Related Industry Needs Towards English for Hotel and Tourism Course Learning Material

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Abstrak

Dalam bidang pariwisata, Bahasa Inggris merupakan bahasa komunikasi global antara pemandu wisata dan wisatawan internasional juga mengenai tempat wisata, budaya, sejarah, makanan, minuman, akomodasi, transportasi, souvenir, layanan, dan masih banyak lagi. Analisis/penilaian kebutuhan memerlukan sinkronisasi antara kebutuhan permintaan (pengguna pariwisata) dan penawaran (Bahasa Inggris untuk pariwisata). Dalam konteks Indonesia, terdapat peningkatan permintaan pasar dari sektor pariwisata terhadap lembaga pendidikan tinggi untuk menyediakan lulusan terbaik dengan keterampilan yang terhubung dan sesuai. Penelitian ini menyelidiki kebutuhan industri terkait Bahasa Inggris untuk mata kuliah perhotelan dan pariwisata. Penelitian ini menggunakan metode campuran, yaitu kuantitatif melalui survei dan kualitatif melalui wawancara. Hasil penelitian menunjukkan bahwa sepuluh dari dua belas topik dalam buku Bahasa Inggris untuk Perhotelan dan Pariwisata pada program studi Pendidikan Bahasa Inggris Universitas Terbuka relevan dengan pekerjaan/industri responden. Sementara itu, ada dua topik yang dianggap tidak relevan dengan pekerjaan mereka oleh sebagian besar responden. Untuk perbaikan, penelitian ini merekomendasikan agar kedua topik yang tidak relevan tersebut diubah atau dimodifikasi.

Kata Kunci: Analisis Kebutuhan; Bahasa Inggris untuk Tujuan Spesifik; Hotel dan Pariwisata; Materi Pembelajaran

Abstract

In the field of tourism, English serves as a global language of communication between tour guides and international tourists, as well as in relation to tourist attractions, culture, history, food, beverages, accommodations, transportation, souvenirs, services, and many other aspects. The needs analysis/assessment requires the synchronization of the demand (tourism users) and supply (English for tourism). In the Indonesian context, there has been an increasing market demand from the tourism sector for higher education institutions to provide their best graduates with relevant and aligned skills. This study investigates the industry's needs for English in the context of hotel and tourism courses. The study employs a mixed-methods approach, using both quantitative data from surveys and qualitative data from interviews. The results indicate that ten out of twelve topics in the English for Hotel and Tourism

book of the English Education program at Universitas Terbuka are relevant to the respondents' occupations/industries. However, two topics were deemed by most respondents to be irrelevant to their jobs. For improvement, this study recommends that these two irrelevant topics be altered or modified.
Keywords*: English for Specific Purposes; Hotel and Tourism; Learning Materials; Need Analysis*

A. Introduction

English is an international language used by so many people to communicate across so many countries in the world for various businesses such as trading, traveling, tour guiding, and the like (Bobanovic & Grzinic, 2011; Maican, 2014; Prachanant, 2012; Simion, 2012). In the field of tourism, English is a global language to communicate between tourist guides and international tourists and vice versa about tourism spots, cultures, histories, foods, beverages, accommodations, transportation, souvenirs, services, and many more. This phenomenon is an important part of English education studies, especially under the umbrella of English for Specific Purposes (ESP), which synchronizes the need between demand and supply (Bobanovic & Grzinic, 2011).

The synchronization of the needs between demand (tourism users) and supply (English for tourism) requires a need analysis/assessment. A balanced synchronization between these factors will not only optimize the opportunities for acquiring high-quality human resources, but also fulfill user satisfaction regarding the performance of professional individuals. However, achieving this requires a procedural process. This process is a part of the curriculum and material development. The needs analysis plays a vital role in the ESP study (Basturkmen, 2006, 2010; Paltridge & Starfield, 2013; Richard, 2001; Tomlinson, 2011) in an attempt to identify the relevance between student's needs and learning materials (Kosasih, 2017).

Several previous studies related to English teaching in the field of tourism are available online in several international electronic open journals. Stewart (2007) conducted a study on the implementation of an elective computer-assisted language learning course for higher education learners projected to work in the Japanese tourism industry and abroad. The study found several suitable elements of the course. Prachanant (2012) surveyed the needs, functions, and problems of the English language of 40 tourism workers. The study found that, for learners, speaking is the most crucial skill among the other skills; giving and asking for information are the most relevant functions in using English; and there are several problems faced by the learners, such as in understanding varied international tourists' accents, lack of vocabulary, and lack of grammar. D'Arcy and Omar (2015) investigated the longitudinal representation of innovation in tourism and hospitality across various journal publications. Their study found that innovation in tourism and hospitality is as varied and complex as the industry itself.

Marsakawati (2017) investigates the use of first language (L1) in the hospitality English course in a multilingual context. Her study found that the lecturers used the L1 when they dealt with saving time, building rapport, discipline, and clarification. Erazo et al. (2019) explored the needs of English in the tourism and hospitality areas. Their study found that employees in the tourism sector must have an appropriate level of English proficiency to provide comfort to tourists during their stay. Laoriandee (2020) studied content topics and field trips to be involved in an English for tourism (ET) course at a major public university in Thailand. The study suggested reevaluation of the content topics and field trips in Thailand's English for tour guides curriculum.

In the Indonesian context, the tourism industry is growing from year to year following the collaborative efforts between the government, related private companies, and local people, such as promoting, securing, maintaining, and generating new tourism spots, events and providing free visas for many countries (Kusuma et al., 2019). As an example, one of the most popular

and favorite tourist spots in Indonesia for foreign tourists is Bali Island. An annual report from the Central Bureau of Statistics of Bali Province (2019) shows that the arrival of foreign tourists to Bali Province has increased quite rapidly over the past four years. There has been an increase from 4,001,835 foreign tourists in 2015 to 6,070,473 foreign tourists in 2018. It means that there is an increase every year, with an average of 689,546 people per year. In percentage, there was an increase in foreign tourist visits by 6.54 percent from 2017 to 2018. The most significant increase occurred between 2015 to 2016, which reached 926,102 people, or about 23.14 percent. Additionally, the Indonesian government is preparing and developing super-premium tourism spots in Labuan Bajo, a beautiful place famous for many wild dragons (so-called 'Komodo' in the local language) and unique small islands, targeting international tourists (State Secretariat Ministry of the Republic of Indonesia, 2020).

The data, as mentioned above, indicate that there is an increasing market demand from the tourism sector for higher education institutions in Indonesia to supply their best graduates with the link and match skills. The English education study program of Universitas Terbuka (UT) also has responsibilities to cope with the existing demand. One of the ways to respond to the demand is by conducting a need analysis at the English for Hotel and Tourism course, in which its learning materials were first developed in 2007 to get more up-to-date data regarding student and related tourism industry needs.

The study described earlier has not extensively explored the specific types of needs required by the market, which often leads to an imbalance between what graduates of the program possess and the demands of the market. By utilizing a more comprehensive exploration, not only can the existing needs be directly identified, but efforts can also be made to ensure the sustainability of these needs. This, of course, can be beneficial in creating more job opportunities and providing universities with the focus to address these needs. Through this study, the practical benefits obtained are far greater than those from previous studies conducted elsewhere

The study aims to investigate the Universitas Terbuka-related industry's wants of the existing English for Hotel and Tourism learning materials. Theoretically, the study may contribute to the enrichment of the literature on English for Specific Purposes, especially under the subdivision of the English for Tourism/Hospitality context. Practically, the study may contribute to the university stakeholders in getting and providing more up-to-date data concerning the students' needs in the English for Hotel and Tourism course, which is also relevant to the needs of the related tourism industry.

1. English for Specific Purposes (ESP)

Some prominent experts in the field of ESP have defined the term ESP. Basturkmen (2010, p. 3) describes that ESP courses are narrower in focus than general English Language Teaching (ELT) courses because they center on the analysis of learners' needs. Previously, Basturkmen (2006, p. 6) described that ESP has functioned to help language learners cope with language features or develop the competencies needed to function in a discipline, profession, or workplace. Friedman (2018, p. 61) highlights that exposure to the language as used by professionals in the target field may enhance their ability to enter and operate within the field successfully. Hutchinson and Waters (1991) provide a long and deep description and illustration of the ESP term. They define ESP as an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning (p. 19).

2. English for Tourism/Hospitality

English for Tourism/Hospitality (ETH) is a subdivision in ESP studies (Basturkmen, 2010; Hutchinson & Waters, 1991; Paltridge & Starfield, 2013; Prachanant, 2012; Richard, 2001). It focuses on improving students' communicative abilities, language fluency, and accuracy in the tourism field (Zahedpisheh et al., 2017). Prachanant (2012) claims that ETH is central as a means for students who aspire to work in the tourism sector to communicate, negotiate, and execute transactions with tourists. Simion (2012, p. 153) claims that English for tourism is one of the most attractive among other ESP branches because all of us are tourists on countless occasions, bringing our own real experiences to the classrooms.

3. Needs Analysis

In the ESP context, Hyland (2006, p. 73) defines needs analysis as:

"... the techniques for collecting and assessing information relevant to course design: it is the means of establishing the how and what of a course. It is a continuous process since we modify our teaching as we come to learn more about our students, and in this way, it shades into evaluation – the means of establishing the effectiveness of a course. Needs is an umbrella term that embraces many aspects, incorporating learners' goals and backgrounds, their language proficiencies, their reasons for taking the course, their teaching and learning preferences, and the situations they will need to communicate in." For Hutchinson & Waters (1991), the word needs consist of target needs and learning needs. Target needs mean what the learner needs to do in the target situation. Learning needs are what the learner needs to do to learn. Another perspective from Basturkmen (2006) concludes that needs analysis can be seen as an entirely pragmatic and objective endeavor to help course developers identify course content that is genuinely relevant to the learners.

B. Research Method

Since the study focuses on analyzing related industry needs, a mix of descriptive quantitative and qualitative approaches were employed. A mixed-methods approach was chosen to find a more flexible formula regarding individuals' perceptions of industry needs and to determine whether these perceptions can be objectified. With this approach, the researchers aim to provide alternative data that can be used simultaneously to explain the phenomenon.

A purposive random sampling technique was used to choose the respondent and informant. The survey is distributed to them. The researchers collected the survey form right after the respondents finished filling out all the items. Some of the informants were chosen as the interviewees. Some workers working in the area of hotel and tourism from Bogor, Bandung, and Bali are chosen to be the informants of this study. They are selected because they are famous tourist spots for domestic and international tourists in Indonesia, especially Bali.

There are two instruments for the study, namely, a survey and interview guidance. For the survey, the study takes every module topic on the PBIS4430 English for Hotel and Tourism book and arranges them on the table. There are two options on the right side of the table for the informant to choose, i.e., yes and no. Experts' judgment validates the checklist. For the reliability test, Cronbach Alpha was employed, and the result was 0.804, which is considered reliable. The study also used interview guidelines to get deeper information about their

responses. The interview consists of general questions used to confirm the industry's needs regarding the expectations for program graduates.

The quantitative data were analyzed using the SPSS 21 version. A set of data analysis techniques suggested by Miles et al. (2014) were used, i.e., coding, patterning, jottings, analytic memoing, assertions, and propositions, cross-case analysis, and closure. The analysis results are then elaborated to identify which needs are most urgent for program graduates to possess and to ensure whether these needs are relevant to the real-world situation.

C. Results and Discussions

The researchers obtained data after approximately two weeks of data collection. The data was then screened to ensure its alignment with the characteristics and completeness of the questions.

1. Participants' Profile

The total number of respondents in the study is 60 people (see the table 1).

Table 1. Participants' Profile

Category	Frequency	Percentage (%)
Gender		
Males	27	45
Females	33	55
Job Position		
Reception	6	10
Room Service	24	40
Food and Beverage	24	40
Supervisor	3	5
Tour and Travel	3	5
Length of Work		
1-2 Years	12	20
3-4 Years	36	60
4-5 Years	10	16.6
>5 Years	2	3.4
Educational Background		
Vocational High School	28	46.6
Diploma 1	12	20
Diploma 3	12	20
Bachelor	8	13.4

Based on the data presented in Table 1, it can be observed that the number of male and female participants is quite similar, with only a 5% difference. Regarding the participants' occupations, those working in room service and food and beverage represent the largest groups, each accounting for 40%. In terms of work experience, the majority of participants have been employed for 4-5 years, comprising 60% of the sample. Meanwhile, in terms of educational

background, the majority of participants are vocational graduates, representing 46.6%. This data provides insight into the distribution of participants' backgrounds in this study.

Based on the information regarding the participants' demographics, the researchers describe that education is crucial for individuals who will work in the tourism industry. The increasing global demands and the diverse developments in communication require individuals to be more flexible and prepared in every situation. With the education of these participants, the opportunity to gain more valuable knowledge should be a significant chance for universities to develop the necessary skills. Moreover, with the accumulation of experience, individuals can also strengthen the skills they possess.

2. ***Related Industry's Needs Towards Learning Topics of English for Hotel and Tourism Course of the English Education Study Program of Universitas Terbuka***

For questions number one to four, all respondents responded that all four English language skills are critical, i.e., listening, reading, speaking, and writing. For question number five, are the learning topics "General inquiries about hotel location; Types of hotels; and Room tariffs" relevant to occupation in the hotel and tourism sector? All the respondents responded that the topics were relevant.

For question number six, are the learning topics "Handling hotel reservations for individual and group; Filling in registration, and Turning down reservations by phone" relevant to occupation in the hotel and tourism sector? All the respondents responded that the topics were relevant. For question number seven, are the learning topics "Handling customers' check-in; Giving hotel service information; and Giving information about local tourism objects" relevant to hotel and tourism sector occupation? All the respondents responded that the topics were relevant.

For question number eight, is the learning topic "Where to go in Yogyakarta" relevant to occupation in the hotel and tourism sector? Most respondents (86%) responded that the topic is irrelevant to their job.
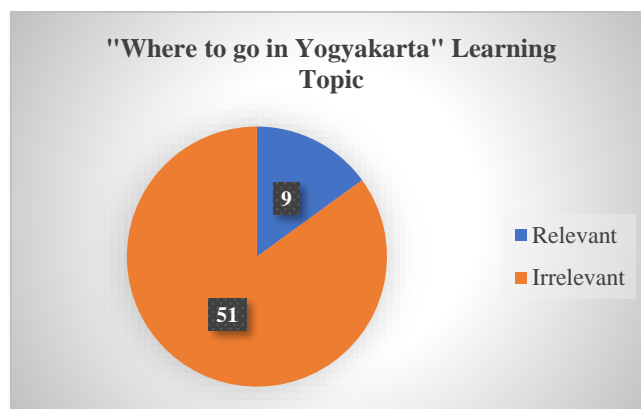

Figure 1. Respondents' wants on the "where to go in Yogyakarta" learning topic

For question number nine, are the learning topics "Receiving guests in a restaurant/bar; Eating arrangement; Room service; Order for food and beverages; dan Complaint in for and beverage service" relevant to occupation in the hotel and tourism sector? All the respondents responded that the topics were relevant. For question number ten, are the learning topics "Menu knowledge and food preparation; beverage knowledge and the art of mixing drinks" relevant to occupation in the hotel and tourism sector? All the respondents responded that the topics were relevant.

For question number eleven, are the learning topics "Types of wines, Types of main courses, and Wine suggestions" relevant to occupation in the hotel and tourism sector? All the respondents responded that the topics were relevant. For question number twelve, are the learning topics "Wake up call, Room service order, Laundry service, and Money changer" relevant to occupation in the hotel and tourism sector? All the respondents responded that the topics were relevant.

For question number thirteen, are the learning topics "Reading maps; Describing places; Giving directions; dan Transportation and travel" relevant to occupation in the hotel and tourism sector? All the respondents responded that the topics were relevant. For question number fourteen, is the learning topic "What to buy in Yogyakarta" relevant to occupation in the hotel and tourism sector? Most respondents (86%) responded that the topic is irrelevant.
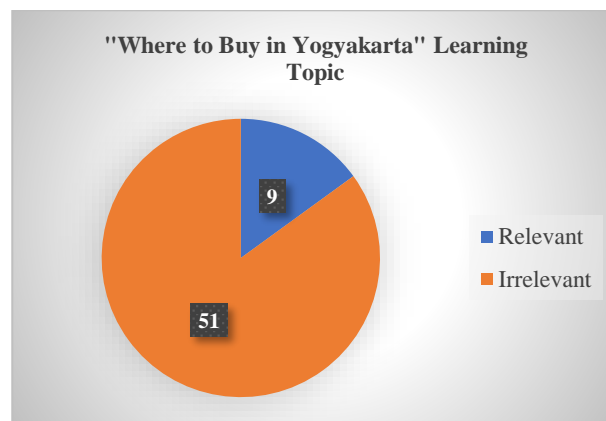

Figure 2. Respondents' wants on the "where to buy n in Yogyakarta" learning topic

For question number fifteen, are the learning topics "Talking about prices and bargaining; dan Customs and duty-free shops" relevant to occupation in the hotel and tourism sector? All the respondents responded that the topics were relevant. Furthermore, for the last question, are the learning topics "Checking out, Tour operation, and Guiding and scheduling" relevant to occupation in the hotel and tourism sector? All the respondents responded that the topics were relevant.

From the study results, all the respondents have hospitality and tourism backgrounds with various levels of education, starting from vocational high school, diplomas I and II, and bachelor's degrees. It means that all of them have relevant educational backgrounds needed for the study and also have various experiences in carrying out their job positions. as also suggested by D'Arcy and Omar (2015), Erazo et al. (2019a), and Prachanant (2012). All the respondents responded that they are essential for their job in terms of the four English language skills, i.e., listening, speaking, reading, and writing skills. This result is similar to the previous study conducted by Erazo et al. (2019) and Kosasih (2017).

For all relevant learning topics based on respondents' responses, there is no issue with making any changes to the topics. Nevertheless, for the two irrelevant learning topics, "Where to go in Yogyakarta" and "Where to buy in Yogyakarta," based on respondent responses, the faculty member or the study program coordinator highly suggested changing or modifying the topics with a more popular one. The researchers conducted interviews with three informants selected randomly based on their previous responses to the questionnaires to get deeper data and triangulate it.

Informant 1 said, "The topic of 'Where to go in Yogyakarta' and 'Where to buy in Yogyakarta' is irrelevant for them because, for me, who works in Bali, the topic is not suitable for my city." Informant 2 also responded, "I think the topic of 'Where to go in Yogyakarta' and 'Where to buy in Yogyakarta' should be modified as neutral topics that all students can use, who read the book from any city all over Indonesia." Informant 3 said, "The topic of 'Where to go in Yogyakarta' and 'Where to buy in Yogyakarta' is too narrow. For me, who lives in Bandung, the topics cannot be implemented because they differ from those in Yogyakarta. Thus, I suggest the two topics are changed." The transcription of the interview signifies that learning materials development should pay attention to and be relevant to the students' and industry's needs, as suggested by (Basturkmen, 2010; Gollin-Kies et al., 2015; Hyon, 2018; Kosasih, 2017; Paltridge & Starfield, 2013; Zahedpisheh et al., 2017).

Based on previous studies, English courses are inherently related to the fields of hospitality and tourism, where achieving satisfaction between service users and employees is of paramount importance (Basturkmen, 2010; Hutchinson & Waters, 1991; Paltridge & Starfield, 2013; Prachanant, 2012; Richard, 2001). With adequate skills in their respective fields, individuals are better equipped to handle issues of international communication, even in more simplified contexts. English language learning plays a crucial role in supporting the performance of hotels and tourist destinations—not only in showcasing the excellence of these institutions but also in fostering harmonious relationships with international customers. Therefore, in certain learning modules, it is essential to emphasize components that frequently appear in professional contexts, so that students in the future are not distracted by elements that are less relevant to their duties and responsibilities in the workplace.

The results of this study also aim to evaluate the learning system implemented at the Open University concerning the course 'English for Hotel and Tourism.' The topics agreed upon by the respondents are considered to provide a deep understanding of the tasks to be performed. However, the two topics selected by the majority as irrelevant should be modified to become more flexible. The relevant topics, of course, not only align with the required work methods and skills but also serve as indicators that the university should give more attention to these topics. Information from the real-world job market should be regarded as both a source of knowledge and an indicator for developing a more appropriate educational curriculum.

This study is practically limited by the use of a sample size of fewer than 100 participants. Nevertheless, the information provided by all respondents can serve as a provisional benchmark for universities to consider in developing a more effective learning system. The study not only captures how respondents describe their current jobs but also needs to further illustrate the challenges they are likely to face in the professional world. This limitation in sample size should be regarded as a critical point of reflection for future research.

D. Conclusions

The study concludes that all the respondents have relevant educational backgrounds, various lengths of work experience, and job positions, which are needed by the study. In terms of the importance of four English language skills, all the respondents responded that those skills are essential for their job. Most of the learning topics are considered relevant except for two learning topics related to 'Where to go in Yogyakarta' and 'Where to buy in Yogyakarta,' which are deemed irrelevant to the respondents' city or location. The three informants from the interview results suggest that the two irrelevant topics should be changed or modified to be neutral and applicable to all the tourist destinations in Indonesia. Thus, this study can provide valuable insights into the specific needs of the professional world for individuals studying English for the hospitality and tourism industries.

This study holds significant implications for the development of instructional materials in English courses for the hospitality and tourism sectors. There is a need for a more comprehensive emphasis on flexible aspects that can be adapted to real workplace contexts. Moreover, this study can serve as a useful resource for students to gain a clearer understanding of the nature of the jobs they are likely to encounter in the future. The study's first recommendation for future researchers who want to conduct a similar topic is that they can consider the two cities as the study location and other prospective locations such as Raja Ampat and Bunaken. Second, the study also recommends that the faculty member or coordinator of the study program change or modify the two irrelevant learning topics.

Acknowledgements

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