Need Analysis on *English for Tourism* Subject of English Students at Universitas Banten Jaya

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**Abstract:** The purpose of this research is to explore the need analysis on *English for Tourism* Subject of English Student at Universitas Banten Jaya. This research was Descriptive Quantitative research by using survey method. This research used Google Form as questionnaire to gain the data. The respondents of this research are English students at Universitas Banten Jaya. The result of this research was 67% which categorized as agree that *English for Tourism* Subject as additional subject for students at Universitas Banten Jaya majoring English Education Study Program. The reasons were based on several beneficial aspect from studying *English for Tourism* such as Banten have many potential aspect of tourism; *EFT* as interesting subject matter; The importance role of english for tourism in Banten; by learning *EFT* can bring students’ understanding and comprehension in cultural terms through interaction with tourists and local tourists improved, It develop students in a critical and theoretical understanding, English plays a vital role in the Indonesian tourism industry; and last, by studying *EFT*, it can create the spirit of entrepreneurship. In short, *EFT* recommended as additional subject matter in Banten generally, and especially for students in English Education Study Program, Universitas Banten Jaya.

**INTRODUCTION**

As known by many peoples, English is a foreign language which can play a vital role for tourism, especially in Indonesian tourism. Management of tourism in foreign languages (English) will be inhibited without the skills in fluency of providing services to tourists who in fact come from various parts of the world. To have the skill of foreign language itself, English as an international language is necessary by the actions of people particularly in Indonesian tourism. It is classified into English for Specific Purposes (ESP) for the particular and in this case for tourism purposes or it can be called English for tourism (*EFT*).

Similar to other sectors, English for tourism has important terms in the vocabularies. For those who are interested in the field of tourism they can deepen their
English skills by taking the courses which are available in Indonesia. As a purpose, it can help people with difficulties in speaking English and also to get a good job.

The existence of EFT can build people's potential into some fields, where the field of tourism is a container of their knowledge in many fields it, for instance: economy, advertisement, hospitality etc.

Therefore, the researcher gives a view or the term English for tourism to the students by distributing the questionnaire in an aim to know the students’ knowledge.

One of the meanings in needs is something needed by peoples particularly in knowledge, potential or etc. As we know, knowledge and science continue to increase; the purposes are to explore peoples’ potential to be able to improve the quality of peoples themselves, especially the needs for students who are learning English in this field. Richards (2001) explains that students’ needs may be easy to determine relatively, especially if learners are needed to learn the language for purpose specifically, for instance a job in the field of tourism, engineering, nursing or hotel industry.

English terms must be known by learners (students) in learning English itself. Knowing the term of English needs to be known about the usefulness of the English itself, whether that English can be used to some tasks, or also used to dig up some fields of knowledge, or also to know about potential by learning English itself. Talking about English, it has the term in the teaching of language.

Meanwhile, By knowing English through learning of language itself that learners or students would be knowing about the language teaching, as Mackey (2002) in Choi states that language teaching that become very important thing because English is in global status which peoples particularly in this world are learning this language (English) entirely, for travel and tourism industries that also rely on English as a common language of the communication. On the other hand, English knowledge is an important thing to access and to print it as the electronic information that sometimes the higher education depends on English in many countries.

Hence, the knowledge and understanding of English for tourism are very need to be learnt by students that to be able to form students into what they want to reach for, can gain the knowledge of English for tourism, also can improve their potential then can help students’ communication particularly as a purpose to communicate easily with other peoples whether communicate with the tourists or local tourists and also to improve the development of each students itself.

**METHOD**

This research used Descriptive quantitative research method. The researcher took 26 students of English Department students, Faculty of Education and Teacher Training Universitas Banten Jaya as the respondents. The researcher used quota sampling to gain the sample. This research used questionnaire as the instrument, consists of 15 questions of multiple choice. The type of questionnaire is closed questions. The questionnaire distributed is positive. The content of the questionnaire distributed for students’ Unbaja is talking about terms, knowledge of the English for tourism, the importance, also the role of the English for tourism, the object of EFT, and the identifying features of EFT. Instruction for students is to circle the questionnaire by choosing the following 5 items: those who strongly disagree in item (1), disagree in item (2), Uncertain (3), agree in item (4), and strongly agree in item (5).

The questionnaire was taken through Google Form, start from 24th of Sept 2022 – 6th of Okt 2022. The researcher used Likert-scale to find out the rating scale of the responses. As follows:
To analyze the data the researcher used three steps by Miles. There are: Data Reduction, Data Display, and Drawing and Verifying Conclusion.

RESULT AND DISCUSSION

Result

The result of the research will explain by displaying the data from questionner which focus on how important of EFT to be taught by the English Students at Universitas Banten Jaya by seeing many beneficial dan importance aspect of tourism in Banten.

Question 1 -- English for tourism is a subject that should be chosen from other subjects. This question is asked about English for tourism as an important subject for students’ English education. In analyzing this questionnaire, most of the students’ Unbaja were choosing item “agree”. Total Students who choose item of the questionnaire on Likert scale are Strongly Disagree = 0, Disagree = 0, Uncertain = 1, Agree = 5, and Strongly Agree=0.

Question 2 -- English for tourism is a compulsory subject for English students in Banten by considering Banten itself has many tourists object. This question is asked about EFT as a compulsory subject for students by considering the many tourist objects in Banten province itself. By analyzing the students themselves, they agreed and strongly agree for EFT as a compulsory subject of English students in Banten Province particularly. Total students who choose item of the questionnaire on Likert scale are Strongly Disagree = 0, Disagree = 0, Uncertain = 0, Agree = 3, and Strongly Agree = 3.

Question 3 -- English for tourism is an enjoyable course. This question is about the EFT. It is an interesting course. In this aim, to know the answer to the question of English for tourism is an enjoyable course. Total students who choose item of the questionnaire on Likert scale are Strongly Disagree = 1, Disagree = 0, Uncertain = 0, Agree = 3, and Strongly Agree = 2.

Question 4 -- English is the main language in the field of tourism. This question of number 4 is asked about students’ necessity of English as the main language in the field of tourism particularly of their selection. Total students who choose item of the questionnaire on Likert scale are Strongly Disagree = 0, Disagree = 1, Uncertain = 1, Agree = 3, and Strongly Agree = 1.

Question 5 -- English is an important role as a capital which needs to be owned in the field of tourism. This question is asked about whether English skills must be owned by the students as an important role of capital particularly in tourism. Total students who choose item of the questionnaire on Likert scale are Strongly Disagree = 0, Disagree = 1, Uncertain = 2, and Strongly Agree = 2.

Question 6 -- English for tourism will bring students’ understanding and comprehension in cultural terms through interaction with tourists and local tourists. The question number 6 is asked about English functions for tourism in cultural terms of English itself. Total students who choose item of the questionnaire on Likert scale are Strongly Disagree = 1, Disagree = 1, Uncertain = 1, Agree = 2, and Strongly Agree = 1.
Question 7 -- Learn English for tourism is can develop students in a critical and theoretical understanding. This question is asked about the term English for tourism in the learning toward students’ ability. Total students who choose this item of the questionnaire on Likert scale are Strongly Disagree = 0, Disagree = 0, Uncertain = 0, Agree = 5, and Strongly Agree = 1.

Question 8 -- Students are can develop the skills to apply the understanding in international, national, regional and local circumstances. The question of number 8 is asked about one of the functions of learning English for tourism toward students’ skills on developing in several circumstances. Total students who choose this item of the questionnaire on Likert scale are Strongly Disagree = 0, Disagree = 1, Uncertain = 0, Agree = 4, and Strongly Agree = 1.

Question 9 -- English plays a vital role in the Indonesian tourism industry. This question is asked about the role of English as an international language in the Indonesian tourism industry. Total students who choose this item of the questionnaire on Likert scale are Strongly Disagree = 0, Disagree = 0, Uncertain = 1, Agree = 3, and Strongly Agree = 2.

Question 10 -- Learn English for tourism in Indonesia is an important component of the Indonesian economy. This question is asked about students’ opinion in learning English for tourism which is English itself has the component on the field of economy. Total students who choose this item of the questionnaire on Likert scale are Strongly Disagree = 0, Disagree = 0, Uncertain = 1, Agree = 3, and Strongly Agree = 2.

Question 11 -- The object of tourism in Banten province is the place to improve students’ English ability in the field of tourism. This question is asked about Banten province as objects of tourism that perhaps can improve students' English ability in particular. The aim of the question is to know to students’ want to visit the place in Banten for the purpose of tourism by improving their skills. Total students who choose this item of the questionnaire on Likert scale are Strongly Disagree = 0, Disagree = 0, Uncertain = 1, Agree = 5, and Strongly Agree = 0.

Question 12 -- English for tourism has own important terms and vocabulary. This question is asked about the term and the use of vocabulary particularly in English for tourism. Total students who choose this item of the questionnaire on Likert scale are Strongly Disagree = 0, Disagree = 0, Uncertain = 1, Agree = 5, and Strongly Agree = 0.

Question 13 -- English for tourism can create the spirit of entrepreneurship. The question number 13 is asked about English for tourism which can create the spirit of entrepreneurship of students who are learning EFT itself, and meaning of the question to students to know students’ opinion in EFT course. As a purpose, students can get a good life by fostering their spirit in Entrepreneurship by learning English for tourism. Total students who choose this item of the questionnaire on Likert scale are Strongly Disagree = 0, Disagree = 0, Uncertain = 1, Agree = 4, and Strongly Agree = 0. One of the questionnaires was not answered by one of the students.

Question 14 -- English for tourism is the main course of income source for many countries. This question of number 14 is asked about ETF’s main course of ETFs for many countries. The purpose of the analysis is to know students’ perspective of English for tourism as a container of source income particularly for many countries. Total students who choose this item of the questionnaire on Likert scale are Strongly Disagree = 0, Disagree = 1, Uncertain = 4, Agree = 1, and Strongly Agree = 0. One of the questionnaires of this question was not answered by one of the students Unbaja.

Question 15 -- English as king as an international language in tourism that has good influence in the Indonesian language development. This question asks about the
good influence of English in the Indonesian language development. Students give their perspectives about existence and the role of English itself in many countries particularly in Indonesian Country. Total students who choose this item of the questionnaire on Likert scale are Strongly Disagree = 0, Disagree = 0, Uncertain = 4, Agree = 2, and Strongly Agree = 0. One of the questionnaires of this question is not answered by one of the respondents.

Discussion
In this discussion, the use of distributing questionnaires toward students at Unbaja is using a formula of Likert scale to explain in some data and also to obtain the results on distributing questionnaires itself. The writer is distributing positive questions on questionnaires. Here are the calculations by using some of formula, as follows:

Formula of the questionnaire’s calculation:
\[ T \times Pn \]
\[ T \quad = \quad \text{Total number of respondents in choosing the questionnaire} \]
\[ Pn \quad = \quad \text{Likert score option} \]

Here, the calculation based on the formula above, as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Total of Students’ Unbaja of Questionnaire selected (T)</th>
<th>Likert Scale/Item (Pn)</th>
<th>( T \times Pn )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
<td>SA = 5</td>
<td>15 x 5 = 75</td>
</tr>
<tr>
<td>2</td>
<td>47</td>
<td>A = 4</td>
<td>47 x 4 = 188</td>
</tr>
<tr>
<td>3</td>
<td>20</td>
<td>NAND = 3</td>
<td>20 x 3 = 60</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>D = 2</td>
<td>5 x 2 = 10</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>SD = 1</td>
<td>2 x 1 = 2</td>
</tr>
<tr>
<td></td>
<td><strong>Total Score</strong></td>
<td></td>
<td>( = 335 )</td>
</tr>
</tbody>
</table>

a. Students who answered “Strongly Agree” are (5) = 15 x 5 = 75
b. Students who answered “Agree” are (4) = 47 x 4 = 188
c. Students who answered “Uncertain” are (3) = 20 x 3 = 60
d. Students who answered “disagree” are (2) = 5 x 2 = 10
e. Students who answered “Strongly Disagree” are (1) = 2 x 1 = 2
Total score of students’ Unbaja answers of the respondents is 335

Interpretation of calculation score, that is:
\[ Y = \text{Highest of score likert \times number of respondents (Students’ Unbaja)} \]
\[ X = \text{Lowest of score likert \times number of respondents (Students’ Unbaja)} \]
The highest score for an item of “Strongly agree” is (\( X = 5 \times 6 = 30 \)), meanwhile the calculation of “strongly disagree” is (\( Y = 1 \times 6 = 6 \)). So, total scores from the assessments of students’ Unbaja are obtained to number 335, and then assessment of the interpretation of respondents from students’ Unbaja is the result of the value generated by using the formula Index %. The formula of index % = total score / \( Y \times 100 \). Before the writer finishes the calculation based on data above that writer also needs to know the interval (distance range) and percent of interpretation of the assessment by using a method in calculating the score interval of percent (I).

Interval formula: \( I = 100 : 5 = 20 \), The result of interval is 20
Table 2: The Criteria of Interpretation Score based on Interval

<table>
<thead>
<tr>
<th>No.</th>
<th>Number</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0% - 19.9%</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>2</td>
<td>20% - 39.9%</td>
<td>Disagree</td>
</tr>
<tr>
<td>3</td>
<td>40% - 59.9%</td>
<td>Neither disagree nor agree</td>
</tr>
<tr>
<td>4</td>
<td>60% - 79.9%</td>
<td>Agree</td>
</tr>
<tr>
<td>5</td>
<td>80% - 100%</td>
<td>Strongly agree</td>
</tr>
</tbody>
</table>

To sum up total score of students’ Unbaja by using formula below, such as:

\[
\frac{\text{Total score}}{\frac{\text{Total of Respondents}}{30}} \times 6 = 67\%
\]

The criteria of number is 67%.
The item of this questionnaire is “Agree”

CONCLUSION

The result of this research was 67% which categorized as agree that English for Tourism Subject as additional subject for students at Universitas Banten Jaya majoring English Education Study Program. The reasons were based on several beneficial aspect from studying English for Tourism such as Banten have many potential aspect of tourism; EFT as interesting subject matter; The importance role of English for tourism in Banten; by learning EFT can bring students’ understanding and comprehension in cultural terms through interaction with tourists and local tourists improved, It develop students in a critical and theoretical understanding, English plays a vital role in the Indonesian tourism industry; and last, by studying EFT, it can create the spirit of entrepreneurship. In short, EFT recommended as additional subject matter in Banten generally, and especially for students in English Education Study Program, Universitas Banten Jaya.
REFERENCES