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## **Students' need toward learning materials of english for tourism: A need analysis for a better english materials**

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**Abstract:** *This study aims to shed light on students' needs in learning the material of English for Tourism. By employing a survey research instrument administered to 70 third-semester students at the Tourism Business Management Program of Politeknik Negeri Sambas, followed by a semi-structured interview, the findings were elaborated descriptively. Based on the outcome of the study, it was found that grammar and vocabulary are two important aspects of language learning that students consider essential to be included in teaching materials. This is because they experienced difficulties in understanding grammar and had trouble recognizing vocabulary. Moreover, the students expected that the learning materials could provide them with a place to practice pronunciation. In addition, the majority of students preferred learning the language through audio-visual materials and games. Furthermore, the materials were also expected to integrate local wisdom in Sambas, related to destinations, historical places, traditional food, and festivals. Thus, it is suggested that the English materials should cater to students' needs in the aspects that have been discussed.*

**Keywords:** *Need Analysis, Students, Materials, English*

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### **Introduction**

Currently, the tourism industry is experiencing quite rapid development in various parts of the country, including Indonesia. Each region has a unique culture and different geographical conditions that are the selling points in this industry sector. This tourism industry will be more developed if a country or region has human resources who have knowledge about management and operations in tourism. However, communication skills are also a factor that cannot be ignored in supporting competent human resources in the tourism sector. One of the communication skills required by these human resources is English language skills. English is an international language that has a fundamental role in the effectiveness of tourism actors in interacting, especially with foreign tourists, both in terms of promotion and business transactions.

Tourism Business Management study programs in universities, especially vocational campuses, have a significant role in producing competent workers in the tourism sector. English is one of the courses taught to students majoring in this field. This means that students are required to be able to master effective English to support the tourism industry. Therefore, it is important to have English teaching materials that are relevant to the needs of the tourism industry, which are very important to be designed in a structured manner. With the right teaching materials, students will find it easier to master effective communication skills for students to interact with tourists and face the challenges of globalization in the world of tourism. However, many study programs have not fully developed English teaching materials that align with the practical needs of the tourism industry. Moreover, these materials often fail to accommodate the specific needs of students as learners. The existing curriculum may have

been developed but may not be able to accommodate the needs of students, both in terms of learning methods, learning styles, socio-cultural backgrounds and other factors that influence the characteristics of students.

According to several language experts, in the process of acquiring a second language, it is important to adjust the teaching materials to the characteristics of the learners, especially in improving their skills and expertise in English. First, the level of difficulty of English language materials must be adjusted to the learners' abilities at that time, namely one level above their abilities, meaning that English learning materials should not be too difficult and should not be below their abilities (Kreshen, Purwaningsih. 2022). This is because it makes them feel more challenged and this can motivate them. In the end, they will feel more motivated in the learning process (Ellis, R., & Shintani, N. 2013) The importance of English language materials that can provide opportunities for learners to interact in communicating (Larsen Freeman, Anderson. 2015). This is because through interaction and communication in the learning process, it helps learners to be more effective in internalizing a foreign language.

For designing the English material addressing students' need, it is important to perform students' need analysis. According to Andi and Arafah, need analysis is a process used to gather information about learners' expectations in learning, including their necessities, preferences, and issues that arise from their experiences as learners (Andi, K., & Arafah, B. 2017). Thus, this research aims to analyse learners' need toward English language teaching materials at Tourism Business Management Study Program, Sambas State Polytechnic with the aim of identifying the types of skills that they consider need special attention from the English language learning materials, content, as well as the forms of learning and practice they use. liked as well as they expected from English materials for tourism. By identifying several aspects above, it is expected that this research can make a major contribution in supporting the development of quality teaching materials that suit student characteristics. So, it is also expected that this will be able to increase student competence in English, especially in the tourism industry.

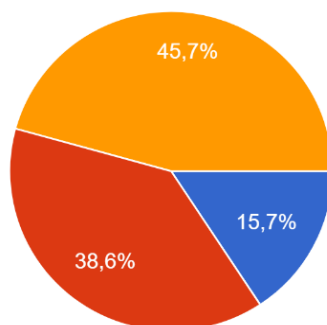
### **Method**

This study uses a descriptive qualitative method. The subjects of this study were 70 third-semester students of the Tourism Business Management Study Program. Descriptive qualitative research aims to describe in depth and systematically existing phenomena, without trying to find causal relationships or test hypotheses. In this context, descriptive qualitative research is used to gain a clearer understanding of the needs of English language teaching materials for students of the Tourism Business Management study program. The instrument used was a survey, consisting of a series of questions distributed to 70 third-semester students in the Tourism Business Management Study Program. This survey was designed to explore information about respondents' perceptions, needs, and expectations of existing teaching materials. In addition, a semi structured interview was also executed to get deeper information supporting the finding. The data collected through the survey was analysed qualitatively and it was elaborated deeply to the ongoing situation and provide useful recommendations in developing teaching materials that are more in line with learners' needs.

### **Results and Discussion**

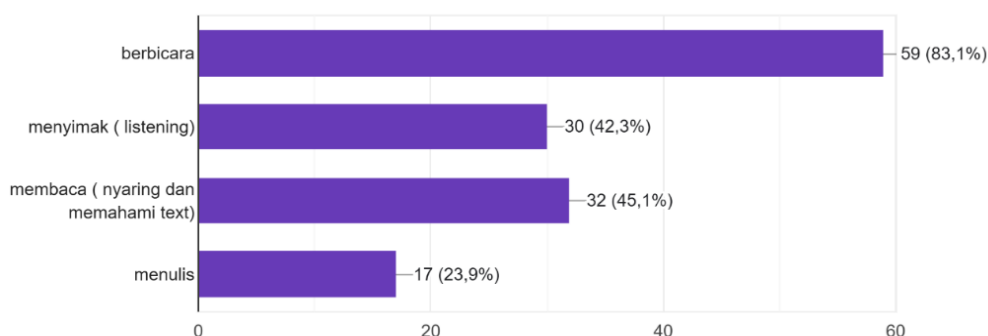
As mentioned earlier in the previous part of this study, the aim of this research is to analyse students' need toward English learning materials for tourism purposes. The data gathered through questionnaire designed to explain the information about students need of the aspects considered important in learning English (grammar, vocabularies, pronunciation). In addition, the data also explains the skills that is needed to be developed, the use of visual and audio visual in learning materials, the

necessity of integrating local culture, as well as the types of local cultures that are expected to be integrated in learning materials.



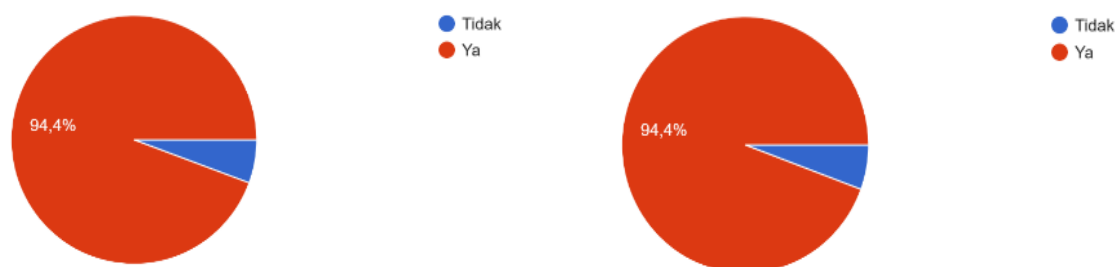
**Picture 1.** Diagram of students' need of aspect considered important in learning English

Based on the data above, it can be explained that around 45% of students consider the most important aspect for them to learn is grammar, which includes grammar, tense and patterns. Meanwhile, 38.6% of students consider pronunciation to be the most important aspect that they think can be presented in English learning materials and the remaining 15.7% consider vocabulary to be the most important thing to learn. Based on these data, it can be concluded that the majority of students consider grammar to be important for them to acquire through learning English.

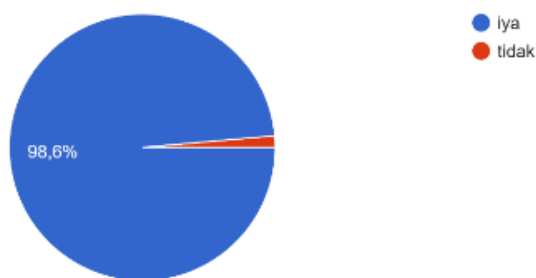


**Picture 2.** Preferred English Skills to be developed most

Meanwhile, the English language skills they thought need to developed are speaking skills, that is, more than 50% of respondents chose these skills, while around 40% listened and read, only 23.9% wanted to develop writing skills.

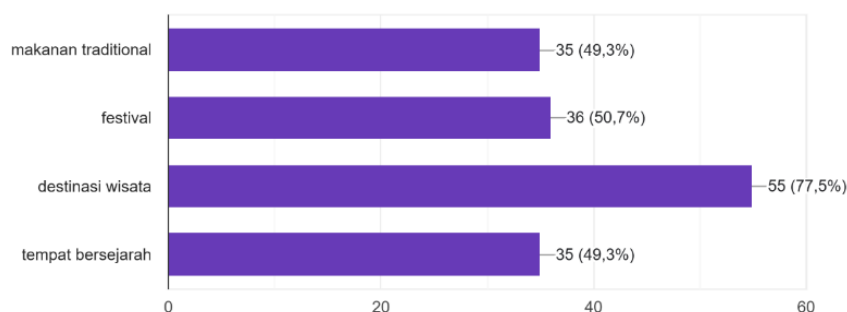


**Picture 3.** Students response of using picture (picture 1) in learning material

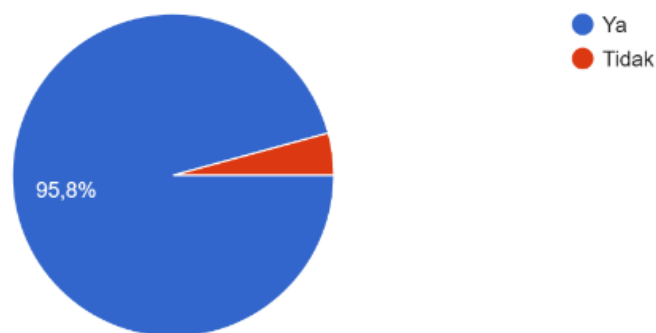


Picture 4. Students response of using video ( figure 2) in learning material

Based on the data above, almost all students like learning English using pictures or videos. It can be seen from the data above that 94.4% of students prefer to learn using videos or pictures. Meanwhile, as many as 98.6% also liked learning English using games



Picture 5. Types of local culture integrated in English learning materials



Picture 6. Students' response to integrate learning materials with local wisdom

Based on Figure 8, 95.8% of students chose that if English learning material was based on local wisdom in the region or neighbourhood where the students live, then the material would be interesting. Meanwhile, based on Figure 9, there are 77.5% of students who think that aspects of tourism that can be used as English material are tourist destinations, while aspects of traditional food and festivals and historical places get around 50% of respondents. Based on the results obtained, it can be concluded that students need English language material that is able to facilitate them in learning grammar. Based on the analysis of interview result, several factors cause difficulties in the English learning process, namely in the aspects of listening and speaking, pronunciation/vocabulary because their mentors find it quite difficult to learn vocabulary. Apart from that, there are also difficulties in capturing material and difficulty in focusing. Students are also confused about how to read it.

Several experts suggest not to teach grammar in isolation because this can make failure in the process of acquisition (Brown, H. D., & Lee, H. 2015). Learners would be confused how to use the particular grammar they learn if it is given without context, for example the grammar should be introduced or taught in sentences or in reading text. It is also important to consider teaching grammar through the dialogue script. As it is known, the script of dialogue consists of expression, context and sentence structure that provide situation for the learners. Through teaching the structure of the sentence in form of dialogue script, they learner would get better understanding how to use the grammar in a real situation. In addition, according to finding in this study, it was found that the students consider vocabulary as one of important aspect to be learned in English classroom as they admitted that they were lack of vocabularies repertoire.

Larsen-Freeman and Anderson<sup>4</sup> believe that vocabularies become primary materials in English language learning because vocabularies are the root of the languages, without vocabularies, the language cannot be existed. Thus, it is crucial to provide learners with materials which can give them opportunity to learn new vocabularies (Wei Li and R. Keith Johnson 2021). Moreover, the students also expected that the learning material can provide them material to practice pronunciation. Teaching pronunciation is also important and cannot be neglected in language classroom. Thus, based on the finding, it is also important to consider and facilitate learners need toward pronunciation materials because pronunciation is become essential skills in speaking

### **Conclusion**

The research identified the specific needs of Tourism Business Management students in learning English, focusing on grammar, vocabulary, and pronunciation as key areas of difficulty and importance. The findings emphasized the need for teaching materials that integrate grammar in context, provide vocabulary enrichment, and include pronunciation practice. Furthermore, students showed a preference for learning through interactive methods like audio-visual aids and games. The study also highlighted the importance of incorporating local wisdom, such as Sambas cultural elements, into the teaching materials to make learning more engaging and relevant. These insights underline the necessity of designing English learning materials tailored to student preferences, abilities, and contextual relevance to enhance their competence in English, particularly for the tourism industry.

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