



**SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN
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INTEGRATING LOCAL-BASED TOURISM CONTENTS FOR ESP INSTRUCTIONAL MATERIALS DEVELOPMENT: A NEEDS ANALYSIS IN ENGLISH FOR TOURISM COURSE Siti Maria Ulfa, M.Pd. mumun_pasca@yahoo.co.id STKIP PGRI Bangkalan Abstract: **English for Specific Purposes (ESP)** for Local Tourism was not previously developed at English Department STKIP PGRI Bangkalan. One of the compulsory courses for the English department students is English for Tourism with the aim to provide exposure of tourism English context.

The current curriculum still applying textbook teaching has led to unavoidable problem of communicative competence for the students. **This study aims to** uncover the real world English context in local-based tourism using several types of needs analysis from several scholars comprising Present Situation Analysis (PSA)-(Robinson, 1991), Target Situation Analysis (TSA) - (Robinson, 1991), and Learning Needs - (Hutchinson & Waters, 1987).

This study was conducted toward 91 students as soon as they have undertaken the course of English for Tourism for their future employment in tourism. The result of this analysis becomes a recommendation for the course developer in developing the suitable instructional materials with the principles of Contextual Teaching and Learning (CTL) and local area tourism potentials.

Keywords: Needs analysis, Materials development, ESP, local-based tourism **The issue of English for Specific Purposes (ESP)** has been developed since 1960s and key point of the instruction is supposed **to be based on** learner needs. As many people mislead, ESP is not the ease of 'special varieties' of English (Hutchinson & Waters, 1987) that discusses special terms in different field of study, it is how particular English is used in specific

context based on what the learners needs in the future employment.

In other words, we can say that all language is for specific purpose and they are learned in several contexts or even another context (Basturkmen, 2008). Learners' needs must be uncovered to achieve the context of language that is eventually matched with the course instruction. It frequently happens that there is a mismatch between the currently used instructional materials and the future content of English that students need to possess.

The contents that 'sounds' unauthentic leads to the misleading goals of learning as it is planned in the course objectives. To troubleshoot the problems of the ESP instructional materials design, Harmer (2007:369) argues that ESP instructional materials type must be integrated or called as multi-ESP instructional materials ESP textbook materials. Communicative compete is derived from the combination of more than one type of ESP textbook materials.

Students are supposed to be conditioned in the language at work or social interaction. In the relation with the ESP instructional materials design in the university level, there must be a match between the students' lessons or materials in the language learning and the use of language at work they will obtain later.

It seems that very inappropriate when the English learned in the classroom does not match their need at work. English must be applicable for them in order to use it very effectively in the context of real life communication. Needs analysis is necessarily conducted ... Methods This Needs Analysis (NA) research was conducted using both open and closed questionnaires distributed to 191 learners in English Department STKIP PGRI Bangkalan and structured interview by involving one lecturer of English for Tourism course and officials from Department of Tourism from four districts in Madura Island. The types of closed questions used in the questionnaires are on list, ranking, and scale.

There are three basic enquiries of learners in the questionnaires namely present situation enquiries, target situation enquiries, and learning needs. The interview, on the other hand, focusses on direct investigation of what contents are supposed to be imbedded in the future ESP instructional materials, especially in the area of cultural contents, pedagogic strategies, and related future employment skills.

The different ways of methods are compared, then its findings are reported that is finally triangulated as NA research proposed by Jasso (2005). Research Findings Discussion Table 1. Needs Analysis Aspects Aspects_Subjective (perceived by learners)_Objective

(perceived by course designer)_Objective (perceived by potential employers)_
_Lacks_Structures (grammar), Vocabulary, fluent speaking skill_Current instructional materials are not fully based on learner needs _ _ _Wants _Communicative English used in tourism industry, related key job skills _Innovative, learner-centred learning strategy _
_ _Necessities _More fluent English skills, TOEIC instead of TOEFL, Partnerships with tourism agent and department.

_Updated materials resource with internet support, various cultural contents about Tourism in Madura _Partnership network with potential employers _ _Lacks Through the Present Situation Analysis, it turns out that students realize that they have insufficient knowledge regarding to grammatical structures and producing language in context.

Hutchinson & Waters (1987) considers 'lacks' as the type of needs where the ESP course developer need to examine what the learners have already known, so that the ESP practitioners can adopt which necessities the learners lack. It seems that structure becomes problematic for students to produce language accurately. The undertaken courses about structures appear not to give good understanding for them in producing language.

To tackle this problem, course developer are required to implement the so called TBLT (Task-based Language Teaching) in which accuracy is the same important as fluency in the instructional materials and process. The grammatical contents also need to be included to the instructional materials so that learners can use communicative grammar in the proper situation context.

Wants 'Wants' refer to what the learners want to learn (Hutchinson & Waters, 1987) reflecting learners' preferences in learning. The learners' motivation in learning practical skills in tourism seems to be good. They imply that using advanced level of English in specific context in future employment as well as for study.

In addition to that, preference of classroom type must be accommodated by the ESP practitioner, i.e. by making use of internet in their learning process due to the inevitable impact of technology in education nowadays. 'The affordances and benefits that technology provides for ESP instruction has encouraged ESP practitioners and educational directors to integrate computer-assisted language learning (CALL) aspects in their ESP curricula' (Dashtestani & Stojkovic, 2015, p. 436).

The trend of technology in ESP will affect the ways how materials sources developed by the course developer and learners' style in learning. The products of such advances can be tablet PC and PDA, iPods, smartphones, (Dashtestani & Stojkovic, 2015), and

podcasting in a virtual English (Asoodar, Marandi, Vaezi, & Desmet , 2014).

Necessities The students think that local-based tourism contents must be integrated in instructional materials with the aim to raise the popularity of local tourism in Madura that is more increasingly popular. Three domains of tourism contents must be included based on the result of interview from subject specialists: marine, culture, and arts. Table 2.

Authentic sources for future materials development Tourism sector _Regions _Authentic Sources _ _Marine _Lombang Beach, Gili Yang, Gili Labak, Gili Genting, Sumenep Annual Sail (Sumenep regency) _Tourism Brochures from four Departments of local Tourism (Bangkalan, Sampang, Pamekasan, and Sumenep) <http://www.lontarmadura.com> https://www.tripadvisor.com/Attractions-g1574414-Activities-Madura_Island_East_Java_Java.html Irmawati, R. 2004. **Kesenian Tradisional Madura.**

Surabaya: Penerbit SIC. _ _Culture _Karapan Sapi competition, traditional dances (Muang Sangkal), Keraton Sumenep, folklore; the history of Java and Madura, the tale of Geger hill, white tiger from Blega, etc.

_ _ _Arts _Madurese Batik, Keris (heirloom of Indonesia) _ _ _ Conclusion and Implication Optimization of course contents in ESP for Tourism in Madura should be offered since the island has gained its prominence in both national and international tourism sector. The needs analysis reveals that Madura is now identic with three aspects of tourism: marine, culture, and arts.

Those three aspects of tourism must be integrated in the English for Tourism course with the aim that the learners are equipped with such knowledge and practical skills in their local tourism industry. The practical skills may refer to tourism skill in **both oral and written** communication in the scope of promotion and service such as being a tour guide, designing tourism brochures, presentation, etc. References Al-Khatib, M. A. (2005).

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