

DESIGNING ESP MATERIALS OF ENGLISH TOURISM SUBJECT AT ENGLISH EDUCATION AND TRAINING PROGRAM OF UNISKA BANJARMASIN

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ABSTRACT

This research focuses with designing ESP material for English Education Program of FKIP Uniska Banjarmasin. The objective of the research is to find out the students' need of English materials and designing the English tourism topic material which are relevant in local tourism. The method of research was qualitative and quantitative.

In this research, those steps are modified in 5 steps, namely; students' needs analysis, analyzing the syllabus in order to develop the syllabus, analyzing the existing of English materials in order to develop the materials based on the students need especially preparation on doing job training program in future, validating the new materials to the experts, and revising the new materials. The method of data collection were questionnaire, interview, and documents.. The results showed that ESP tourism-based local relatively varied and diverse. The diversity of the teaching materials is characteristic of local ethnic and common topics. The topics such as the Barito river, Travel Water and island flowers. Based on need analysis from the students' speaking skill is most needed in English material for tourism. The speaking in fluency is the target needs to have communicated to the customer while doing job training in tourism field future.

Keywords: ESP design material, ESP Tourism and Speaking

INTRODUCTION

English for Specific Purpose (ESP) is program instruction in which the content and aims of the course are fixed by specific needs of a particular learner (Richard and Schmidt, 2010). On the other hand, English for specific purposes is a term that refers to teaching or studying for particular career or for businesses in general (International Lecturer Training Organization, 2005). It prepares the learners to use English in their academic such as doctors, nurses and tourism guide. ESP is part of language teaching area but its implementation is still lacking. The problem is not appropriate materials for student needed. Teaching materials has the important role in learning outcome. The lecturers should provide the students with appropriate ESP materials so as to help learners acquire English skills. Material design is one of ESP features in practice because lecturer are required to design material (Widodo, 2010).

In tourism industry, English is used as international language (Crystal, 2003), and is the most commonly used language. There is a growing worldwide need for the people who are working in tourism industry to be able to have better English skills so as to communicate effectively with foreign guests and customers. The growth in tourism industry has created the need for students. In 2015, English Department of Lecturer Education and Training Programme (UNISKA) Banjarmasin introduced Tourism English as the new subject, it adequate the challenging of MEA in Indonesia.

The students are prepared getting success in the future in tourism industry. In response to the boost of foreign tourists visiting Indonesia, many colleges and universities have set up their capability in tourism. The graduates are expected to be able to carry out the operational and supervisory work, to develop business independently in the field of hospitality services and business travel, and to develop their professional knowledge and skills related to tourism industry.

In designing ESP material we need analysis as cornerstone of ESP and leads to a focused course. Analyzing the specific needs of particular group of learners serves as an important starting point in ESP course design. In principle, an ESP approach commences with needs analysis learner (Widodo, 2010). It will help select and prioritize what students need. The ESP course design should be able to identify the target situation and carry out complete analysis of the linguistic features of the situation (Hutchinson and Water, 1987). There are a few guidelines for conceptualizing an entire course. Taba in Saragih (2014) states that the curriculum process includes seven steps; diagnosing needs, formulating objectives, selecting contents, organizing contents, selecting learning experiences, organizing learning experiences and determining evaluations. In relation to designing a language course Graves (2000) points out “designing a language course is as work implementation”. The course designer task approaches starting with the most fundamental feature, the need analysis and situational analysis. The course designer must work through curriculum and syllabus construction; prepare materials and finally modify the course according to the feedback.

The material of ESP for tourism in this study will be focused in student –centered approach. Nunan (1998) states that learner center approach is based on the given constraint that exist in most learning contexts. The lecturer must use class time effectively and teach the aspect which the learner urgently required. A learner-centered classroom is a needs are taken into account as a group as individuals, and they are encouraged to participate in the learning process all the time (Jones, 2007). In addition to the problems above, ESP course was designed for an ESP program focusing mostly on task-based instruction, and was designed especially for tourism English. In this type of instruction, learners participate in communicative tasks in English.

Need Analysis in this study is focused on Need Analysis as proposed by Lowi in Miyake and Tremarco (2005):

1. Target Situation Analysis of learners: the tasks and activities in which English is used
2. Wants, Means and Subjective Need Analysis: personal information about learners including factors that affect the way learners learn such as previous learning experiences, cultural information, reasons for learning ESP and its expectations.
3. Present Situation Analysis: Information about learners’ current skill
4. Lack Analysis: the gap between Present Situation Analysis and Target Situation Analysis
5. Learning Need Analysis: language learning information about the effective ways of learning the skills and language
6. Linguistic Analysis, Discourse Analysis and Genre Analysis: professional communication information about knowledge of how language and skills are used in the target situation.
7. Means Analysis: information about the environment in which the course will be run.

At this time, there are few ESP books for Tourism English in Indonesia. There is no book that contains material that is really needed by the Tourism to support their professional career in the tourism guide field in the future. To overcome this, the writer

decided to design materials based on ESP Needs Analysis.

The objective of research is to design ESP materials for English Department Student based on Need Analysis. Briefly, the Need Analysis of ESP adopted in this research is figured out as the followings:

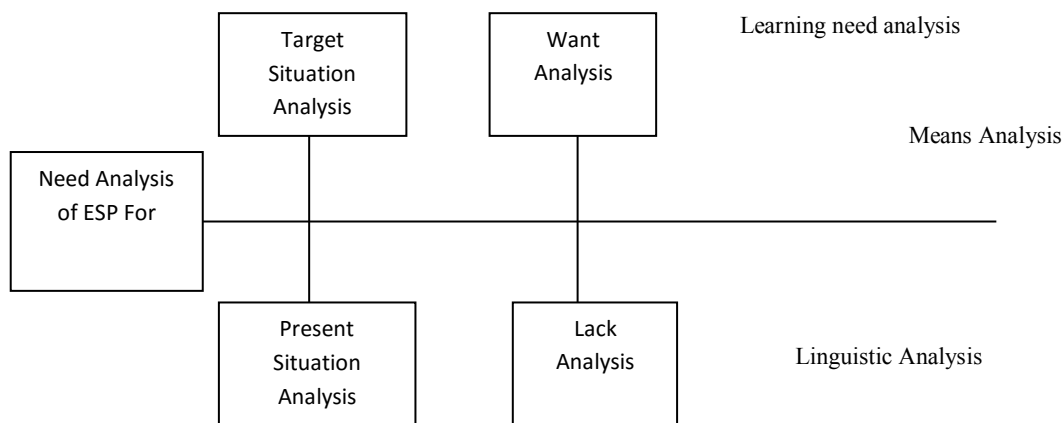


Figure 1. Need Analysis of ESP Tourism

METHOD

The research used both qualitative and quantitative methods and was carried out to explore learner-centered English materials for Tourism English based on need analysis. To ensure validity and reliability of the results, data were collected from multiple sources including students, ESP lecturers, Disporabudpar directors, ESP experts, which is called triangulation method, providing different viewpoints, which enables researchers to look at something from a variety of perspectives. The instruments used to collect data were tests, questionnaire and interview. The data collected from the needs analysis were combined to design the new materials and experts evaluation served to improve it.

The instruments used to elicit compliments responses were firstly, questionnaires of Target situation Analysis, Present Situation Analysis, Deficiency Analysis, Strategy Analysis, Constraint Analysis, Pedagogic Need Analysis, and Subjective Need Analysis (Lowi , 2009), and secondly interview with ESP Lecturers and Professional guide working in Banjarmasin.

FINDINGS AND DISCUSSIONS

Table 1. The Language Skills that English Department Students need most in their job

Skills	5	4	3	2	1
Speaking	80%	10%	10%	0%	0%
Listening	40%	400%	16%	4%	0%
Reading	18%	46%	30%	6%	0%
Writing	38%	20%	22%	20%	0%

Table 1 shows the interest percentage of students on language skills. Most of them are very interested in learning ESP *Speaking* activities (80%), followed by *Listening* activities (40%), *Writing* (38%).

Table 2. The situations where students use English Tourism most

Situations	Frequency	Percentage (%)
Travel Agency	28	56
Airline	35	70
Office Work	35	70
Hotel	40	80
Transfer	30	60
Shopping	21	42
Restaurant	26	56
Transportation	18	36
Meeting and Talking People	15	30
Health/ Safety	12	24
Sightseeing	14	28
Recreation Place in Banjarmasin	10	20
Reading Culture of Banjarmasin	4	8
Requesting information by e-mail	3	6

The above table describes the most commonly used opportunities of students in using English. The highest percentage is when Hotel 80%, followed by activities Explaining the city or town and Asking Direction each . However, doing activities on Reading culture of Banjarmasin and Requesting Information by E-mail rank the lowest.

Table 3. Students answer about cultural topics they wish to share with visitor

Topics	Frequency	Percentage (%)
Floating Market	40	80
Barito River	27	54
Tradinational Food	29	58
Sasirangan	17	34
Geography	35	70
Sultan Suriansyah Mosque	45	90
Industry	34	68
Parts of Kalsel (South Kalimantan)	28	56
Others	12	24

In the table 5, the most frequent topics shared by students with visitor are those associated with Sultan Suriansyah Mosque (90%), Floating Market (80%,) and Geography (70%). While the topics that are less shared by students are the topics of clothing and others not included in the questionnaires.

Table 3. The student Preferences Regarding Useful Activities for Learning English

<i>Activities</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Pair work	28	56
Whole class	20	40
Group work	33	66
Out of class work	17	34
Individual	11	22

Table 6 shows that the most desirable activities performed by students in learning ESP for Tourism are group work, pair work and whole class activities. Students do not like individuals activities in learning ESP for Tourism.

Table 7. The Tourism topics the students want most to learn

Topics	Frequency	Percentage (%)
Hotel	39	78
Etnical Tourism	28	56
Airlines	43	86
History of Banjarmasin	36	72
Travel agents	42	84
Air Travel	46	92
Water Transport	22	44
Religion Tourism	20	40
Others	7	14

Table 7 shows that the topics that the students are interested in air travel 92%, 86% airlines, hotel 78% and travel agents 84%

FINDING FROM INTERVIEW

The writer interviewed the head of Disporabudpar of South Kalimantan and lecturer of ESP Subject to get the suggestion and more info about tourism in Banjarmasin.

1. Head of Disporabudpar

He said “tourism industry is prestigoues aspect in Banjarmasin. Banjarmasin has uniqe ectnic culture can be introduced to visitor. One of them like Floating Market, Barito River and Martapura Market.

2. Lecturers of ESP

Three ESP lecturers of different institutions were interviewed to have clear information about their experiences on teaching English for Tourism. Majority of lecturers said that they did not have appropriate curriculum for teaching ESP for Tourism. As a consequence, they had to find out the sources from available books which mostly contain general and academic English. In order to adapt with the objectives of the ESP instructions, sometimes they found out material from tourism sites from internet.

DESIGNING ESP MATERIAL FOR TOURISM ENGLISH

After getting information from questionnaire and interview, the next step is to design learning materials of ESP for English Tourism based on Need Analysis. In

designing the course materials, the researcher followed the steps as figured out below. The design procedure of these ESP materials has been verified by ESP experts and a curriculum expert to meet requirements of validity and reliability of the findings. All the steps in the design should be adapted to findings from the real Need Analysis obtained from both questionnaire and interview that the materials selected really reflects the use of English used by students in tourism settings.

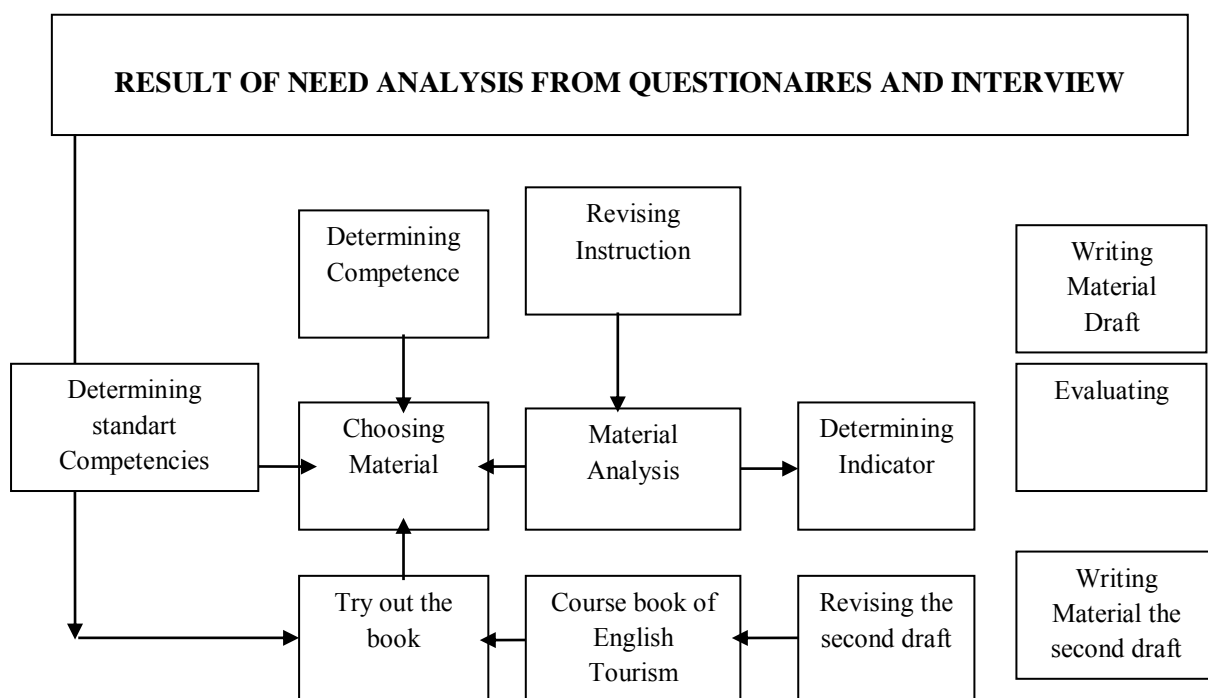


Figure 2. The Procedure of Designing ESP Materials for English Tourism

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CONCLUSIONS

The Data from the Students' Questionnaire and interview which need to be considered as they offer significant implications for introducing curricular change. First of all, the findings of the study revealed the need for setting up a language course with a clear focus on English for Specific Purposes and on the target discipline, English for Tourism. In conclusion, there were several important aspects from the needs analysis questionnaire, situational analysis and interviews that helped to shape the course, these are: the skills most needed for their job are listening and speaking and the context of the course was designed mostly for tourism situations. Among the needed and wanted the course to cover were etncic culture of Banjarmasin, travel agency, giving direction and hotel.

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