Designing English Syllabus for Tourism Practitioners at Tetebatu Village East Lombok

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Abstract: Tetebatu Village is one of Lombok's very popular tourist destinations, attracting tourists from various countries. Therefore, tourism actors in Tetebatu Village need to learn English to communicate with foreign tourists. This research aims to determine the authentic tasks and texts of tourism practitioners in Tetebatu Village through needs analysis. Apart from that, the assignments and texts were used to design an English syllabus for tourism practitioners in Tetebatu Village. This research used the Research and Development (R&D) method, which involved 5 tourism practitioners, such as 2 tour guides, 2 Trekking organizers, and 1 officer. The research was conducted in Tetebatu Village, East Lombok. Data collection was carried out using observation, interviews, and documentation. In addition, data is analyzed by conducting needs analysis, learning analysis, and syllabus design. The research results showed that seven needs were found in tourism practitioners. In developing the English syllabus design, the IQF Certification Scheme document, which refers to CEFR, and CATC in the Tourism Professional Area of Travel Agencies, is used as guidelines to support the design of the English syllabus, which focuses on the communicative function of English. Next, these communicative needs are formulated in the syllabus. consists of eight components: learning outcomes, learning objectives, material, achievement indicators, sub-materials and subtopics, methods, sources, and media, and Assessment.

Keywords: needs analysis, authentic tasks, authentic texts, tourism practitioners, tetebatu village

INTRODUCTION

Lombok Island has many tourist attractions, one of which is Tetebatu Village. This In recent years, the Lombok government has been enthusiastic about developing Tetebatu Village into one of its priority tourist destinations. Tetebatu village, the most interesting tourist village in East Lombok, offers many interesting places to visit, such as many waterfalls, expanses of Sawan, beautiful villages, Ulem-Ulem forest, and can also be a climbing route for Mount Rinjani.

It cannot be denied that Tetebatu Village encourages economic growth in the local community. especially for those who run travel and accommodation businesses. Besides, this This condition opens up job opportunities for tour guides, trekking organizers, and officers who live nearby. area. To support their work, tourism practitioners in Tetebatu Village must master English. Seeing the importance of English in the tourism sector, a special course for tourism is needed. practitioners to help them acquire the language. Therefore, with government support, especially tourism management, is really needed by tourism actors. One that supports that can be carried out by the government or tourism management parties who provide certain English-language services. a course for tourism practitioners called English for Specific Purposes (ESP).

Needs Analysis is an essential aspect of developing an English for Specific Purpose (ESP) program. It examines what students already know and what they need to know (Nation & Macalister, 2010). By contrasting the analysis findings with the program's aims and objectives, a needs analysis can be used to decide whether a program is needed. Additionally, needs analysis can be incorporated into the curriculum to help improve various elements of the program and better serve student needs. It is essential for the evaluation process of an ongoing project (Boroujeni & Fard, 2013). 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

According to Hutchinson & Waters (1987), there are two distinct sorts of needs. The target needs, which involve the learner's objective toward the target setting, make up the first group. ESP Materials are created and developed in response to needs research. According to Hoadley (1980), there are three key sources of information to consider when performing a needs analysis: a) teachers, b) students, and c) stakeholders. Equally important, Richard & Rodger (2001:107) also saw ESP as a movement that aims to the language needs of learner in order to perform specific roles such as student, engineer, nurse, flight attendance, sales marketing and who need to learn content and practical skills rather than the language.

According to Nunan (1988:75) need analysis is the first step in designing syllabus and curriculum. Nunan views need analysis as a method and guide before creating a language course. When a language course is designed, it is very crucial for a course designer to have trusted information on their learner in order to make teaching and learning process effectively.

The inability to speak clearly in English is one of the issues that those working in the tourism industry encounter. Teaching general English is different from teaching English to professionals in the tourism industry. The second part of this research examines English for Special Purposes in order to support participants' English learning abilities. It focuses on the essential elements that pupils require in Tetebatu Village. ESP is a significant method for enhancing the English language proficiency of tourism professionals because it is based on professional information or needs. According to Hutchinson & Waters (1987:19), ESP is a method of course design that takes learners' needs into account and makes English more useful to them. Damanik and Weeber (2006:19) explain that tourism practitioner is tourism businesses that offer services directly to tourists or whose services are directly needed by tourists such as hotels, travel agencies, tourist information centers and others. English for Specific Purposes is an approach of language teaching based on the learner's reason or needs for learning English. Additionally, Robinson (1991:1) viewed ESP as an approach covering education, training, and practice, and drawing upon three major realism of knowledge such as language, pedagogy, and student's/ participant's area of interest. According to Brown (2016:5), "there is no ESP without needs analysis."

Given its significance to Indonesia's economy, tourism is currently one of the sectors with the quickest growth rates. According to Li, et.al. (2013: 185), the tourist industry is an essential component.

In addition, English proficiency is also necessary to raise the bar for performance standards for tourist actors. Verbal communication is more significant than written communication in the tourism sector, as stated by Kay and Russett (2000:52), but both are evaluated highly. To prevent this misinterpretation, Indonesians who directly work in the tourism industry need to speak enough English. 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 by Susanto (2016).

Then, fulfilling English language skills for tourism actors is very important to support the tourism sector, especially in West Nusa Tenggara Province. The province of NTB is a leading tourist destination in Indonesia one of the most visited. The tourist spot is Tetebatu Village, East Lombok. This place is known as a tourist spot that attracts the attention of many tourists. It presents the natural beauty of Mount Rinjani, waterfalls, beautiful expanses of rice fields, and beautiful villages. Creswell (2009:3) explains that research design is plans andthe procedures for research that prepares detail methods of data collection and analysis. This study used qualitative descriptive research to find the needs of English tourism practitioners. As explained by Sukmadinata (2011:73) qualitative descriptive method describes about phenomena both natural and engineered.

At the end of 2021, the Tetebatu tourist village became one of the tourist villages that will represent Indonesia in the Best Tourism Village competition organized by the United Nations World Tourism Organization (UNWTO).

RESEARCH METHODS

This research used a research and development (R&D) method as the research design. As explained by Sujana, Hanafi, Wilian, Syahrial & Eka (2019) English was perceived to have important role to support professional practices of those studying and working. Furthermore, Thitthongkam & Walsh (2010:184) also indicate that the various key dimensions of language in tourism as follows: (a) increasing 14 customer's satisfactions; (b) enhancing and maintaining language competency of tourism people; (c) motivating international tourist; (d increasing better understanding on demand and culture; and (e) creating effective internal and external communication. Refer by taking into account how cultural, social, and other aspects influence individual behavior and experiences, qualitative research stresses the uniqueness of each individual whose data is collected, according to Parahoo (1997). 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 questionnaire. The research involved tourism practitioners in Tetebatu Village, which are 2 tour guides, 2 trekking organizer and 1 officer. 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 Tetebatu Village.

FINDING AND DISCUSSION

After conducting the research, there are several findings that were found to answer the research questions for this study. According to Little and Singhleton (1988:21) define the term of authentic text is a text or material (spoken or written) to fulfill some special purposes in language community in which language was produced. The data for this study were collected through observation, interview and questionnaire. Based on the observation, interview and questionnaire conducted in Tetebatu Village, there are five tourism practitioners that can be found, those are 2 tour guides, 2 Trekking organizer and 1 Pokdarwis Officer. 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, Trekking organizer and officer in Tetebatu Village 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 Tetebatu Village East Lombok

TASKS	TEXTS
Explaining general information about the local wisdom of Tetebatu Village	✓ Expression of greeting general information about the Trekking Organizer and destination
Explaining specific information about Tetebatu Village	✓ Specific information about the history and the rooms and tools
Explaining tour activities and giving information about tourism destinations around Tetebatu village	✓ Information about tour activities ✓ Information about tourism destinations ✓ Information about the direction to the tourism destinations
Giving information about agro-tourism	✓ Information about the community activities, plants, and how to pick the plants
Explaining the general information about local wisdom and Sangkareang mountain.	✓ Information about the place, the altitude, time, and the next Trekking route ✓ Information about the history of Tetebaru village, the local wisdom of Tetebatu, book destination, the Trekking route, time, the weather, the equipment, post area, the altitude, the rules prohibitions, and the flora and fauna.
Giving information about the place, activities, the altitude, the mileage.	✓ Information about the place, activities, the altitude, the mileage.
Promoting and explaining the souvenirs made by Tetebatu village's community	✓ Information about the kinds of souvenirs ✓ Information about the prices ✓ Information about the process of making the souvenirs

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, Apprianto & Saputra, 2022). Based on the table above, it can be concluded that in total there are seven tasks that the tourism practitioners in Tetebatu village should do in order to perform their routine job. For Tour Guides, firstly Explaining general information about the local wisdom of Tetebatu Village Then, they will explain the tour activities, giving information about agro tourism including information about the tourism destination around Tetebatu village. While guiding the guests to the tourism destination, the Tour Guide will also explain the history about Tetebatu village and shows the direction to the nearest public places and villas. Before ending the tour, the Tour Guide will guide the guests to a souvenir shop where they will promote and give explanation about the souvenirs sold there.

For Trekking Organizer, they need to welcome the guests that will do hiking or trekking with them then introduce themselves. Before starting the Trekking activity, the Trekking Organizer will explain the map of Trekking route to the guests. They will also explain about the weather, the mileage, the springs, next route and fauna and flora, how long will it take to reach the finish point, and the distance from starting point to each post.

Lastly, for Officer, they serve as the information centre in Tetebatu village. First, they need to welcome the guests and introducing their selves. Their main job is to give detailed specific information about Tetebatu village (places, history and the rooms and tools, tourism destinations, mileage, weather. Time, the specialty of Tetebatu village, etc.) to those who ask.

In this research, after analyzing the needs for using English for tourism practitioners, the researcher designed an English-language syllabus. As similarly explained by Yusra, et.al. (2020:91), activated tourism practitioners must be provided, and the application of CATC is considered pollution. Therefore, the design of the English syllabus is supported by the KKNI Certification Scheme document, which refers to IQFC, CEFR, and CATC regarding tourism professionals in the travel agent sector. In developing the syllabus design, researchers integrated competencies into the document based on the communicative functions required in carrying out work by tourism practitioners to become professional tourism practitioners.

These competencies include (1) communicating effectively by telephone, (2) developing and updating knowledge of the tourism industry, (3) promoting products and services to customers, (4) speaking English at a basic operational level, (5) developing and updating local information, and (6) disseminating about native culture. Therefore, researchers try to describe all competencies related to the communicative function of English in syllabus design. Next, the validation sheet is evaluated by two experts. Aspects of the validation sheet consist of syllabus design objectives, point of view, linguistic objectives, vocabulary and grammar, speaking skills, learning materials, learning methods, media, and sources, as well as learning assessment. The two experts were asked to provide opinions or suggestions for the syllabus. The opinions or suggestions given are: (1) adding a table to describe the time to achieve competency; (2) changing sub-topics or sub-materials into text; (3) developing methods using BGA and storytelling; and (4) revising sources. and media such as travel guidebooks, pamphlets, or booklets, (5) increase product assessment.

CONCLUSION

From finding and discussion, it is concluded that the tourism practitioners at Tetebatu Village it can be stated that in doing their routine job, the tourism practitioners have their 7 Task & Text. They also have 7 needs in order to perform their job well, those were (1) ability to give short explanation about the local wisdom of Tetebatu, (2) Ability give specific information about Tetebatu (3) Ability to explaining tour and activities and giving information about tourist destinations around Tetebatu village. (4). ability to give information related to the community activities, plants, and the process to pick the plant (5) ability to explain local wisdom and Tetebatu Village such as history of Tetebatu Village, book destination, Trekking route, time, equipment, post area, the altitude, the rules and prohibitions, flora and fauna, (6) ability to give information related to place, activities, the altitude, the mileage, the next Trekking route. (7) ability to explaining about the souvenirs made by Tetebatu village's community.

Moreover, the syllabus design consists of 8 elements; learning outcomes, learning objectives, materials, indicator of achievements, sub-materials/sub-topics, method, source and media, and assessment. Learning outcomes are what the target participants want to achieved by completing the course. In this research, the learning outcome is the target participants can use English to become a professional tourism practitioner in Tetebatu village East Lombok. Learning objectives are the measurable phrase for something that the target participants can do. For example, to become a tourism practitioner in Tetebatu village, the participants should be able to welcome guests. Materials are something that the participants will learn while taking the course, such as greetings and narrative text. Indicators of achievement are the variables to be assessed to determine whether or not the participants achieved it. The example is the target participants can explain the destination's history. Sub-materials/sub-topics are the smaller part of the materials. If the material is about directions, then the sub-materials/sub-topics are giving direction and imperative verbs. Method is the way of teaching that will be used to teach the participants, such as group discussion, GBA and roleplay. The source and media, such as module and internet sources, are where learning materials are found. Lastly, the target participants will be assessed based on their performance to determine whether they pass the learning objectives or not.

This research is conducted in order to find the needs of using English for Tour Guides, Trekking Organizer and Officer in Tetebatu village East Lombok. This research also provides the suitable English Language Teaching syllabus to teach target participants who want to be a professional tourism practitioner in Tetebatu village. To increase the English proficiency of Tetebatu village's tourism practitioners, a better English course is hoped to be provided. Based on the needs found, the course designer will be able to determine which learning materials work best for the target participants. Additionally, it is intended that this research will serve as inspiration for future researchers to create English material book for Tetebatu village tourism practitioners.

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