



NEEDS ANALYSIS FOR DESIGNING ENGLISH FOR TOURISM PRACTITIONERS IN KUTA MANDALIKA, CENTRAL LOMBOK

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Abstract:

Kuta Mandalika is one of Lombok's most popular tourist destinations that attracts tourists from various countries. As a result, it is necessary for tourism practitioners in Kuta Mandalika to learn English in order to communicate with tourists worldwide. This study aimed to find out the authentic tasks and texts of tourism practitioners in Kuta Mandalika through the use of Needs Analysis. Moreover, these tasks and texts are used to make an English syllabus design for the tourism practitioners in Kuta Mandalika. This study used Research and Development (R&D) method, which involved tourism practitioners namely tour guides and souvenir sellers as the subject. The study was conducted in Kuta Mandalika, Central Lombok. The data were collected using observation, interview, and documentation which then were analyzed by conducting needs analysis, instructional analysis, and syllabus design. The result of this study indicated that the tourism practitioners in Kuta Mandalika need to master the ability to welcome guests, ability to introduce themselves and others, ability to explain the local history, and ability to promote what they sell in an effort to become professional tourism practitioners. Furthermore, these communicative needs have been formulated into syllabus that consists of eight components; learning outcomes, learning objectives, materials, an indicator of achievements, sub-materials/sub-topics, method, sources and media, and assessment.

Keywords: *Needs analysis, Authentic Tasks, Authentic Texts, Tourism Practitioners, Kuta Mandalika*

INTRODUCTION

Lombok island has many tourist attractions, and one of them is Kuta Mandalika. These past few years, the government of Lombok is eagerly developing Kuta Mandalika to become one of its priority tourism destinations. Kuta Mandalika is the most attractive tourist village in Central Lombok, which offers many interesting places to visit. There are three most popular places to visit in Kuta Mandalika; Mandalika Beach Park, Tanjung Aan Beach, and Merese Hill. Moreover, this place also has Pertamina Mandalika International Street Circuit as a world-class racing circuit that carried out the events of World Superbike in 2021 and MotoGP in 2022, which attracted thousands of tourists. The popularity of Kuta Mandalika as the most visited destination contributes to the region's economic development.

Undeniably, Kuta Mandalika stimulates economic growth for the local people, especially for those who run travel and accommodation businesses. In addition, these conditions create job opportunities for tour guides and souvenir sellers who live around the area. To support their jobs, tourism practitioners in Kuta Mandalika should master English. Seeing the significance of English in the tourism sector, a specific course is needed for tourism practitioners to help them acquire the language. Therefore, the government's support, especially tourism management, is needed by tourism practitioners. One of the supports that can be done by the government or the management of tourism is holding a specific English course for tourism practitioners named English for Specific Purposes (ESP).

English for Specific Purposes (ESP) is a suitable approach to design the courses that are needed. According to Hutchinson & Waters (1987), ESP is a method of teaching languages where the material and methodology are made based on the learning needs of the students. It means that the objective of ESP is to accomplish the language needs of the learners who need to learn material and acquire practical skills as well as those who need to use English to complete specific tasks. Furthermore, Dudley-Evans and St. John (1998) explain that ESP is a subject that has not been impacted by the modern era because it still emphasizes practical outcomes and conducting a needs analysis, analyzing the text, and teaching the learners how to effectively communicate in the tasks required by their studies or jobs.

To further extent, the first thing that needs to be done before designing ESP is needs analysis. Graves (2000) defines need analysis as a process of collecting data about students' needs and analyzing that data to develop courses that effectively meet those needs. It can be said that needs analysis is a formal methodical process of analyzing what learners need, then conducting a syllabus design, selecting the materials, choosing teaching and learning methods that are suitable for their needs

Despite the fact that tourism professionals are taught to use English in real-life situations, a formal needs analysis is required to determine the specific English language requirements. To further extent, in order to meet the needs of tourism practitioners in Kuta Mandalika, a needs analysis is also vital as a guide in developing suitable syllabus of English for tourism practitioners. Needs analysis as the first step in designing a syllabus or lesson plan must be directed at finding authentic tasks and using authentic texts from professional workers in certain workplaces. By analysing their authentic tasks and texts, a course designer will be able to create an effective syllabus design that is suitable for the learners' needs (Sujana, Fitriana, Apgrianto & Saputra, 2022). The findings of this research are expected to help the tourism practitioners to be fluent in English while doing their routine job.

Due to those reasons, the writer is interested in doing this research in the field of tourism, especially in Kuta Mandalika, which is known as one of the international tourist destinations. This research is needed in order to design syllabus needed by the tourism practitioners in supporting their errands. Therefore, the writer decided to do the research entitled "Needs Analysis for Designing English for Tourism Practitioner in Kuta Mandalika, Central Lombok"

RESEARCH METHOD

This research used a research and development (R&D) method as the research design. Educational research and development (R&D) refer to the process of developing and improving educational production (Borg and Gall, 1983, as cited in Gustiani, 2019). The result of this research served as the basis for developing the syllabus and ESP-based English learning materials. The data in this research were collected through observation, interview, and documentation. The research involved tourism practitioners in Kuta Mandalika, which are tour guides and souvenir sellers. To conduct this study, the researcher needed to do four steps; conducting interview with tourism practitioners to determine their English needs, translating the needs into competencies then into learning materials, doing instructional analysis to determine the competencies that must be mastered, and lastly designing the English syllabus based on the needs of the tourism practitioners in Kuta Mandalika.

FINDINGS AND DISCUSSION

After conducting the research, there are several findings that were found to answer the research questions for this study. The data for this study were collected through observation and interview. The writer also used a book entitled 'English for Professional Tour Guiding Services' as one of the documentation references in determining the authentic tasks and authentic texts of tourism practitioners in Kuta Mandalika.

Based on the observation and interview conducted in Kuta Mandalika, there are two tourism practitioners that can be found, those are tour guides and souvenirs sellers. Each of them has their own authentic tasks and texts based on their needs. These authentic tasks and texts are developed into syllabus designed to fulfill their needs.

Furthermore, the researcher found some responsibilities that the tour guides and souvenir sellers in Kuta Mandalika should master in order to perform their job. To make a syllabus, those responsibilities were described into communicative needs. The communicative needs then were translated into competencies which then were translated into learning materials. The steps to make the syllabus design are explained in the discussion below.

Table 1. Authentic Tasks and Texts of Tourism Practitioners in Kuta Mandalika

No.	Tasks	Texts
1.	Welcoming guests and leave-taking	Expression of greeting and leave-taking
2.	Introducing oneself and others	Expression of introducing oneself and others
3.	Preparing guiding materials and explaining tour activities including the attractions	Expression of giving information about tour activities
4.	Explaining the destinations' history	Expression of giving information about the local history, especially Kuta Mandalika
5.	Giving information about public places around the destinations' area	Expression of giving information about public places and the direction to the nearest public places
6.	Promoting and explaining the souvenirs (prices, materials, process of making the souvenirs)	Expression of giving information about kinds of souvenirs, the prices, materials of the souvenirs, and the process of making the souvenirs

Based on the tables and the interviews, there are no standpoints for the tour guides and souvenir sellers in Kuta Mandalika. For tour guides, they first needed to welcome the guests, introduce themselves, and prepare the guiding materials. Then, they will explain the tour activities and attractions provided there. Upon arriving at the destination, the tour guide will explain its history and show the direction to the nearest public places (minimart, toilet, etc). Once the tour has ended, the tour guide will ask for the guests' feedback.

For the souvenir sellers, they will need to welcome the guest to their shop, and promote the souvenirs that they sell. They also will explain the kinds of souvenirs and their prices. When the guests are asking, the seller will explain detailed information about the souvenirs (its materials, where it was made, and how to make it).

Table 2. The Process of Developing English Syllabus using Needs Analysis

NO	RESPONSIBILITIES	COMMUNICATIVE NEEDS	COMPETENCIES	LEARNING MATERIALS
1.	Welcoming guests, introducing oneself, and leave-taking	<ul style="list-style-type: none"> ● Ability to welcome guests ● Ability to introduce oneself ● Ability to do leave-taking 	<ul style="list-style-type: none"> ● Can welcome guests ● Can introduce oneself ● Can introduce others ● Can do leave-taking 	<ul style="list-style-type: none"> - Vocabulary: Hello good morning, and welcome to Kuta Mandalika. My name is ..., and I will be your tour guide today. Vocabulary souvenir seller: Hello good morning. Please come by and see authentic souvenirs from Lombok. There are woven fabrics, key chains, etc. - Expression: greeting, introducing, giving information - Grammar: simple present, modals - Genre: descriptive
2.	Preparing guiding materials and explaining tour activities including the attractions performed on the destination	<ul style="list-style-type: none"> ● Ability to plan guiding materials ● Ability to explain tour activities including the attractions performed there 	<ul style="list-style-type: none"> ● Can prepare guiding materials ● Can explain tour activities ● Can explain attractions performed in the destination 	<ul style="list-style-type: none"> - Vocabulary: tour activities, destination, name of attractions - Expression: giving information

				<ul style="list-style-type: none"> - Grammar: simple present, future tense, action verbs, modals - Genre: descriptive
3.	Explain the destinations' history	<ul style="list-style-type: none"> ● Ability to explain local history 	<ul style="list-style-type: none"> ● Can explain local history 	<ul style="list-style-type: none"> - Vocabulary: local history - Expression: giving information - Grammar: simple present, past tenses - Genre: descriptive, narrative
4.	Giving information about public places around the destination's area	<ul style="list-style-type: none"> ● Ability to give information about public places ● Ability to give directions to the nearest public places 	<ul style="list-style-type: none"> ● Can give information about public places ● Can give directions to the public places 	<ul style="list-style-type: none"> - Vocabulary: name of public places, direction - Expression: giving information - Grammar: simple present, action verbs - Genre: descriptive
5.	Promoting and explaining the souvenirs and their prices	<ul style="list-style-type: none"> ● Ability to promote and explain the kinds of souvenirs ● Ability to give information about the prices 	<ul style="list-style-type: none"> ● Can promote the souvenirs ● Can explain the kinds of souvenirs ● Can explain the price of the souvenirs 	<ul style="list-style-type: none"> - Vocabulary: kinds of souvenir, numbers - Expression: giving information - Grammar: simple present - Genre: descriptive

6.	Explaining detailed information about the souvenirs (materials, where it was made, etc.)	<ul style="list-style-type: none"> ● Ability to give detailed information about the souvenirs 	<ul style="list-style-type: none"> ● Can give detailed information about the souvenirs 	<ul style="list-style-type: none"> - Vocabulary: kinds of souvenirs' materials, name of places - Expression: giving information - Grammar: simple present, simple past - Genre: descriptive
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The table above is showing the result of process developing syllabus design using Needs Analysis. It started from translating tasks and responsibilities into communicative needs, translating communicative needs into competencies, and translating competencies into learning materials.

a) Translation responsibilities into communicative needs

The researcher 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 master in order to perform their responsibilities itself. In general, there are 11 communicative needs to be understood by tourism practitioners at Kuta Mandalika.

b) Translating communicative needs into competencies

The researcher translating communicative needs into competencies that the tourism practitioners need to acquire in order to function effectively within the target situation. Mainly, the tourism practitioners at Kuta Mandalika need to have 14 competencies in order to function effectively in the target situation.

c) Translating competencies into learning materials

The researcher translating competencies into learning material that will be used in the teaching and learning process. The learning materials provide information such as the expressions that are always used, while descriptive text and simple present tense are the genre of the text genre and grammatical points that appear most frequently because the tourism practitioner's responsibilities mainly talk about escorting the guests and promoting the souvenirs.

Based on the elaboration of the findings above, the steps to design a syllabus for tourism practitioners in Kuta Mandalika is consistent with the theory according to Richards & Rodgers (2001) that ESP is an effort to meet the needs of English language learners according to their field of expertise. Additionally, the authentic tasks and authentic texts of tourism practitioners that were found on this study are in accordance with the responsibilities of tour guides in the book entitled *English for Professional Tour Guiding Services* (2016). However, this study only found 6 out of 12 responsibilities mentioned in the book. Accordingly, the tourism practitioners in Kuta Mandalika have less responsibilities due to the lack of standpoint in Kuta Mandalika and limited places that can be visited by the tourists. The variation in responsibilities observed in this study are also due to how chapters in the book are divided based on the responsibilities of tour guides. Certain responsibilities in this study have been combined into one main responsibility, whereas in the book, these responsibilities are considered as two separate units that are placed in different chapters in the book. For instance, the task of 'greetings, introduction, and leave-taking' has been combined into main responsibility in this study, while in the book, there are separate chapters for greetings, introduction, and leave-taking.

In comparison to the previous studies and this study, several key similarities and differences emerge. Similar to previous studies, this study aims to investigate the language needs of tourism practitioners in professional tourism field. The studies conducted by Prachanant (2012), Trang, (2015), and Aisy (2018) were focused on the needs, functions, and

difficulties of English language use by tourist employees while doing their jobs in the tourism industry. Additionally, previous studies have predominantly used quantitative methods which relied on surveys, task-based assessment, and interviews to gather the data, while this study incorporates a Research and Development (R&D) method that used an interview, documentation, and observation for data collection.

Furthermore, this study introduces a responsibility-based analysis that identifies the specific language skills and tasks required by tourism practitioners specifically tour guides and souvenir sellers in Kuta Mandalika. Hence, this research is conducted as a needs analysis to identify the language needs of tour guides and souvenir sellers in performing their jobs. By focusing on specific tasks and texts, this research will contribute to a more targeted and tailored approach to English language teaching program in the tourism industry. Therefore, it is hoped that after completing this course, the syllabus designed can help target learners to master English and use the language to work as a professional tourism practitioner in Kuta Mandalika.

CONCLUSIONS

After conducting the needs analysis for tourism practitioners in Kuta Mandalika, the study found out that the tour guides and souvenir sellers have a total of 6 needs in order to perform their job. For the tour guide, those needs are 1) welcoming guests and leave-taking, 2) introducing oneself, 3) preparing guiding materials and explaining tour activities including the attractions, 4) explaining the destinations' history, and 5) giving information about public places around the destinations' area. Meanwhile, the needs for souvenir sellers are promoting and explaining the souvenirs (prices, materials, process of making it). By providing the English needs and the appropriate syllabus, it is hoped that a better English course can be held to improve the English ability for tourism practitioners in Kuta Mandalika.

Moreover, the syllabus design consists of 8 elements: learning outcomes, learning objectives, materials, achievement indicators, sub-material/sub-topic, method, source and media, and assessment. Learning outcomes are the goals which are meant to be reached when someone finishing the course. In this study, the learning outcome is the participants can use English to become a professional tourism practitioner in Kuta Mandalika. Learning objectives are the measurable term of something that the participants can do, such as to become a tour guide the learners can explain tour destinations. Materials are things that the participants will learn while taking this course. Example of learning materials are greetings and leave-taking. Achievement indicators are the variables to be checked to determine if the participants achieved it or not. The examples are the participants can use the greeting expression and the participants can introduce themselves. Sub-materials/sub-topics are the smaller part of the materials. If the material is about price, then the sub-materials/sub-topics will be about numbers and currency. Method is the methods that are going to be used to teach the participants, such as roleplay and discussion. The source and media are the source of learning materials, such as module and internet resources. Lastly, the assessment used in this course is the performance, whereas the participants will be assessed based on their performance while performing the achievement indicators.

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