



Voices from Coastal Communities: English Need Analysis of Local Tour Guide

Suara dari Masyarakat Pesisir: Analisa Kebutuhan Bahasa Inggris Pemandu Wisata Lokal

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Abstract

Tourists' demands which particularly those of international visitors are best served by tour guides, who are valuable coastal human resources. English as an international language is essential for communicating with travelers and is a crucial communication ability in the travel and tourism sector. Thence, it is necessary to analyze the English needs of local tour guides on the Simeulue coast. There were ten local tour guides chosen through random sampling as the subjects. The research instrument was a questionnaire set adapted from Prachanant (2012) address needs, functions, and issues with the use of English. It also makes reference to elements from the need analysis model developed by Waters & Hutchinson (1987). Interactive Analysis by Miles, Huberman, and Saldana (2014) was used to perform additional analysis on the findings, and the results were later displayed and verified. The results revealed that speaking was the most important English skill for the participants, followed by listening, reading, and writing. Second, individuals felt they lacked proficiency in speaking, listening, writing, and reading. Therefore, they desired to develop their speaking, listening, writing, and reading abilities. It implied that speaking played a major role in tour guiding and needs further follow-ups.

Keywords: *need analysis, English ability, tour guide, coastal tourism*

Abstrak

Tuntutan wisatawan, khususnya dari mancanegara ialah harus dilayani oleh pemandu wisata handal, yang mana merupakan sumberdaya pesisir berharga. Sebagai bahasa internasional, bahasa Inggris penting dalam berkomunikasi dengan para wisatawan dan merupakan kemampuan komunikasi yang sangat menunjang dalam sektor travel dan wisata. Oleh karena itu, perlu dilakukan analisis kebutuhan bahasa Inggris pemandu wisata lokal di pesisir Simeulue. Ada sepuluh pemandu wisata lokal yang dipilih melalui random sampling sebagai subjek. Instrumen yang digunakan adalah kuesioner yang diadaptasi dari Prachanant (2012) yang membahas kebutuhan, fungsi, dan masalah dengan

penggunaan bahasa Inggris. Kuesioner juga diadaptasi dari model analisis kebutuhan yang dikembangkan oleh Waters & Hutchinson (1987). Analisis Interaktif menggunakan model yang diterapkan oleh Miles, Huberman, dan Saldana (2014) untuk menganalisis tambahan pada temuan. Hasilnya kemudian ditampilkan dan diverifikasi. Hasil penelitian ini menunjukkan bahwa yang pertama, berbicara adalah keterampilan bahasa Inggris yang paling penting bagi para peserta, diikuti dengan mendengarkan, membaca, dan menulis. Kedua, responden merasa kurang mahir dalam berbicara, mendengarkan, menulis, dan membaca. Oleh karena itu, mereka berkeinginan untuk mengembangkan kemampuan berbicara, mendengar, menulis, dan membaca. Berdasarkan hasil penemuan tersebut dapat disimpulkan bahwa berbicara memainkan peran utama dalam pemandu wisata dan perlu tindak lebih lanjut.

Kata Kunci: *analisa kebutuhan, kemampuan Bahasa Inggris, pemandu wisata, wisata pesisir*

INTRODUCTION

The majority of coastal towns, in general, make their living through the marine sector, including through fishing, sand mining, and sea transportation. This is one of their socioeconomic characteristics (Nasution, 2005). The majority of coastal areas still have poor levels of community education. Additionally, consider the surroundings of communal settlements. Fishermen's communities around the coast, in particular, continue to be disorganized. The demand on coastal resources to suit the needs of coastal communities will grow over time if the socioeconomic conditions of the community are relatively poor in terms of welfare, especially regarding tourism with a large socio-economic potential (Ferrol-Schulte et al., 2014).

The coast is defined as an area where land and sea meet. Landward, a portion of the land, both dry and submerged in water, is covered; it is still influenced by sea characteristics like tides, sea breezes, and salt water infiltration. Seaward, a portion of the sea is covered; it is still influenced by natural processes that occur on land like sedimentation and fresh water flows, as well as those caused by human activities on land like deforestation and pollution. People who reside in coastal communities and engage in socioeconomic activities involving coastal and marine resources are called coastal community. As a result, the potential and state of coastal and marine resources are pretty heavily dependent on the narrow coastal settlements. The term *coastal community* refers to a group of people (such as fishers, fishing industry, fish traders, etc.) who coexist in coastal communities and have developed a unique culture as a result of their reliance on coastal resources (Marhaeni, 2010). These communities along the coast, are mostly still underdeveloped and at risk of marginalization. Additionally, there are a lot of aspects of coastal community life that are hidden from outsiders. In terms of knowledge, convictions, social obligations, and social institutions, they differ quite in a various way (Latjuba & Hasbullah, 2022). Meanwhile, coastal towns do not have many options for solving their difficulties.

According to Graves (2000), need analysis is a systematic and ongoing process that involves acquiring data on preferences and needs, interpreting those data, and then developing a subsequent development plan based on that

interpretation to address needs as necessary. Hutchinson and Waters (1987) further added that there are three ways to analyze target needs: through 1) necessities, or what is needed in accordance with the context; 2) lacks; what is lacking in terms of language use and 3) desires, or what is wanted referring to the language-related issues that are still need to be learned. What language learners desire and what teachers believe is crucial for language learners are two different perspectives as referred to by Yalden (1987). There are two perspectives on requirements analysis on that issue. The first is a subjective needs analysis, which looks at needs from the perspective of a language learner. The second method is called objective need analysis, in which needs are determined from the perspective of the language teacher. Mahardika and Yudha (2019) list numerous goals for need analysis, which includes understanding the language abilities a learner requires to complete thorough tasks, deciding whether a program has satisfied their needs, identifying which students require further instruction in a particular subject are the first three goals, recognizing changes in learning objectives, determining the discrepancies between what students have acquired and what they still need to learn, and finding out the learning problems.

The need analysis is conducted using a variety of models. Three of these are learning-centered methodology, deficiency analysis, and sociolinguistic model (Arsiyana, 2019). Munby (1987) asserts that the sociolinguistic model places a strong emphasis on the understanding of language learners' linguistic demands. The analysis under this paradigm concentrates on the necessity of grammar, vocabulary, and pronunciation, as well as the discourse and context of language use. Then, West's (1994) deficiency analysis places a strong emphasis on the needs and preferences of language learners. Last, the learning-centered methodology created by Waters and Hutchinson (1987) stresses language learners' aspirations and breaks down their needs into three categories: interests (or necessities), inadequacies (or lacks), and desires (or wants).

The elements that language students must understand in order to fulfill their obligations, duties, and responsibilities are referred to as *necessities*, whereas the elements that they still need to master in terms of their communication skills are known as *wants*. The elements that they still need to learn about is later addressed with *lacks*. Specifically speaking, this study employed the last method, which is learning-centered approach, so that the data collected are more thorough and comprehensive. This is attempted to later follow-up the programs for empowerment and growth, in addition to gathering information on learners' needs alone.

The purpose of this study was to determine the English language needs of local tour guides on the coast of TeupahTengah District, Simeulue Regency. Furthermore, this research is considered urgent because the results of this study can provide information about the need for English for local tour guides on the coast, especially in the area of TeupahTengah District, Simeulue Regency; and this research is also an initial effort (which can be said to be a pilot study) in optimizing the English language skills of local tour guides on the coast of TeupahTengah District, Simeulue Regency.

Several previous studies have been conducted under this similar topic, but not yet on the Simeulu's coasts. First, it is the results found by Hakim et al. (2020) in Plesungan Village. It is found that for tourism purposes, the variety of English needed for Plesungan village tourism business sector is self-introduction; asking

and giving information, offering local souvenirs, giving suggestions, invitation, and optimizing digital-based village promotions through social media—where this is still needed, both in Indonesian and English. Second, Prachanant (2012) further found out that speaking abilities, followed by listening, reading, and writing, are the ones most in demand in the tourism sector. The ability to deliver information, services, and support is the most important English skill. Unfortunately, the inability to comprehend the accents of international visitors, improper language and idioms, a lack of vocabulary, and a lack of grammar expertise are all issues with English usage. Last to mention in this study is research by Thai researchers, Lertchalermtipakoon et al (2021). The findings revealed that the areas in which students felt they needed the most help were in their study of the English language and grammatical structures. Given that the majority of those surveyed identified speaking and listening as their two biggest communication challenges, the challenges that students in the samples have when utilizing the English language are not remarkably different. The participants, however, overwhelmingly had a positive attitude about their English language learning process.

Thus, it is understandable that the novelty offered in this research is regarding information related to the need for English at one of the local beaches and also as basic research in this yet unexplored topic. The expected implication from the results of this research is the empowerment of local tour guides in increasing their selling power in the form of increasing English language skills so as to increase the socio-economic income of the Simeulue coastal community. The research question formulated for this study is as shown below: *“To what extent is the English need for local tour guides on the coast of the District TeupahTengahSimeulue Regency?”*.

Literature Review

It is generally understood that most residents of Indonesian coastal regions are fisherman, a profession that has been passed down from ancestors from generation to generation (Mengge, 2019). Fishermen must move about to catch the most fish, which is one of the characteristics of fishing communities that have developed in response to the dynamic nature of the resources they use. Additionally, economic risks force the fishing industry to operate in an unfriendly natural environment where there is constant uncertainty.

In comparison to other community groupings, fishing villages and coastal communities have a considerably worse economic, social (especially in terms of access to education and health services), and cultural situation (Kusnadi, 2007). Communities that depend on the sea for their livelihood, such as fishing communities, are typically characterized by a number of factors, including poverty, socio-cultural illiteracy, and a lack of human resources. In a way, coastal towns in general have assimilated into multicultural societies while retaining a sense of community. This indicates that coastal settlements typically have a structure that combines elements of both urban and rural populations. Because coastal societies' structures are so diverse, they have been able to develop a set of cultural values that represent the cultural acculturation of each element that makes up the social structure. It is important to note that for coastal areas, residing close to the seaside is the best option given all the conveniences it provides for day-to-day activities. The ease of accessibility from and to the source of livelihood

is more secure, considering that some communities. Coastal communities rely on the use of nearby marine resources and fisheries for their subsistence, including fishing, seaweed collecting and cultivation, and other activities. Besides, the inhabitants are more easily able to acquire the need for water necessities such as bathing, washing, and latrine), where they may participate right away to clean their bodies, wash all household items and equipment, including clothes, glasses, and plates. Additionally, they also have the option to easily dump household waste into the sea or on the beach.

Regarding the socio-economic strata, the social stratification based on control of the means of production is quite prevalent in fishing communities and aquaculture producers. Fishermen often fall into one of three social strata (Giyani, 2013). The first tiers are individuals who own motorized ships outfitted with fishing equipment. They are typically referred to as large or modern fishermen. They typically do not travel to sea, other people or workers work for them. Up to two or thirty workers can be considered sufficient or numerous. The second stratum of society is made up of people who own boats with outboard motors. On this level, the owner typically dives into the water and carry out all activity. Participating workers may exist, although they are few and frequently merely family members. Last, fishermen workers make up the final stratum. Although fishers can also operate as laborers simultaneously, many of these laborers have no other sources of production but their own labor. Large fishermen frequently double as traders. However, there are often collectors who are not fisherman, so this merchant is in a different socio-economic class (El-Khalieqy, 2016). Thence when interacting with smaller fishers, they typically take on domineering roles. Subsequently, employing more varied livelihood to them, for example tourism, can give a potential breakthrough in the socio-economic sector.

Utilizing tourist potential to promote tourism development and achieve sustainable development, the Simeulue Regency area has continued to empower tourism areas with the goal of enhancing the socioeconomic income of the local population. According to Rasool, et al (2021), the development of tourism regions is anticipated to be a source and prospective for dependable economic activity and to be able to stimulate economic activity in order to improve employment, community income, regional and state income, and foreign currency earnings. The good news is that numerous Simeulue Island coastal villages have developed their coastal tourism by creating resorts for domestic and international visitors that are run by local governments.

The mechanism of tour guides is fundamental to the growth of coastal tourism being carried out by the residents of Simeulue Island. Local tour guides are valuable coastal resources that facilitate the demands of tourists, particularly those from other nations, and direct them when they are visiting tourist attractions. Hence, the English mastery of the local tour guide is pivotal. English is the primary language needed to develop communication, and it is also a crucial communication skill in the tourism sector if one is to be able to offer the finest service to foreign tourists. According to O'Brien and Ham (2012), tour guides must be proficient in using English to communicate in order to be effective. The most crucial aspect of effective communication is the ability of the message being transmitted to have an impact towards the listeners (Richard & Schmid, 2010). Contemplating this fact, potential problem may rise when English is not mastered

well by the local tour guides in this area. Thus, a study on the tourism needs is significant to be conducted.

METHODS OF THE STUDY

This research was conducted in TeupahTengah District, Simeulue Regency, Aceh Province. This village was chosen because it has beaches as surfing spots and is visited by many foreign tourists which mostly from Australia and Europe. In addition, the number of resorts that have been built along the coast has made it a work area for local tour guides, who are the subjects of this study. A total of 10 tour guides spread over these two beaches were selected using random sampling techniques to represent the entire tour guides in this area.

Regarding the research instrument, a questionnaire set adapted from Prachanant (2012) was used to collect data related to needs, functions/wants, and problems (lacks) in the use of English by tour guides. The starting part (Part A) of the questionnaire asks about the informant's personal data, such as the age, length of worktime, and the specific need in his/her job as a tour guide. Then, in part B, the questionnaire asks about the extent of English necessity in the informants' job as a tour guide, for example the skill they used the most, type of communication in English they commonly perform, the most challenging English skills, and so forth. The questionnaire was written in Bahasa Indonesia to minimize problems related to ambiguity and misinterpretation. To ensure the validity of the questionnaire, an expert validator has also been implemented to this questionnaire set. In the process of data collection, questionnaires were distributed to the subjects by the researcher team. After the data were obtained, they further analyzed using interactive analysis by Miles, Huberman, and Saldana (2014).

The data were analyzed through three steps: they are data reduction, data display, and data verification. The first step was to reduce the amount of data or known as data reduction step. As soon as the data were obtained from the subjects and informants, they were transcribed, and classified by reference to the study concerns, while the data regarded irrelevant were reduced. Second, data display is a type of analysis that depicts what is happening in the natural context so that the researcher may eventually develop a final conclusion. The reduction and display of data were based on the development of research issues. In this research, data display is presented in the form tables and graphs. The final phase is data verification. The process of data verification is supposed to be in the form of good and sound assertions. This conclusion drawing step might begin with a preliminary conclusion that still has to be finished. Meanwhile, verification entails checking the veracity of the tentative result. The interim finding became the final conclusion in this study since it was backed by adequate evidence found in the field.

RESULT AND DISCUSSION

Result

As soon as the data being collected, the data were initially screened to be reduced. Data with little to no relevance to the research question being studied is left out in the data reduction stage. Secondly, the data is being displayed in the form of graphs and tables as they can be seen in the following elaborations—which is included into data display stage. Last, in the stage of data verification, the

data are verified with some supporting evidences from other previous studies within similar context. Thus, after the data being analyzed through the three steps analysis, then the results found is as shown in the following graphs.

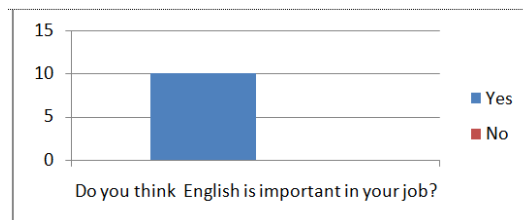


Figure 1. Questionnaire1

Figure 1 above shows that from all respondents, it is a consensus that English is important in their job as a local tour guide. The first question on the questionnaire set asks whether they think English is important or not. This is agreed by all respondents since they communicate in English not only with the visitors coming from English speaking countries, but they also speak English with visitors coming from non-English speaking countries. This shows that English is in the position of lingua franca language in this coastal area.

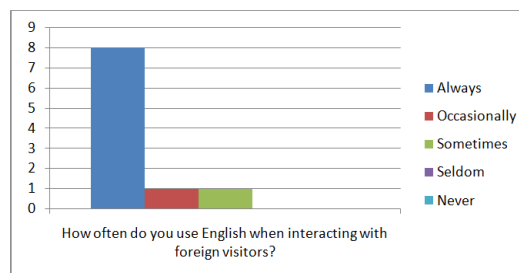


Figure 2. Questionnaire 2

Later, in the second question asking ‘How often the use English when interacting with foreign visitors?’, eight of them responded that they always use English when interacting with foreign visitors, while one of them seldom used English and the other one never used English when interacting with foreign visitors.

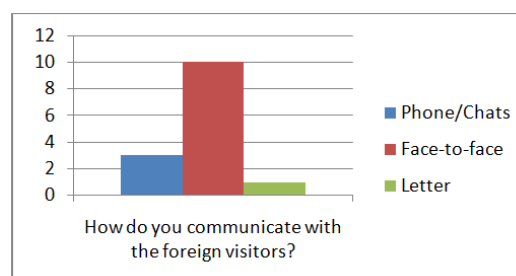


Figure 3. Questionnaire 3

The figure above shows the third question being asked in the questionnaire set, which is ‘How do you communicate with the foreign visitors?’. This question was asked specifically to understand their mode when using English, whether they use English via phone/chats, face to face, or letter/correspondences. All of

them (10 respondents) agreed that they used English when they have direct or face to face interaction with the foreign visitors. In addition, they also have other conditions when they had to use English such as via phone/chats or letter/correspondences.

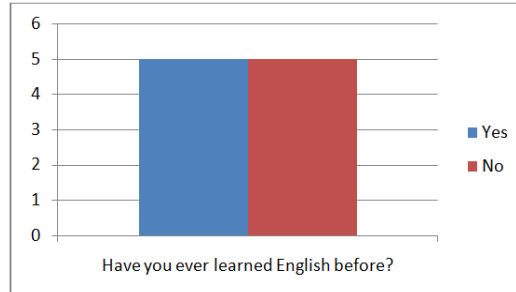


Figure 4. Questionnaire 4

The figure above shows the response about the question asking whether they have learned English before working as a local tour guide or not. Half of them answered they have had an opportunity to learn English beforehand, while the other half have not. This implies that special training is needed to support and reinforce them to be more competent in their job.

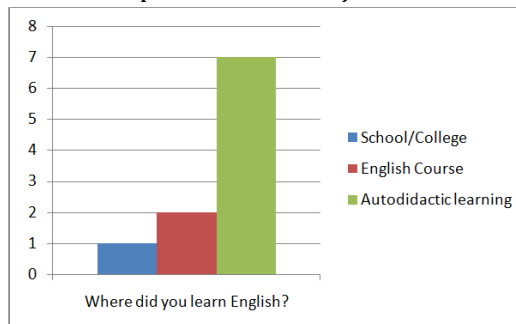


Figure 5. Questionnaire 5

When they were asked about 'Where did you learn English?', especially for those who have learned English before, seven of them answered that they learned English auto-didactically; 2 of them learned English at an English course; and the other one learned English at school or college.

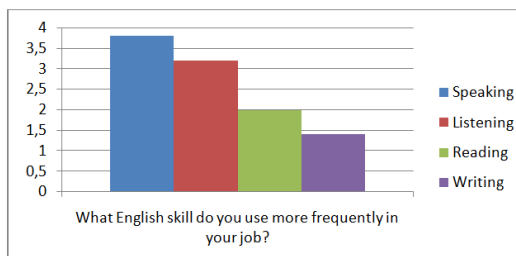


Figure 6. Questionnaire 6

The figure above shows the result on the participants' remark about the skills that they frequently use when they interacting with foreign visitors in their job. As shown above, the most frequent skill used in speaking, followed by listening, later reading, and finally writing as the least employed skill.

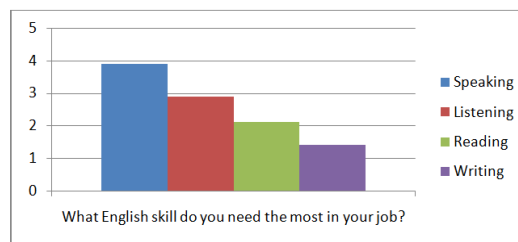


Figure 7. Questionnaire 7

Figure 7 above shows the participants' statement about the skills that they believe they still need to enhance when engaging with international guests in their professional career or job. As it is demonstrated in the figure, the ability that they believed the most important is speaking, secondly it is listening, then followed by reading, and finally writing, which is the skill they believe the least they need when communicating with their guests.

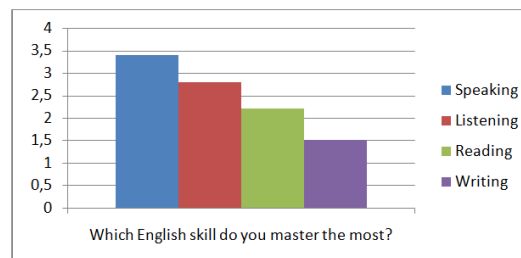


Figure 8. Questionnaire 8

Regarding the skills that they have mastered the most, speaking is indeed the skill that they have mastered the most. As previous charts have displayed, listening skill is the second most, then it is followed by reading and writing.

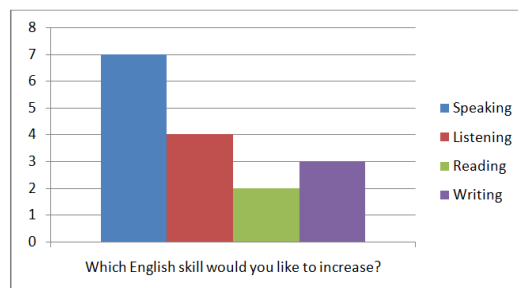


Figure 9. Questionnaire 9

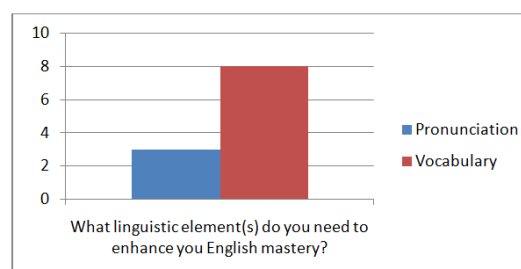


Figure 10. Questionnaire 10

From figure 9 and Figure 10 above, it is learned that the participants still want to increase their ability in speaking—despite the fact that speaking is the skill they master the most, secondly in listening, thirdly in writing, and lastly in reading. Concerning the linguistic element, eight participants believed that they need more reinforcement in vocabulary, and the other two thought that they need more knowledge on vocabulary.

Table 1. Questionnaire 11

No.	Learning Material	Agreed by <i>n</i> respondents
1	Greeting	9
2	Introduction	9
3	Asking and giving information	9
4	Offering help/assistance	7
5	Giving instruction	8
6	Explaining tour-plans	8
7	Negotiating price	5
8	Describing tourism places	8
9	Offering souvenirs/goods	8
10	Asking for opinions	5
11	Complaining	4
12	Booking or making reservation	4
13	Showing directions	7
14	Introducing culture/food/or other traditional occasions	10
15	Retelling tales	6
16	Giving suggestions	7
17	Starting and finishing conversation	6
18	Thanking and goodbye	9

From the table above, it is learned that all participants need more materials concerning Introducing culture/food/or other traditional occasions. Nine of the participants believed that they needed to enhance their learning materials regarding greeting, introduction, Thanking and goodbye, and Asking and giving information. Eight of them need to learn more about Giving instruction, Explaining tour-plans, Describing tourism places, and Offering souvenirs/goods. Meanwhile, although not dominant, the rest of the materials are still considered important to be reinforced.

Table 2. Questionnaire 12

No.	Learning challenge and limitation	Agreed by <i>n</i> respondents
1	Vocabulary	5
2	Learning resources	2
3	Inavailability of dictionary	2
4	Uninformed of how a word is pronounced	4
5	Unable to understand the sentence encoded by the foreign visitors	4

6	Unable to pronounce correctly	3
7	Unable to write correctly	6
8	Slang words	1

Regarding the challenge and limitation, the participants generally believed that they have challenges and limitation in all English sub-skills. Six of the participants believed that they were Unable to write correctly. Five of them also thought that they had limited access to vocabulary when they spoke. Some others also faced problems regarding correct pronunciation and not knowing the correct pronunciation itself, understanding the sentence encoded by the foreign visitors. They also admitted that they had problems with Learning resources, unavailability of dictionary, and slang words used by the foreign visitors when communicating with them.

Discussion

Acknowledging the facts about the condition of coastal socio-economic potential, this study aimed at finding out the potential in making advancement of the local tour guides English at the Simelue coastal areas. Rooting back to the research question asked earlier in this study, which is *“To what extent is the English need for local tour guides on the coast of the District TeupahTengah Simeulue Regency?”*, several facts have been found after the data being analyzed.

In accordance with the research design, which is to find out the need analysis of the English need for local tour guides on the coast of TeupahTengah District, Simeulue Regency, this study focalized on shedding lights around the elements of needs, they are: the interests or necessities, inadequacies or lacks, and desires or wants. From the results of the questionnaire, it has been found that the participants’ necessities regarding English skills are in speaking skill as the highest need, then it is followed by listening skill, later it is reading, and the least needed is writing skill. Second, regarding the lacks, the participants believed that they are lacking in the skill of speaking, listening, writing, and reading. Subsequently, they desired to increase their speaking, listening, writing, and reading skill to be advanced. As supported by Christensen (2016), need analysis is an exact model to learn and peer the detail of the needs and lacks in a certain case. He constructed a concept map that illustrates the roles of needs assessment and analysis in finding problems and/or possibilities. The process of discovering skills or knowledge gaps begins with a needs assessment, which applies needs analysis. An organization will be able to determine which performance issues or opportunities require training intervention and which do not by completing a needs assessment. If further training is suggested as a solution to a problem, the following-up step is to undertake a training requirements analysis to determine what type of training should be delivered—in this regard is related to English skill mastery. What comes as a concern is that various accents fro tourists around the world. As found by Prachanant (2012) that The most crucial English skill is the capacity to provide information, services, and assistance. Unfortunately, difficulty to understand international visitors' accents, incorrect language and idioms, a lack of vocabulary, and a lack of grammar competence are all problems with English usage.

It is understood that speaking and listening are the skills needed the most—and mastered the most at the same time—by the tour guides at the area. It is

crucial to provide tour guides that can cater to their needs. As supported by Kruczek (2013), tourism is one of the industries with the quickest growth rates. Business travelers visit specific locations for short periods of time for leisure, professional growth, or to research the uniqueness of a tourist site. Tour guides are one of the most crucial components in this tourism service that are in close contact with tourist services and increased investment; they serve as someone who is responsible for providing direction, information, and instructions about tourist attractions as well as assistance for anything that foreign visitors need. As Susial et al. (2020) suggest, teaching tour guides can involve some teaching methods that expose more on their speaking ability. The most common teaching methods for English are role-playing, brainstorming, storytelling, interviews, reporting, image description, and identify the difference. The method enables students to communicate and incorporates ethnopedagogy on instructional materials. This is in line with the result found by Hakim et al. (2020) in their study in Plesungan Village. They found that in tourist guiding, the most engaged topic of communication is about self-introduction; asking and giving information, offering local souvenirs, giving suggestions, and invitation.

It is crucial to have good and proper English speaking ability for the tour guides so that they can be well-understood. Aceh takes pride in being one of Indonesia's top tourist attractions because of the experience of visiting in such a setting. A tour guide's contribution to this achievement is unquestionably essential because travelers' pleasure is strongly correlated with a tour guide's skill level, one of them is in speaking English.

CONCLUSION

From the results, it can be concluded based on the need analysis framework that, firstly, the most necessary English skill that the tour guides need is speaking skill, then followed by listening, reading, and writing. Secondly, the most skill that they felt lacking is also speaking skill, followed by listening, writing, and reading. Lastly, the wants are also in attempt to increase their speaking skill, followed by listening, writing, and reading.

This study is not without limitation. This study only used a rather small sample, which were ten tour guides. For future research, it is suggested more samples and larger areas can be covered.

Pedagogically, several factors must be provided to be taught in English for tourism. Of course, the instructor must first teach the proper manner to communicate many fascinating facts about the sites being visited. A solid explanation will pique the tourists' interest in the subject matter. The content must also be presented in a clear, concise, and understandable manner so that visitors can grasp all of the explanations. Second, it is critical to thoroughly educate the methods for delivering orders and giving directions. Trip guides are also required to be able to give interesting details about the sites they pass through while on the tour. All of this may be communicated effectively to guests by knowing English fluently, making their trip more memorable. Finally, in addition to providing explanations to tourists, the tour guide also serves as a translator. There are occasions when foreign visitors desire to directly ask local people, or vice versa. So, ideally, the issue of translating is also covered in English classes for tour guides.

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