



ESP COURSE DESIGN: THE NEED ANALYSIS ON ENGLISH FOR TOURISM BOOK FOR TRAVEL BUSINESS DEPARTMENT OF ELEVENTH GRADE STUDENTS AT SMKN 1 TARAKAN

Arifin¹, Siti Norain², Ridwan³

arifin.ubt@gmail.com¹, ct.norainbintisulle@gmail.com², ridwan.fkipubt@gmail.com³
Borneo Tarakan University

Abstract.

English subject content is compared to the high school level based on the 2013 Curriculum. While English is differentiated for high school and vocational high school students for specific objectives, both high school and vocational high school students receive the same English curriculum. Finding an English textbook that matches the needs of the students in a vocational high school might be challenging. Teachers frequently lack the time necessary to create English materials for high school vocational programs. This study aims to investigate the information that should be covered in SMKN 1 Tarakan while creating an English for Tourism Book for the Travel Business Department and to ascertain the instructors' reactions to the creation of English materials in that department. This study used a mixed-method, quantitative and qualitative analysis. The study's findings suggest that English language material should be added. Speaking and pronunciation for language skills and components, media, pictures, and asking questions regarding pedagogical approaches are among the topics covered in the SMKN 1 Tarakan Travel Business Department's course materials. A variety of speaking practice presentations, a variety of audio for listening, speaking, and reading practice, reading sections and texts, and some information that the learner of travel business has to be aware of make up the creation of English language products.

Keywords: *English for specific purpose (ESP), material development, Travel Business Department, Vocational high school*

1. Introduction

A learner-centered approach to teaching English as a foreign or second language is called Learning English for Specific Purposes (ESP). It is made to accommodate most students who must acquire a foreign language for their particular fields of study. Some of these fields are science, technology, medicine, and academic learning (Hutchinson & Waters, 1987). The definitions state that ESP aims to prepare students to use English in academic, professional, or workplace contexts where the language is used. In ESP, English is learned not for its own sake or to obtain a comprehensive education but rather to speed up admission or improve language proficiency in particular contexts (Basturkmen, 2006).

The ESP approach has been widely used in Indonesia to teach English at secondary and higher education levels, specifically non-English department students. Based on that, government education policy emphasizes teaching English at the high school level, particularly for non-English department students. Now, students have the opportunity to improve their ability to utilize English

for academic and professional purposes. Since the number of students requiring ESP learning grows yearly, many EFL teachers transfer to teaching ESP. The existence of ESP teachers in Indonesia assists Indonesian students in meeting their current and future job-related needs.

Nowadays, ESP faces numerous challenges, including a challenge to learners under pressure to acquire English for work or study purposes, a challenge to course designers, program planners, and administrators to incorporate ESP principles and practices into programs for learners, and a challenge to teachers and educators to customized teacher training and development practices to the region's specific needs for learners such as for Vocational High School. According to the Coaching Directorate of Vocational High School (2016), one of the school's objectives is to enhance the teaching and learning process for vocational employees after graduation. Hence, expressing fluently in both written and oral forms of language is essential for career growth. As stated above, English is the most commonly used language in the corporate world; the knowledge of English is one of the most important employability skills. SMK Negeri 1 Tarakan is one of Vocational High School in Tarakan, North Kalimantan. It has competent teachers in its field of study and has become one of the best Vocational High Schools (VHS) in Tarakan. It provides six study programs, including office administration, accounting, marketing, travel business, hotel accommodation, and catering services. This school is the only vocational high school that provides tourism education.

The government has attempted to assist teachers and students at vocational high schools by offering an English coursebook targeted at Vocational High School (VHS) students in Teaching and learning activities. However, the coursebook is only available in one edition. Teachers who elect to teach with this book will utilize it for all of the study programs given by a vocational high school, implying that the book was written without considering the distinctions in the study programs. Besides the government, there are a lot of publishers who provide specific English coursebooks. Furthermore, because they were all published outside of Indonesia, these books were not intended for formal classroom usage and did not adhere to the Indonesian curriculum. As a result, teachers who decide to use this book must customize the material, skip some exercises, and expand on others that the book does not address. Another concern with this issue is the expensive pricing of the books. According to the study, buying such pricey books and completing some work with them is ineffective and inefficient for teachers and students in vocational high school.

The lack of acceptable English learning materials for students in vocational high school prompts the researcher to perform a study on the subject. The researcher claims that English learning materials customized to students' study programs are essential in teaching vocational high school English language. In addition, taking into consideration the English teaching and learning activities at SMK Negeri 1 Tarakan, the researcher's ultimate objective in the study is to design an English for Tourism Book at SMK Negeri 1 Tarakan in the hopes that the book will help the students find the importance in learning English and encourage the students to develop their communicative skills related to their disciplines.

2. Research Design

This research aims to conduct the need analysis, designed the syllabus, and designed an appropriate English for Tourism Book for Eleventh-grade students in Travel Business class at SMK Negeri 1 Tarakan. This research was categorized as Research and Development (R&D). Borg and Gall (2003) describe Research and Development as a systematic process used to design pedagogical products and ratify the product through testing procedures. The researchers believe that Research and Development is the appropriate research type and the most suitable research procedure to design an ESP-based English for Tourism Book.

3. Review of related Literature

Researchers conducted detailed work in the report, using a mixed-method, quantitative and qualitative analysis. There are two research instruments used in this study by the researchers. They're questionnaires and guides to interviews. As indicated by Basturkmen (2010), Hutchinson & Waters (1987), Long (2005), and Orr (2001), the information was also obtained from research participants



through questionnaires and interviews. The questionnaire given to the students was created after conferring with professionals in the relevant sectors. It was divided into two sections that were purposefully made anonymous to help participants respond to the questionnaire without feeling pressured and more accurately reflect the situation. Part A of the questionnaire has seven questions designed to uncover the participants' specific needs. The questions include wants, needs, and lacks (item 7). The 15-item Part B of the questionnaire was created to elicit their perceptions of the following learning needs: basic skills learning inputs (item 8-13), English teaching-learning procedures (item 14-19), teacher and learners' role (item 20-21), and setting (item 22). The questionnaire provides a basis based on an inquiry (Brancato et al., 2004). Needs analysis studies have been undertaken over the last three decades (Widodo, 2016).

Meanwhile, according to Ghany & Latif's recommendations (2012), semi-structured interviews with the English teacher and the students were conducted in their native language. According to Ary et al. (2010), interview guides are tools for gathering information about people's feelings, opinions, and thoughts about topics. By asking a few questions about their studies that researchers are inquisitive, interview guidelines are helpful for digging for information. In order to conduct the research, researchers used a range of instruments, including questionnaires, interviews with vocational students, and interviews with teachers and students in the tourism program. After researching the field, researchers described and synthesized it (Bogdan and Biklen, 2003). According to Ary et al. (2010), researchers will complete three stages: (1) Learning and Organizing, (2) Coding and reduction, (3) interpretation and presentation. The researchers must familiarize themselves with and coordinate as their first action.

Researchers would be familiar with the information collected by reading and re-reading the observational notes. Researchers should examine specific data. These include field notes, audio recordings, and observer observations. Researchers can also utilize transcription to help analyze field data (Ary et al., 2010). Without transcripts, research is still possible and not suggested. The study's researchers read the complete questionnaire and interview findings. The researcher then obtained the results for the material development from the needs analysis after analyzing the questionnaire and the data.

Additionally, descriptive statistical methods were used to examine the data from questionnaires, including the frequencies and percentages for each of the questionnaire's items. In the meantime, qualitative analysis was done on the verbal data from the interviews. Finally, conclusions were formed after further analysis and interpretation of the results.

4. Findings and Discussion

The findings from this study were obtained through a questionnaire and interview analysis process. The questionnaire was distributed at SMKN 1 Tarakan to eleventh-grade students in Travel Business, and interviews were requested from some students and English Language teachers.

4.1 The Analysis of Needs

This research's need analysis was conducted on February 24, 2022, at Travel Business Class at SMK N 1 Tarakan. The instrument of the need analysis was a 22-item questionnaire with questions regarding students' profiles, goals, target needs, and learners' requirements. The study was conducted by distributing the need analysis questionnaire to all eleventh-grade

Table.1 Students' Profile

Student's Classification	Sex		English Language Proficiency Level			Σ Students
	M	F	Beginner	Intermediate	Advanced	
	Σ Students	6	24	17	11	



According to Table.1, there were six male and twenty-four female students in the Travel Business Department of eleventh-grade students with thirty students. In addition, there was information regarding the students' English Language competence level, with the majority of students classifying themselves as beginner.

The result of the need analysis can be concluded as follows:

Table.2 The Result of Need Analysis

No	Question	Option	Σ	%
1.	My goal in learning English Language is to ...	c. be able to communicate in English Language orally as well as in written form fluently.	12	34.29%
2.	In my opinion, the use of English Language Specified material for Travel Business is necessary.	a. strongly agree	23	65.71%
3.	Related to my future job in the field of travel business, I will use English Language to.. with natives as well as non-native speaker	c. plan and present the itinerary orally	11	31.43%
4.	Related to my future job in the field of travel business, I will use English Language at...	b.hotel/restaurant/touris attractions related to my job as a guide/ travel designer	20	57.14%
5.	In learning English Language, I still find difficulties in developing....	c. speaking skills	14	40.00%
6.	English Language skills which I want to develop is....	c. speaking skills	15	42.86%
7.	In English Language Teaching, the topic which I want for materials are those related to..	a. Travel Business study program	15	42.86%
8.	In order to develop my listening and speaking skills, the input which I want is....	b. audio in the form of monolog and/or dialog with pictures/ graphs/ other visuals on the worksheet	15	42.86%
9.	In my opinion, the appropriate length for the spoken input in English Language teaching is....	b. 1 - 1.5 minutes	11	31.43%
10.	In order to develop my listening skills, the activity I prefer is to.... according to the information in the text	a. listen and answer multiple choices questions	18	51.43%
11.	In order to develop my speaking skills, the activity I prefer is to....	a. act out dialogues provided in the book	13	37.14%
12.	In order to develop my reading and writing skills, the input which I want is....	a. written text with pictures/ graphs/other visuals which support the text	15	42.86%
13.	In my opinion the appropriate length for the written input in English Language Teaching is....	b. 150-200 words	11	31.43%



14.	In order to develop my reading skills, the activity I prefer is to ...	a. read and answers multiple choice questions according to the information in the text	15	42.86%
15.	In order to develop my writing skills, the activity I prefer is to....	d. write accordingly to a topic given.	13	37.14%
16.	In order to develop my vocabulary mastery, the activity I prefer is to....	f. complete crosswords	10	28.57%
17.	In order to develop my grammar mastery, the activity I prefer is to....	a. memorize the formulas	14	40.00%
18.	In order to develop my pronunciation mastery, the activity I prefer is to....	c.practice pronouncing minimal pairs	14	40.00%
19.	In English Language Teaching, I prefer the role of the teacher to be....	b. the facilitator who helps me learn English Language.	10	28.57%
20.	In the English Language role of the students to be...	a. only listen to and take notes of the materials delivered by the teacher	14	40.00%
21.	In the English Language teaching, I prefer to work...	b. in pairs with desk mates	17	48.57%
22.	In the English Language Teaching, I prefer to learn....	a. inside the classroom	15	42.86%

The goals of learning the English Language demonstrate that most students acquire the English Language to speak well. This choice excludes 34.29% of students who require the English Language to meet their related communication needs. For necessities, according to the data shown, 65.71% of students strongly agree with the significance of specific English Language learning resources to support the students' program-related demands. In using the English Language in the work field, 11 students chose the c. option plan, presented the itinerary orally, and got 31.43%. In circumstances where the language will be used as tour guides or travel designers, most students, 57.14%, agree that they will utilize English in hotels/restaurants/tourist attractions. 40.00% of students had the same lack-related issue in speaking. Focusing on the English Language skills, the students desired to grow the most and the topic for the most preferred materials.

The table indicates that speaking skills are the most desired. Speaking skills had the most significant score of 42.86 %. In response to the question regarding preferred spoken inputs, the table reveals that 42.86% of students prefer audio in monologue or dialogue accompanied by images/charts/other visuals on the worksheet. Regarding the length of spoken inputs, the table reveals that 11 students (31.43%) consider that audio/video duration of 1 to 1.5 minutes is optimal. Response to the question about students' preferences regarding written skills inputs demonstrates that students are more interested in grammar-focused written texts supported by an explanation. This option was selected by 42.86% of students. For students' needs related to written skill input lengths, over half of the students (31.43%) select 150-200 words for the length of the written input. Students' needs related to the activities for listening skills. The students chose to increase their listening abilities; 51.43% of students listened and responded to multiple-choice questions. Student's needs related to the activities for speaking skills got 37.14% of students to increase their speaking skills by acting out the dialogues supplied in the textbook, while student's needs related to the activities for reading skills, around 42.86% were interested in reading and answering multiple-choice questions based on information in the book.

Students' needs related to the activities for writing skills got 37.14% for writing on a given topic when developing their writing skills. Activities for vocabulary mastery the students preferred crossword puzzles to increase their vocabulary (28.57%). While students' needs related to the

activities for grammar mastery, formula memorization earns the most significant grade for this question (40.00%). Most students are interested in practicing minimal pairs to strengthen their English pronunciation mastery. This option accounts for 40% of student responses. The students' preferences regarding the teacher's roles table indicate that 28.57 % of students require the teacher to facilitate their English learning.

Additionally, students preference in the student's role fourteen students (40%) feel that the option of "just listening and taking notes of the materials presented by the instructor" is the most appropriate job. Lastly, students' preference in grouping and the environment got 48.57% of students to prefer to do the assignment in pairs with their desk mates, as indicated by their grouping preferences. Regarding the learning environment, 42.86 % of students favor classroom settings.

4.2 Teacher's perceptions of English Language coursebook development

The researcher interviewed the English language teacher before moving on to the travel business department students. The teaching-learning activities employed Google Classroom because the teacher explained there was a pandemic. The school issued the general English book one by one for use in teaching and learning activities. Additionally, if it was a module relevant to their department, the teacher mainly used the handbooks she had downloaded from the internet. Depending on the topic, the teacher frequently downloaded it from the internet for listening exercises, for example. As previously said, students were very motivated to study English, especially in the travel business department. However, several students occasionally failed to turn in their assignments, maybe due to the pandemic and their later than usual wake-up times. According to prior online study experiences, the travel business department was the least motivated to gather and complete English assignments because the students were not interested in learning the language. The English teacher replies that it would be a fantastic idea if an English learning coursebook were created and tailored to the Travel Business Department, but several issues have already been raised.

The students' speaking-related activities were most likely. In the travel business department, the students were drawn to practice based on their area of study, such as giving vacation packages and acting as tour guides. The pupil was not interested in the writing assignment. The English language instructor anticipated that the module would comprise a listening exercise, a reading comprehension section, and a speaking exercise that included a dialogue and an example explicitly utilized in the travel business department.

4.3 Students' perceptions of English Language coursebook development

The students of the travel business department stated that no English Language Book was leading to their field. Activity such as remembering vocabulary and structure and practicing speaking and writing could include in the coursebook, which focuses on tour guides. Additionally, speaking activities are most needed—pictures, graphics, and colorful layout that suit the tourism. The colorful course book should be made the students enthusiastic about learning activities in class. Furthermore, the students never asked the English Language teacher to look up for English sources or books, for example on the internet or in bookstores, for example, being asked to buy a specific English book following the Travel Business Department. The students stated that even if they asked to look for it, it might be a bit difficult because there are no direct publications from Indonesia, and even though buying it might be pricey

5. Conclusion

Based on the study's findings, the researcher concluded that a questionnaire with 22 items was created to assess the needs of students studying travel business in the eleventh grade. The aspects utilized to analyze the learner's needs are inputs, procedures, teacher roles, and setting, modified from Nunan's (2004) task components. The results showed how motivated the pupils were to learn English. The SMKN 1 Tarakan requested a speaking activity following the needs analysis findings. The students would like to practice speaking exercises in the English coursebook, such as role-playing, acting as a trip guide, etc. The images representing tourist-related locations, people, and items are also recommended for inclusion in the English coursebook. However, according to researchers, the



activity children like to complete improves their reading skills in reading and selecting the correct answers from a list of options. Their best practice for improving writing skills is to write under a topic that has been provided. Most of the students decided to increase their vocabulary knowledge by solving crosswords. They also believed that developing their grammar mastery through memorizing formulas would draw them in. To build pronunciation competence similar to that of the students, practice pronouncing the pairs. The students preferred the facilitator who facilitated them in acquiring the English Language to be the teacher. The ideal environment for learning English in the classroom is one that the students have chosen. The English instructional design was a great trait for the teachers at SMKN 1 Tarakan. To suit the student's needs, she responded that the development of English language resources must be a comprehensive process. Tasks in the materials also illustrated the demands of the students.

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