larger scale having the alumni and tourists as respondents in order to determine the learning and target needs of tour and travel department.

Equally, the data in this research was collected using questionnaire and interview. Future research could also consider using other data collection tools such as observation, case studies, and ESP program identification form and attitude scale for students. This will help in understanding the needs of the learners in depth.

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