

C28. Sudirman Wilian

by Sudirman Wilian

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**PLANNING A LOCAL BASED TEACHING MATERIAL OF ENGLISH FOR
TOURISM FOR HIGH SCHOOLS: A NEED ANALYSIS OF ENGLISH OF
LOCAL COMMUNITY AROUND LOMBOK INTERNATIONAL AIRPORT IN
CENTRAL LOMBOK**

Santi Farmasari

farmasari.santi@gmail.com

FKIP – University of Mataram, NTB

Sudirman Wilian

farmasari.santi@gmail.com

FKIP – University of Mataram, NTB

Edy Syahrial

farmasari.santi@gmail.com

FKIP – University of Mataram, NTB

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ABSTRACT

This study aims at mapping and analyzing the needs of the English language in Central Lombok district since the official operation of the Lombok International Airport (BIL). The results of the mapping and analysis will become a reference in the construction of local content textbooks for English For Tourism for High Schools. The research data was obtained through interviews, questionnaires, and documentation. Interviews and questionnaires were used to explore the needs of local community in Central Lombok towards English after BIL is operated. The needs of English language are tabulated based on community groups and language functions. Documentation was conducted by collecting documents used in tourism businesses and industry. The research finds out that the most required language functions are for security purposes in view of the security situation in some Central Lombok tourism areas, apart from other purposes such as getting acquainted, maintaining friendship, building and maintaining networks, and describing and promoting tourism attractions and objects in the surrounding area.

Keywords: *local content textbooks, language needs, Lombok International Airport (BIL), English For Tourism.*

INTRODUCTION

As an international language, English is the language used globally, not only connecting people around the world, but also for locals involving multilingual society with different cultures (McKay, 2002 in Acar, 2009). In developing countries such as Indonesia, the English language has a vital role for the development of various fields, namely education, economy, trade, medicine, politics, tourism, etc. English is also required as a means of communication in developing relations with other countries in the international forum, one of which is Tourism. In the province of Nusa Tenggara Barat (NTB), tourism is one of the leading sectors which increases the local revenue (PAD). Through the Visit Lombok Sumbawa program, NTB government tries to raise this sector and is targeting two beautiful islands of Lombok and Sumbawa islands as the world tourist destination after Bali. In order to stimulate and increase the number of tourists visiting this area, the provincial government has officially operated Lombok International Airport (BIL) which enables and opens a wider global access to the islands. Since it was established in October 1, 2011 BIL has become the main entrance to hundreds thousands of foreign and domestic travelers. However, many still criticize the BIL operation since it is not adequately accompanied by the government's efforts in equipping the human resources (HR), thus the local community tends to participate as low-paid workers and have not contributed significantly to their social economy life.

In relation to the need of the English language for the development of tourism in the province, many public high schools include English For Tourism as a local content subject with a hope to

sustain the employment needs in the future. In addition, the local government plans, in the near future, to found and establish a Tourism College in the region of Central Lombok and this is an evidence of how the local government recognizes the importance of increasing the quality of local human resources to professionally support the tourism development in Central Lombok (<http://www.ntbprov.go.id/baca.php?berita=1504>).

English as a local content subject such as English For Tourism is expected to equip learners with applicable skills align with the needs of the learners in context. This can be done by examining current needs of English language in the community. Therefore, this study concentrates on the development of local content textbooks for tourism purposes in Central Lombok district. The study was conducted to address (1) the level of needs of the society towards English language in Central Lombok district since the operation of Lombok International Airport (BIL); (2) the dominant needs of English language based on group of users; and (3) the English language functions required by each group of users. In general, this study aims to improve the merit of textbook for English For Tourism subject in High Schools by referring local community needs of the language for tourism purposes, and at the same time will also improve the quality of human resources in the respective area.

It is a fact that most English for Tourism textbooks used in schools have been more global; without accommodating the needs of learners on particular contexts (Subroto, 2016). Development of tourism sector is actually gives chances for the region to raise and sell their local heritage and culture and this need requires actualization in the integration of local culture into the curriculum so local property can be conveyed. Research on needs analysis of English for Academic Purposes (EAP) and Specific Purposes (ESP) is generally descriptive (Clarke, 1991). Research on this area is concerning more to identify and describe the elements of the targeted audience needs as a basis for the material development. Material development for EAP and ESP units can be done through a survey about the background of the learners and their learning objectives (Benesch, 1996). In addition, analysis of learning needs can also involve issues of politics and economics as part of the social context of the learner because learners are basically varied in terms of their perception, desires, and needs (Jin, 2011). In addition, Social context is another factor that affects the learning goals of learners. In this case, learning English as a second language must accommodate social issues and economics to understand the reason for learners to learn the language such as getting a job or participating in social context of others, or more in order to improve their social and economic lives as individuals and members of society. Furthermore, Belcher and Braine (2001) explained that academic discourse is a source of strength for users to deal with labor market (job market) which is an important principle of Contextual Learning Needs. Contextual learning (contextual teaching and learning) is the concept of learning where the teacher brings the real world into the classroom and encourage students to make connections between the knowledge and its application in their daily lives (Nurhadi, et al. 2003: 13), thus in order to be able to become an active participant in social life, a process of learning should put the needs of the learner as a priority. Targets to be achieved by the student must be a reference for the curriculum, syllabus and textbooks development. Furthermore, Nurhadi et al establishes six basic principles of contextual learning, one of which is a curriculum developed based on the standard, namely learning content should be related to the standard on local, provincial, and national level as well as development of science and technology and the world of work. In addition, learning outcomes are expected to be more meaningful. The principle is basically aligned with Work-Based Learning that requires a teaching approach that allows students to use the context of the workplace to learn the subject matter and how the material is used on a variety of activities on the workplace (Smith, 2001). The teaching should relate to what has been known to students with new information (up to date) and how it is related to usefulness in life. Learning should begin with the specific task in accordance with the situation and focus on learning experience in employment; where "usefulness" in this case, is the key. English For Tourism as one unit of English for Specific Purposes (ESP) is taught and studied for tourism purposes involving tourism stakeholders from different countries with different languages and cultures. In college, these courses are offered in order to answer the challenges of the work-world of tourism where teaching materials are generally directed to oral and written communication skills required for prospective employees of the travel agency (Udoyono, 2010).

As an initial step of need analysis work, cooperation which includes teachers or lecturers in the search for information about the program is required. This is about how English language can be adapted to their programs and priorities of learning and teaching that have been determined by the learners themselves and the developers of the program. This is part of a situation analysis of the target (Target Situation Analysis) or more commonly called a needs analysis (analysis of needs). This can be done by conducting investigations on the above aspects of the widest possible and most important is the balance between the objectives of the learning and teaching of the students' needs.

If the initiative includes cooperation more teachers and program managers, then make direct collaboration initiatives to prepare students to specific targets, and this is done from two directions, namely learning and language programs. At this stage, program and language teachers work together outside of class to determine the boundaries of learning. In general, collaboration can be made (1) in the scope of planning a class where the language and units can be combined and taught lessons in the target language, for example, teach you how to transact online with the English language; (2) implementing learning for certain skills which program developers have inputs specific material as a support and specific material fully prepared based on program needs and learners. The last stage of the specification of textbook is to integrate the program with the language in which teachers who are experts in this field cooperatively teaching both in the classroom called the teaching team (Team Teaching). At this stage, each teacher (expert) uses actual materials (authentic) that have been disaggregated based on the needs of the learners. In relation to the local needs of learners toward English language as a result of the new international tourism infrastructure in Central Lombok district, this particular study was conducted to reveal the (1) the level of English language needs of the local community around BIL, and (2) the most and least dominant needs of language functions based on group users.

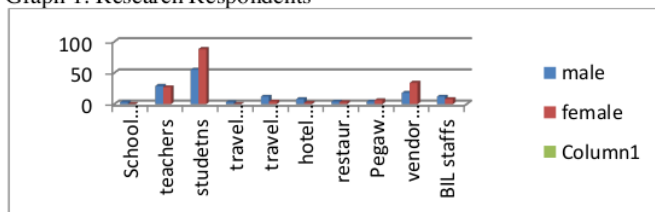
METHODS

This qualitative research employs more verbal interpretation by referring to percentage or figure of English language needs of local community in Central Lombok district. The study was conducted in Central Lombok district of West Nusa Tenggara province, concentrating to various community groups and institutions that are directly in-touch with Lombok International Airport, namely educational institutions and tourism business expertise in the region. The community groups were grouped into five namely: (1) general public, (2) Tourism Business and Industry including Travel Agents and Aviation, Transportation and Accommodation Enterprises, (3) Department of Education and Culture of Central Lombok, (4) Schools with English for Tourism program, and (5) international tourists. The data were collected following the need analysis research framework: Interview, questionnaire and documentation. The data were analyzed through some stages: Identification, tabulation, interpretation and drawing conclusion.

FINDINGS AND INTERPRETATION

The research was conducted for approximately four (4) months, involving 336 (three hundred and thirty-six) people from the above mentioned groups as shown in the graph below.

Graph 1: Research Respondents



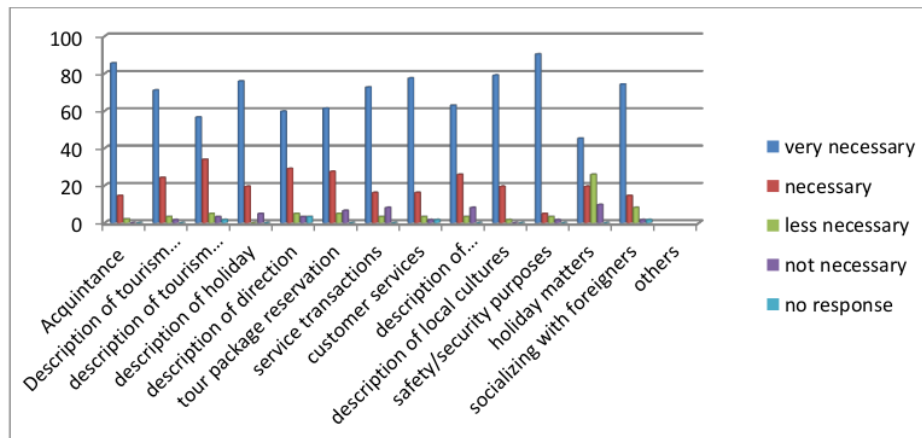
Graph 2 below maps the community feedback about the needs of English language of the local community since the operation of Lombok International Airport (BIL), especially in the business community and the tourism industry. 85.5% of respondents believe that English is very much required in order to obtain the economic benefits from the operation of BIL, 96.8%

agreed that schools around BIL must respond to the needs of the community in particular due to the operation of BIL and improve the quality of the teaching and learning of English in their schools. Meanwhile, 96.8% of respondents believe that English classes should equip students with relevant needs to communicate, and 95.2% agreed that English teaching should be based on the needs of users for interaction in the airport and other tourism sectors. Therefore, based on the data obtained, it can be concluded in relation to the operational of the new international airport, the local community needs toward English language is very high.

In addition, this fact may also align with the relevancy of the contents of English textbooks used at high schools. The contents are more irrelevant as they cover more western issues and inappropriate to local students (Subroto, 2016). Schools must be more responsive to the challenges of the local world of work. High school graduates both public schools and vocational schools are less capable of equipping their graduates to participate actively and directly to the economic and social interaction within the communities. Most of high school graduates work as low-paid employees in the tourism sectors such as shopkeepers, waitresses, and airport porters.

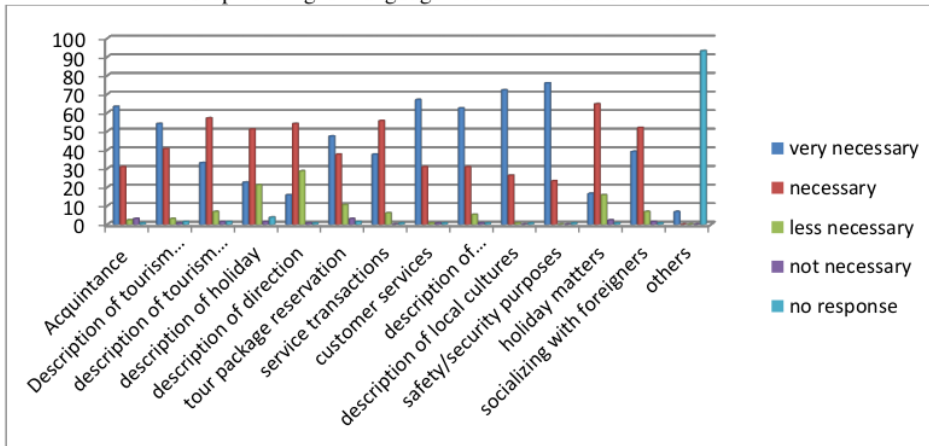
The graph below describes the English language needs on Business transactions in the respective community.

Graph 2: English language needs of the Business Expertise in Central Lombok district since the operation of Lombok International Airport (BIL)



It is a surprising finding that 90.3% of business expertise put the needs of English as an international language for security issues as the highest demand followed by English for acquaintances (85.5%), customer services (77.4 %), holiday descriptions (75.8%), service transactions (72.6%), and descriptions of the tourism objects (71%). Meanwhile, 56.5% of the respondents need English to describe tourism events or activities in tourism places. The research respondents from educational sectors also had almost similar opinions as shown in the following graph. The most required language skills for people around BIL is survival language (75.9%), language needs in emergency situations. This similar finding may be affected by the current security issues or criminality rate to international tourists in some tourism destinations in Central Lombok. On the other hand, the least dominant needs of English language are those mainly required for giving directions (15.8%), entertainment purposes (16.5%), holiday descriptions (22.6%), descriptions of the tourism events or activities (33.1%), and service transactions (37.6%).

Graph 3: English language needs in Educational sectors



Based on all the findings, the following table maps out the needs of English language by the local community around BIL which fundamentally should base the construction of English for Tourism textbook for high schools in Central Lombok district by referring to the Longman Dictionary of Applied Linguistics (1985) framework.

Table 1: The Local Needs of English in Central Lombok District

Type of Discourse	Language Skills	Language Component		Language Function
		Structure	Vocabulary	
Introducing oneself	Speaking Writing	Tense: simple present tense	Nouns related to personal details	Introducing; Questioning
Describing tourism objects	Speaking	Tense: Simple present tense, Simple past tense	Present & Past Verbs, Proper nouns, adjectives	Defining, explaining, describing, questioning
Describing tourist attractions	Speaking Writing	Tense: Simple present tense, Simple past tense	Present & Past Verbs, Proper nouns, adjectives	Defining, explaining, describing, questioning
Having holidays	Reading Writing	Tense : Simple Past, Simple Future	Past & Future Verbs, Adjectives	Describing Telling & Retelling
Explaining /Describing direction	Speaking	Simple Present Tense, imperative sentence	Verbs, cohesive devices	Describing; enquiring
Doing shopping	Reading Writing	Future tenses	Nouns	Asking; bargaining
Reserving tour package, hotel, transportation	Speaking Writing Reading	Future tenses	Nouns related to hotel, transportation	Reserving; enquiring;complaining

Giving services	Speaking Writing		Formal & informal vocabs	Servicing; enquiring; complaining
Reserving guests	Reading Speaking		Formal & informal vocabs	Servicing; enquiring
Describing international culture	Listening Speaking Writing Reading	Tenses; passive voices	Verbs; proper nouns; adjectives; adverbs	Defining, explaining, describing, questioning
Describing local culture	Speaking Writing Reading	Tenses; passive voices	Verbs; proper nouns; adjectives; adverbs	Defining, explaining, describing, questioning
Explaining safety & security matters	Listening Speaking Writing Reading	Tenses; passive voices	Verbs; proper nouns; adjectives; adverbs	Defining, explaining, describing, questioning
Enjoying entertainment	Listening Reading	Simple future tense	Verbs; proper nouns; adjectives; adverbs	Describing;
Making new friends with tourists	Listening Speaking Writing Reading	Tenses	Verbs; proper nouns; adjectives; adverbs	Introducing; leave taking

CONCLUSION

Based on the findings, the needs of English language by the local community of Central Lombok district particularly those living in the neighborhood areas of Lombok International Lombok are in very high demand. In general, people expect schools to respond quickly to the social and economic changes of the respective communities; thus the school graduates can actively participate in the development of the local area. In addition, there was a claim that textbooks used in high schools contain presumably irrelevant and inappropriate contents in relation to the social and cultural conventions of the local communities. Therefore, the needs to have local based textbooks are very urgent. In relation to the criminal rate in some tourism objects in Central Lombok, people put communicating for security purposes (survival language) in the first place followed by other language functions, that are making friends with foreign visitors. This finding is considered novel as it contradicts other research which mainly reveal more descriptive uses of English in tourism business such as describing tourism objects, tourism attractions, and directions; yet it strengthens how language, socio-economic, and culture are interrelated and inseparable, so do the teaching and learning.

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