

DESIGNING ENGLISH TOURISM SYLLABUS FOR SMKN 3 PANDEGLANG

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ABSTRACT

The purposes of this research are to identify the needs of English tourism students in vocational schools and to propose a design of English syllabus that is expected to meet tourism industry demands of English tourism students in vocational school, English syllabus used by general schools is designed as English for General Purposes (EGP). This type of English syllabus absolutely does not cover the vocational students' needs because English syllabus for vocational secondary schools is supposed to be English for Specific Purposes (ESP), particularly for the tourism department students of SMKN 3 Pandeglang. The research and development (R&D) using Addies model. The data of this study focused on the needs of vocational students' in learning English at school and the syllabus design relating to the 2013 Curriculum. The data were collected from three categories of participants which were the tourism Student, their English teachers, and Experts of tourism. Three kinds of instrumentations are used to gather the data which are multiple choices and Likert – scale questionnaire, interviews, and document analysis. Based on the need analysis, the researcher developed a syllabus which could accommodate students' needs and expectations of an ESP class. As the result obtained from the data analysis that the focus on the syllabus would be speaking and listening followed by writing and reading respectively. The syllabus was designed based on the real condition in the tourism industry.

Keywords: *research and development, need analysis, ESP syllabus*

INTRODUCTION

English tourism is part of the English for Specific Purposes (ESP) (Hutchinson, 1987). Richards and Schmidt (2010: 198) defined ESP as “the role of English in a language course or programmed of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners.” Thus, ESP is a unique domain of teaching and learning English in the sense that

materials and methods are set in accordance with the learner's needs. In this regard, ESP is seen as a more focused domain of teaching English, and as McDonough (1984) suggests, "ESP closely matching teaching content to learner requirements seems to be the ideal answer in language teaching to the charge of educational irrelevance and inappropriacy." Strevens (1988: 84) says that ESP is "designed to meet specified needs of learners; related to content, to particular disciplines, occupations and activities; and centered on the language appropriate to those activities, in syntax, lexis, discourse, semantics". English learning is tailored to the needs of the tourism industry (Hamer, et al., 2017). So that English is a capability that must be mastered by students in order to meet the needs of the field of work, especially in the field of tourism. In order to achieve the target of learning, based on the making of learning planning tailored to the needs of the tourism industry. However, the results of the analysis show that the syllabus used is common to all levels of schools throughout Indonesia. For this reason, it is necessary to reduce the gap between the syllabus given by the government and the needs of the tourism industry. Students of tourism should be aware of the enormous importance of English in their education because it is an essential tool in any field of their future activity: management, tourist information, promotion of tourist destinations, intermediary companies, hospitality and transportation, etc. Consequently, students of tourism should be highly motivated to learn English and although more often they will probably focus on oral rather than written skills, in their career they must be able to elaborate written documents such as letters or budgets, they should keep telephone conversations, make presentations to audiences, attend fairs and conferences and understand all types of written information on tourist destinations. A learning design based on the learners' needs is considered important because it requires the concept of effective learning within. A constructive feedback and a specific feedback, an effective design of learning should include the concept of learning which is relevant to the needs of the learners (Hook, 2006).

Therefore, the English syllabus used by general secondary schools is designed as English for General Purposes (EGP). This type of English syllabus absolutely does not cover the vocational secondary students' needs because English

syllabus for vocational secondary schools is supposed to be English for Specific Purposes (ESP). The students realize that English based on their needs are regarded as important for their future jobs. The studies also report that the students' needs of English as a matter of fact are not covered in the syllabus of 2013 Curriculum because it is designed as English for General Purposes which is intended to be given to general secondary schools. From the results of these studies, it might be concluded that the implementation of 2013 is impartial to students of vocational secondary schools because it does not represent a concept of an effective learning design in the English syllabus. The curriculum in the implementation of education in vocational school becomes very important so that the curriculum should be handled and aligned with the needs of tourism industry. Curriculum as a spirit in education in vocational high school periodically should be aligned with the dynamics of the competence needs of the relevant of tourism industry.

The establishment of competence in schools relies on a curriculum that has been aligned with the competence needs of tourism industry so that graduates can be absorbed in the world of work. The relevance of the curriculum and the link and match between the competencies of the vocational graduates and the competence of tourism industry needs is the measure of the success of the curriculum alignment. The process of establishing competency in vocational high school is oriented towards 21st century learning skill by developing learning process that emphasizes higher order thinking skills (HOTS) and application of literacy skill development and strengthening character education.

Through this process is expected to produce graduates who have high competitiveness of work. To get the process of forming the ideal competence and able to produce the graduates as expected, the fulfillment and equity of vocational high school facilities, productive teachers, educational staff, school management, and industrial cooperation relationships as a component of important processes that must be considered.

The implementation Education Program in Vocational School is one of follow up of Presidential Instruction Number 9 Year 2016 on Revitalization of Vocational School in order to improve the Quality and Competitiveness of Human

Resources of Indonesia, which among others emphasizes the need for alignment of vocational high school Curriculum to the needs of the world business and industry. (Suminten, 2017) The priority factor of the government program is to prepare the young generation who have the skills in accordance with the needs of the era. This is realized with the revitalization program of Vocational High School which has been confirmed by president Joko Widodo with the decline of president instruction no 9 of 2016. Main foundation is preparing youth generation with adequate skills and in accordance with the demands of the times. Therefore, Muhajir emphasizes that this demands curriculum and teachers who are ready to change. The paradigm must change with the times. Muhajir reaffirms the strategy of enhancing the capacity of learners' ability based on the ability of character quality, literacy, and communication collaboration competency, critical thinking and problem solving, and creativity and innovation (4C). (Muhajir Effendy, 2018).

This Study attempts to address the following research questions:

1. What are the needs of English tourism students in Vocational Secondary School?
2. What are the needs of tourism industry?
3. What kind of English syllabus should be designed reflecting to meet demands tourism industry?

The Objectives of the Research are:

1. To identify the needs of English Tourism Students
2. To identify the needs of English Tourism Students in Vocational Secondary School.
3. To design of English Syllabus that is expected to meet Tourism Industry Demands of English Tourism Students in Vocational Secondary School.

Theoretically, there are a number of studies about need analysis in English language learning. Even so, the present study is a study of needs analysis that focuses on Vocational Secondary Students needs of English in the context of the 2013 Curriculum implementation. The present study provides a design of Syllabus which is expected to meet the needs of English Tourism Students and to meet Tourism Industry Demands Based on 2013 Curriculum Analysis.

The data of this study focused on the needs of Vocational Secondary Students' in learning English at School and the syllabus design relating to the 2013 Curriculum. The data were collected from three categories of participants which were the tourism Student at SMKN 3 Pandeglang, Banten, Tourism experts (PHRI, P4TK Bisnis dan Pariwisata), English Teacher at SMKN 3 Pandeglang. The result of data analysis from participants was used as the primary data for describing the design of expected English syllabus

Culture and education of Indonesia started the implementation of 2013 Curriculum in some pilot schools. In the 2013 Curriculum, English is categorized as a compulsory subject for Students in general secondary schools and Vocational schools (Mulyasa., 2014) . Therefore, the English syllabus used by general secondary school and vocational secondary schools is designed as English for General Purposes (EGP).

From the result of these research, it might be concluded that the implementation of 2013 Curriculum is impartial to students of vocational secondary schools because it does not represent a concept of an effective learning design in the English syllabus. This is of course a serious problem in the theory of Curriculum development because the policy of 2013 Curriculum for using EGP syllabus in Vocational Secondary Schools is contrary to the theory in Curriculum development which claims that materials and instructions in the syllabus have to be designed by considering the learners' needs (Brown , 1995 ; 20)

THEORITICAL FRAMEWORK

English Specific Purposes (ESP)

English Specific Purpose as defined from Hutchinson and Waters a planning in studying English which gives more attention to the student needs (waters, 1987, p. 4).The students' needs are the source of the purposes in teaching – learning activity. Need analysis is a basic principle in arranging the ESP syllabus. Their point of view was supported by Striven (1988), Robinson (1991) and also Dudley and St. John (1998). They had the same opinions in defining ESP that was they paid more attention to the needs analysis. Based on the need analysis of the instructors' need

which is willing to arrange the syllabus, they may obtain the information which can be analyzed so that they may determine the language that will be taught and then choose and arrange it in syllabus of ESP.

A side from analysis of necessary, there is another component in definition of ESP that can support for another arrangement. Hutchinson and Waters add that ESP also observes which is effective and efficient. He divides ESP in two characteristics. In absolute characteristic emphasizes to the language that related of syntax, lexis, discourse, semantics, and so on ELT (English Language Teaching) in absolute characteristic is different with general English. Meanwhile, in variable characteristic, he explains that “ESP maybe restricted as to the learning skills to the learned (for example reading or writing only) may not be thought according to any preordained Methodology (Waters, 1987). Variable characteristic also emphasizes to the learner necessities that includes of the learning skill a methodology.

Syllabus Design in English Language Learning

A language teaching syllabus involves the integration of subject matter (what to talk about) and linguistic matter (how to talk about it); that is, the actual matter that makes up teaching. Choices of syllabi can range from the more or less purely linguistic, where the content of instruction is the grammatical and lexical forms of the language, to the purely semantic or informational, where the content of instruction is some skill or information and only incidentally the form of the language.

To design a syllabus is to decide what gets taught and in what order. For this reason, the theory of language explicitly or implicitly underlying the language teaching method will play a major role in determining what syllabus is adopted. Theory of learning also plays an important part in determining the kind of syllabus used. For example, a syllabus based on the theory of learning espoused by cognitive code teaching would emphasize language forms and whatever explicit descriptive knowledge about those forms was presently available. A syllabus based on an acquisition theory of learning, however, would emphasize unanalyzed, though possibly carefully selected experiences of the new language in an appropriate variety of discourse types.

The Purposes of Needs Analysis

Needs analysis is an element of designing (or reviewing) a curriculum. Its purpose is to establish key learning outcomes and requirements in the design and delivery of a course or learning activity. The needs relate to the characteristics, concerns and potential constraints of the students (or any other relevant stakeholders). The analysis seeks to match possible or proposed techniques and materials to these needs and thus identify whether the design is appropriate to the intended goals. In most cases, reviewing a course and responding to current need is perhaps something done intuitively and without formal procedures. However, there is increasing pressure to update curriculum purposes and methods in response to changing government requirements (such as accessibility, employability and information and IT skills agendas). Developing a new course or changing an existing teaching approach is likely to feel daunting, time-consuming and risky, especially when technology is involved. These risks and concerns are likely to be significantly diminished if a more explicit approach is taken to evaluating needs. There is certainly the usual need to justify limited time available and to be aware of likely technical requirements.

Designing an English Syllabus for Tourism Department of Vocational Secondary School based on Needs Analysis and 2013 Curriculum

Based on the need analysis, the researcher designed a syllabus which could accommodate students' needs and expectations of an ESP class. As the result obtained from the data analysis that the focus on the syllabus would be speaking and listening followed by writing and reading respectively. The syllabus was designed based on the real condition in the work field later. The settings of the syllabus were dominated by tourism places and travel agency, since the students were expected to have job opportunities right after they graduated from the school. At the end of this research, the students were expected to be able to communicate with their clients by using English, whether foreigners or local people. To communicate with their clients, the students had better to use appropriate expressions and vocabularies related to tourism field. Later on, they were expected Listening skill was useful for the students to be able to understand the clients'

utterances and demands. The ability to write those kinds of documents was crucial, since oral communication was not the only way to communicate with the clients. Besides, the students were also expected to develop their writing and reading skills to support their future career.. In the syllabus, listening skill was developed by some mediums, such as audio/video and taped conversation. In addition, reading skill was developed to help students understanding the meaning of written form text, such as brochures, message from phone, statistical graphs, complaint letters, and etc. Regarding to the needs of students for the second semester ESP, there were 16 meetings arranged for them, consisted of 12 meetings for teaching learning process, 2 meetings for lesson reviews, 1 meeting for mid-semester test, and 1 meeting for end of semester test. The researcher followed the rules of meeting settled by Vocational Secondary School Pandeglang. The materials in this syllabus covered the real condition in the real tourism field. In this second semester syllabus, the researcher also added some elements which weren't existed on previous syllabus. The researcher added learning method, medium of learning, assessment and time allocation. The learning methods were adjusted to the material which was being learned on a meeting, it purposed to keep the continuity between the learning material and the way of teaching. Medium of learning was used to make the teaching learning process more active and attractive. Those materials which had been learned then would be assessed by the teacher according to the skill, the scoring of assessment would be designed by the ESP teacher. Finally, the researcher put the time allocation to give the limitation of time to the teaching learning process (Basturkmen, 2010) .

Previous Related Studies

The research about Designing an English Syllabus for Tourism Department of Vocational Secondary School based on Need Analysis and 2013 Curriculum, have much done in Indonesia and some another country. In generally, researcher does needs analysis to collect data analysis ESP language also become the main to inspect. Moreover, they have different way in ESP syllabus design. In line with the fact that the use of EGP syllabus in vocational secondary schools, Kusni,Syamwil, and Refnaldi (2014) and Rahmatunisa (2015) have conducted studies which reveal

that the students at vocational high school need to learn English both materials and language skills related to their study program.

The students realize that English based on their needs are regarded as important for their future jobs. The studies also report that the students' need of English as a matter of fact are not covered in the syllabus of 2013 Curriculum because it is designed as English for General Purposes which is intended to be given to general secondary schools.

From the result of these studies, it might be concluded that the implementation of 2013 Curriculum is impartial to students of vocational secondary schools because it does not represent a concept of an effective learning design in the English syllabus. This is of course a serious problem in the theory of Curriculum development because the policy of 2013 Curriculum for using EGP syllabus in Vocational Secondary Schools is contrary to the theory in Curriculum development which claims that materials and instructions in the syllabus have to be designed by considering the learners' needs (Brown , 1995 ; 20).

RESEARCH METHODOLOGY

Objectives of the Research.

Based on the main problem of the research is designing English tourism syllabus for class XI tourism department at Vocational secondary school (SMK) 3 Pandeglang. From the statement above, the specific objective of the research is to find necessary English syllabus relevant to prospective graduate's based on need analysis. Document analysis conducted toward English syllabus tourism department. The needs analysis conducted for the students, teachers and tourism industry.

Time and Place of the Research

The document and students need analysis of the research conducted for three months, from April to June 2018. This research was conducted in a vocational secondary school (SMK) 3 in Pandeglang, majoring on tourism program.

Method and the Procedure of the Research

This form of this research is “Research and Development”. It means a research conducted to develop and to validate educational output. Research and Development method is the research method that is used to produce certain product and validate the product (Sugiono:2010). According to Sujadi (2003: 164) Research and Development is a process or steps to develop new product, or make product perfect which responsibility. From the definitions above the researcher get conclude that research and development related with certain product. The product of this research in the form of syllabus. The researcher develops Addie’s model as guide to build the syllabus development. According to Wahyudi (2013: 20) developing a product using Addie’s model is good enough. It because Addie’s model has 5 steps that is quite enough to do. ADDIE’s model consists of Analysis, Design, Development, Implementation and Evaluation.

1. Development Addie’s Model

In this research, the researcher develop syllabus using Addie’s model as guide. There are 5 stages of Addie’s model consists of analysis, design, development, implementation and evaluation.

a. Analysis phase

In the analysis phase the researcher clarifies the instructional problems and objectives, and identifies the learning environment and learner's existing knowledge (KI.3) and skills (KI.4). In the analysis phase the instructional problem is identified along with students characteristics; what are the needs of English tourism students and tourism industry?, what kind of English syllabus should be designed reflecting to meet demands tourism industry?

b. Design phase

The design phase deals with learning objectives, questioners, content syllabus curriculum 2013 knowledge (KI.3) and skill (KI.4) analysis. The design phase should be systematic and specific. Systematic means a logical, orderly method of identifying, developing and evaluating a set of planned strategies targeted for attaining the project's goals. Specific

means each element of the instructional design plan must be executed with attention to details.

c. Development phase

In the development phase, the researcher develop document analysis current English syllabus for vocational secondary school. The project is reviewed and revised according to feedback.

d. Implementation phase

The implementation phase develops procedures design English syllabus. Curriculum, students outcomes. Preparation for students, teacher to implementation includes evaluation of the design new syllabus.

e. Evaluation phase

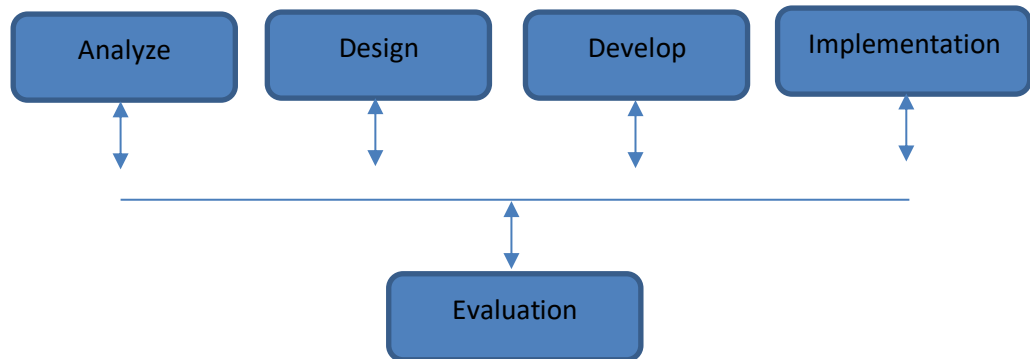
The relevancy of 2013 Curriculum and the need analysis is stage of the evaluation phase and the last process in ADDIE model.

c. Developing Material

In the development phase, there are three broad types of development process, based on the type of delivery method have selected: print, electronic, or face-to-face training. In modified addies model there are many steps that should be done by the researcher. Development phase has main activities to develop the product. This development phase start from the begining when make or develop the product to try out and also the result of try out the product. the development phase has many steps are done by the researcher. The steps are:

- a. Writing draft
- b. Analyzing draft
- c. Designing draft
- d. Developing draft
- e. Implementation draft
- f. Evaluating the draft
- g. Writing final product

Figure 1. Modified ADDIE's model



Data Analysis Framework

1. Questionnaire

Data from questionnaire were in the form of respondents' written answers about their needs of English. This data was categorized as the primary data used for answering the research question number one. These data were then used along with supporting data from other two data collections for designing a new syllabus as emphasized by the research question number two. Data from questionnaire were categorized of needs analysis which was Present Situation Analysis (PSA) stated in the theoretical framework for this study.

2. Interview

The data from interviews were in the form of recording and researcher's notes. The recordings were then transcribed and used as supporting data to answer the research questions. Data from students were analyzed to support the answers they have written in the questionnaire about their needs of English and their awareness about English learning that they were currently studying. The results from those data analysis was then used as the consideration on providing a design of English syllabus that was expected to meet the tourism students' needs and the 2013 Curriculum goals.

3. Document Analysis

Data from document analysis gave information to the researcher about the relevancy of results of needs analysis collected from questionnaire and interviews with the English syllabus of 2013 Curriculum. Afterward, the results of this document analysis were used to provide a design of an expected English syllabus for tourism department in vocational secondary school containing the tourism students' needs of English and the goals of 2013 curriculum

Data Description

In data description will be presented the data collected. The presented data includes document, students, teachers, expert tourism industry needs analysis. The data was taken from English tourism department of Vocational High School (SMKN 3 Pandeglang) and tourism industry.

Document Description

a. Objectives of English Skills

Based on document analysis , the objectives of learning English at tourism department at Class XI are to improve the students' ability in learning English , both listening and speaking, and to introduce students' knowledge and skill in tourism.

b. The Result of questioner with Students

The researcher interviewed 7 students to find out the needs of English in tourism industry . They were at Class XI on tourism department and would attend the English subject . They stated that it was very important to learn English for English would give them better opportunities in the work field and communication with foreigners would be easier if they had mastered English. They also said that English would be very necessary in facing the AFTA (Asean Free Trade Area) on 2016. They were aware that the most essential skills to be mastered were speaking and listening. For them, speaking was used to communicate orally with the clients; meanwhile listening was used to understanding many important guest demand. There were some expectations that they expressed for second semester later, such as there would be special English class for tourism department students, there would be more English specific purposes to practice their speaking and listening

skills and they expected that there would be English specific purposes for tourism department students.

Table 1 Data questionnaire student's needs.

No responde r	Score in the items questionnaire											Total
	1	2	3	4	5	6	7	8	9	10	11	
1	3	4	3	4	3	1	3	3	3	4	4	35
2	3	3	3	3	2	3	3	3	3	3	3	32
3	3	3	3	3	2	3	3	3	3	3	3	32
4	3	3	3	3	2	3	3	3	3	3	3	32
5	3	3	4	3	3	3	4	3	3	3	4	36
6	3	3	3	4	4	4	4	4	4	3	3	35
7	3	4	4	4	3	4	4	3	4	3	4	40
Sum	21	23	23	24	19	21	24	22	23	22	24	
Means	3,0	3,2	5,2	3,4	2,7	3,0	3,4	3,1	3,3	3,1	3,4	

The results of Students' questionnaire were delivered to the students to obtain data for the needs analysis. The question items were related to students' needs toward English for specific purpose syllabus. Students felt that the importance of English for specific purpose. In addition, they were very interested in learning English because they wanted to work in the tourism field.

Table 2. The Result of Students needs Analysis

No	Items	Score	Percentage
1	Syllabus based on needs tourism industry	3,0	75
2	Syllabus based on skill tourism industry	3,2	80
3	Syllabus based on learning purpose	3,2	80
4	Understand vocabulary related tourism	3,4	85
5	Listening	2,7	68
6	Speaking	3,0	75
7	Tourism experience	3,4	85
8	Reading	3,1	78
9	Writing	3,3	82
10	Vocabulary	3,5	88

11	Confidence	3,4	85
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Tabel 3 Summary Students needs analysis

No	Items English skill	Percentage (%)	Student Needs Rank
1	Speaking	75	2
2	Listening	68	1
3	Reading	78	3
4	Writing	82	4

The Result of interview with teachers

The interview was administered with an teacher SMKN 3 Pandeglang. She has been teaching since 2003. According to her, English was very important for the tourism department students, because the students would be projected to be employee after finishing their study. They need English for their future job fields, such as tour guide, customer service in hotel, travel agent and house keeper. She added that every kind of jobs deal with tourism needed English.

Table 4. The result of questioner teachers

No	Score items questioner teacher opinion										total
	1	2	3	4	5	6	7	8	9	10	
1	3	3	4	2	3	3	3	3	3	4	31
2	3	3	3	4	3	4	4	2	2	4	32
Total	6	6	7	6	6	7	7	5	5	8	
X	3	3	3,5	3	3	3,5	3,5	3,5	3,5	4	

The Result of questioner with expert of tourism field

The researcher interviewed some people expert in the tourism field This questioners was aimed at finding out the importance and application of English in the real tourism work field. they opinion that English was very important to be used in this job, since they always interacted with the foreign tourists. They also added that speaking and listening skills were very essential in this job. The foreign tourist commonly asked them about the tourism attraction in Pandeglang Banten, they also

asked about the special culinary from Pandeglang. They expected that the teacher would provide deeper practice on speaking and listening skills as well.

Tabel 5. The result needs analysis tourism industry

No responden	Score in the items questioner											x
	1	2	3	4	5	6	7	8	9	10	Total	
1	5	5	4	4	5	5	5	4	5	4	47	4,7
2	5	5	5	5	5	5	5	5	5	5	50	5,0
3	5	5	4	4	5	5	5	4	5	5	47	4,7
4	5	5	2	4	5	5	5	5	5	4	45	4,5
5	4	4	4	3	5	4	5	4	4	5	42	4,2
6	5	5	4	4	5	5	5	4	5	5	47	4,7
7	5	5	5	5	5	5	5	5	5	5	50	5,0
Sum	34	34	28	29	35	34	35	31	34	33		
Average	4,85	4,85	4,0	4,15	5,0	4,85	5,0	4,4	4,85	4,7		

Tabel 6 Resume need analysis expert tourism industry

No	English Competency	Score average	Percentage	English skill	Rank
1	ESP Knowledge	4,85	97 %	Reading	2
2	Oral Communication	4,85	97 %	Speaking	2
3	Writing comp	4,0	80 %	Writing	5
4	Explanation	4,15	83 %	Speaking	5
5	Understanding client demand	5,0	100 %	Listening	1
6	Creativity give information	4,85	97 %	Creativity	2
7	Responsible	4,4	88 %	Responsible	4
8	Response speed	5,0	100 %	Speed service	1
9	Work based on SOP	4,85	97 %	SOP	2
10	Idea creative	4,7	94 %	Initiative	3

Development of SyllabusBased on the need analysis, the researcher developed a syllabus which could accommodate students' needs and expectations of an ESP class. As the result obtained from the data analysis that the focus on the syllabus would be speaking and listening followed by writing and reading respectively. The syllabus was designed based on the real condition in the work field later.

CONCLUSION AND SUGGESTION

Conclusions

The aims of this study were to identify the needs of English of tourism students in vocational secondary schools and to propose a design of English syllabus that is expected to meet the needs of English of tourism students in vocational secondary school and the goals of 2013 Curriculum. Based on these aims

Suggestion

The syllabus developed based on the students' need in ESP subject was expected to be beneficial to the teachers who need inputs to teach tourism department students, and the students who attend the ESP subject on Class XI. Since this study used R&D design, further researchers can conduct similar study by using another research design. Since this syllabus was developed only for one semester, the further researchers can design the syllabus to be one-year form, even and odd semesters.

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