

# DESIGNING A MODEL OF ENGLISH FOR TOURISM MATERIALS USING COMMUNICATIVE APPROACH AT ENGLISH DEPARTMENT OF SULTAN AGENG TIRTAYASA UNIVERSITY

**Sutrisno Sadji Evenddy<sup>1</sup>**  
**Jumbuh Prabowo<sup>2</sup>**  
**Rosmania Rima<sup>3</sup>**

- <sup>1</sup>Jurusan S1 Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sultan Ageng Tirtayasa  
Email: [sutrisno.se@untirta.ac.id](mailto:sutrisno.se@untirta.ac.id)
- <sup>2</sup>Jurusan S1 Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sultan Ageng Tirtayasa  
Email: [prabowo.eng@gmail.com](mailto:prabowo.eng@gmail.com)
- <sup>3</sup>Jurusan S1 Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sultan Ageng Tirtayasa  
Email: [rosmania@untirta.ac.id](mailto:rosmania@untirta.ac.id)

## ABSTRACT

*The present study aims to determine and propose a model of material for English for Tourism using communicative approach. The present study uses a research and development methodology (R&D). The data collecting techniques are documentation, questionnaires, and interviews. The data gathered from documentation and interviews were analysed using content analysis while the data obtained from the questionnaires were analysed quantitatively using SPSS. The results of data analysis indicate that (1) the materials used of English for Tourism are based on lecturer's assumptions, (2) based on the expert validation, the model material of English for Tourism falls into a very feasible category with the percentage of 86.76 %. The teaching materials based on the results of the students responses by the percentage is in the category of good (78.9 %). Based on the validation both from expert and students it could be concluded that a model of EFT material using communicative approach seems to be feasible to be applied in English Department of Sultan Ageng Tirtayasa University.*

*Keywords: model material, material design, English for Tourism*

## **Background of the Problem**

English is considered as a global language. Yusup (2019) argues that it is very common to find English words in most places in Indonesia to the point that Masnoneh (2019) remarks the presence of English may make Indonesian local languages less used by Indonesian people. One of focal uses of English is in tourism area. In this regard, English for Tourism (EFT) is a branch of English for specific Purposes (ESP). ESP is an approach to learning English which are to be specified. Furthermore, EFT is one of the elective courses at English Department Universitas Sultan Ageng Tirtayasa (Untirta). This course aims to provide the knowledge and skills of the English language in the context of tourism. At the end of the course, students are expected to be able to use the English language in the context of tourism especially in Banten, Indonesia.

However, there are many drawbacks for conducting EFT. Firstly, EFT needs to be supported by good materials that should be authentic and based on students' need. In this sense,

being authentic means the material is not changed or adapted. However, the current materials used for teaching EFT are not authentic materials. 80% of materials are from EFT textbooks while the rest are from the internet and other sources. Another problem is the current materials are based on the lecturers assumptions and may not be suitable for students. As Hutchinson & Waters (1987) argue "...we would still maintain that any course should be based on an analysis of learner's need. When they graduate, they should be able to apply what they have learned in real context." Therefore, it seems important to design a material model of English for Tourism Material using communicative approach. Thus, the present study aims to design a Model of English for Tourism Material using communicative approach. In specific, this study aims to determine a current material and provide a model of material for English for Tourism using communicative approach.

## **Theoretical Review**

### ***The Nature of Syllabus in English Language Teaching***

Hutchinson & Waters (1987, p. 80) argue that, “a syllabus is a document which says what will (or at least what should) be learnt”. Nunan (1989, p. 4) states syllabus is related to selection, sequencing, and justifying the curriculum of the content. Similar with Nunan, Brown (1995, p. 5) remark that “syllabuses are ways of organising the course and materials”.

McKay argues that syllabus is related to what to be learned (Furey, 1983, p.3). Besides that, Wilkins (cited in Furey, 1983, p.3-4) states syllabus is specification of a selected and sequenced language teaching based on the level and to make learning process more effective. From some definitions above syllabus is related to concept what to learn, how to select, and how to teach.

### ***ESP and Its Challenges in Classroom Teaching***

There are some definitions of English for Specific Purpose. One of them is defined by Dudley-Evans (1997) in

Anthony (1997). There are some absolute characteristics: 1. ESP is defined to meet specific needs of the learners, 2. ESP makes use of underlying methodology and activities of the discipline it serves, 3. ESP is centred on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Dudley-Evans (1997) in Anthony (1997) adds more about the characteristics of ESP. Those characteristics are; 1. ESP may be related to or designed for specific disciplines, 2. ESP may use, in specific teaching situations, a different methodology from that of General English, 3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level, 4. ESP is generally designed for intermediate or advanced students, 5. Most ESP courses assume some basic knowledge of the language systems.

Preparing the students of English department in facing a very competitive condition, the university offers some

elective subjects. One of them is English for Tourism (EFT). EFT gives students opportunities to learn many things related to tourism world. Students will learn how to be an expert in tourism: tour guide, front officer, house keeper and some others. This subject is offered because the university wants to support the students to have some skills and there is a changing phenomenon happens in current situation. Even though students have possessed teacher certificate majored in English, most of them tend to work outside of teacher world. This condition demands to make a new policy to offer EFT as one elective subject which should be taken.

However, there should be an evaluation in making this subject in order to make students' needs, material and users' meet at one point. It is because sometimes what students learn in campus cannot be applied in real life after they have graduated. Thus, in making an ideal subject in terms of EFT, there must be some consideration.

### ***Need Analysis***

It is acknowledged that “needs analysis is the cornerstone of ESP” and its proper application can result into a “focused course” (Dudley-Evans & St John, 1998, p.121) which is actually sought for in this case. Additionally, Songhori (2007) said that needs analysis has a vital role in the process of designing and carrying out any language course, whether it be English for Specific Purposes (ESP) or general English course. Other definition of need analysis is also stated by Iwai *et al.* (1999). They stated that the term needs analysis generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students.

For this reason, an attempt is made to adopt a framework for ESP course design which employs needs analysis as its starting point aiming to highlight the views of all stakeholders in the process of curriculum development, course and syllabus design, and evaluation of the effectiveness and efficiency of the

implementation of the needs-based course. Thus, generally it can be concluded that need analysis is necessary to be conducted in designing syllabus or carrying out any language course. It is intended to get precise information about the needs of a particular group of students.

For this reason, an attempt is made to adopt a framework for ESP course design which employs needs analysis as its starting point aiming to highlight the views of all stakeholders in the process of curriculum development, course and syllabus design, and evaluation of the effectiveness and efficiency of the implementation of the needs-based course. Thus, generally it can be concluded that need analysis is necessary to be conducted in designing syllabus or carrying out any language course. It is intended to get precise information about the needs of a particular group of students.

The types of needs analysis have been introduced by Songhori (2008) and Rahman (2015). They have summarised the origins of needs analysis into several concepts. According to Songhori

(2008), the concepts of needs an analysis into nine approaches: target analysis (TSA), present situation analysis (PSA), pedagogic needs analysis, discourse analysis, register analysis, and genre analysis. Pedagogic needs analysis itself covers deficiency analysis, strategy analysis. Meanwhile, Rahman (2015) remarks that there are five components of ESP analysis: target situation analysis (TSA), learning situation analysis (LSA), present situation analysis (PSA), means analysis (MA), and language audits (LA). More or less, those reviews are similar but the description of the language in ESP is more emphasised in Songhori's study (2008).

Therefore, needs analysis of all components are described into 10 specific areas. Those ten areas are the present and future domain of language use, the students' attitude towards the ESP curriculum, language skill learning preferences, the importance of particular language skills, the learning strategies preferences, the classroom interaction, the role relationship, the teaching

activities preferences, the environmental situation, and the students' need from the program.

Based on those various concepts of needs analysis, it can be concluded that needs analysis is applied to bridge the gaps among learners' background, learners' lacks, target of the program, and environmental situation of learning process. Therefore, the results of each component can be correlated into a specific teaching methodology that is appropriate with the learners' want and their necessity. Different context may have different results of needs analysis. Each program can select which components of needs analysis is appropriate depended on its particular purpose or situation. It is highly important to conduct needs analysis for specific fields so that the expected goals will be achieved.

### ***Principles of Materials Development***

Having mentioned in the previous part, making a good material for certain subject needs some aspects. As Tomlinson (2012) mentioned that there are some

points which should be concerned; 1) Make sure that the materials contain a lot of spoken and written texts which provide extensive experience of language being used in order to achieve outcomes in a variety of text types and genres in relation to topics, themes, events, locations etc, 2) Make sure that the language the learners are exposed to is authentic in the sense that it represents how the language is typically used, 3) Much has been written on the issue of authenticity and some experts consider that it is useful to focus attention on a feature of a language by removing distracting difficulties and complexities from sample texts, 4) Make sure that the language input is contextualised. He adds for giving more explanation about the material. According to Tomlinson (2012) the materials should expose the learners to language in authentic use, help learners to pay attention to features of authentic input, provide the learners with opportunities to use the target language to achieve communicative purposes, and provide opportunities for an outcome's feedback.

Those requirements have vital point because the content of the proposed material will have good impact for getting better output. Others principles of materials development are providing many opportunities for the learners to produce language in order to achieve intended outcomes, making sure that these output activities are designed so that the learners are using language rather than just practicing specified features of it, designing output activities so that they help learners to develop their ability to communicate fluently, accurately, appropriately and effectively, and making sure that the output activities are fully contextualised in that the learners are responding to an authentic stimulus (e.g. a text, a need, a viewpoint, an event), that they have specific addressees and that they have a clear intended outcome in mind.

### ***English for Specific Purpose Material Design***

Materials should provide learners with what they want to learn. Tomlinson (2003, p. 22) said that materials should have help learners to learn in ways similar

to the circumstances in which they would have to see language. What was being taught should have been perceived by the learners as relevant and useful for their future.

Based on Widodo & Pusporini (2010, p. 147) said that materials design or development was one of the ESP features in practice because teachers were required to design such materials which best suit particular learners with particular needs and areas of within a particular instructional setting. When designing a particular material, the teacher was asked to know the needs of the student based on the field they are learning. There were several steps that the teacher needed to understand. Graves (2000, p. 150) stated that materials design involved creating, choosing or adapting, and organising materials and activities. It meant that materials design was not only how the teacher would deliver the material that had been chosen but also the teacher should have created by him/herself the material included all the activity that would be done

in the class without forgetting the essence of ESP.

Since ESP focused on specific, purposeful uses of language, it was common practice that materials designed for teaching ESP were directly targeted at a particular learner group and/or related to their reality. That was why an ESP lesson should be taught to a particular learner or learner group who shared common background, job, or culture. Alongside the course specialisation, there were also some additional factors that needed to be taken into consideration as they were likely to influence the design and used of ESP materials. They included the following variables:

1. Type of institution, e.g. enterprise or university
2. Context, e.g. ESL or EFL educational context
3. Classroom setting, e.g. traditional classroom or conference room
4. The use of information technology (IT)

5. Learner qualities, e.g. proficiency level
6. Group make-up, e.g. heterogeneous/homogeneous proficiency levels
7. Teacher qualities, e.g. experience, expertise in the specific content area (Barnard & Zemach, 2003).

All of these factors needed to be considered as part of needs analysis before needs-specific materials were selected, designed and used. The resultant ESP materials – designed and/or selected – reflected the teaching practitioner's view on the nature of language and learning for it gone without saying that developing or choosing a set of materials for an ESP class, teachers made conscious or sub-conscious statements related to what according to them language learning was and how they felt about the learning process.

Accordingly, methods and tools available to the ESP teacher were the ones that were used in general ELT and draw on the following approaches:

1. Activity-oriented approach, which stressed the interdependence of language and context;
2. Skill-oriented approach, the objective of which was the development of receptive and/or productive skills;
3. Genre-oriented approach, where language learning focused on texts representing different genres;
4. Task-oriented approach, in which learners perform tasks inspired by real-life communicative activities in professional settings; (Gajewska i Sowa, 2014).

Thus in the literature of the subject, the term ‘authentic’ had been employed to describe language samples – oral or written – reflecting naturally used language forms that were appropriately based on the cultural and situational context (Rogers & Medley, 1988).

Referring to Canale and Swain’s (1980) classification of competence, they contended that authenticity of competence involved the learner’s performance that

closely corresponded to the performance of native speakers.

Furthermore, there were some principles which would guide the teacher in the actual writing of the materials:

1. Materials provided a stimulus learning
2. Materials helped to organise the teaching-learning process, by providing a path through the complex mass of the language to be learnt. Good materials should, therefore, provide a clear and coherent unit activities in such a way as to maximise the chances of learning.
3. Materials embodied a view of the nature of language and learning.
4. Materials reflected the nature of the learning task.
5. Materials could have a very useful function in broadening the basis of the teachers to new techniques.
6. Materials provided models of correct and appropriate language use.

Tourism was often described as 'the pleasure industry' or 'the welcome industry'. It was an industry where communication was the key feature. It was also an international industry and would involve a range of inter-cultural encounters. The language of this industry was quite clearly English in an international context, but it was also the language of meeting needs, of providing high levels of service, of understanding people, of delighting people, of solving problems.

Hunziker & Kraft (1941) noted that tourism totally of the relationship and relationship arising from the travel and stay of non-resident, insofar as they did not lead to permanent resident and were not connected with any earning activity.

It may be concluded and identified some basic features or characteristic of tourism regarding to Fathoni (2012, p. 8) as follow:

1. Tourism involved the element of traveling and movement both along someone or some people trip to

destination and doing some activities in that destination.

2. Their movement, trip and long stay in the destination is temporary
3. Apparently, their activities in the destination were temporary and different from local inhabitants and they did not come to get money (profitable) but otherwise they must had spent their money along the trip and traveling in the destination for their services and pleasure they got.

When people prepared their vacation, such as book flight and or hotel, they might found some tourism technical term such as departure lounge, immigration, baggage, visa, porter, reservation, and many more. The people should have understood what the term meant so when they were in vacation, they will not feel confused when they heard those several terms.

Moreover, a person who worked in tourism industry must had known well all the technical terms of tourism. It would be odd if the employee in tourism industry did

not comprehend the terms of tourism because it may have caused the service to the tourist would be turning bad. That was why, English for Tourism needed to be taught to the students before they enter tourism industry in real context.

The researchers uses communicative approach or simply communicative language teaching (CLT) to design the materials. This approach focuses not only on language structures but also on communicative aspects. As Littlewood (1981) said that the main characteristic of communicative language teaching are considering functional and structural aspects, then combining them into communicative view.

Communicative approach can be implemented in some level (Richards & Rodgers, 2001):

1. Theory of language

Communicative language become communicative competence as the view.

2. Theory of learning

“This theory encourages an emphasis on practice as a way of developing communicative skills”

3. Objectives

The objectives of this approach covered the domain of reading, writing, speaking, and listening. Each of them should be approached by this approach.

4. The syllabus

The syllabus reflects notions, functions, and communicational activities.

5. Types of learning and teaching activities

“The range of exercise types and activities compatible with a communicative approach is unlimited, provided that such exercises enable learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction”

6. Learner roles

The roles of learner is as negotiator. It relate among the self, learning process, and the object of learning.

#### 7. Teacher roles

Here, teacher has two roles, as a facilitator and an independent participant.

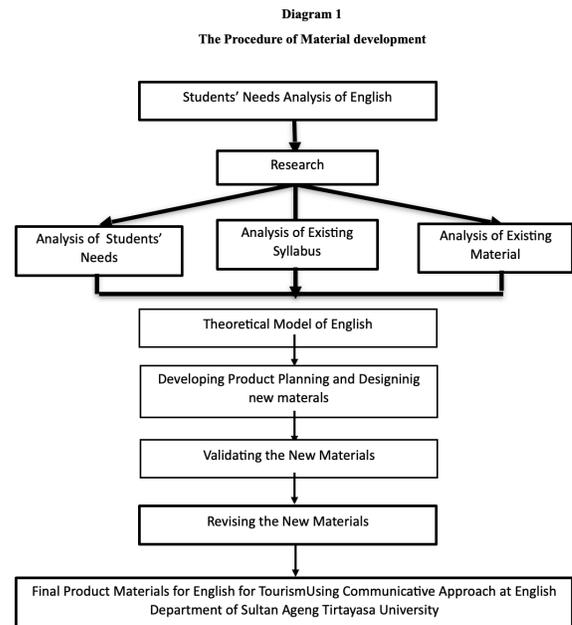
#### 8. The role of instructional materials

Materials should promote the primary role of communicative approach. There are three kinds of materials in communicative approach, text-based, task based, and realia. In this research, the reserachers used task-based materials as a model of material.

### Methods

This research was conducted based on educational research and development (R & D) from Borg & Gall (1983). Among ten steps proposed, the researchers adapted only eight steps on designing ESP material for Tourism Students of English Department of Untirta, they are (1) analysing students' needs to identify the problem, (2) analysing the existing syllabus, (3) and the existing materials for tourism students', (4) those three steps

were analysed descriptively to find out the theoretical model of English material for tourism which can be used to the tourism students, (5) product planning and designing new materials, (6) then continued validating the new materials to the experts, (7) revising the new materials, and (8) final product material. Following is the illustration:



The researchers used credibility as the trustworthiness of the data in this research. Credibility refers to confident in the truth of the data. This research was credible because the researchers

themselves collected the data from the field by doing persistent observation, the researchers follow-up interviews continued to collect the authentic work text, and visit to the workplace to learn about the user needs. The dependability of the data was established by the fact that the data were not artificial. These recording is transcribed for transferability in which they can be audited for an analysis.

In this research, the researchers used triangulation of source and method. In triangulation of source the researchers used questionnaires, interviews and documentation. Then to make sure about the credibility of the data the researchers conducted interview to the students, lecturer, and stakeholders. While doing triangulation of method, the researchers used three methods, they are questionnaires, interviews and observation of documentations.

### **Instrument**

This research used questionnaire as the research instrument. It was a form that contained a set of questions on a topic or group of topics designed to be answered by

the respondent. The respondents were the subjects of field testing of the study. The answers provided by the respondents constitute the data for the research.

The Instrument that was used was material questionnaire of validation by expert judgment and students' responses questionnaire. Questionnaire of validation was used to test the material's feasibility which had been designed. Questionnaire of validation was made in order that the researcher knew some suggestions and revisions should had been made by the researcher. This questionnaire was given to the current English for Tourism lecturer.

The instrument of questionnaire validation is adopted from Nikmah ( 2014). In the instrument of material expert pointed about aspects related to instructional materials covering aspects learning materials and contents.

**Table.1**  
**Instrument of questionnaire validation**

Aspect	Indicators	Number	Numbers
Standard Competence	<ul style="list-style-type: none"> <li>a. Conformity with the formulation of the basic competencies</li> <li>b. The accuracy of the translation of basic competence indicators</li> <li>c. Clarity formulation indicator</li> <li>d. Measurable indicators</li> <li>e. Conformance with indicators of cognitive development of students</li> </ul>	1, 2, 3, 4, 5	5

Learning Material and Process	<ul style="list-style-type: none"> <li>a. Truth content / learning materials</li> <li>b. Systematic preparation of lesson plans</li> <li>c. Conformance of learning materials with indicators</li> <li>d. The selection of strategies, approaches, methods and means of learning is done appropriately, thus enabling students actively learn</li> <li>e. The clarity of the activities of teachers and students at every stage of learning</li> <li>f. Activities of teachers and students defined clearly and operational, so it was easy to be implemented by the teacher in the learning process</li> <li>g. Provide opportunities for students to ask questions and submit ideas</li> </ul>	6, 7, 8, 9, 10, 11, 12,	7
Language	<ul style="list-style-type: none"> <li>a. The use of language in terms of the rules of English usage</li> <li>b. The simplicity of the sentence's structure</li> </ul>	13, 14	2
Time	<ul style="list-style-type: none"> <li>a. Compatibility of time allocation</li> <li>b. Details of the time for each stage of the learning</li> </ul>	15, 16	2
Closing	<ul style="list-style-type: none"> <li>a. Directing students to make a summary of learning materials</li> <li>b. Giving homework assignments</li> </ul>	16, 17	2

Meanwhile, students' responses questionnaire was used to see the students' response towards model of EFT material which had been designed. In this research, the researcher used enclosed questionnaire where the question already provided the answer so that the respondents chose directly to the answer.

**Table 2. Instrument of students' responses questionnaire**

Aspect	Indicators	Number	Numbers
Motivation	Interest	1, 2, 3	3
Material	Understanding the Material	4, 5, 6, 7, 8	5
Utility	Impact to the Students	9, 10	2

The feasibility is tested by expert judgement according to Purwanto (2008, p. 102):

$$NP = \frac{R}{SM} \times 100\%$$

NP : Percentage score

R : Score

SM : Maximum score

The score was interpreted based on its criteria as follows:

**Table 3.3  
Program feasibility criteria**

0-20%	Very Low
21-40%	Low Feasible
41-60%	Quite Feasible
61-80%	Feasible
81-100%	Very feasible

Source: Akdon, 2012, p. 89.

Students' response was processed through the following formula:

$$P = \frac{n}{N} \times 100\%$$

P : The percentage of students' response

n : Students' score

N : Total score

Source: Arikunto, 2012, p. 113.

After that, the data was converted into each criteria as follows:

**Table 4.  
Program of students' response criteria**

81-100	Very Good
61-80	Good
41-60	Good Enough
21-40	Low
0-20	Very Low

Source: Akdon (2012, p. 89)

## **Findings and Discussion**

### ***The Result of Need Analysis***

A needs analysis had been done to reveal what students need before the course of ESP especially English for Tourism was started. Needs analysis was done by providing the students the questionnaire which contained some question about their necessities, lacks, and wants. The Needs Analysis questionnaire contained the question about their motivation to learn English for Tourism, which skill they wanted to emphasize during the course, their opinion about what the course was going to be, and what activities they would like to do during the course.

The data was collected from 30 students from three classes where 10 students were taken randomly from each class in semester 4. There were 12 enclosed questions that they should answer. Question number 1 was about their motivation or they reason to learn English for Tourism. There were four choices that had been provided. The result was; 10 from 30 students (33%) answered for study, 8 students (27%) answered for work, 6

students (20%) answered for training, and 6 other students (20%) for some other purposes.

Question number 2, during the future tourism class, students were asked which skill they would like to emphasize during the course. The choices of the question were; reading, grammar, writing, vocabulary, speaking, and listening. From 30 students, 26 students (87%) choose speaking as the skill they wanted to emphasize most, 2 students (7%) choose vocabulary and the rest choose grammar and writing each 1 student (3%).

Similar with the question number 2, the question number 3 asked a question related to their skills as well. However in the question number 3, the students were asked which skills they wished to develop more in English for tourism class. In fact, there was one student who picked two choices of the question number 3 where he should pick his choice only one so his answered was considered as invalid. So, the respondents of the question number 3 was calculated 29 respondents. For the question number 3, 17 students (59%)

answered speaking, 9 students (31%) answered vocabulary, 2 students (7%) answered writing, and 1 student (3%) answered reading.

Question number 4 talked about students' opinion about learning activity they would love to do during tourism class. From seven choices which were provided, only 3 of them were chosen by the students. They are; 22 students (73%) choose they prefer doing -out-of-class project, 6 students (20%) choose they prefer doing group work, and 2 students (7%) prefer for doing individual work. Meanwhile the activities that were selected by none as follow: doing pair work, doing whole class work, doing role-plays, and watching related videos.

Question number 5 asked the students what kind of role of the teacher they like. There were 2 students who did not fill their answers so the respondents of this question was calculated as 28 students. There were two choices; the first was the role of the teacher as facilitator and guide and the second one was the role of the teacher as someone in controlling

everything in class. Most of students (25 students which means 89%) choose the first option, and the rest (3 students, 11%) prefer for second option.

Question number 6 was about the media they would like to use in tourism class. The answers were very varied. The medias were chosen from the most frequently selected to the least; realia (13 students, 43%), video (11 students, 37%), picture (5 students, 17%) and audio (1 student, 3 %).

Question number 7 until number 12 asked students what kind of task or activity they would like to do for each skill applied in tourism class. Question number 7 was for reading section. From 30 students, 13 of them (43%) choose 5W+1H as the task the would like to do most, 10 students (33%) would like to do multiple choice, 4 students (13%) choose Yes/No task, 2 students (7%) choose True/False, and one student (3%) who choose alternative task.

Question number 8 was writing section. There were 6 tasks and or activities

where provided to choose. They are: reflective writing, problem solving, explaining ideas, explaining processes, creative writing, and definitions. The result of the questions as follow (mentioned from the most selected to the least): reflective writing and problem solving was 9 students (30%) for each, explaining ideas (8 students, 27%), creative writing (3 students, 10%), and none choose definitions (0 students, 0%).

Question number 9 was vocabulary section. There were five option which were provided. The most selected activity was match the word and picture by 15 students (50%), and then the rest choose the correct word (9 students, 30%), match word with definition (3 students, 10%), categories (2 students, 7%), and complete the gap (1 student, 3%).

Question number 10 was grammar section. There were five option were provided but there was one option of the activity (complete the gap) which had been selected by none. Meanwhile, choosing the correct option and word formation became two most favourite task or activity which

had been selected by 10 students each (33%), 6 students (20%) prefer for doing sentence formation, and the rest was write words to complete a text was chosen by 4 students (13%).

Question number 11 was listening section. From four option of the tasks or activities in listening section, there was one option which was selected by none. It was empathic listening. For the rest three, 17 students (57%) choose comprehensive/ active listening, 7 students (23%) choose appreciative listening, and 6 others (20%) choose critical/analytical listening.

The last one was question number 12 about the tasks or learning activities the students would like to do in speaking section. There were six option of tasks and activities. They were: Acting from a script, communication games, discussion, prepared talks questionnaire, and simulation and role-play. Meanwhile, questionnaire was selected by none. Furthermore, communication game was the most favourite among the others, selected by 11 students (37%), 7 students (23%) prefer doing simulation and role-play, 6

students (20%) choose discussion, and acting from a script and prepared talks were selected by 3 students for each (10%).

### ***The Result of Interview***

The second type of assessment instrument in addition to the needs analysis questionnaire was an oral interview. There is a need for this second data collection instrument as questionnaires can only provide the curriculum designer with superficial data regarding learners' needs. Witkin & Altschuld (1995) suggest we should use more than one data collection method to have a more reliable understanding of students' needs to develop a course. Richards & Rogers (2001) proposes that an in-depth analysis of students' levels and needs can be made by means of interviews.

Besides interviewing the students, in answering research question stated in the previous chapter researchers interviewed the official government of Tourism Department of Serang Regency. The interview was intended to get detail information dealing with government policy related to tourism world. It is in the

line with the aim of this research: Developing syllabus for tourism. Thus, it is hoped that by having more information, researchers can develop an ideal syllabus.

The interview had five main questions. The first question dealt with the amount of international tourists who visited Banten province, especially in Serang regency. He explained that there was no international tourist who visited in Serang Regency. He gave more explanation that it was because of some reasons. First, it was natural disaster. Flood was one of natural disasters happened in the previous years. It caused some roads heading to tourism objects blocked. This condition could be avoided to stop their travelling. The flood affected not only the travel agents but also the food traders in the tourism spot. The travel agents could not promote the tourism package both personally and groups because the way did not support the bus or other vehicles reach there. Second was the price of the food. This case had very tight relationship with local people live in tourism area. They sometimes made a wrong decision to raise the price of the

food they sold. They had a short consideration that by increasing the price they would get more advantages. However, they never thought that by doing this, it can have bad impact for travellers or tourists. The tourists may buy the food or other products, yet it just happened once. They would not buy the food anymore because they had prepared from their home or provided by travel agents. Event, the tourist did not want to visit there anymore. The last was the tourism road. Frankly, it must be admitted that the success of tourism is supported by many aspects. One of them is good road. The condition of the road can be considered whether the tourists want to go or not. It is because most of tourists want to enjoy their travelling. It cannot be imagined if they go to a certain place with the poor road. They will feel very stressful as long the journey. It means that they will not get satisfaction but extremely tiring. Thus, by looking at the real condition, many tourists especially international tourists tended to reject to go to some tourism areas located in Serang. It was because the poor road.

The second question was about government effort to handle tourism problems. Indeed, Serang regency has many promising tourism spots. It has some beaches, islands (Tunda Island, Empat Island, etc) mountain, and some others. However, he, the official government of tourism department, said that there were many factors that must get attention. First was dealing with government involvement. It will be very hard for the local government, in this case is tourism department, to work alone in supporting and developing the tourism objects. There must be a Memorandum of Understanding among related offices (*Dinas Pekerjaan Umum, Dinas Tata Kota*). The road would be safe if along the road was equipped by the lamps or others signs. It will be beneficial not only for the travellers but also the environment. They could drive safely in any condition. Second was about human resources. It seems to be a hard homework for the government to educate the people especially local people. Sometimes, the local people did not realise that their area had become a tourism area.

They behaved as if they did not care about the new environment. This condition can trigger misunderstanding between local people and new comers. Third was the way to promote a tourist attraction. It is not something strange that promotion is a vital way in making tourism area becomes popular. For this, government should promote the object through many ways: Newspaper, magazine, internet or other media to get attention for people from other city or country.

The third question dealt with the government's effort to educate local people. As discussed in the previous point local people became a vital aspect in tourism world. For this, government had some programs addressed to the local people development. First, government conducted a short course related to public awareness in terms of tourism. In this case government educated, informed, and shared the importance of living in the tourism object. Second, for making government's program became real, there was a short course how to be a good tour guide. It was intended to educate them to

promote and guide tourists. The last, government invited the leaders of village to discuss how to explore and expose the potential tourism object in their area.

The fourth question was about the skills that should be possessed by the people. Tourism is identical to hospitality and pleasure. Thus, people who concern with this area should have some skills to support them in facing tourism world. Those skills include personality, hospitality, manner, behaviour, language, and knowledge. By having these skills, people could be a good front liner to welcome tourists both local and international.

The last question was about the program to train skilled people. After getting more information taken from the first until the fourth questions, government had a special program to increase human resources. It was said that by upgrading them, it would have positive impact both for local people and tourists.

Analysing the result of interview, researchers are going to develop a syllabus

for tourism subject. This syllabus will be applied to the university students. In this development, researchers have a high intention to plan, prepare, and produce skilled students. In the future, these students can take part in developing tourism world.

***The Steps of Designing a Model of of English for Tourism (EFT) Material Using Communicative Approach***

A. Planning

This step included stating the objectives of the lesson, basic competence, indicators, and flow chart. All of the elements above were decided based on the result of needs analysis.

B. Designing preliminary a model of EFT material

This step included of the development of flow chart that had been decided before. The material was developed as a chapter without forgetting the essential of communicative approach, basic competence, and each indicator. In this step, there were several revisions. The

material was focused on encouraging students to be actively learn and always try to analyse the content of the material by themselves. In the beginning of the chapter, there was a small warm-up discussion to remind the students why they chose the course and why they actually should have chosen the course.

The chapter was designed for four meetings although it is flexible based on the need and time availability. The basic competence and indicators were stated clearly on the beginning of the chapter as the guide for the students. The chapter was divided into 4 units where each unit had different activity each other. The material provided video and slide presentation as learning aids. Every content that was not written on the material sheet showed on video or slide presentation. Besides that, the students will study independently since the video showed them indirectly all they need to know about tour guiding. Shortly, the material which was written on the paper was only the surface of core material. The core material itself should be extracted

by the students themselves with the guide of the lecturer.

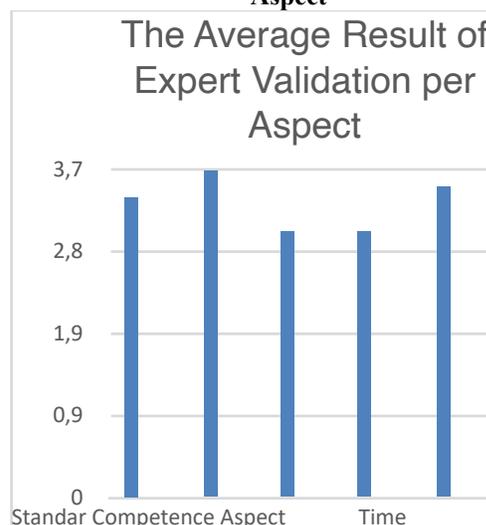
In every lesson, students were asked frequently to state their opinions based on what they have found. This was related to the communicative approach which was used to make the students actively learn and do not hesitate to state their own ideas. In the end of the chapter, students did one of the most used technique in communicative approach, role play. They did the role in group based on what task or topic they have been got. Besides the use of communicative approach, the material was also used task-based. Most of the materials were assignment for the students to search the information by themselves as it was mentioned before.

After the designing of a model of EFT material had been done, the next step was doing expert validation. The expert who validated the designed material was Hikmah, the currently English for Tourism's lecturer. The instrument of questionnaire validation is adopted from Nikmah's (2014) study which titled "*Developing Moodle-Based Interactive*

*Online Media to Teach Narrative Reading*". In the instrument of material expert pointed about aspects related to instructional materials covering aspects learning materials and contents.

Specifically, the elements which had been validated were; standard competence, learning material and process, language, time, and closing. The chart below showed the result of expert validation per aspect:

**Diagram**  
**The Average Result of Expert Validation per Aspect**



The standard competence got average 3.4 of 4. Learning Material and Process got average 3.7 of 4. Language aspect got average 3 of 4. Time aspect got average 3

of 4. Closing aspect got average 3.5 of 4. Meanwhile, the revision which should have done was every chapter must be divided into sub chapter. After that, all of the data which had been gotten from the expert validation was calculated in to following formula:

$$NP = \frac{R}{SM} \times 100\%$$

NP : Percentage score  
 R : Score  
 SM : Maximum score  
 Source: Purwanto, 2008, p. 102

The score could be interpreted based on its criteria as follows:

**Table 4.2**  
**Program feasibility criteria**

0-20%	Very Low
21-40%	Low Feasible
41-60%	Quite Feasible
61-80%	Feasible
81-100%	Very feasible

Source: Akdon, 2012, p. 89

Furthermore, the result of calculation was:

$$NP = \frac{R}{SM} \times 100\%$$

$$= \frac{59}{68} \times 100\%$$

$$= 86.76\%$$

The result showed that the model of EFT material which had been designed was very feasible to be applied in classroom.

### C. Preliminary Testing the Model of EFT Material

The field trial consisted of a small group trial in order to determine the feasibility and appropriateness of the use of instructional design by seeing the responds of the user. At this stage the target students were shown and were inform about the instructional material which had been designed. The target students were informed how the course or learning process would be going. The target students were also shown the steps of lesson, the learning aids, the approach would be used, and the evaluation.

After that, the target students were provided questionnaire in order to see their responds about the instructional material. Students' responses were processed through the following formula:

$$P = \frac{n}{N} \times 100\%$$

- P : The percentage of students' response  
 n : Students' score  
 N : Total score

Source: Arikunto, 2012, p. 113.

After that, the data was converted into each criteria as follows:

**Table 4.3**  
**Program of students' response criteria**

81-100	Very Good
61-80	Good
41-60	Good Enough
21-40	Low
0-20	Very Low

Source: Akdon (2012, p. 89)

Furthermore, this formulation was the result of students' responses questionnaire:

$$\begin{aligned}
 P &= \frac{n}{N} \times 100\% \\
 &= \frac{947}{1.200} \times 100\% \\
 &= 78.9\%
 \end{aligned}$$

As can be seen from the formulation, the students' responses toward the instructional material was good.

## Conclusion

Based on the research which had been done, it could be concluded that the running materials of English for Tourism are based on lecturer's assumption. The model of material of English for Tourism was designed based on the development of design by Gall *et al.* (2003). The steps were; needs analysis, planning, designing preliminary a model of speaking material of EFT (included expert validation), field testing, and the revision of material. Based on the expert validation, the model material of English for Tourism falls into very feasible category with the percentage of 86.76 %. The teaching material based on the results of the students responses by the percentage is in the category of good (78.9 %). Based on the validation both from expert and students it could be concluded that a model of EFT material using communicative approach was feasible to be applied in English Department of Sultan Ageng Tirtayasa University.

## Recommendation

This instructional material was limited only on main product revision. It

could be better if the research was done until final product revision in order to design the more complete material. There was should be a further development using another approach. Since the model of material was only for limited user, it could be developed for the wider user worked with the researcher. It was hoped that the students could implement the material. Students also not only focused on the provided learning material since there was many resources which were compatible and suitable for them.

## REFERENCES

- Akdon, R. (2012). *Rumus dan Data dalam Aplikasi Statistika*. Cetakan Bandung: Alfabeta.
- Anthony, L. (1997). Defining English for Specific Purposes and the Role of the ESP Practitioner. Available [www.laurenceanthony.net/abstracts/Aizukiyo97](http://www.laurenceanthony.net/abstracts/Aizukiyo97)
- Dudley-Evans, T., & St John, M.J. (1998). *Developments in English for specific purposes- a multi-disciplinary approach*. Cambridge: Cambridge University Press.
- Arikunto, S. (2012). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta
- Canale, M., & Swain, M. (1980). Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing. *Applied Linguistics*, 1, 1-47.
- Dudley-Evans, T., & St John, M.J. 1998. *Developments in English for specific purposes- a multi-disciplinary approach*. Cambridge: Cambridge University Press.
- Fathoni, A. (2006) *Metodologi Penelitian dan Teknik Penyusunan Skripsi*, Jakarta: Rineka Cipta.
- Fathoni, A. (2000) *Metodologi Penelitian dan Teknik Penyusunan Media Pengajaran*. Bandung: Sinar Baru Algesindo.
- Furey, P. R. (1983). Considerations in the Assessment of Language Syllabuses. In *Trend in Language Syllabus Design*, ed. John A.S Read. Singapore: Singapore University Press.
- Gall, M. D., Borg, W. R., & Gall, J. P. (2003). *Educational Research: An Introduction (7th ed.)*. White Plains, NY: Longman.

- Graves, K. (2007). *Designing language courses: A guide for teachers*. Boston: Heinle & Heinle.
- Hutchinson, T. & Waters, A. (1987). *English for Specific Purposes*. Cambridge: Cambridge University Press.
- Iwai, T., Kondo, K., Limm, S. J. D., Ray, E. G., Shimizu, H., & Brown, J. D. (1999). *Japanese language needs analysis*. Retrieved from <http://www.nflrc.hawaii.edu/Networks/NW13/NW13.pdf>
- Littlewood, W. (1981). *Communicative Language Teaching*. Cambridge: Cambridge University Press.
- Masnoneh, N. (2019). THE MECHANISM OF LANGUAGE DEATH: A REFLECTION TO OUR LOCAL LANGUAGE, *MAKNA: Jurnal Kajian Komunikasi, Bahasa dan Budaya*, 4 (1), 84-95.
- Nikmah, M. (2014). *Developing Moodle Based Interactive Online Media to Teach Narrative Reading (A Study at X Grade Students of SMA Negeri 13 Semarang in the Academic Year of 2014/2015)*. Undergraduate (S1) thesis, UIN Walisongo.
- Nunan, D. (2005). *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.
- Rahman, M. (2015). English for Specific Purposes (ESP), *A Holistic Review*, 3(1), 24-31. <http://doi.org/10.13189/ujer.2015.030104>
- Richards, J. C & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching*. New York: Cambridge University Press.
- Songhori, M. H. (2008). Introduction to Needs Analysis. *English for Specific Purposes world, Issue 4*, 1-25.
- Tomlinson, B. (2012). Materials development for language learning and teaching. *Language Teaching*, 45(2), 143-179. doi:10.1017/S0261444811000528
- Witkin, B.R. & Altschuld, J.W. (1995) *Planning and Conducting Needs Assessments A Practical Guide*. Newbury Park: Sage Publications.
- Yusup, H. (2019). ENGLISH IN INDONESIA: THE LANGUAGE OF GLOBALLY-SHARED POPULAR CULTURE (GSPC). *MAKNA: Jurnal Kajian Komunikasi, Bahasa dan Budaya* 5, (2), 84-102.

