

An Analysis of Student Needs In English Tourism Class At Sekolah Tinggi Pariwisata Mataram

Lalu Mohamad Iswadi Athar
is.wadi@yahoo.co.id
Sekolah Tinggi Pariwisata Mataram

Abstrak

The research design is qualitative descriptive . The purpose of this research are first to analyze the English learning needs of students in English Tourism class. The subjects of this research are students of Sekolah Tinggi Pariwisata Mataram on second semester in academic years 2025-2026. In this study, researcher used the needs analysis to find what are the need, lacks, and want of students in learning English. The instruments that used in this study are questionnaires, interview. The result of the research shows that there are some main processes need in teaching of English Tourism, they are Career-Oriented Curriculum, Practical Training, Industry-experienced Instructor, Project Based-Learning, Internship and Work Placement, Soft Skill Development, Seventh, Assessment and Certification, the last, Continuous Improvement.

Kata kunci: *Student needs; English Tourism*

1. Introduction

English for Tourism is a discipline within the field of English for Specific Purposes (ESP). English for Specific Purposes (ESP) is a learner-centered approach to teaching English as a foreign or second language and designed to meet the needs of most learners who have to learn a foreign language for use in their specific disciplines, such as science, technology, medicine and academic learning. The requirement of an ESP approach to course design would be Needs Analysis (NA), since it involves the awareness of a target situation. According to Hutchinson and Waters (1992), learners know particularly the reason why they are learning a language and it is the consciousness of a need that ESP figures out. Needs analysis is a progressive term which is conducted before, while and after a language program. Scholars have diverse views on the description of needs analysis; however several of them perceive needs analysis as an approach mirroring the requirements, desires and needs of learners in their subject area (Fadel and Elyas, 2015). Within an educational framework, a learner needs analysis enables individuals to evaluate their current knowledge, skills, and competencies relative to their desired learning outcomes. This approach aligns with the principle that adult learners demonstrate higher engagement and efficacy when the educational content directly corresponds to their specific learning objectives and personal rationale for study.

Due to meet the students' subject, it is necessary to design English subject materials that suit students' needs. Before carrying out the analysis, refers to (Hutchinson & Waters, 1993) said that the difference between target needs and learning needs must be identified. Target need means three useful terms that are necessities, lacks, and wants. Learning needs knowledge and abilities which are needed by students in target situations. To achieve learning as expected and appropriate in the real industry sector, attention to student's learning needs are essential to ensure that the learning process is effective and aligned with the plan. This is consistent with the andragogy principles (adult learning system), that emphasizes the

individual or group will be motivated to learn and acquire knowledge if the material presented is relevant to their needs. Therefore, the student's needs are a crucial indicator that determines the achievement or failure of a learning objective.

In other hands, the activity of analyzing students' learning needs is necessary in order for their learning activities are perceived as part of their lives, thus making the learning experience more meaningful. It is important to realize that students' learning needs are highly diverse, as each individual tends to have different learning needs. Therefore, the analysis of students' learning needs should be conducted both in groups and individually. The results of this analysis can be used as input in the development of learning objectives, materials, media, and evaluation, so that students' learning experiences are more optimal and in line with expectations.

Teaching English for Tourism process is very important in developing students' English skills at Sekolah Tinggi Pariwisata Mataram. Teaching process is considered as the foundation of teaching in term of students' understanding, the results of good teaching process is to assist lecturer in identifying students' professional needs in terms of language skills(Muladi, A. P. Wibawa, & K. M. Moses, 2017).

2. Research Method

This research employs descriptive qualitative approach because trying to describe the learning needs for students, those related to the mastery of certain knowledge and skill as provisions when they work. The instrument used questionnaire and interview. The questionnaire distributed to the students that have answer which can be directly selected and the interview aims to collect deep information related to the purpose of research. The participants are the students of Second semester of English For Tourism at Sekolah Tinggi Pariwisata Mataram in academic years 2025/2026. The total they are 27 who were completed general Basic English.

3. Result and Discussion

a. Result

This section outlines the study's results and discussion, which aimed to examine Tourism Studies. To gather data on students' needs, both questionnaires and interviews were administered to the research subjects. The findings were subsequently categorized into three dimensions—necessities, lacks, and wants—following Hutchinson and Waters' (1987) framework of needs analysis.

Based on interview by researcher to lecturer shows that there are some students need in tourism class.

1) Focus on career output

"In tourism English classes, the lecturer showed how a career-focused curriculum can be applied, using hospitality management as an example. The process focuses on specific language skills, like customer service phrases and industry terms, using real-world materials such as hotel brochures. Through role-playing activities and projects like creating a hospitality guidebook, students practice language skills in scenarios relevant to their future careers. Guest speakers from the hospitality industry and industry visits provide firsthand insights. I guide students in crafting resumes and

conducting mock interviews, emphasizing language proficiency for the hospitality sector."

It means that networking opportunities and continuous feedback during activities ensure students are well-prepared for successful communication in careers like hospitality management.

2) Practical training

In the English tourism class setting, the lecturer need integrates practical training into English teaching process through a range of hands-on strategies.

"I design industryrelevant projects that mirror real-world tasks, enabling students to apply English language skills in contexts directly.related to tourism fields. Engaging students in simulations and role-playing activities allows them to navigate workplace scenarios, fostering language proficiency in practical situations."

The lecturer facilitates internships and work placements, providing students with firsthand experience in using English professionally. Assigning job-related tasks, such as drafting emails or creating reports, aligns language learning with practical vocational expectations. Leveraging interactive learning tools, technology, and guest speakers from relevant industries further enrich the practical training experience.

Furthermore, organizing field visits to industry partners and facilitating collaborative projects with local enterprises promotes an interdisciplinary approach that integrates English language instruction with vocational training. Concurrently, delivering constructive feedback and fostering reflective practice allow students to appreciate the practical utility of their language skills within authentic professional environment.

3) Industry-experienced Instructor

As an English teacher with industry experience the lecturer said that,

"I seamlessly integrate my practical insights and industry relevant knowledge into my English lessons to bridge the gap between the classroom and the workplace. Drawing on my professional background, I infuse real-world examples and scenarios into lesson plans, ensuring that the content directly relates to the skills and communication needs essential in various industries."

The English Tourism teaching process is thoughtfully tailored to cater to the specific needs of students embarking on various career paths. The curriculum is contextualized to align with their chosen vocations, incorporating industry-specific vocabulary and communication skills relevant to their future professions. With a focus on practical language skills, students engage in activities to enhance reading job-related texts, writing reports, and practicing workplace conversations. Emphasis is placed on developing effective listening and speaking abilities, enabling students to confidently participate in group discussions, role-plays, and presentations. For vocational fields such as technology, healthcare, or engineering, English classes may incorporate technical language proficiency to ensure students can communicate effectively about industry-specific concepts.

Furthermore, language support may be offered to students during internships or work placements, facilitating seamless communication with colleagues and supervisors. Project-based learning allows students to apply their language skills to real-world vocational scenarios, honing their problem-solving capabilities. Cultural awareness and cross-cultural communication are also emphasized, preparing students for diverse and international work environments. Through language assessments and the integration of technology, the English teaching process aims to equip students with the language proficiency and confidence needed to excel in their chosen careers, ensuring they are well prepared for success in their respective fields.

4) Soft Skill Development

In the English for tourism class setting, particularly within the tourism major, the teacher purposefully integrates the development of essential soft skills into my English teaching process. Recognizing the significance of communication, teamwork, time management, and problem-solving in the tourism industry,

4. Discussion

The curriculum is described as a set of ideas and procedures about the goal, subject, and elements instruction, according to Law No. 20 of 2003 on National Education System. The method is used as a road map for implementing learning activities in order to accomplish a certain educational aim.

English for specific purposes (ESP) is teaching English that is relevant with the students' area. The word "specific" shows special linguistic needs in learning English and special area as aim why the students learning English. Therefore ESP course tries to facilitate the students in learning English to support them in all activities in special area. it refers to a situation where students have some specific reason for learning a language. The communicative trend in teaching and learning English has resulted in different reasons for acquiring proficiency in this language. Day-to-day communications, academic or business purposes, and English for Special Purposes are made with all of this in view.

5. Conclusion

English lecturer provide materials for the students by using the authentic material that related to Tourism terms like the dialogue using tourism terms to fulfill the learners need. The activities in the learning process need to be adjusted to students' needs, the activities need to be able to explore students' English skills and require the students to be more active. Second, for further researcher who wants to conduct the same research can collect more information in needs analysis. It will make the investigation result more effective. Lastly, the further researcher also can explore students' needs of other majors such as political science, economic, nurse and chemistry science. It will be very useful for those who want to design English teaching materials. Based on this research, it showed that there are some main processes need in teaching of English Tourism, they are Career-Oriented Curriculum, Practical Training, Industry-experienced Instructor, Project Based-Learning, Internship and Work Placement, Soft Skill Development, Seventh, Assessment and Certification, the last, Continuous Improvement.

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