

DESIGNING THE SYLLABUS OF ENGLISH FOR TOURISM SUBJECT BASED ON THE INDONESIAN QUALIFICATION FRAMEWORK

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Abstract: *The increasing development of the tourism industry in Indonesia, especially in North Sumatera has an impact on the growing need for qualified human resources in the field of tourism. Someone who works in the field of tourism businesses is required to have competence in English to be able to communicate with guests both orally and literally in accordance with the level of qualifications. Therefore, the syllabus used in the teaching and learning of English in the field of tourism must be designed for the achievement of competence which is based on the Indonesian Qualification Framework Standard. The purposes of this paper are to present a theoretical discussion on the teaching and learning of English in the field of Tourism and the second is to provide a proposed syllabus which can be used as a reference in the implementation of the training, curriculum development and the preparation of modules in producing and developing the human resources that are competent and professional in the field of tourism.*

Keywords: *Syllabus Design, English for Tourism, Indonesian Qualification Framework*

Abstrak: *Meningkatnya perkembangan industri pariwisata di Indonesia, khususnya di Sumatera Utara berdampak terhadap meningkatnya kebutuhan akan sumber daya manusia yang kompeten dalam bidang kepariwisataan. Seseorang yang bekerja dalam bidang usaha jasa pariwisata dituntut untuk memiliki kompetensi bahasa Inggris agar mampu berkomunikasi dengan para tamu baik secara lisan maupun tulisan sesuai dengan jenjang kualifikasinya. Oleh karena itu, silabus yang digunakan dalam pembelajaran Inggris di bidang kepariwisataan harus dirancang untuk pencapaian kompetensi sesuai dengan Standar Kompetensi Kerja Nasional Indonesia Jasa Pendidikan Bahasa Inggris untuk Kepariwisata. Adapun tujuan dari penulisan makalah ini adalah menyajikan diskusi teoritis tentang pembelajaran bahasa Inggris di bidang kepariwisataan dan yang kedua adalah untuk menyediakan silabus yang dapat dijadikan acuan dalam penyelenggaraan pelatihan, pengembangan kurikulum dan penyusunan modul dalam menghasilkan dan mengembangkan sumber daya manusia yang kompeten dan profesional di bidang pariwisata.*

Kata Kunci: *Perancangan Silabus, Bahasa Inggris Kepariwisata, Kerangka Kualifikasi Nasional Indonesia (KKNI)*

INTRODUCTION

The increasing development of the tourism industry in Indonesia, especially in North Sumatera has an impact on the growing need for qualified human resources in the field of tourism. Someone who works in the field of tourism businesses is required to have competence in English to be able to communicate with guests both orally and literally in accordance with the level of qualifications.

In order to fulfill the needs of competent and professional human resources in the field of tourism, many educational institutions have set up faculties and departments or study

programs that specialize in tourism. University of Potensi Utama is one of the universities in North Sumatra that have majors of International Relations and English Education. One of the graduate profiles or jobs that can be performed by the graduates of these study programs is to be a Tour guide. To actualize this graduate profile, the two study programs under the Faculty of Political Science and Education has taken strategic steps, which are to include the English for Tourism as one of the compulsory subjects in the third semester, English for Hotel and Hospitality and English for Tour Guide in the fourth semester. It is assumed that these subjects can provide knowledge, skills and experience for the students to develop their professionalism and competencies, especially in the field of tourism.

Types of job in the tourism sector is very broad in scope, in accordance with Law No. 10 of 2009 on tourism, there are 13 fields of work in the tourism industry. Each area of work has a level positions ranging from executive level to the leadership level. Someone who works in the field of tourism businesses are required to have competence in English to be able to communicate with guests both orally and in writing in accordance with the level of qualifications.

Tour Guide is one of the jobs included in the tourism field. According to World Federation of Tourist Guide Association, Tour guide is a person who guides visitors in the language of their choice and interprets the cultural and natural heritage of an area which person normally possesses an area-specific qualification usually issued and/or recognised by the appropriate authority. In order to produce a professional and competent tour guide, It is needed to create the education and training system that is adapted to developments and needs.

Syllabus is one component that must exist within the education and training system. Syllabus should be adapted and developed to meet the needs of learners and to achieve learning objectives. Hutchinson and Water (1987) define syllabus at its simplest level as a statement of what is to be learnt. Syllabus can be seen as a plan of what will be achieved through the process of teaching and learning. The aim of syllabus is to make the teaching and learning a more effective process.

Considering the importance of the syllabus in actualizing the objectives of the language teaching and learning, it is necessary to design the syllabus for the course English for tourism. If there is no syllabus, the learning process and the use of teaching materials will not be run effectively and efficiently. To design a syllabus required number of considerations relating to the analysis of the needs of graduates and the world of work.

Indonesian Qualification Framework (IQF) Standard is the employability formulation that covers aspects of knowledge, skills and work attitude one should have to perform tasks / specific job which applies nationwide. This standard is one of the aspects considered in designing the course syllabus is English for Tourism.

Based on the background of the above problems, the research problem can be stated as follows: What type of syllabus is proposed for the English for Tourism subject that fits the needs of graduates and the Indonesian Qualification Framework Standard? Thus, the purpose of this study is to design a syllabus based on the analysis of the topics and skills needed and Indonesian Qualification Framework Standard.

The writer limits the scope of this research only on the designing the syllabus of English for Tourism that will be used in the Faculty of Political Science and Education, University of Potensi Utama. It is hoped this research will provide positive input and contribution to design a syllabus that will be used for the achievement of this faculty graduate profile.

LITERATURE REVIEW

Syllabus

Syllabus design concerns the selection of items to be learnt and the grading of those items into an appropriate sequence (Harmer, 2011). There are various types of different syllabus in language teaching. Each syllabus provides a different focus or emphasis that will give different results. A decision maker should be able to determine the type of syllabus that best fits the needs analysis and learning objectives to be achieved. However, the design and development of the syllabus should be based on several criteria. Furthermore, Harmer(2011) suggests several criteria in designing the syllabus.

Syllabus Design Criteria

1. Learnability: some structural or lexical items are easier for students to learn than others. Thus we teach easier things first and then increase the level of difficulty as the students' language level rises.
2. Frequency: it would make sense, especially at the beginning levels, to include items which are more frequent in the language, than ones that are only used occasionally by native speakers.
3. Coverage: some words and structures have greater coverage (scope for use) than others.
4. Usefulness: the reason that words like book and pen figure so highly in classrooms (even though they might not be that frequent in real language use) is because they are useful words in that situation. In the same way, words for family members occurs early on in a students' learning life because they are useful in the context of what students are linguistically able to talk about.

Different Syllabuses

1. The Grammar Syllabus

this is the commonest type of syllabus, both traditionally and currently. A list of items is sequenced in such a way that the students gradually acquire a knowledge of grammatical structures, leading to an understanding of the grammatical system.

2. The lexical Syllabus

it is possible to organize a syllabus on the basis of vocabulary and lexis to create a lexical syllabus.

3. The Functional Syllabus

The syllabus designer chooses exponents for (ways of expressing) each function. The language functions are events which do things such as inviting, promising, and offering

4. The Situational Syllabus

A situational syllabus offers the possibility of selecting and sequencing different real-life situations rather than different grammatical items, vocabulary topics, or functions.

5. The Topic-based Syllabus

This is the framework which organize language that of different topics.

6. The Task-based Syllabus

A task-based syllabus lists a series of tasks, and may later list some or all of the language to be used in those tasks.

7. The Multi-Syllabus Syllabus

A common solution to the competing claims of the different syllabus types is the multi-syllabus. Instead of a program based exclusively on grammatical or lexical categories, for example, the syllabus now shows any combination of items from grammar, lexis, language functions, situations, topics, tasks, different language skills tasks or pronunciation issues.

The Indonesian Qualification Framework (IQF)

The Indonesian Qualification Framework (IQF) is an instrument for leveling framework qualifications and competence of Indonesia's manpower. It compares balances and integrates education and training sectors, as well as job experiences, in a scheme of competence acknowledgement for specific occupational requirement. It also appropriately reveals the Indonesia's manpower quality and personality related to the outcomes of national education and training system, as well as job career development system in producing qualified and productive human resources.

The IQF consists of 9 levels of qualifications, comprehensively considering two important job-related aspects - i.e. highly competent employees in carrying out specific job assignment and relevant learning outcomes possessed by graduates coming from education institutions. The descriptors of each qualification level described in the IQF system includes the combination of job competence and learning outcomes composed by the on going development of knowledge, technologies, and arts as well as the cultivation of nation character building that is strongly based on a complete respect to the Pancasila, Indonesian Constitution of 1945, and Bhineka Tunggal Ika (Unity in Diversity), i.e. commitment to always acknowledge diversities of religions, ethnicities, cultures, languages and arts in Indonesia.

The Legal Basis

The IQF holds a legal endorsement in the form of a Presidential Decree No.8/2012, in conjunction directly with Law No. 13/2003 pertaining to the manpowership, and Government Regulation NO 31/2006 regarding the National Job Training System, as well as indirectly with Law No. 20/2003 concerning the National Education System. Overall, the IQF is also in line with other existing regulations that concern with manpower quality, competence certification, of manpowership endorsed by other ministries and authorized intuitions.

Essentially, the IQF is designed as a response to the Indonesian ratification on the International Convention of the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific signed on December 16, 1983 and renewed on January 30, 2008. The ratification has also been legalized through the Presidential Decree Number 103, 2007 (November 16, 2007). It is worth noting that the legal basis of qualification framework is strategically selected as presidential decree and not in the form of a government regulation or law since level of qualifications are expected to be improved by time.

The Benefits of IQF

The IQF is meant as a sole reference for:

- a. Stipulating qualification for the learning outcomes of formal, nonformal, informal education or job experiences;
- b. Stipulating qualification for the recognition scheme of learning outcomes achieved through formal, nonformal, informal education or job experiences;
- c. Equating qualification of learning outcomes across formal, nonformal, informal education or job experiences;
- d. Developing recognition qualification methods and systems for foreign manpower who are seeking jobs in Indonesia.

Essential Description

In line with the fundamental state ideology and in harmony with the culture of Indonesian people, the implementation of national education system and work training program in Indonesia that distinguish each level of qualification in the Indonesian Qualification Framework, will embrace the process of emergent character and identity of Indonesian people as follows,

1. Devoted to One All Mighty God.
2. Possesses excellent moral, ethics and personal identity in carrying out her/his duties.
3. Acts as citizen who is proud of and loves her/his nation and has faith in world peace.
4. Capable of working in teams and attests compassion to social, community and environmental issues.
5. Values diversity in culture, vision, beliefs and religion as well as appreciates patent and property rights.
6. Esteems law enforcement and demonstrates spirit to put priority to national and public needs.

The Indonesian Qualification Framework for LEVEL 6

1. Capable of applying science, technology and art within her/his expertise and is adaptable to various situations faced during solving a problem.
2. Mastering in-depth general and specific theoretical concepts of specific knowledge and capable of formulating related problem solving procedures.
3. Capable of taking strategic decisions based on information and data analysis and provides direction in choosing several alternative solutions.
4. Responsible for her/his own job and can be assigned responsibility of the attainment of organization's performances.

METHOD

This study aims to find topics that are relevant to the achievement of the learning profile of graduates and the needs of graduates in the working world. To collect the

necessary data, the writer used two research instruments in this study, namely questionnaires and interviews.

The questionnaire contains a number of questions designed to determine the understanding and expectation of the students that will take the English for Tourism and Hotel subject. In the questionnaire, they were asked to provide information about the educational background, the desired job in the future, the reasons and interest in taking this subject, the perception of the importance of mastering the English language, skills needed for the profession, and the desired learning activities. Respondents are second semester students of the English Education and International Relations, University of Potensi Utama. They were chosen as respondents as one of their study program graduates profile is to be a Tour guide. They are also required to take this subject in the following semester. These questionnaires were distributed to 40 students.

In order to obtain comprehensive data for this study, the writer conducted interview as a research instrument. The writer interviewed two people who are considered representative to provide data related to the research problem. The first respondent is the Chairman of Indonesian Tour Guide Association, which is a tourism practitioner in North Sumatra. This interview was conducted at random (Unstructured Interview). This interview aims to find out the opinion of respondents as a practitioner of the qualifications and competencies required to become a professional tour guide. Data obtained during the unstructured interview is recorded, described and analyzed per word, phrase and sentence.

The second respondent is the tourism industry practitioners in the field of hospitality. This interview was conducted with the assistant manager of four star hotel in Medan. Structured interviews are considered suitable because of hectic schedules and time constraints. Before the interview, an appointment was made. Questions prepared for an interview about the activities related to the tourism industry and the use of English in the workplace. Information obtained during the structured interview took place is recorded, described and analyzed per word, phrase and sentence.

The method used in this research is the study of literature. Theoretical discussions about the development of the syllabus adopted from Yalden Model (1987) on Language Development Program. The development contains a description of the purpose; Selection type of syllabus and production syllabus. Syllabus must be developed to meet the needs of the student, achievement profile of graduates, and to develop a material that can be taught in the learning process for the subjects English for Tourism.

FINDINGS

Based on the result of need analysis, it can be drawn the aim and the objectives of the syllabus for the subject English for Tourism. The aim of the syllabus is to prepare students for a career in tourism industry who need to improve and practice their English for use in their job. The objectives of the syllabus are: to enable the students to listen and speak about a wide variety of tourism contexts, such as: describing job skills and job routines, describing resources and features a destination, designing a package tour and talking about reason, describing trends, investigating a clients' need, suggesting alternatives and making a recommendation, describing timetable and location, giving information about hotels, unusual accommodation, taking a telephone booking, analyzing product, promotion in

tourism, asking and talking about experience, describing service provision, explaining booking conditions, checking the details, airport facilities, services and airport language.

The contents of the syllabus are the basic information of the subject which includes the course title, grammar, vocabulary/ pronunciation and skills. All the aspects are integrated into the units which are divided and prepared sequence for 12 meetings which include the topics, such as What is tourism?, World Destinations, Tour Operators, Tourist Motivations, Travel Agencies, Transport in tourism, Accommodation, Marketing and promotion, The Airline Industry, Holidays with a difference, Reservation and sales, Airport departures. These topics will give students the language, information, and skills and opportunity to learn the English needed. The topics will also provide students with extra practice and support to prepare them to work in tourism industry. The proposed syllabus for English for Tourism subject based on the Indonesian Qualification Framework that will be used for the third semester students at University of Potensi Utama can be seen in the following:

Table: 1 The Proposed Syllabus for English for Tourism Subject

Units	Grammar	Vocabulary/ Pronunciation	Skills
1. What is tourism?	Infinitive: - I know how to use computer - I am willing to work long hours ing or noun: - I enjoy meeting new people - I like working independently	1. Adjectives for job skills 2. Industry sector 3. Personal learning 4. Dictionaries 5. Syllables	1. Reading: tourism the biggest business in the world 2. Listening: Three jobs 3. Speaking: - Describing Job's Skills - Describing Job's Routines 4. Writing: Country fact sheet
2. World Destinations	Can: - I can talk about tourist destinations and flows - I can understand and describe statistical charts and simple graphs	1. Tourism features and attractions 2. Dictionary transcription	1. Reading: Where do tourist come from? 2. Listening: Where do tourists go? Favorite places 3. Speaking: - Describing resources and features - Describing a destination - The biggest spenders and the biggest earners 4. Writing: Describing a destination
3. Tour Operators	Prepositions of time: - In - On - At - for	1. Tour operation 2. Word stress	1. Reading: the role of tour operators An inclusive tour 2. Listening: Why choose a package holiday? 3. Speaking: - Talking to tour operator - Designing a package tour 4. Writing: a web page for a package tour Describing local tour operations
4. Tourist	Adverbs:	1. Reasons for travel	1. Reading: Why do people

Motivations	- The number of people taking package holidays is decreasing <u>sharply</u> .		travel? 2. Listening: Reasons for travel and money spent on travel 3. Speaking: - Talking about reason - Describing trends 4. Writing: Old and new tourism in our country or region
5. Travel Agencies	Open Questions: - Can she stay for longer than two weeks? Yes, she can. Or No, she can't. Closed Questions: - How did you travel here? By train? I travelled here by train.	1. Sales terms 2. The alphabet	1. Reading: The Sales Process 2. Listening: All in day's work 3. Speaking: - Investigating a clients' needs - Suggesting alternatives and making a recommendation 4. Writing: a report on a travel agency
6. Transport in tourism	Comparative: - Cheap, cheaper, the cheapest - Famous, more famous, the most famous - Good, better, the best	1. Transport words 2. Adjective describing transport	1. Reading: San Francisco transport, timetables and schedules 2. Listening: Transport systems and cable cars in San Francisco 3. Speaking: - Comparing things - Describing timetable 4. Writing: Transport and timetable information
7. Accommodation	Prepositions of place: - In, on, at, between, near (to), and next to	1. Types of accommodation 2. Services and facilities 3. Describing accommodation adjectives and nouns	1. Reading: What makes a good hotel? 2. Listening: A place to stay 3. Speaking: - Describing location - Giving information about hotels - Unusual accommodation - Taking a telephone booking 4. Writing: Local accommodation
8. Marketing and promotion	Verbs patterns: - Let your customers know about changes to your services. - The hotel made him pay a single supplement. Superlative: - the cheapest - the biggest - the easiest - the most famous - Irregular superlatives	1. Marketing terminology 2. The language of advertising	1. Reading: - What is marketing? - Promotional techniques 2. Listening: - Analyzing your product - Promotion in tourism 3. Speaking: - Do you SWOT? - Presenting a campaign 4. Writing: - Advert - Promotional campaign news
9. The Airline Industry	Like or dislike: - I really hate queuing at the check in. - I really hate the check-in. Polite questions:	1. Air travel 2. Low-cost carriers 3. Airport names and codes	1. Reading: - Tourism and air travel - Revolution in the sky 2. Listening: - The ups and downs of flying - Low-cost or traditional?

	Would you mind telling me what you do?		3. Speaking: - The air travel - route map - Asking questions politely 4. Writing: - Producing a questionnaire
10. Holidays with a difference	Talking about experience Past Simple: - I enjoyed the tour. Present Perfect: - I have tried white-water rafting. Describing service provision Present Simple: - New York offers a wide range of attractions to suit all tastes.	1. Different holiday types 2. Escape and enlightenment holidays	1. Reading: - The Karokoram experience - Cultural differences 2. Listening: - At the trade fair - Interview with a mountaineer 3. Speaking: - Asking and talking about experience - Describing service provision 4. Writing: - Cultural tips
11. Reservation and sales	If sentences: - if you are travelling alone, you may have to pay a surcharge for your room. - If you require a special diet, please let us know.	1. Reservation systems for tourism	1. Reading: - Holiday bookings – getting the night information - Computer reservation systems - Abbreviations and codes - The small print 2. Listening: - Taking a booking - The origin of CRSs - Handing over tickets 3. Speaking: - Explaining booking conditions - Checking the details 4. Writing: - Confirming a booking
12. Airport departures	Imperative: - Fasten your seatbelts. - Don't smoke in this area. Can/Could you + infinitive - Can you wait behind the yellow line (please)? - Could you fill in this arm?	1. Airport facilities and services 2. Airport language	1. Reading: - Working in airports - Air passenger rights 2. Listening: - An airport worker - Airport dialogues 3. Speaking: - Responding politely to questions and requests - Giving orders and stopping people doing something 4. Writing: - Airport factfile

CONCLUSIONS

The purpose of this study is to provide a syllabus that can be used for English for Tourism subject for the third semester students at the University of Potensi Utama, Medan. To realize the goal of the study, the writer conducted a literature study and used questionnaire and interview as instruments of the research. The questionnaires were distributed to students to figure out their expectation on the subject and interviews were

conducted with the practitioners of the tourism industry. The information obtained is then analyzed to determine the objectives, content and course planning.

The information collected from the several types of syllabus presented, the writer proposes the Multi-syllabus, which is a combination of a number of items such as grammar, lexis, language functions, topics, tasks, language skills and pronunciation tasks. This type of syllabus is selected and recommended for use because this is an integrated syllabus that gives students the chance to develop their communication skills. Moreover, the structure of the syllabus also covers communicative area, language function, tasks and activities are selected based on language functions.

From the discussion above, it can be concluded that designing the syllabus of English for Tourism subject must consider some factors, such as type of syllabus which is considered representative for realizing the goal of teaching and learning, the needs analysis of the stakeholders, and relevance to the needs of the workforce which is in line with the Indonesian Qualification Framework.

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