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## MEDIATING MULTILINGUALISM IN ENGLISH LANGUAGE CLASSROOM: PROSPECTS AND CHALLENGES

### Designing English for Tourism Syllabus for Vocational School

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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, English syllabus used by general schools is designed as English for General Purposes (EGP). This type of English syllabus 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 (State Vocational High School). The research and development (R&D) uses ADDIE model. The data of this study focused on the needs of vocational students in learning English and the syllabus design relating to the 2013 Curriculum. The data were collected from three categories of participants which were the tourism students, their English teachers, and experts of tourism. Three kinds of instrumentations are used to gather the data which are multiple choices and Likert – scale questionnaires, interviews, and document analysis. Based on the need analysis, the researcher developed a syllabus that 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.

*Keywords:* research and development; ADDIE model; English for Tourism; ESP syllabus; vocational school

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#### Introduction

English for tourism is part of English for Specific Purposes (ESP) (Hutchinson & Waters, 1987). ESP is defined as “the role of English in a language course or instructional program in which course content and objectives are determined by the specific needs of a particular group of learners. As such, ESP is an area of teaching and learning English that differs in its materials and methods tailored to the needs of the learner.

English for Specific Purposes (ESP) is a form of language teaching in which all content and method decisions are focused on the learner's goals for learning. (Robinson, 1980: Hutchinson & Waters, 1987). Diverse studies in various industries, such as (Lo & Sheu, 2008) ESP in tourism and ESP for Postgraduate Science and Technology abroad, have been carried out to determine the urgency of the learner's motives to study English. Rahman, et.al (2012) and Zohrabi (2011), English for engineering

students by (Al-Tamini & Shulb, 2010), English for medical by (Hwang & Lin: 2010 , Salager-Meyer: 2014) and so on. That is, what teachers need to do is teach students according to their needs to match their knowledge with their future workplace. ESP tends to achieve real work goals that require specific linguistic competencies in various teaching areas. In this regard, teachers may find themselves dealing with content in an occupation or subject of study for which they have little or no prior knowledge. (Basturkmen, 2010). especially in the tourism sector. To achieve learning targets, based on making learning plans that are tailored to the needs of the tourism industry.

However, the results of the analysis show that the syllabus used is general for all school levels throughout Indonesia. For this reason, it is necessary to reduce the gap between the syllabus provided by the government and the needs of the tourism industry. The relevance of English in tourism student education cannot be overstated, as it is an indispensable tool for any potential career path: management, tourist information, promotion of tourist sites, brokerage companies, hospitality, transportation, etc. Therefore, tourism students should be highly motivated to learn English, and although they tend to focus more on oral than written skills, they should be able to hold telephone conversations, make presentations to audiences, attend trade shows, and draft written documents such as letters and budgets. , as well as understand all kinds of written information about tourist destinations.

For example, tourism students can be taught practical conversational English used in the hotel and catering industry, as well as various tourism industry issues, recommendations for job interviews and CV writing, and reading and understanding tourism-related material. This is due to the desire of students to improve their English speaking skills and their need to learn English for future job opportunities, compared to using English in everyday life (Simon et al, 2012)

The focal point of teaching English for tourism is that English is not taught as a subject independent of the students' real world; instead, it is blended into the subject matter areas that are important to the learner. Most research in the field of English for tourism students has examined the skills and demands required in the profession, as well as the adequacy and suitability of teaching materials and methodologies. (Al-Khatib, 2005)

Learning design based on the needs of students is considered vital because it demands the concept of learning success in it. With constructive and appropriate feedback, effective instructional design must incorporate learning ideas that are relevant to the needs of learners. (Hook, 2006).

English for General Purposes is the name of the English curriculum used in public secondary schools (EGP). This form of English curriculum does not meet the demands of vocational high school students because the English curriculum for vocational high schools must be English for Special Purposes (ESP).

Students know that English language skills relevant to their future career are considered important. The study also shows that the 2013 Curriculum does not address the students' English needs because it was created as General Purpose English, which is intended for general secondary schools.

Based on the findings of this study, it can be concluded that the implementation of 2013 is neutral for vocational high school students because it does not represent an effective learning design in the English curriculum.

The curriculum in the implementation of education in vocational schools is very important so that the curriculum must be addressed and harmonized with the needs of the tourism industry. The curriculum as a spirit in education in vocational schools must periodically be harmonized with the dynamics of the competency needs of the tourism industry relevance.

The formation of competence in schools is based on a curriculum that has been aligned with the competency needs of the 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 competence of vocational graduates and the competence of the tourism industry needs to be a benchmark for the success of curriculum alignment. The process of forming vocational competencies emphasizes 21st century learning skills by emphasizing higher order thinking skills (HOTS), implementing reading skills development, and strengthening character education.

This process is expected to produce graduates who have high work competitiveness. To get the ideal competency formation process and be able to produce the expected graduates, the fulfillment and distribution of vocational facilities, productive teachers, education staff, school management, and industrial cooperative relations are important process components that must be considered.

The implementation of the Education Program in Vocational High Schools is a follow-up to Presidential Instruction Number 9 of 2016 concerning Vocational Revitalization in the Context of Improving the Quality and Competitiveness of Indonesian Human Resources, which, among other things, emphasizes the need for alignment of Vocational High Schools. Curriculum for the needs of the business world and industry (Suminten, 2017). The priority factor for government programs is to prepare young people who have skills according to the needs of the times.

### **Research methodology**

#### **Research Time and Place**

Analysis of student documents and needs from research conducted for three months, from April to June 2018. This research was conducted at Vocational High School (SMK) 3 in Pandeglang, majoring in tourism programs. The tourism program was chosen among other programs because it is related to the location of the vocational high school where the research takes place. Researchers chose the school because it is the only vocational high school that has implemented the 2013 Curriculum in Labuan, Pandeglang. Pandeglang is a district in Banten Province that has great potential in the tourism sector. However, human resources in the tourism sector in this district are still limited, especially English which plays an important role in tourism hospitality. In accordance with these conditions, SMK must be the spearhead of meeting the needs of the people of Pandeglang Regency in the tourism sector.

## **Method**

The form of this research is "Research and Development". This means that research is conducted to develop and validate educational outcomes. The Research and Development method is a research method used to produce certain products and validate these products (Sugiono: 2010). According to Sujadi (2003:164) Research and Development is a process or steps to develop new products or improve products that are the responsibility. From the definition above, the researcher can conclude that research and development is related to certain products.sugiono. The product of this research is a syllabus. The researcher developed the Addie model as a guide for building syllabus development. Addie's model has 5 steps which is enough to do. Addie's model consists of Analysis, Design, Development, Implementation and Evaluation.

### **1. Addie Model Development**

In this study, the researcher developed a syllabus using the Addie model as a guide. There are 5 stages of Addie's model consisting of analysis, design, development, implementation and evaluation.

#### **a. Analysis phase**

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

#### **b. Design phase**

The design phase relates to learning objectives, questionnaires, content of the 2013 curriculum syllabus, knowledge analysis (KI.3) and skills (KI.4). The design phase should be systematic and specific. Systematic means a logical and orderly method for identifying, developing, and evaluating a set of planned strategies targeted to achieve project objectives. The specific means of each element of the instructional design plan must be implemented with attention to detail.

#### **a. Development phase**

At the development stage, the researcher developed an analysis of the current English syllabus documents to vocational high School. The project was reviewed and revised according to the feedback.

#### **b. Implementation phase**

Implementation phase of developing English syllabus design procedures .Curriculum, students results. Preparation of students, teachers to implementation includes evaluation of the new syllabus design.

#### **c. Evaluation phase**

The relevance of the 2013 curriculum and needs analysis is the evaluation and final stage processes in the ADDIE model.

### **2. Modification of Addie's Model**

a. Needs analysis

Needs analysis is very important to make a good product for students. In needs analysis, researchers make observations to find out what students and the tourism industry need. Observations will be made by interviewing teachers. The researcher will interview students, teachers and tourism experts. The researcher asks about the syllabus used, the problems needed by students and the tourism industry, the strength and power of the syllabus, the way teachers improve their students' four language skills (speaking, listening, reading, and writing) mastery, and suggestions to compose the syllabus. The author modifies it into document analysis and interview activities

i. Document Analysis

Researchers analyzed documents related to education. In this case the author analyzes the syllabus needed by students and the tourism industry. This means that the syllabus for teachers and students is used by teachers and students in learning English.

ii. Interview

The interview is the last activity in the analysis phase. Interviews were conducted to find out the characteristics of student needs. The teacher was interviewed using an interview guide consisting of the syllabus used, the teacher's problems, the strengths and weaknesses of the syllabus, how the teacher improves students' vocabulary mastery, and suggestions for compiling the syllabus. Then the activity of interviewing students is different from interviewing teachers. Interviewing students is like sharing or unstructured interviews which have advantages such as reducing nervousness and shyness. Researchers can get closer to the object, researchers get a lot of actual information. The analysis phase which consists of document analysis and interview activities is very important. The results of the analysis phase, researchers get the character of the object and document identification. The character of objects is an important thing that is the main factor for users of the product to develop.

The identification document becomes an important rule made in the importance of the product. Thus, both the character object and document identification must be considered by the teacher or material developer when deciding how and why the material or character product is developed.

The character of the product determines whether or not the product is good and moreover the product is effective both in trials and subsequent implementation. The analysis stage must get a lot of information from the object so that the product is made or developed optimally. Character objects and identification documents are in mind.

This result is used as the main character of the product. The product character uses the important thing that is to fulfill object and document requests.

b. design

The design is built based on the analysis of student needs. The researcher will develop the syllabus. Researchers designed a special development syllabus to help class XI majoring in tourism.

The design stage in the basic Addie model has 4 activities, namely writing a draft, analyzing a draft, designing a draft, and writing the final product. However, in Addie's modification, the researcher carried out simple activities, namely designing the knowledge (KI.3) and skills (KI.4) in the syllabus.

The researcher uses students' needs as a reference in designing the syllabus. The syllabus mainly consists of specific English language goals that eleventh graders should achieve, hopefully the syllabus involved will contribute to helping students improve their knowledge and skills and reduce the gap between students and the tourism industry.

b. Development

Researchers will use the new design syllabus as a reference. Researchers can develop a syllabus for knowledge and skills based on the needs of students and the tourism industry.

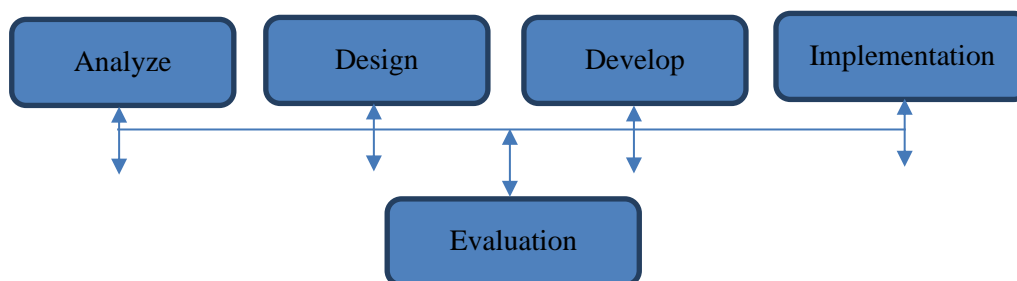
b. Application.

Researchers apply a new syllabus for tourism students in English learning activities

c. Evaluation

These participants were involved in the study to obtain complete and comprehensive data on the current needs of students (learning needs) and future English needs (target needs). The information is then used to develop a proposed syllabus based on the results of the needs assessment.

An explanation of the five stages of the development of the addie modification model, namely analysis, design and development, implementation and evaluation, as shown in the diagram below.



**Figure 1. Modified ADDIE model**

**Instrument**

To answer research questions, this research instrumentation is in the form of questionnaires, interviews and document analysis, because (Sugiono: 2013) states that the three types of instrumentation can be used to collect needs analysis information. The description of each instrument is described as follows:

1. Questionnaire

Questionnaires are scientific measurement instruments used to collect certain types of data (Creswell, 2012). This is not just a list of questions or a form to fill out. In this study, a questionnaire was used because in most of the previous needs analysis studies, a questionnaire was used because in

most of the previous needs analysis studies, questionnaires were generally used to determine the participants' English needs (Adorjan, 2013). Therefore, by following one of the types of previous research instruments, the questionnaire was used as the main instrument of this research after being modified based on the context of the respondents who were tourism vocational students and the need categorization, namely Present Situation Analysis and Analysis of Target Situations.

The questionnaire was designed in the form of a closed questionnaire based on six parameters of information needs analysis synthesized from the components of Munby (1981), Hutchinson and Waters (1987), Robinson (1980), and Nation and Macalister's (2010) of needs analysis. The six parameters include information about who the participants are: identity (gender and occupation) and language (mother tongue, target language, current level), their problems in learning the target language, their learning objectives: course objectives in the target situation and the student's own goals. .

Closed questionnaires can be used as a way to gather information about respondents' thoughts and attitudes (Shavelson, *Scientific Research in Education*, 2002). A closed questionnaire was applied. Furthermore, the questionnaire was written in Indonesian taking into account the education level of the respondents.

#### 1. Interview

Interviews in this study were conducted according to two objectives. The first objective was to obtain in-depth information about the English language needs of tourism students after distributing the questionnaire. The second objective is to find out and explore the use of English in the field of tourism works. Therefore, the questions in the interview were designed based on these two objectives. The interview questions for the first purpose were designed to confirm the questions in the questionnaire in terms of the Present Situation Analysis. Meanwhile, interview questions for the second purpose were designed based on the concept of target situation analysis.

#### 2. Document Analysis

Document analysis is used as one of the supporting instruments to analyze the relevance of student needs, collecting the results of the needs analysis through questionnaires and interviews, with the aim of Curriculum 2013. In addition, the English syllabus was also analyzed in accordance with the results of the analysis of the needs of the tourism department in SMK. Therefore, the number of indicators for the analysis of the English syllabus is adjusted to the elements of the English syllabus and the number of results of the needs analysis.

### **Data Collection Procedure**

#### 1. Questionnaire

Questionnaires were distributed to 7 tourism students. The questionnaire consists of two parts. The first part contains multiple choice questions designed to identify the identity of tourism students and measure their English proficiency or their problems in learning English. The second part of the

questionnaire related to Likert scale questions is the Present Situational Analysis (PSA) which is stated in the theoretical framework for this study.

Data on respondents' identities and self-ratings of their English skills were summarized and entered into percentages (%) of each item based on the number of respondents. After that, the results are displayed, analyzed, and interpreted. In general, data regarding the respondents' need to learn English in the form of a Likert scale is calculated from 1 score (Not strongly needed or strongly disagree) to 5 scores (Strongly needed or strongly agree). This calculation is illustrated below (adapted from Sugiono, 2013)

**Table 1 Rensis Likerts Scale (adapted from Sugiono: 2013:168)**

Scale	Percentage	Need 1 (Learning Objectives & Learning Materials, & Learning Assessment)	need 2 (Learning methods)
5	81 – 100	Very needed	Strongly agree
4	51 – 80	Required	Agree
3	21 – 50	Currently	Neutral
2	1 – 20	Not needed	Don't agree
1	0	Not really needed	Strongly disagree

The results of tourism students' English needs are summed and divided by the number of respondents to get the mean ( $\bar{X}$ ) which indicates higher and lower needs. The result of the average indication then is to investigate the objectives of tourism students learning English, their learning content areas, their learning methods, and the learning assessments they expect to fulfill. 2. Interview

In this study, to obtain the two objectives described in the previous instrumentation section, interviews were conducted with the three groups of respondents. The first was to interview applied tourism students to confirm the answers of the questionnaires they had written. In addition, by conducting interviews with students, this study investigates students' awareness of their perceptions of their current learning English needs. The interview model for students is based on participatory needs analysis interviews to avoid bias in student answers. Bias may occur when students feel they are being measured and so want to give a good impression.

Therefore, it is better to show the interview to the students in an informal discussion where they can share their thoughts and feelings with their friends and participate in the activity of answering the interview questions without thinking that they were intentionally being interviewed (Robinson, 2001). Following Robinson, an informal discussion was held by researchers in class XI tourism after the previous subject class was disbanded. Before going home, students were asked to join the discussion for approximately 20 minutes. During the discussion, the researcher recorded and recorded student comments on each question given.



The interview questions are designed in a semi-structured format. Thus, there are several possibilities for additional questions to occur during the discussion. Furthermore, the second interview was conducted by interviewing the tourism English teacher class XI to find out their perceptions of the teaching and learning process of English and their beliefs about the 2013 Curriculum and the way he transformed and implemented the curriculum into teaching and learning instructions. In addition, interviews were also conducted to obtain information about the teacher's knowledge of the use of English in the target situation, especially in the tourism and hospitality sector.

As stated in the previous respondent's description that the people who work in the tourism sector who are the respondents for this research are divided into five divisions. Therefore, information about the role of English in the target situation or in the tourism sector was collected from the head of the tourism office of Banten Province, the association of hotel and restaurant entrepreneurs in Pandeglang, Banten, the chairman of the Tanjung Lesung Hotel and Restaurant Association, Pandeglang, one of the entrepreneurs in tourism promotion, and professional tour guides in Pandeglang, Banten.

### 3. Document Analysis

As previously stated that to collect data from this kind of instrument, the 2013 Curriculum English syllabus was used. The data were collected after filling out and commenting on the indicators in the checklist designed based on the elements of the English syllabus and the results of the needs analysis of the tourism department in vocational high schools.

After that, the data were analyzed to find the relevance of the 2013 Curriculum English syllabus with the results of the needs analysis. After all the data is collected, the data will be used to provide the expected English syllabus design for tourism majors in vocational high schools that contains the needs of the tourism industry and the objectives of the 2013 Curriculum.

## **Data Analysis Framework**

### 1. Questionnaire

The data from the questionnaire is in the form of respondents' written answers about their English needs. This data is categorized as primary data used to answer research questions. This data is then used together with supporting data from the other two data sets to design a new syllabus as emphasized by the research question. The data from the questionnaires are categorized as needs analysis, namely Present Situation Analysis (PSA) which is contained in the theoretical framework of this research.

Data on respondents' identities and self-assessment of their English proficiency were summarized and entered into percentages (%) of each item based on the number of respondents. After that, the results are displayed, analyzed, and interpreted. Meanwhile, data regarding the respondents' need to learn English in the form of a Likert scale is calculated from 1 score (not strongly needed or strongly disagree) to a score (strongly needed or strongly agree) (Sugiono, 2013).

### 2. Interview

Data from interviews in the form of researcher notes. The researcher's notes were used as supporting data to answer the research questions. Data from the students were analyzed to support the answers they wrote in the questionnaire about their English needs and their awareness of the English learning they were studying. The results of interviews and questionnaire analysis were used to answer research questions. Meanwhile, data from interviews with English teachers and entrepreneurs in tourism were analyzed to identify the English language needs of vocational high school students based on a Situational Targeted Analysis of the context of classroom instruction, tourism workplaces. The results of the data analysis are then used as consideration in providing an English syllabus design that is expected to meet the needs of tourism students and the objectives of the 2013 Curriculum and answer research question number two.

### 3. Document Analysis

Data from document analysis provides information to researchers about the relevance of the results of the needs analysis collected from questionnaires and interviews with the 2013 Curriculum English syllabus.

Therefore, there are two things that become the focus of the analysis. The first point is to analyze the feasibility of the elements of the English syllabus in the 2013 English Curriculum which includes the elements of the English syllabus in theory. The second point is to analyze the feasibility of the elements of the English syllabus in the 2013 Curriculum English syllabus which includes the needs of tourism students.

Furthermore, the results of the analysis of this document are used to provide an expected English syllabus design for tourism majors in vocational high schools that includes the English language needs of tourism students and the objectives of the 2013 curriculum.

## **FINDINGS AND DISCUSSION**

### **Questionnaire results with Students**

The researcher interviewed 7 students to find out the need for English in the tourism industry . They are in Class XI majoring in tourism and will take English lessons . They stated that it is very important to learn English because English will give them better opportunities in the field of work and communication with foreigners will be easier if they master English. They also said that English will be indispensable in facing the industrial revolution 4.0 in 2018 . They realize that the most important skills to master are speaking and listening . For them, speaking is used to communicate verbally with clients; whereas listening is used to understand many important guest requests . There are some expectations that they expressed for the second semester, such as there will be a special English class for students majoring in tourism , there will be more specific English language goals to practice their speaking and listening skills and they hope there will be a special English language destination for them. student majoring in tourism.

#### **Table 2 Questionnaire data on student needs.**

No respondents	Score in item 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
Amount	21	23	23	24	19	21	24	22	23	22	24	
Method	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 student questionnaires were submitted to students to obtain data for analysis purposes. Question items are related to the students' need for English for certain purposes of the syllabus. Students feel that the importance of English for certain purposes. In addition, they are very interested in learning English because they want to work in the tourism industry.

The next question is related to the priority of using English skills for student employment. It was found that most of the students' needs were speaking and listening skills. Speaking is used by students to communicate with their clients after entering their field of work. While listening is used by students to understand client requests. The need for speaking and listening skills makes the designer give a larger portion of these two skills in developing the syllabus.

**Table 3. Results of Student Needs Analysis**

Not	items	Score	Percentage
1	Syllabus based on the needs of the tourism industry	3.0	75
2	Skills tourism industry based syllabus	3.2	80
3	Syllabus based on learning objectives	3.2	80
4	Understanding tourism related vocabulary	3.4	85
5	Listen	2.7	68
6	Speak	3.0	75
7	Tourism experience	3.4	85
8	Read	3.1	78
9	Write	3.3	82
10	Vocabulary	3.5	88
11	Confidence	3.4	85

**Table 4. Summary of Student Needs Analysis**

Not	English skill items	Percentage (%)	Student Needs Rank
1	Speak	75	2
2	Listen	68	1
3	Read	78	3
4	Write	82	4

### Results of interviews with teachers

Interviews were conducted with a teacher at SMKN 3 Pandeglang. He has been teaching since 2003. According to him, English is very important for students majoring in tourism, because students will be projected to become employees after completing their studies. They need English for their future field of work, such as tour guides, customer service at hotels, travel agents and house keepers. He added that any type of work related to tourism requires English. Regarding English competence, he said that his students had some problems in speaking and listening. Students are less motivated to apply the language they have learned; they don't even know how to pronounce special terms in tourism. he prioritized speaking, to be applied in this class. He placed listening as his second concern, which was then followed by equal portions of writing and reading. He said that speaking and listening skills are very important for tourism students. To speak is useful for communicating with clients and listening is used to understand many important guest requests.

**Table 5. Teacher's Questionnaire Results**

Not	Teacher opinion question item score										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	
$\bar{X}$	3	3	3.5	3	3	3.5	3.5	3.5	3.5	4	

### Questionnaire results with tourism experts

The researcher interviewed several people who are experts in the field of tourism. This questionnaire aims to find out the importance and application of English in the real world of tourism work. They think that English is very important to use in this work, because they always interact with foreign tourists. They also added that speaking and listening skills are very important in the job. Foreign tourists who usually ask about tourist attractions in Pandeglang Banten, also ask about the typical culinary of Pandeglang. The activity clearly forced him to speak in English with the foreign tourist. Travelers also usually leave some notes in their room asking about the hotel facilities and the facilities served. This activity led them to be able to write messages in English. In the second semester, they hope that there will be a special use of English for British tourism majors. They hope that the teacher will provide deeper practice on speaking and listening skills as well.

**Table 6. Results of Analysis of Tourism Industry Needs**

No respondents	Score on the item questionnaire											$\bar{X}$
	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
<i>Jumlah</i>	34	34	28	29	35	34	35	31	34	33		
$\bar{X}$	4.85	4.85	4.0	4.15	5.0	4.85	5.0	4.4	4.85	4.7		

**Table 7 Resume Analysis of Tourism Industry Expert Needs**

Not	English Competence	Average score	Percentage	English skills	Rank
1	ESP knowledge	4.85	97%	Read	2
2	Verbal communication	4.85	97%	Speak	2
3	Write comp	4.0	80%	Write	5
4	Explanation	4.15	83%	Speak	5
5	Understanding client requests	5.0	100%	Listen	1
6	Creativity gives information	4.85	97%	Creativity	2
7	Responsible	4.4	88%	Responsible	4
8	Response speed	5.0	100%	Speed service	1
9	Working according to SOP	4.85	97%	SOUP	2
10	Creative idea	4.7	94%	Initiative	3

### Syllabus Development

Based on the needs analysis, the researcher developed a syllabus that could accommodate students' needs and expectations for the ESP class. The result obtained from the data analysis is that the focus on the syllabus is speaking and listening followed by writing and reading respectively. The syllabus is designed based on real conditions in the tourism industry.

The syllabus arrangement is dominated by tourist attractions and travel agencies, as students are expected to have job opportunities as soon as they graduate from school. At the end of this study, students are expected to be able to communicate with their clients using English, both foreigners and locals. To communicate with their clients, students should use expressions and vocabulary appropriate to the field of tourism. Later, they are expected to listen well which is useful for students to be able to understand the client's speech and demands. Listening skills are developed by several media, such as audio/video, recorded conversation, English laboratory.

In addition, students are also expected to develop writing and reading skills to support their future careers. In the syllabus, writing skills to write documents related to tourism, such as, memos, reports, CVs, letters, e-mails, application forms, etc. In addition, reading skills are developed to help students understand the meaning of written form texts, such as brochures, messages from the telephone, letters of complaint, and others.

Regarding the needs of class XI ESP students, 16 meetings have been held, consisting of 12 meetings for the teaching and learning process, 2 meetings for reviewing lessons, 1 meeting for mid-

semester examinations, and 1 meeting for end-of-semester tests. . Researchers followed the meeting rules set by the Pandeglang State Vocational School.

The syllabus covers the real conditions in the actual tourism industry. In this class XI syllabus, the researcher also added several elements that did not exist in the previous syllabus.

## CONCLUSION

The purpose of this study is to identify the English needs of tourism students in vocational high schools and propose an English syllabus design that is expected to meet the English needs of tourism students in vocational high schools and the objectives of the 2013 Curriculum. The syllabus is one of the important elements in the teaching and learning process. . Knowing the needs of students makes it easier for teachers to design appropriate teaching materials. The result of the student needs analysis is that speaking and listening skills are the two skills most needed by English for Tourism in making comprehensive and interactive two-way communication with clients. Based on these objectives, the conclusions of this study can be drawn as follows:

1. The English language needs of tourism students are identified through the results of two types of needs analysis, namely Present Situational Analysis (PSA) and Target Situational Analysis (TSA). From the results of PSA and TSA.
2. As for English skills, of the four skills, tourism students need to master speaking and listening skills first before focusing on writing and reading skills.
3. In understanding and mastering English texts used in the tourism industry, tourism students need to develop their English speaking and listening skills.
4. In terms of text topics, tourism students need text topics about being a tour guide, working in hotels, travel agents, tourist destinations, tourism promotion, arts and culture, history and heritage, and hospitality.

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