

NEED ANALYSIS OF TOURISM DEPARTMENT STUDENTS

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Abstract— Dalam proses belajar dan mengajar bahasa Inggris, menganalisa apa yang dibutuhkan siswa dalam belajar merupakan langkah awal sebelum proses tersebut dimulai. Berdasarkan apa yang siswa butuhkan, seorang guru harus mendisain materi ajar, media, teknik pengajaran, bentuk evaluasi yang akan dilakukan supaya apa yang menjadi target akan tercapai. Khusus disekolah kejuruan, bahasa Inggris yang dibutuhkan harus sesuai dengan jurusannya masing-masing. Pariwisata merupakan salah satu yang membutuhkan bahasa Inggris yang berhubungan dengan dunia pariwisata itu sendiri. Namun, terkadang bahasa Inggris yang mereka dapatkan sama dengan bahasa Inggris disekolah lain yang tidak membutuhkan *English for Specific Purpose*. Pada tulisan ini, peneliti menganalisa kebutuhan siswa terhadap bahasa Inggris. Pengumpulan data dilakukan dengan melalui angket dan wawancara. Maka didapatkan bahwa siswa di jurusan pariwisata membutuhkan pembelajaran kosakata bahasa Inggris yang banyak yang bisa langsung diaplikasikan pada dunia kerja nantinya.

Keywords— Need analysis, tourism.

I. INTRODUCTION

Tourism is one of departments that can be chosen by students in vocational high school. In this section the students focus on everything that related to tourism, such as how to be good guide, and also how to communicate with others. In order to reach the goal of this department, English would be as the main subject that should be mastered by students. By having good English, they will dominate entire country.

As the English teacher who teaches in tourism department, she/he must prepare appropriate material. Since, student's need about English is different with other high school. So the teachers have to know the need analysis to help the students in improving their ability in English. The students that they have to meet in class have their

own ability, skill, and attitude each other. Teachers have a role to look for what the students' need in their lesson. Then the teachers have to do the need analysis before teaching in the classroom. The need analysis of the students in lesson will make sure the student needs to learn that lesson that appropriate with the student's need.

In understanding and defining the meaning that contained in the need analysis of the students, the teachers will surely find and know about a term of English for specific purposes or commonly referred to ESP. ESP or English for specific purposes is a process in a course of teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain. It means that English for specific purpose (ESP) created as a course to help the teacher to teach the students about English as second or

foreign language based on each of the student's field. Then, in this process need analysis refers to 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 means that need analysis is a continuous process, since the teacher will modify the teaching process as the students, and in this way it actually shades into evaluation – the means of establishing the effectiveness of a course. Needs is actually an umbrella term that embraces many aspects, incorporating learners' goals and backgrounds, learners' language proficiencies, the reason for taking the course, the teaching and learning preferences, and the situations the learners will need to communicate in. The needs can be involve what learners know, don't know or want to know, and can be collected and analyzed in a variety of way.

Then, in this matter need analysis has a role in the overall course development process; it serves to collect and assess information which is relevant to the course design in ESP. Need analysis is considered as a tool or process that used to find out what are the needs of the students or learners in study. Information obtained from need analysis will eventually be used as a guide in making design in the evaluation of teaching learning activities in the classroom.

Then, the need analysis activity is very important matter because it can affect student learning outcomes in the future and also the performance of a teacher in gathering information about the student who will be taught. Therefore this activity is very important in the learning process. When a teacher has so know what the needs of their students, the teacher can make teaching activities are suitable with the needs of students. Therefore, the purpose of the learning process can be achieved properly.

In the same way, the concepts of need analysis are process that must be done by the teachers. It can help the teachers to know what the student's need in lesson. Hutchinson and Waters (2008:54). They also stated that need analysis is use to gather information about the needs of students in teaching learning process of ESP course. As for several of the needs that must be known by a teacher, *those are what the target needs are, gathering information about target needs, learner needs and learning needs*. It tells that target needs

and learning needs have important matter and can't separate with the process of analyze the students' need in teaching learning process of ESP. The target in this occasion means that what the learner needs to do in the target situation and learning need means what the learner needs will do in order to learn about the course.

Hutchinson and Waters also define about the target needs the learning needs. Base on the target needs the teachers can know that what the learner needs to do in the target situation. In order to get the meaning of what the target needs are, the teachers have to consider several terms in target needs of learners or students, those terms are necessity, lacks, and wants. Necessity is what the learner has to know in order to function effectively in target situation. For example a businessman or women, in the world of business a businessman or women has to learn several matters about business letter, sales catalogue, the linguistics which is used in there and all of the necessities matter in business. It is a matter of observing what situations the learner will need to function in and the analyzing the important parts of it.

Then, the target needs will tell the teachers about the lacks. The teachers also need to know what the learner knows already, thus the teacher can decide which of necessities and what are learners' lacks. In teaching learning process of ESP, the teachers have to consider with the situation that had by the learners. One target situation necessity might be to read texts in the particular subject area. Whether or not the learners need instruction in doing this will depend on how well the learners can do it already.

Next, the last in the target needs will tell about wants. All of English teachers in ESP need to know one of important matter in need analysis of learning an ESP course, the teachers have to pay attention about what the learners want in their learning process. By considerate about learners want, the teacher also can gain motivation of learners in learning process.

Moreover, the teachers must be gathering information about target needs. There are several of ways to gather information about the needs of learners. Those are questionnaires, interviews, observation, data collection, like texts about learners and informal consultations with sponsors, learners, and others. It means that, the analysis of target situation needs is in essence a matter of

asking questions about the target situation and attitudes towards that simulation of the various participants in the learning process. It will help the teachers to know or to get information about the learners.

Next, the teachers must know about learning needs. In learning an ESP course, the target situation of analysis can determine the destination; it can also act as compass on the journey to give general direction, but the teachers must choose their route according to the vehicles and guides available (the conditions of the learning situation), the existing roads within the learner's mind (the learner's knowledge, skill, and strategies) and the learner's motivation for travelling. It tells that the teachers have to consider some point in learning needs such as the learning condition, learner's knowledge and also the motivation of the learners, those matters will help the teacher to get information about the lesson that will be taught in the process of learning.

The last matter in need analysis is about analyzing learning needs. To analyze the learning needs, the teachers can use similar ways by using the several terms which are used in target situation analysis. It will help the teachers to know what the learning needs. Thus, the teachers prepare the learners need properly to learn about ESP course.

In the end, the process of analyze the students' need which is doing by the teachers is a significant matter in ESP courses. Teachers also have to pay attention about some points in doing need analysis about learners. That points like necessities, lacks and wants of the learners. All of the points have to consider by the teacher in making a good analyze of students' target needs. Therefore, the process of learning will be run smoothly and the teachers can achieve their goal in teaching ESP course.

Moreover, base on the concepts of process of need analysis, the teachers can decide what the students need in learning. The concepts of need analysis will lead the teachers to achieve what the students' want of the lesson.

Finally, from the explanation above, the researcher can conclude that need analysis in ESP refers to a course development process. Then, everything that happened in the class will be run as a process of an ESP course. Any information that the teachers get in the classroom about the

learners, will influence the need analysis which is doing by the teachers. Therefore, the teachers have to analyze and consider all of the matter that will become the difficulties of the teaching process in order to get a good need analysis about the learners' need.

Finally, the researcher can tell that need analysis have so many concepts that have to be used by the teacher in the ESP course. The need analysis can help the teacher in their teaching learning process. The aim of need analysis is to know the learners as people, as language users and as language learners. Then, it is also to know language learning and skills learning can be maximized for a given learner group and the end to know the target situations and learning environment such that the teachers can interpret the data appropriately. In this study, the researcher would focus on the analysis students need analysis in tourism departments at vocational high school Padang.

II. DISCUSSION AND FINDING

After did the need analysis by giving the questionnaire to the students, the researcher counted and then analyzed the questionnaire based on the indicators from the target situation analysis and the most answer that answered by the students. Those indicators were students' necessities, want and lack in learning English subject for tenth grade until the twelfth grade which was connected to Hutchinson and Waters as following explanation.

In the students' experience of learning about English for almost seven or eight years, most of the students in tourism department from the tenth and twelfth grade expected that in learning English subject at vocational high school Padang, they could communicate with others orally by using simple English about their daily activity. However, in the eleventh grade, the students expected to learn more about the English subject in practice in order to be able to improve their vocabulary that related to the English in the students' field-study because in this grade the students would be doing internship in a real field of work.

Meanwhile, in reality all if the students still lacked in vocabulary but the students still expected to be able to understand about vocabulary of English especially in the students' field-study.

This statement also supported by the English teachers itself. According to the English or known English when they were seven or eight years old. However, it did not guarantee that the student was proficient in speaking English or communicate by using English. For example the student was proficient in speaking English or communicate by using English. Students still had shortcoming in terms of interacting with others (native speaker) by using English. For example the student still lacked in speaking because the student did not have much vocabularies about English that was commonly used in everyday conversation. Then, students often did not understand about the meaning of a phrase that spoken by others (native speaker) in a conversation.

Next, from the answer of the students' questionnaire, the researcher could analyze that one of the reason why all of the students chose to study in tourism department was because the student wanted to communicate orally and written by using English that suitable with the students' field-study in tourism department. This was happened because the students to get job easier in the future. Next, the students expected to use the English that they had learned at the vocational high school Padang to face the client/buyer/or foreign guest in their workplace later.

After learning English for almost eight years, all of the students of tourism department still needed a teacher who could improve the students' ability in learning about English better than before entering the vocational high school. This was because most of the students in the tenth and eleventh grade still thought that they were in novice level for studying about English. Then, only some of the students in the twelfth grade that though they had ability in English at the Elementary level. It proved that some of the students just little understand about some vocabulary; little understand about grammar and their pronunciation still bad in practice. Thus, the student had to be more active in learning English for the future in order to get a good job. Although, the students had thought that the English subject was also a little difficult lesson to be learn.

1. Students Necessity

In this research, the researcher had found that the students' necessity was important to be known by the English teachers to improve students'

achievement in lesson. The researcher used the questionnaire in order to know what the students' necessity in the English lesson plan that suitable with the students' necessity.

In addition, this statement also had supported by the English teachers. The teachers said that basically to know about what did the students need was the most important thing that should be known by English teachers in every major of the existing school. Therefore, the English teachers were expected to be able to create a lesson plan that was appropriate with what was required by the students. However in fact at the vocational high school Padang, the English teachers demanded by the government to create a lesson plan that provided by the government in the department of education. In this the case, with the new curriculum which given by the government that was called the curriculum of 2013. The English teacher demanded to make a good lesson plan by using it. Although in fact, the curriculum 2013 was the same materials of English that also used in senior high school (SMK), the curriculum that used by English teachers should only contain about English teaching materials that lead to each field-study not common English learning material that same with public senior high school the materials of English just lead the students to study about English in common.

The researcher could tell that all of the students in tourism department needed the speaking skill as the main skill that would help the students to communicate and interact with native speaker which/workplace. This fact was supported by the result of interviewed with the English teacher. The teachers told that in every major especially in tourism business major (UPW), the students were more expected to be able to speak by using their ability to use English fluently. Because this was one of the important matter and needed by the students later in terms of communicating or interacting with a "native" speaker/ tourist" that the student would face at the time in the world of work. If students would work as a "guide" or other work. Thus, by speaking in English fluently, the students would get a good job that suitable with the students needed.

Then, all of the students needed quite class to do the learning process. This was happened because all the students wanted to focus on study during the teaching learning process. In the process of

learning, the students also needed a lesson that was relevant with the students' department. It means that, the students needed a teacher as a provider to help the students to get lesson which was appropriate with the student needed at the vocational high school by using a method like a dialog about guiding a tourist in pair with their friend and then practice it in front of the class. This learning method could give benefit to the students to improve their ability in practice.

Actually, in the English learning at vocational high school, students were supposed to acquire English learning materials that suit with the needed of each major. However, in this case, because of the English teachers were demanded in using curriculum 2013 and was one of vocational high schools that had a role as piloting school which determined by the government then in practice the English teachers were required to teach general English toward the students. Thus, the process should teach their students by using it to activities of lesson plan, teachers were not solely use the new curriculum. In this matter, all of the English teachers also tried to perform the innovative material development of lesson plans. Well, this was where the teachers could give problems or exercises in English to students with English that focuses and suitable with the needs of students in each major. It can be said the students still got material of English in general English lesson, not the material that suitable with the vocational high school. This was happened because the teachers were demanded by the government especially in education department to use curriculum 2013 as the basic and orientation for the English teachers to make a lesson plan.

2. Student Want

In this case, most of the students in tourism department wanted that material of English lesson had material or topic which focused and suitable with the students' field-study. Like about how to guide a tourist, make a reservation, or about ticketing. The students wanted that lesson could be like a dialog and then the students could practice that material of lesson in a role play.

The student of tourism department wanted that the question of the exercise which made by the English teachers in lesson would be like multiple choice. This was because the students wanted to

have a choice in answer some question in order to avoid the wrong answer. In writing skill, most the student in tourism department wanted to write a free story to improve their ability in applying the appropriate grammar and to add more knowledge about new vocabulary.

Moreover, the students wanted to study English subject because the students thought that English was one of the compulsory subject that had to be learned. This was happened because English was also one of the compulsory subjects beside math, science, and Indonesian that had to be faced by the students in the final examination or as we called National Examination (UN) in the twelfth grade later.

In this matter, English was an important subject and must be learned by the students, especially for the twelfth grade students who would face the National Examination (UN). English was one of the subjects that would be tested in the final exam because English was reputed as compulsory subject whether at vocational high school. Therefore, the student was expected to be able to finish and answered all of the questions of the test in the form of English properly. Although, basically the students had a little ability in using the English but still the student has reached the twelfth grade, the students just would be given some subject matter and issues that only focused on the material to be tested on the national exam itself.

3. Student lack

The most problem that the students had about English subject was about the vocabulary. Most of the students that chose tourism department has limited vocabulary. The English teachers said that that the students really had minimum vocabulary in English. It was proved by the ability of the students itself. The English teachers said that when the teachers said something in English at the classroom, the teachers had to repeat the word again and again until the students could write the word by assistance from the teachers to spell it and then find the meaning on the dictionary or more horrible the students just asked the meaning of the word to the English teachers itself.

As the fact that there were at vocational high school, basically the students who had chose tourism business (UPW) were students who had

the ability to speak English very less. This occurred because the selection of a major at vocational high school today still used the online system that also similar with public senior high schools used accept the students had school grade that had appropriate grade or has qualified grade with the required by the vocational high school itself. Thus, in the end the students did not pay attention to their abilities itself and chose the enter the field-study right away. Whereas if fact, the students was really lacking in used terms of English especially in using terms of speaking. This was because the students did not have the English vocabulary that much, so as to make them run out of words or a talking point that would be discussed with the “native speaker”.

This matter happened because the students just used the explanation by the teachers as the source for the students’ material in learning English subject, whereas the English teachers just used Indonesian as the main language in the process of teaching learning acativity. As a consequence the students only get mediocre grades that appropriate with existing standarts. Although, the students had lack in vocabulary matter and practice about English in the class but the students still could understand a little about what the teachers said if the teachers spoke in English to the students by using simple senteces.

III. CONCLUSION

From explanation above, it can be summarized that the students’ necessity, want and lack were important matter that had to be known and done by the English teachers in order to make a good lesson plan later. As a result, the student could get lessons that appropriate with the students needed in target situation analysis. This data showed that need analysis of the students’ needed in tourism department on English teaching learning.

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