
DEVELOPING ENGLISH SYLLABUS FOR TOURISM MANAGEMENT STUDENTS

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Abstract

This research aimed at developing a one-semester ESP syllabus, particularly for the tourism management students of the second semester in academic year of 2015/2016 of STIM Sukma Medan. Therefore, the research and development (R&D) design was conducted to investigate the students' needs in ESP class on the second semester and to develop the appropriate syllabus. There were two instruments used to collect the data, namely; questionnaire and interview. The questionnaire was given to 12 prospective students who would attend ESP class on second semester. Meanwhile, the interviews were projected to three different participants, namely an ESP lecturer, two prospective students, and a student working in the tourism field. Based on the data revealed, it was found that the students need to extend their speaking and writing skills. Speaking was used to communicate with the clients in spoken register in the future work field. Meanwhile, writing was used to communicate with the clients in written register in the future work field. Therefore, the development of syllabus was focus on speaking and writing followed by listening and reading respectively.

Keywords: *research and development, tourism management students, ESP syllabus*

1. INTRODUCTION

English is considered as a very important language to be mastered in this globalization era, as English is used in many aspects of life and communication. It plays its role in many different fields such as social environment, schools, and work fields. Tourism is one of the work fields which requires English to be a medium language among the involved people. For example, Indonesia is an archipelago country which provides magnificent beauty to attract tourists' attention, when foreigners come to visit Indonesia for some vacations, they obviously need to communicate with the natives. Thus, the native involved has to be able to communicate in a medium language, in case of English. Since tourism is a developing sector, its work field always has a chance to employ many employees every year. The candidates of employees mostly hired from the students who took the tourism management major in their previous colleges or school.

The ability of students in using English has become an additional value to support their career in the future. Mastering English can guarantee one's opportunities and success in work, academic and social life (Boroujeni & Fard, 2013). This condition forces learners from non-English speaking countries to learn more about English, especially the learners who concern in the field of tourism. Tourism has become a well-established field within English for Specific Purposes (ESP). The application of English learning then will be integrated in developing curriculum and syllabus. The syllabus which is going to be designed is expected to cover all the materials, method, and assessment needed by the tourism management students. But nowadays, it is still found the syllabus which doesn't suit for the tourism students. Whereas, a suitable syllabus will provide good information and knowledge for learners' need in their future career.

Therefore, this research was conducted to investigate the need of tourism management students about the ESP subject in STIM Sukma Medan. There were two instruments used in this research namely; interview and questionnaire. Those instruments were used to gain information about the students' needs and expectations toward the ESP course. As the result of the need analysis, the researcher developed a product of ESP in the form of one-semester syllabus for the tourism management students of the second semester in academic year of 2015/2016 of STIM Sukma Medan.

2. RESEARCH METHOD

This research used a research and development (R&D) design, since it is the most appropriate method to be used in the field such as education, research and development of product. According to Borg & Gall (2007), educational research and development is a process used to develop and validate educational product. Regarding to its purpose, the researcher in this case as the course designer as well, developed a product in the form of one semester syllabus for the tourism management students of the second semester.

3. PARTICIPANTS

The data of this research was obtained from the first semester of tourism management students of STIM Sukma Medan, who would attend ESP class on the second semester. This research also involved three different participants, namely an ESP lecturer, 12 prospective students, and a student working in the tourism field, Santika Dyandra Hotel, Medan, North Sumatera.

The ESP lecturer had been teaching English for about nine years. Yet, he has been teaching ESP class in STIM Sukma Medan since 2013. His good English proficiency and the need of ESP class in STIM Sukma Medan led the head of department to choose him as the ESP lecturer. Twelve prospective students were the students who would attend the ESP class on the second semester. The last participant was a student working in the tourism field, who had the real experience in the work field. From the data obtained, the researcher developed a syllabus.

4. INSTRUMENTS

There were two instruments utilized in this research, namely questionnaire and interview. The questionnaire was given to 12 prospective students who would attend the ESP class on the second semester. The questionnaire was aimed at finding out the students' attitudes toward English and their needs of ESP material on the second semester. The questionnaire was formed in likert scales. The students were asked to give a tick (√) to choose the most suitable statement according to them on the provided space. The items of statement were arranged by the researcher herself.

Meanwhile, the interviews were projected to three different participants, namely an ESP lecturer, two prospective students, and a student working in the tourism field. The interviews item were designed by the researcher herself. All of the items were semi-structured interviews. The first interview was projected to the ESP lecturer. There were two main points of interview, namely students' language problem and syllabus design for following ESP class. The second interview was projected to two prospective students who would attend ESP class on the second semester. The interview included the students' background information, career demand, English ability and expectation on ESP class on the following semester. The last interview was projected to a student who was working as a room attendant in Santika Dyandra Hotel, Medan, North Sumatera. The purpose of interviewing him was to get the real experience and information regarding on the use of English in the real work field.

5. FINDINGS AND DISCUSSION

The Results of Prospective Students' Questionnaire

The questionnaires were delivered to twelve prospective students to obtain data for the needs analysis. The first group of question items was related to students' attitude toward English for its general academic purpose. Students felt that the importance of English for their future career was 19%. In addition, they were very interested in learning English because they wanted to go to overseas to continue their study.

Table 1. Students' Attitude toward English in General

No.	Items	Percentage (%)
1	English is very important	16 %
2	I am interested in learning English	13 %
3	I use English everyday	3 %
4	I learn English only for passing the examination	0 %
5	I learn English to access information and global news	8 %
6	Learning English helps me to get new friends on social media	5 %
7	I learn English to communicate with my friends from overseas	11 %
8	I learn English because I want to go to overseas	14 %
9	I learn English to continue my study	13 %
10	I learn English to support my future career	19 %

The second group of questions was regarding to the students' ability in mastering four English skills namely, speaking, reading, listening and writing. It was revealed that tourism management students had mastered writing skill only for 10%, which then followed by 27% of speaking and listening skills.

Table 2. Students' Ability in Mastering English

No.	Items	Percentage (%)
1	Speaking	27%
2	Reading	36 %
3	Listening	27 %
4	Writing	10 %

The third group of questions was related to the priority use of English skills for the students' future career. It was found that the majority of students' needs were speaking and writing skills. Speaking was used by the students to communicate with their clients after getting into their career field. Meanwhile, writing was used by the students to write down any important things for the clients, such as the list of menu, the list of tourism objects, important messages and memos. The need of speaking and writing skills led the course designer to give bigger portion of these two skills in developing syllabus.

Table 3. The Use of English Skills for the Future Career

No.	Items	Percentage (%)
1	Speaking	28%
2	Reading	23%
3	Listening	23%
4	Writing	26%

The fourth table was the result of questionnaire which was given to the students, there were several materials related to tourism management which had been presented on the questionnaire. But, only few materials which dominantly chosen by the students that would be developed on the second semester syllabus.

Table 4. List of Material Needed by the Students' in the Second Semester

No.	Material
1	Common expressions used in tourism field
2	Etiquette for tourism agent
3	Handling clients' demand
4	Hotel and accommodation promotion
5	How to be a flight attendant
6	Local tourism object
7	Specific vocabularies for tourism
8	The field and subfield of tourism

9	The history and development of tourism
10	The organization and structure of tourism
11	Time schedule arrangement
12	Tour-guide and tourism informant
13	Tourist attraction in the world
14	Travel agent and tour operators

The Result of Interview with ESP Lecturer

The interview was administered with an ESP lecturer of STIM Sukma Medan. He has been teaching ESP since 2013. According to him, English was very important for the tourism management 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. He added that every kind of jobs deal with tourism needed English.

Regarding to the English competence, he said that his ESP students got some problems in speaking and writing. The students were less motivated to apply the language they have learned; they did not even know how to mention specific terms in tourism field. He prioritized speaking, to be applied in his class. He placed writing as the second concern, which then followed by listening and reading in the same portion.

He said that speaking and writing skill were really important for the tourism students. For speaking was useful to communicate with the clients and writing was useful to write message, letter, memo of complain and quotation.

The Result of Interview with Prospective Students

The researcher interviewed two prospective students to find out the needs of English in Tourism management. They were at the first semester on tourism management and would attend the English subject on the following second semester. 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 writing. For them, speaking was used to communicate orally with the clients; meanwhile writing was used to write many important letters. There were some expectations that they expressed for second semester later, such as there would be special English class for tourism management students, there would be more material to practice their speaking and writing skills and they expected that there would be English specific materials for tourism management students.

The Result of Interview with Working Student

The researcher interviewed a student who was working as a room attendant since 2013 in Santika Dyandra Hotel, North Sumatera, Medan. This interview was aimed at finding out the importance and application of English in the real tourism work field. He said that English was very important to be used in his job, since he always interacted with the foreign tourists. He also added that speaking and writing skills were very essential in his job. The foreign tourist commonly asked him about the tourism attraction in Medan and North Sumatera, they also asked about the special culinary from Medan. Those activities obviously forced him to speak in English with the foreign tourist. The tourist also commonly left some notes in their room asking about the hotel amenities' and served facilities. Those activities led him to be able to write message in English. On the second semester later, he expected that there would be more time for English subject, since on the first semester the time was very short. He expected that the teacher would provide deeper practice on speaking and writing skills as well.

Development of Syllabus

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 writing followed by listening 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 college.

At the end of this study, 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 to be able to write any documents related to tourism field, such as, memo, reports, CV, letters, e-mail, application form, and etc. 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 listening and reading skills to support their future career. Listening skill was useful for the students to be able to understand the clients' utterances and demands. 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 STIM Sukma Medan. 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.

6. CONCLUSION AND SUGGESTIONS

As stated in background, this research was conducted to investigate the need of tourism management students about the ESP subject in STIM Sukma Medan. Then, the data revealed that the students need to extend their speaking and writing skills. Speaking was used to communicate with the clients in spoken register in the work field. Meanwhile, writing was used to communicate with the clients in written register in the future career.

The syllabus developed based on the students' need in ESP subject was expected to be beneficial to the lecturers who need inputs to teach tourism management students, and the students who attend the ESP subject on second semester. 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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