



NEEDS ANALYSIS FOR DESIGNING ENGLISH FOR TOURIST POLICE IN LOMBOK

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Abstract: This study aims at designing English syllabus for the Tourist Police in conducting their duties through needs analysis process based on English for Specific Purpose (ESP) to find out the authentic tasks and texts of Tourist Police in Lombok. The method used in this study involves Tourist Police as the subject. The data for this study were collected by using observation, interview, and documentation. In addition, the data were analyzed by conducting needs analysis, instructional analysis, and syllabus design. The results of study showed 11 needs, 1) Ability to greet, 2) Ability to introduce oneself, 3) Ability to create security and safety, 4) Ability to provide protection and service, 5) Ability to offer help, 6) Ability to acquire information, 7) Ability to carry out the investigation, 8) Ability to execute violation prosecution, 9) Ability to explain about directions, 10) Ability to explain about tourist destinations, and 11) ability in leave-taking expressions that described the authentic tasks and authentic texts for Tourist Police in Lombok. The lack of English language skills in Lombok, has raised the awareness of the needs of learning English for Tourist Police.

Keywords: Needs Analysis, ESP Syllabus, Tourist Police

INTRODUCTION

Lombok is well known for its tourism destinations both by local and international visitors. The local government tries to accommodate the safety of the visitors by placing the Tourist Police in tourism destinations where their duties is to assist the visitors with their needs that related to Tourist Police job. In order to deal with this, the Tourist Police must be able to communicate with foreign tourists in English.

Communicate in English must be followed by the development of English skill learning since English is not the first language in Indonesia. Thus related to Tansrisawat (1991), the Tourist Police should improve their English skills because they have to provide direct services for foreign visitors. English for Specific Purpose (ESP) teaching for Tourist Police will be able to make Tourist Police use English on their duties. By getting the information needed, a course designer will be able to create a syllabus design that is suitable and effective for the student's needs (Sujana, Fitriana, Apgrianto & Saputra, 2022).

This research provides a solution on how to assess the routines work of the Tourist Police in Lombok in carrying out their duties. Therefore they must be equipped in advances with fluent English mastery in conducting their job. It is hoped that the Tourist Police can maintain

the safety of the visitors, especially in tourism areas in Lombok. Being able to communicate fluently in English the Tourist Police will find it easy to understand criminal cases reported by tourists. The performance of the Tourist Police must be improved to be even better in the future in order to create a good image for tourism.

RESEARCH METHODS

This study used a research and development to find the needs of English for Tourist Police in Lombok. As explained by Gay (1990), research and development is an attempt or activity to develop an effective product for school use and not to test a theory, this produce the data in form of written or oral words. The subject in this research is Tourist Police. The data were collected through observation, interview, and documentary. Moreover, the data were analyzed by conducting needs analysis, instructional analysis, and syllabus design were validated by the validator. There are four step such as determination of Needs Analysis, translations of responsibilities into communicative needs, translation of communicative needs into competencies, and translation of competencies into learning materials. The first step, the researcher conducting needs analysis to find authentic tasks and texts for Tourist Police needs. The second step, the researcher doing instructional analysis to identify the competencies that must be mastered by the learners in order to achieve the specific learning objectives. The last step is designing syllabus.

FINDINGS AND DISCUSSION

Findings

The data findings of this study were gathered from observation and interview. The observation interview and was done by recording, following and asking the daily job of five Tourist Police when they were interacting with the tourist that visited Lombok. In conducting needs analysis of Tourist Police for their routine job, there are three steps which have to be done. The three steps are translation of responsibilities into communicative needs, translation of communicative needs into competencies, and translation of competencies into learning materials.

a. Translations of Responsibilities to Communicative Needs

The first step is translating responsibilities into communicative needs. It means translating the responsibilities of the tourism practitioners into the communicative needs that they need to be able to do in order to perform their responsibilities itself. The responsibilities are translated into the communicative needs by adding How to + V1 at the beginning of the task. There are around 11 communicative needs to understand by Tourist Police in Lombok, there are the communicative needs are ability to greet and welcoming the tourist, ability to introduce about oneself and others, ability to create security and safety for the destinations area, ability to provide protection and service for the tourist, ability to offer help, ability to carried out investigations, ability to acquire information from the tourist, ability to execute violation prosecution, ability to explain about information of directions, ability to explain about tourist destinations, and ability to leave taking the tourist.

b. Translations communicative needs into competencies

The researcher translating communicative needs into competencies that the Tourist Police need to be able to master in order to function effectively within the target situation. Generally the Tourist Police in Lombok need to have 34 competencies in order to function effectively in the target situation there are can greet the tourist, can welcome the tourist, can introduce about oneself, can introduce about others, can secure the area, can create safety tourism, can maintain the continuity of activities or events, can provide protection for tourism place, can provide service to the tourist, can accommodate the tourist needs, can offer help to the tourist, can help the tourist in tourism area, can help the tourist needs, can ask to acquire information, can check tourist identity, can check the completeness of the tourist documents, can digging information from the tourist, can write the chronology of the cases, can write a report, can secure the witness, can secure the crime scenes, can process the crime scenes, can become a mediator, can be a companion for the tourist, can execute violation prosecution, can establish the law, can give information of directions, can provide information on route distances, can give information about tourist destinations, can provide information about festivals or cultural parade, can provide information about tourist activities, can provide information for the tourism area, can use leave taking expression to the tourists.

c. Translations competencies into learning materials

The last step is translating the competencies into learning materials that must be used in the teaching and learning process. The English competencies are developed into materials that consist of vocabulary, expression, grammar point and genre.

First, the vocabulary used. The vocabularies that frequently used by the Tourist Police in Lombok are related to the Tourist Police routine job.

The second, expressions used. Expression that commonly used is about greeting, welcoming, introducing, secure, service, asking, offer, investigate, giving information and explaining directions. It is because from the first the Tourist Police must greeting, introducing, and giving information (general overview of Tourist destinations, giving information of directions, asking to acquire information, offering help to the tourist, secure, service and investigate the case reported, etc.). In this case, the Tourist Police should give good explanation and information about the information to the guest.

Third, grammar point. The grammar point that mainly used by the Tourist Police in Lombok are simple present tense, simple past tense, an future tense. The Tourist Police in Lombok use simple present tense to explain the current situation in Lombok. The simple past tense is used by the Tourist Police to explain the old traditions and the past event in Lombok. The future tense used to explain the future action in Lombok.

The last is the genre. There are three genres of the text that is used by the Tourist Police in Lombok such as recount text, descriptive text, and narrative text. Recount and narrative is used to explain information for the tourist and carry out investigations. Descriptive text is used to explain the service and giving information.

After conducting needs analysis the use of English language for Tourist Police the researcher contrived English syllabus design based on Mackay (1978) using target analysis

for target needs used by Tourist Police in their duties and responsibilities. In developing syllabus design, the researcher integrated the competences in the document based on the communicative function needed in carrying out the job by Tourist Police in order to become the professional Tourist Police. The syllabus design consisted of 8 elements as follow learning outcomes, learning objectives, materials, achievement indicators, sub materials/sub topics, method, sources and media and assessment. Furthermore, the two experts were asked to give some suggestions in order to improve syllabus design. Those are the results of process developing syllabus design using Needs Analysis, it started from translating task and responsibility into communicative needs, translating communicative needs into competence, and translating competence into learning materials

Discussion

Based on the elaboration of the syllabus design for the Tourist Police above, as a result, syllabus design leads to advances in materials design and methodology. Knowing Tourist Police needs for their daily routine job help planner design an effective syllabus to support their performance for their duties which are involved in certain professional jobs by using specific vocabulary used in their work or in the form of ESP so that the development of ESP and this syllabus is intended to develop previous research related to the duties of the tourism police related to special English. It is consistent with the theory according to Robinson (1980) that ESP is the new method of teaching English for certain fields, which is different from English in general both in methods, concepts, and approaches.

Furthermore, with this syllabus, it is hoped that it will be able to ensure participants can use English well to work as professional Tourist Police in Lombok after completing the course. Learning objectives include being able to welcoming visitors, establish security and safety, provide services, answer questions, conduct investigations, carry out law enforcement actions, and interact with tourists. Using target analysis based on According to Mackay (1978), based on job needs, these are the English language requirements required for a particular job, such as the ability of a hotel housekeeper to speak to foreign customers.

CONCLUSION

In conclusion designing English syllabus for based on the needs of Tourist Police is very crucial. By providing their English needs and the appropriate syllabus, it is hoped that a better English course can be held thus, the ability of the Tourist Police in Lombok in terms of English language use can be improved. English Language Teaching for Tourist Police in Lombok has 11 needs in English which should be fulfilled. Those 11 needs are 1) Ability to greet, 2) Ability to introduce oneself, 3) Ability to create security and safety, 4) Ability to provide protection and service, 5) Ability to offer help, 6) Ability to acquire information, 7) Ability to carry out the investigation, 8) Ability to execute violation prosecution, 9) Ability to explain about directions, 10) Ability to explain about tourist destinations, and 11) ability in leave-taking expressions.

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