

# STUDENTS' NEEDS ANALYSIS IN DEVELOPING ENGLISH FOR TOURISM LEARNING MATERIALS AT SMA ASTIKA DHARMA

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## ARTICLE INFO

### Article history:

Received: 7<sup>th</sup> February 2022

Accepted: 26<sup>th</sup> February 2022

Available online: 28<sup>th</sup>

February 2022

### Kata Kunci:

*Kebutuhan siswa, bahan ajar pariwisata, Bahasa Inggris untuk Pariwisata*

### Keywords:

*Students' needs, tourism learning material, English for Tourism*

## ABSTRAK

Penelitian ini bertujuan untuk mengetahui kebutuhan siswa dalam pengembangan bahan ajar Bahasa Inggris untuk pariwisata di SMA Astika Dharma. Penelitian ini menggunakan metode deskriptif dengan mengacu pada pendekatan kualitatif. Subjek penelitian studi lapangan ini adalah siswa kelas X dan XI SMA Astika Dharma Teknik pengumpulan data yang digunakan adalah teknik kuesioner untuk mengetahui kebutuhan siswa dalam pengembangan bahan belajar pariwisata. Instrumen pengumpulan data penelitian ini adalah kuesioner. Penelitian ini menggunakan teknik analisis statistik deskriptif digunakan untuk mengolah data angket kebutuhan siswa dalam pengembangan bahan ajar pariwisata di SMA Astika Dharma. Hasil penelitian menunjukkan bahwa (1) Bahasa Inggris untuk Pariwisata berbeda dengan Bahasa Inggris umum, (2) bahan ajar digital yang dibutuhkan oleh siswa adalah bahan ajar digital yang mudah diakses, mudah dimengerti, menarik secara visual, memiliki akses audio dan bisa diakses kapanpun, (3) bahasa yang digunakan untuk bahan ajar digital pelajaran bahasa Inggris pariwisata adalah bahasa Indonesia dan bahasa Inggris (dwi bahasa/bilingual), (4) bentuk bahan ajar digital pariwisata yang diinginkan oleh mayoritas siswa adalah berupa video pembelajaran.

## ABSTRACT

This study aimed at determining the needs of students in the development of English for tourism learning materials at SMA Astika Dharma. This study used a descriptive method concerning a qualitative approach. The research subjects of this field study were students of class X and XI of SMA Astika Dharma. The data collection technique used was a questionnaire technique to determine the needs of students in developing tourism learning materials. The instrument of data collection in this study was a questionnaire. This study uses descriptive statistical analysis techniques used to process questionnaire data on student needs in the development of tourism teaching materials at SMA Astika Dharma. The results showed that (1) English for Tourism is different from general English, (2) the digital teaching materials needed by students are digital teaching materials that are easily accessible, easy to understand, visually appealing, have audio access, and can be accessed anytime, (3) the language used for digital teaching materials for tourism English lessons is Indonesian and English (bilingual), (4) the form of digital tourism teaching materials desired by the majority of students is in the form of learning videos.

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## 1. Introduction

The tourism industry is one sector that is currently being developed by the Indonesian government and local governments to promote local wisdom. Bali as a national and international tourist destination makes the tourism industry a prima donna in reviving the economy of the surrounding community, as well as a foreign exchange earner. It is only natural that many Balinese people take part in the tourism industry. Education takes an important role in preparing competent human resources for this industry. One of the institutions in High School which concerned with this issue is SMA Astika Dharma.

SMA Astika Dharma is an educational unit with the *Utama Widya Pasraman* level or high school level located in Pempatan Village, Rendang District, Karangasem Regency, Bali. SMA Astika Dharma is excellent for its religious and cultural values which are implementing agriculture, animal husbandry, and tourism. The school, which in the 2021/2022 academic year has 118 students, is a boarding school that was founded in 2019. Tourism as one of the subjects taught at this high school has the aim of preparing students to be able to manage the tourism industry as well as to prepare to become professionals who are demanded to have quality skills at work.

To be able to prepare prospective professionals in the tourism industry, the academic achievements obtained by students in this subject must be satisfied so that the school graduates can compete in the national and international labor market. Hamalik (2009) believed that someone who has carried out the learning process will show a change for the better. These changes can be seen in changes in behavior. Through this education, the school graduates will have better competence and ultimately support the development of the tourism industry since the human resource is one of the crucial components to develop tourism (Nandi, 2016).

Based on the interview with the teachers in SMA Astika Dharma it was found that the learning of tourism subjects that have been carried out uses the lecture, drill, and assignment methods. Seeing the condition of student achievement in this subject, teachers are required to generate student motivation by creating a conducive learning climate, to create active interactions between students and teachers because the main responsibility of the teacher is to help students learn. According to Arsyad (2003) in the learning process, two very important elements are teaching methods and learning media. These two aspects are interrelated. The use of learning media not only provides concrete experiences but also helps learners integrate their experiences. Besides that, learning media also could make the material clear, overcome the limitation of space, time, resources, trigger the learning motivation, facilitate the students to study independently, facilitate the same experiences, and perception (Susilana & Riyana, 2007). Nurrita (2018) also summarized that learning media is not only for helping the teacher to achieve the learning goals but also could motivate the students to learn.

According to Magdalena et al. (2020), students can use teaching materials as their learning media. Teaching materials are a set of learning materials that are arranged systematically and display a complete figure of competencies that will be mastered by students in learning activities. Teaching materials are useful for overcoming the passive attitude of students, creating enthusiasm for learning, enabling more direct interaction between students and the environment and reality, enabling students to learn according to their interests and abilities.

The development of teaching materials for tourism subjects that can integrate direct experiences of the relationship and its benefits in the world of work is one alternative that can be implemented to generate and increase student motivation to learn. Teaching materials must be in accordance with predetermined competency standards so that the learning process can take place properly. The teaching materials used must also be able to make students motivated and increase their interest in learning tourism subjects so that the competency standards that have been set are achieved. This fact encourages researchers to analyze the development of teaching materials for tourism subjects that are tailored to the needs of students, as well as the characteristics of the learning materials and curriculum applied. With the availability of teaching materials that suit the needs of students, it is hoped that learning activities will become more interesting and can increase student learning motivation so that they can achieve competence.

Based on the background that has been explained, the formulation of the problem in this research is What are the needs of students in developing tourism teaching materials at SMA Astika Dharma? The

purpose of this study was to determine the needs of students in the development of tourism teaching materials at SMA Astika Dharma.

## 2. Method

This is qualitative descriptive research. According to Sukmadinata (2012), qualitative descriptive research is intended to describe and describe existing phenomena, both natural and human-engineered, which pay more attention to the characteristics, quality, metand interrelationships between activities. Adiwijaya et al., (2019) also summarized that qualitative descriptive research is research that produces descriptive data in which the researcher is the key instrument, and the describable variable uses numbers and words in which the conclusion can not be used for general terms or conditions. In addition, descriptive research does not provide treatment, manipulation, or changes to the variables studied, but describes a condition as it is. This study was carried out through observation, interviews, and documentation.

The research subjects of this field study were students of class X and XI of SMA Astika Dharma, totaling 191 students. They were chosen as they were the only students in this school. This school has been operating for 2 years so far, so they only have those students. Besides that, the end product of this study is intended to teach them, the analysis of their needs to the learning materials is essential. According to Arikunto (2013) when the subject is less than 100 people, all of them should be taken, When the subject is larger or more than 100 people, it can be taken 10-15% or 20-25% or more. Based on this theory, the researcher took 25% of the number of research subjects, so the number of subjects in this study was: Research Subjects = 25% x 191 = 47.75

Based on this calculation, the number of research subjects is 47.75, rounded up to 48 people. Thus, the object of research was taken from class X AD1 as many as 25 students and XI AD1 as many as 23 students. The characteristics of the respondents based on the genre and class can be described as follows:

**Table 1.** Characteristics of Respondents based on the Genre and Class

No.	Respondent Characteristics	Frequency	Percentage (%)
1.	Sex		
	a. Female	27	56.3
	b. Male	21	43.8
2.	Class		
	a. X AD 1	25	52.1
	b. XI AD 1	23	47.9

Based on Table 1, it is known that the majority of respondents are women as many as 27 respondents (56.3%), while male respondents are 21 respondents (43.8%). Characteristics of respondents based on the class it is known that the majority of respondents in class XAD1 are 25 respondents (52.1%), while class XI AD 1 in 23 respondents (47.9%).

The researcher collected the data using an online questionnaire platform, namely Google Forms to prevent the transmission of Covid-19 as the research was carried out during the Covid-19 pandemic. This study uses descriptive statistical analysis techniques used to process the questionnaire data on student needs in the development of tourism teaching materials at SMA Astika Dharma. The questions of questionnaires were adapted from previous research conducted by Adiwijaya et al., (2022). This previous research studied the needs of the teacher and students in developing English for Tourism learning materials for SMK in Bangli. Although these researches have different subjects, they have the same object of research, i.e., the needs of students in developing English for Tourism learning materials.

### 3. Finding and Discussion

The results of the questionnaire about the needs of students in the development of tourism teaching materials at SMA Astika Dharma can be seen in the following table:

**Table 2.** The Result of Questionnaires concerning the Students' Needs

No.	Answers	Frequency	Percentage (%)
1.	Do you think English for Tourism is different from General English?		
	a. Yes	19	39.6
	b. No	29	60.4
2.	A learning material should fulfill the following criteria		
	a. Easy to access, easy to understand, visually attractive, having audio access, and can be accessed anytime	12	25.0
	b. Easy to access, easy to understand, can be accessed anytime.	16	33.3
	c. Easy to understand, visually attractive	12	25.0
	d. Easy to access, easy to understand	8	16.7
3.	If you have other criteria besides the ones mentioned above, please mention them!		
	a. No	47	97.9
	b. Video with language that can be understood easily.	1	2.1
4.	Based on your opinion, what language should be used in a digital learning material to learn English for Tourism?		
	a. Indonesian	0	0
	b. English	0	0
	c. Indonesian and English (Bilingual)	48	100
5.	Explain your answer, why did you choose this language?		
	a. To understand easily and practice English	3	6.3
	b. English is needed in Tourism	9	18.8
	c. Because in tourism we need English mastery	9	18.8
	d. To be used to with English, so it can be used in the Tourism industry	7	14.6
	e. Easy to understand and practice English	8	16.7
	f. Because English is needed in Tourism, the use Indonesian to easy understand	1	2.1
	g. Because digital learning material in Tourism must be more in one language	1	2.1
	h. Because easy to remember, understood, and pronounce	1	2.1
	i. To master a foreign language	9	18.8
6.	Based on your opinion, the most suitable form for digital learning material is		
	a. Video	26	54.2
	b. E-book	22	45.8
	c. Picture	0	0
	d. Audio	0	0
7.	If there is another learning material besides the ones above, please mention		
	a. No	47	97.9
	b. Face to face learning	1	2.1

Based on the results of the questionnaire analysis of student needs in the development of tourism teaching materials at SMA Astika Dharma, it is known that the assumption of English for tourism is different from general English, the majority of students as many as 29 students (60.4%) think that English for tourism is no different from general English. This shows that according to the student's point of view there is no specific vocabulary that distinguishes general English from English for tourism. However, this is contrary to Halliday & Hasan (1987) that English is a language that varies according to its function. In the field of work, the function varies according to the fields of work that exist. The need for English in the tourism sector, for example, will be very different from the need for English in banking and other economic sectors. Therefore, students need to get the provision of English for tourism so that it can be applied in the world of work.

The results of the answers to the questionnaire regarding the criteria for digital teaching materials showed that the majority of students as many as 16 children (33.3%) answered that digital teaching materials must-have criteria that are easily accessible, easy to understand and can be accessed at any time. In addition, there are 12 students (25.0%) who have the opinion that digital teaching materials should have criteria that are easily accessible, easy to understand, visually appealing, have audio access, and can be accessed at any time. In addition to the criteria listed in the questionnaire, there is one student who has other criteria, namely teaching materials should use explanatory videos that use language that is easy to understand.

According to Nursalam & Efendi (2008), digital teaching materials have several characteristics. The first is utilizing electronic technology services. The second one is taking advantage of the advantages of computers (digital media and computer networks). The third characteristic is using self-learning materials which are then stored on the computer so that they can be accessed by teachers and students anytime and anywhere. The fourth is utilizing the learning schedule, curriculum, learning progress results, and matters related to educational administration can be viewed at any time on the computer. Based on the results of the answers to the questionnaire, it can be concluded that the digital teaching materials needed by students are digital teaching materials that are easily accessible, easy to understand, visually appealing, have audio access, and can be accessed at any time. In addition, digital teaching materials can be in the form of explanatory videos in easy-to-understand language.

Judging from the language used for digital teaching materials for tourism English lessons, all respondents, as many as 48 students (100%) thought that the teaching materials used were Indonesian and English (bilingual). The majority of students, as many as 9 children (18.8%) reasoned that English is needed in the world of tourism. The other 9 respondents (18.8%) had the opinion that because in the world of tourism it was necessary to master a foreign language, and 9 other respondents (18.8%) thought that they should be able to understand a foreign language. According to Agusta and Nuraini (2019), bilingual learning in Indonesia provides benefits. The first is to improve mastery of subject matter. The second benefit is to improve English language skills in scientific and non-scientific forums. The third benefit is to be able to access scientific knowledge from various international media. The last benefit is to be able to communicate between students both from within and outside the country. The use of two languages (bilingual) in tourism English digital teaching materials, not only makes it easier for students to understand the material presented, but can also improve students' mastery of English.

The results of the questionnaire about the appropriate form for digital teaching materials, the majority of students, namely as many as 26 children (54.2%) answered videos, while the remaining 22 students (45.8%) answered e-books or digital books, and there was one student which expresses other forms of teaching materials in the form of direct learning implementation. According to Kustandi & Sutjipta (2011), the advantage of video as digital teaching material is that the message conveyed is more interesting in learning by using video, it encourages and increases student motivation so that students remember more about the material. Based on the results of the questionnaire, it can be seen that the form of digital tourism teaching materials desired by the majority of students is in the form of learning videos.

This research is in line with Kairupan's research (2015) with the title Development of Tourism Learning Materials as Local Content for Junior High School Students in Minahasa Regency, North Sulawesi. The results of the needs analysis show that the local content curriculum for North Sulawesi tourism, the position of North Sulawesi tourism learning materials for students in Minahasa Regency, and the

development of tourism learning materials in the form of books are needed. Regarding the content of learning materials, 50% of respondents chose learning materials that had the following requirements: (1) Minahasa Regency Tourism, (2) Manado City Tourism, (3) Bitung City Tourism, (4) Bolaang Mongondow Regency Tourism.

#### 4. Conclusion

Based on the results of the study, there are four points of conclusion that can be summarized regarding the needs of students in developing tourism teaching materials at SMA Astika Dharma. Firstly, there is an urgent need to use English for tourism. The second point is the digital teaching materials needed by students are digital teaching materials that are easily accessible, easy to understand, attractive, visually, have audio access and can be accessed anytime. In addition, digital teaching materials can be in the form of explanatory videos in easy-to-understand language. The third point is the language used for digital teaching materials for tourism English lessons is Indonesian and English (bilingual), because the use of two languages (bilingual) in tourism English digital teaching materials, not only make it easier for students to understand the material presented, but can also improve students' mastery in English. The last point is that the form of tourism digital teaching materials desired by the majority of students is in the form of learning videos.

Suggestions from this research are in the development of teaching materials for school tourism, they should develop digital teaching materials that are in accordance with learning rules, namely adapted to learning materials, arranged based on learning needs, there are evaluation materials, these teaching materials are interesting for students to learn and easy to apply in the world of tourism.

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