Travel Agent Students' English Reading Materials: Students' Perspective

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Abstract:

The study aims to study travel agent students' perception and needs toward English reading materials used in English learning at Vocational High School. Two sets of questionnaires were used to collect the data of the study. The first set of the questionnaire was used to find out students' perceptions, and the other one was used to analyze the needs of the students. The needs analysis was done based on four aspects of needs assessment: TSA, PSA, Deficiency Analysis, and Strategy Analysis. Afterwards, the obtained data were analyzed quantitatively. The results indicated that the students viewed English as an essential subject to learn. Furthermore, the students also perceived that integrating technology and Palembang culture into the English reading materials (textbook) was important in this 21st-century era. Besides, the students also believed that the current materials learned at school were not yet suitable for their needs, and they currently had difficulties learning English. In addition, the students hoped the reading materials contained the 21st-century skills

and their local cultures related to their major. Based on the needs analysis results, further steps were necessary to provide the English reading materials integrated to Palembang local culture, which could facilitate students to improve their English proficiency in line with their department and the demands of the 21st century.

***Keywords**: Travel Agent Students, English Reading Materials, Perception, Needs Analysis*

1. INTRODUCTION

The role of English in the 21st-century era cannot be neglected. English has taken part in various aspects of human life nowadays. Many information provided on the internet, books and any other mass media is written in English. Therefore, learning English is essential for everyone in this world. In Indonesia, English is considered a compulsory subject and is retained at various levels of education from junior high school to tertiary level, including vocational high school.

Studying English in Vocational High School (VHS) aims to encourage students to communicate in English to support. The ability to communicate in English is described as the ability to comprehend and generate spoken or written language by integrating four English skills: listening, speaking, reading, and writing. The ultimate goal of VHS as formal education is to produce learners who are prepared to work by providing them with English as a required skill for entering the workforce. One of the characteristics of learning English in vocational high schools (VHS) is the material specification to be taught. The VHS students' material has the same objectives as the English for Specific Purposes (ESP) course.

English is one of the essential subjects to help VHS students face global competition. In this regard, English for Specific Purposes is needed to support their English proficiency based on their expertise. Therefore, teachers must consider English learning material based on the needs of students. Integrating English reading materials into content subjects in the Travel Agent competency program in 2013 focused on topics such as tourism, flight reservations, or cultural tourism. It was consistent with the core competencies in English subjects in the 2013 Curriculum, which specify that English knowledge is science, technology, media, culture, and humanities. English education in Vocational High Schools should strive to prepare students. That means that Vocational High School English teachings should consider English needed in each particular situation.

Reading is one of the essential skills in the English language and provides many benefits for the readers. Reading is a window to the world (Sadiku, 2015). By reading, people can get more knowledge and information from books, magazines, newspapers, etc. Furthermore, reading is the most critical component in the learning process and social interaction because reading is a communication tool that is

indispensable in a civilized society (Cahyo et al., 2019). It is because social backgrounds most influence the reading material were produced during a specific period in history.

One of the current challenges in the world of education is English for Specific Purposes (ESP). ESP courses concentrate on such fields, including technical English, medical English, business English, tourism English, and many more (Pinelopi, 2015). English experience and expertise are vital points to be developed. One of the industry's primary skills must be foreign language proficiency (Aziz et al., 2020). Furthermore, language skills are essential for people working in tourism and hospitality (Ibrahim, 2020). They are people who contact tourists directly and are also relevant in training in the tourism industry (Ulfa, 2015). Therefore, students of the Travel Agent competency program of Vocational High school need to be exposed to the relevant materials of tourism (English for Tourism) as they are prepared to dive into the world of tourism. Consequently, the reading materials provided for Travel Agent students are different from those given to Senior High School students. However, Azizah et al. (2020) found that the English coursebooks currently used in teaching VHS published by the government of South Sumatra consisted of general English, which is not appropriate for VHS students as it does not provide specific knowledge related to their major. Similarly, Sholichah and Ristati (2020) discovered that the English teaching materials used in Tourism Industry Program of VHS in Sampit did not meet students' needs and were too general for the students.

The fact that the materials used by the students are mostly general English contradicts the objectives of English learning at VHS as stated in Indonesian Curriculum regarding the English learning in VHS. In 2013 Curriculum, it is stated that English learning in Vocational High Schools aims to make students have the ability to master the basic knowledge and skills of English to support the achievement of competence in the expertise program. As it is necessary for the students to master English to support their expertise, learning general English is not enough for the students. Then, students need to exposed to ESP, the English courses which are relevant to their competency major. In fact, it is discovered that the English textbook published by Ministry of Education and Culture made for Senior High School (SHS) and Vocational High School (VHS) students that is, majorly used in high schools, are more suitable for SHS students rather than the VHS students (Darrin, 2014). As a result, it is necessary to provide supportive English materials for VHS students.

Additionally, in the preliminary study conducted earlier, one of SMK Negeri 3 Palembang teachers mentioned that English books should facilitate students with the reading materials that are following the competency program.

"*Yes, it's better to be like that (differentiated) so that it is under the needs of students in the SMK itself. For high school students, the reading is very long. So, I sometimes look for more appropriate materials from the internet.*"

From this point, it is assumed that students need the materials that can support and fulfill their needs.

Based on the description above, a needs analysis study was conducted as an initial stage of developing reading materials for English for SMK Negeri 3 Palembang students. Several studies have discussed needs analysis related to ESP in developing materials at certain levels of education carried out in Indonesia. Research conducted by Martina et al. (2021) and Septiana et al. (2020) show that needs and functions are unavoidable consequences of needs analysis when gathering directions, developing textbooks, or constructing instructional materials. The needs analysis reveals the challenges that students face, the expertise or skills needed, and the instructional techniques that must be used. Furthermore, the findings of the needs review may be the most critical factor to remember to satisfy the needs of students.

There were similarities and differences between this research and some previous related studies. The critical similarity was the student analysis of needs. The distinctions in the level of study, the emphasis on English skills, and the extent of needs analysis were among previous; While previous studies focused on the analysis of students' needs, the present study was also aimed to identify students' perception regarding the current condition of English learning at the department—Travel Agent Major. Besides, the study also put technology integration and Palembang local culture as essential aspects to consider in the analysis.

The analysis of student needs includes TSA (Target Situation Analysis), DA (Deficiency Analysis), PSA (Present Situation Analysis), and Strategy Analysis. This need analysis investigates students' needs as seen by the Travel Agent students. As mentioned earlier, the students in this major needed ESP to be exposed in their English learning. Therefore, this study aimed to determine travel agent students' perception and needs of English reading materials at SMK Negeri 3 Palembang as an initial step to further studies that develop the materials regarding their needs. Thus, this study aimed to answer the following research questions:

1. How was the Travel-Agent students' perception toward the current reading materials at SMK Negeri 3 Palembang?
2. What were the Travel-Agent students' needs for English Reading Materials?

2. LITERATURE REVIEW

2.1 English for Vocational High School Students

Based on the 2013 curriculum (K13), English is classified as a core subject in vocational high school. It suggests that high school students must study English and acquire the skills stated in the curriculum. Although the curriculum of English for

VHS (Vocational High School) and SHS (Senior High School) students is identical, the English teaching in VHS and SHS are different. English taught in SHS is general English, while English in VHS is categorized as ESP (English for Specific Purposes) (Sumarni et al., 2018). As it is named, Richards and Schmidt (2013) define ESP as "the role of English in a language course or program of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners" (p. 198). It means that English teaching in VHS needs to be in line with their needs, which means that it is associated with their major.

As ESP aims to meet the learners' needs in learning, ESP classes should be entirely different from GE lessons that are universal; teachers should instruct and enable the students evenly with four language skills (Esfandiari, 2015). On the contrary with GE, ESP courses are intended to accommodate students and other stakeholders of various fields to connect for research and study purposes (Vogt & Kantelinen, 2013). It is inferred that teaching English in Vocational High School needs to be in line with the students' major as they need to achieve the goals of English stated in the curriculum, which is applying English in communication.

For travel agent students, the English they learn needs to be related to travel agents. Tourism is associated with places, food, destinations, and other exciting things for exploring or having a vacation. It is because tourists like to explore everything from the site they visit. Meanwhile, one of the prospective fields to work for graduates of the Travel agent is tour and travel business, which means they need to know about the places the tourists want to explore, including the local culture in the sites. Thus, Travel Agent students must understand the cultures of the area they are in charge of. Therefore, the needs of English Travel agent students are English which includes local cultures.

2.2 Needs Analysis

Needs analysis is a structured set of procedures used to set priorities, make decisions about programs or organization development, and allocate resources. In the educational context, needs analysis or needs assessment is used to acknowledge the target learners' wants, needs, and desires. Needs analysis is an essential element in instructional design. In other words, needs analysis is the initial step to be done before designing instructional material. By doing an appropriate procedure of needs analysis, the condition of the target learners can be drawn so that the instructional materials to be developed will match the target well (Brown, 1995). Although needs analysis is also known as needs assessment, needs analysis and needs assessment according to Soriano (1995), the goal of a needs analysis is to identify the needs of a specific group of individuals, while the purpose of an assessment is to assess how well a program meets those needs. It entailed evaluating the learners' communicative needs as well as techniques for achieving specific teaching objectives.

The task of needs analysis is much more complex nowadays: it attempts to gather information about the learners and identify its target situation and environment of teaching ESP. Richards (2001) defines needs analysis as the procedures used to collect information about learners' needs. The definition of "needs" in this context is dependent on the perception of those making the decision. Needs analysis is conducted to analyze the 'gaps' in teaching-learning activities and fill the gaps to make the learning 'perfect'.

McKillip and McKillip (1987) mentioned three needs analysis models: Discrepancy, Marketing and Decision-Making models. The one commonly used in education is the Discrepancy model. This is the simplest and most commonly used model. This model highlights normative expectations—beliefs regarding what we should do for others—and involves the three phases: setting the objectives, analyzing the performance and identifying discrepancies. The first phase is setting the objectives to know what is the 'ideal' one. The second phase is performance analysis, which is used to understand the current condition. The final stage is identifying gaps and knowing the space between the 'what should be' and 'the facts'. By having discrepancy identification, the contrast between expectations and outcomes reveals the discrepancies, and the discrepancies are problems. Basically, conducting needs analysis aims to spot the problems as an initial step to find the solution. Therefore, after analysis results are assessed to provide solutions to fill in the gaps by designing and/or developing the instructional materials to fulfill the needs in further research.

Needs analysis has major contribution to the development of ESP implementation in ELT (English Language Teaching. Probably the most extensive and well-known effort in need analysis is the Communicative Syllabus design of Munby (1978). He provided a highly thorough set of methods for determining the demands of the target scenario in his work. He termed the communication processor this collection of operations (CNP). The CNP consists of a collection of questions connected to the major variables of communication (theme, participants, media, etc.) that are used for detection of any group of learners' target language needs. Although this model worked well in some ESP courses design, his work got criticized by scholars. The CNP provided list of the linguistic features of the target situation. Yet, the needs are much more complex than just the linguistic aspects. However, the model was the turning point of the needs analysis models developed by latter scholars. Various models within the ESP umbrella have tackled this subject in various ways. Hutchinson and Waters (1987) indicated that the institution's requirements are the most significant component in the learning scenario, and it is the institution's discretion when to begin the teaching/learning operation However, the institution should not be the exclusive decision-maker because its viewpoint is biased; other entities, particularly students, must be included. Therefore, they initiated learner-centered approach, which covered learner's needs, lacks and wants, and learner-center approach, which covered the learners' target learning achievement. The

approaches underlying the model proposed by Munby keep being developed and adjusted, resulting some new approaches (Jordan, 1997).

2.3 Need Analysis Approaches

Needs Analysis has different approaches employed in the implementation. The approaches have different goals and concerns. Furthermore, each approach has its own procedure of implementation. Utilizing different approaches in conducting needs analysis is beneficial to get various information to meet the goals of the analysis. There are two key approaches in needs analysis which include TSA (Target Situation Analysis) and PSA(Present Situation Analysis) (Jordan, 1997). Some other approaches of needs analysis related to the target (goals) are the development of the TSA, such as the Strategy Analysis approach. Meanwhile, PSA underlies the development of current condition (covering the lacks, wants, and needs) of the learners, including Deficiency Analysis approach.

TSA (Target Situation Analysis)

In the field of ESL/ESP needs analysis, the Target-Situation model of analysis remained extremely influent. It was the first model of needs analysis based on communication skills. The communication categories of Munby and their relationship to the communication events in the target context represent the true language use categories (West, 1994). In other words, the movement from language to language in the ESL sector is reflected. It is crucial to highlight here that this model examines the four skills in various job-related tasks (listening, talking, reading and writing) with regard to receptive and productive abilities, thereby creating a broad profile of the language situation as an input to curriculum design (Jordan, 1997). The goal of the analysis may be a compass on the journey to give general direction, but we have to choose our route according to the available vehicles and guide (i.e. condition of the learning situation), to choose the existing roads within the mind of the learner (i.e. knowledge, skills and strategies) and to determine the motivation of the learner to travel.

PSA (Present Situation Analysis)

The analysis aims to find out information related to the current condition regarding the learners. Specifically, it is used to look for information on skill levels, curricula accessible, instructional techniques, resources, opinions on language and learning, the environment and cultural factors. It draws information from a range of sources to define needs: students, the teaching center and the workplace (Jordan 1997). From the PSA, the information regarding the students' current situation is obtained.

Deficiency Analysis

The analysis of the deficiency is a pathway from PSA and TSA. The analysis is used to analyze the current needs or desires to look for students' deficiency or shortcomings. The deficiency analysis can therefore form the cornerstone of the

language curriculum (Jordan, 1997). It is because the deficiency analysis should offer data on the discrepancy between current and goal language knowledge, general English mastery, language competence, and approach in teaching. The results of the deficiency analysis are the information regarding the gaps (problems) between the target (ideal) and the current (existing) situation.

Strategy Analysis

As it is so named, strategy analysis is used to obtain information about the methods used and/or preferred by the learners in learning. It attempts to determine how students want to study rather than what they have to study (West, 1998). Therefore, the results of the analysis are used to determine the best method to be applied in learning. Strategy Analysis is necessary to be administered as every student has different way that encourage and support them to do good in learning process (Dudley-Evans & St.John, 1998). Therefore, their preferred learning strategies must also be considered.

3. RESEARCH METHODOLOGY

This study employed a quantitative approach in which the data were obtained through questionnaires. After that, the obtained data were analyzed using descriptive statistics. The quantitative data obtained from the questionnaire were descriptively analyzed accordingly.

3.1 Subjects of the Study

The study was conducted in one of vocational high schools in Palembang. The site was chosen as the school was the only school in Palembang providing Travel Agent competency program. There were two classes of Travel Agent competency program with 35 students of each class. However, the current study involved 32 out of 70 tenth graders of the Travel Agent Competency Program of SMK Negeri 3 Palembang who were in the same class. The students represented the tenth graders of Travel Agent competency program of the school. Non-probability sampling method, the convenience sampling, was employed in the current study. Convenience sampling method was used as the students involved in the study were the students available and convenient to be involved in the study (Creswell, 2015). Thus, the participants involved in the study were willing to be studied.

3.2 Instruments

The study data were obtained from two sets of questionnaires: the perception questionnaire and the needs analysis questionnaire. The questionnaire items were adapted from Azizah et al. (2020). The questionnaires were validated by two experts before being used. The results of the validation showed that the questionnaire items were valid. The first set of the questionnaire consists of 20 statements with a 4-point Likert Scale (strongly agree, agree, disagree, and strongly disagree). The questionnaire aimed to determine students' perceptions of English learning at

schools. Perception is described as the process of preserving stimuli or data in the human brain by analyzing sensory data through our senses to create connections with our surroundings (Slameto, 1974). Getting to know perception is beneficial in learning as perception builds clear links with the environment. As Blake and Sekuler (2006) state, perception is important because it gives people a useful understanding of the universe, where valuable means to communicate and interact efficiently within our setting.

The first questionnaire (perception) items are divided into four specified parts, each containing five items. The first part of the questionnaire aims to determine students' perception of what they need in learning English. The second part of the questionnaire focuses on the current condition of English teaching-learning at school. The third part distinguishes students' perception towards existing English textbooks used. The last part investigates students' views toward ideal English learning. The specification of the questionnaire is presented below:

Table: 1 Specification of the Perception Questionnaire

Aspects	Item Number	Total
Views on Needs in English learning	1, 2, 3, 4, 5	5
Views on Current English learning activity	6, 7, 8, 9, 10	5
Views on Existing English Textbook	11, 12, 13, 14, 15	5
Views on Ideal English Learning	16, 17, 18, 19, 20	5

The second questionnaire (needs analysis) was close-ended. The needs analysis questionnaire includes 25 questions aimed to analyze the students' needs for English reading materials. The questions were divided into four parts, namely TSA, DA, PSA, and Strategy Analysis. The specification of the second questionnaire is as follows:

Table: 2 Specification of the Needs Analysis Questionnaire

Aspects	Item Number	Total
TSA (Target Situation Analysis)	1, 2, 3, 4	4
DA (Deficiency Analysis)	5, 6, 7, 8, 9, 10, 11	7
PSA (Present Situation Analysis)	12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24	13
Strategy Analysis	25	1

3.2 Data Analysis

The data obtained from the two questionnaires were analyzed quantitatively using descriptive statistics. The results of the first questionnaire, which consisted of a 4-point Likert scale, were analyzed by calculating the total values and the mean values. The absolute values were obtained by multiplying the whole answer by each value of points—Strongly Agree (4 points), Agree (3 points), Disagree (2 Points), and Strongly Disagree (1 point). Afterwards, the total values obtained from the calculation were divided by the number of respondents (N=32), resulting in the mean values. The higher mean values showed a more positive perception of the students. It means that the closest the mean values to 4, the bigger the respondents' agreement to the statements given in the items.

Meanwhile, the second questionnaire, a close-ended questionnaire, was calculated by counting the total answers for each choice. Later, the total values were converted into percentages obtained by dividing the total value with the N (number of respondents, 32). The higher the rate, the more students chose the option, representing the majority voice of the respondents. Thus, the highest percentages represent the students' answers to the questionnaire items.

After calculating the data, the results of the questionnaires were descriptively presented and analyzed accordingly.

4. FINDINGS AND DISCUSSION

This part presents the results of the study to answer the two research questions in the earlier section. Besides, the discussion of the results is also elaborated in this part.

4.1 Findings

The findings of the study are presented in the following sections:

4.1.1 Students' Perceptions of English Reading Materials

After obtaining the data, the obtained value was calculated. The total values were calculated by multiplying the number of students choosing each scale by the matter of choice. Meanwhile, the mean values were obtained by dividing the total value by the total students (32). The results are considered positive (students agree with the statement) if the mean values fell to near four and were deemed negative (students disagree with the idea) if the mean values fell to near one. The results of the questionnaire are presented below:

Students' view of their needs of English learning

The first five questions (questions 1-5) of the first part of the questionnaire were to see the students' views on their needs in learning English. As a result of this are the results of the students' responses.

Table 3. Students' view of their needs of English learning

No	Questions/Statements	Total Value	Mean Value
1	Technology is needed to support English learning.	103	3.22
2	The global challenge, such as English mastery, puts life and career skills in demand to be learned.	104	3.25
3	Learning English with the local culture will be helpful.	106	3.31
4	Integrated technology in English learning is necessary.	100	3.12
5	Online textbooks are needed.	105	3.28

As seen in table 3, students agreed to all five statements, as the mean values are around 3. Expressly, students decided that technology integration in English learning is necessary to support them. Besides, they agreed that global challenges demand them to learn life and career skills, including the English language. In addition, students also agree that local culture and technology are to be integrated into English lessons. Furthermore, online textbooks are required.

Students' view on the current English learning activity

Items number 6 to 10 of the first part of the questionnaire aimed to know students' perceptions toward the existing English learning activity. The results are displayed in table 4 below:

Table 4. Students' view of the current English learning activity

No	Questions/Statements	Total Value	Mean Value
6	The 4Cs should have included in the English learning activity.	105	3.28
7	The English learned at school has NOT yet led to active communication skills.	87	2.71
8	The English learned at school has NOT yet provided a space to collaborate with teachers and friends actively.	90	2.81
9	The English learned at school has NOT yet led to critical thinking skills.	86	2.68
10	The English learned at school has NOT yet led to the skills to create creative activities or learning.	88	2.75

Based on the table, it can be seen that the students agreed that the 4Cs skills (Communication, Creativity, Critical Thinking, and Collaboration should be included in English learning. Unfortunately, based on the students' responses, it is summarized that the students mostly agreed that the English learning activity they got at school had not included the 4Cs yet.

Students' view on the existing English textbooks

Five out of the twenty statements of the first part of the questionnaire (items 11-15) include the statement related to the existing English textbooks used by the students. The following table shows the results of five things.

Table 5. Students' view of the existing English textbooks

No	Questions/Statements	Total Value	Mean Value
11	The 4Cs should have been integrated into English textbooks.	106	3.31
12	The English textbooks currently used include tourism in Indonesia.	98	3.06
13	The current English textbooks need to include tourism in the city of Palembang.	99	3.09
14	The current English textbooks have discussed the Travel Agent Program	89	2.78
15	The English textbooks currently used must contain the tourism and Travel Agent Program of Palembang city.	109	3.40

Regarding the current English textbooks, the students assumed that the 4Cs should have been integrated. The students agreed that the existing books include tourism in Indonesia, and they also have an idea that Palembang tourism should be integrated into the textbook. Although the books already include the Travel Agent Program contexts, the students agreed that it is necessary to have the Palembang context into them.

Students' view toward ideal English learning

The last six items (items 16 -20) aimed to determine what the students expect about English learning. The results are presented in Table 6 below:

Table 6. Students' view toward ideal English learning

No	Questions/Statements	Total Value	Mean Value
16	I want to learn local culture through English texts in textbooks to benefit my future work world.	112	3.5
17	I expect English language learning that is integrated with technologies.	101	3.15
18	I look forward to seeing English textbooks available online.	101	3.15
19	I hope that English textbooks contain collaborative, communicative, critical, and creative activities.	108	3.37
20	I hope that the English textbooks used when studying are books that are following my major.	104	3.25

The last five items of the first part of the questionnaire about students' expectations toward English learning, as seen in table 6 above, shows that the mean values of the

scores are around three, which meant that the students agreed that they want to learn local culture through English texts in textbooks (item 16), they expect the English learning integrated with technologies (item 17), they look forward to having online English textbooks (item 18), they hope that the books include the 4Cs skills (item 19), and they hope that the English textbooks used are in line with their competency program.

To sum up, the results of the students' perception analysis indicated that the students wished to have technology, tourism-related contexts, and local culture to be integrated to their English reading materials. Moreover, students perceived that the 4Cs were not yet available and needed to be implemented in their English learning.

4.1.2 Students' Needs of English Reading Materials

The second set of the questionnaire aims to analyze the needs of students in English reading. For EFL students in higher education, reading is an essential language ability in the exploration of knowledge. Besides knowledge, the reading text also gives insight into sentences, syntax, vocabulary, and the writings of the text and thereby helps to understand the texts and the language (Harmer, 2007). VHS students, especially Travel Agent students, need different reading materials from SHS students. Thus, the needs of students are to analyze. The questionnaire consists of four parts: Target Situation Analysis, Deficiency Analysis, Present Situation Analysis, and Strategy Analysis. The results are presented below:

Target Situation Analysis (TSA)

This section discusses student needs, general intentions, and student expectations in learning English. The data obtained can be seen in table 2.

Table 5. The results of Target Situation Analysis

No	Question/ Statement	Students' view	Percentage
1	The significant role of English subject for students	as a means of communication	75.00%
2	Students' expectancy of English learning outcome	Mastering vocabulary (vocabulary) related to the competency program	46.88%
3	The use of English in students' future career	For communication with colleagues/customers through oral or written	78.13%
4	Level of English proficiency to support future careers	advance	40.63%

From table 5, English lessons are essential as a tool to communicate with others. (75.00%. Learning English in schools should enable them to master vocabulary related to the skill program (Travel Agent) (46.88%). When working later, they are

likely to use English more often to communicate with colleagues/customers through oral or written (78.13%). It is why their English proficiency must be at an advanced stage to help their future (40.63%).

Deficiency Analysis

This section considers the current student desires and expectations, and their target situation is deficient. Data about current student wants and needs for subjects or input for reading is presented in table 6.

Table 6. The students' view on desired materials

No	Question/ Statement	Students' view	Percentage
1	Integration of students' study program context to English reading texts	Very Important	56.25%
2	Integration of Palembang local culture to English reading texts	Important	68.75%

From table 6, subject topics related to the field of work of the Tourism Services Business in the English reading text are significant (56.25%). The integration of Palembang local culture into English reading texts is essential (68.75%).

Then the students' views of the topics student want to learn when reading is related to them for several reasons, as shown in Figure 1.
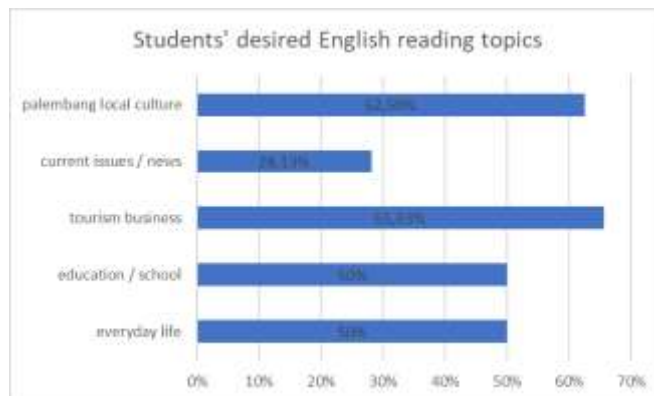

Figure 1. English reading topics that students want.

Based on figure 1, the topics students want to learn when reading are those related to everyday life (50.00%), education/school (50.00%), the tourism business sector (65.63%), the latest issues/news (28.13%), and the local culture of Palembang (62.50%).

Then the students' views of the thing student want is in the reading material for several reasons, as shown in Figure 2. Based on figure 2, the topics students want to learn when reading are those related to authentic materials (50.00%), the tourism business sector (65.63%), texts with a list of new related vocabulary (25.00%), and texts with images. (25.00%).
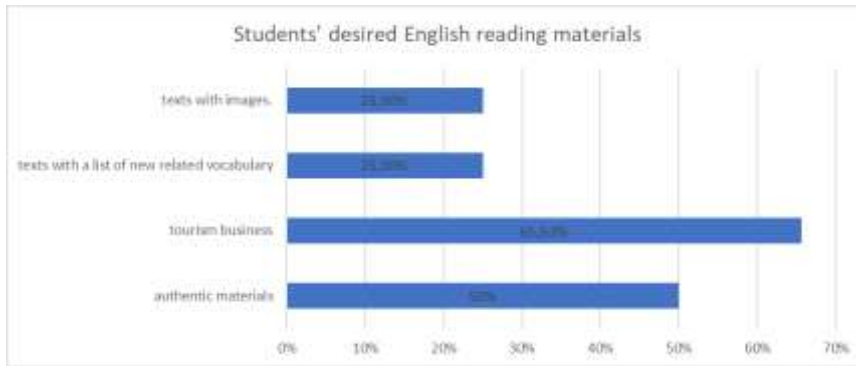

Figure 2. English reading material that students want.

Then students' perception toward integration of local culture to English subjects them for several reasons, as shown in Figure 3.
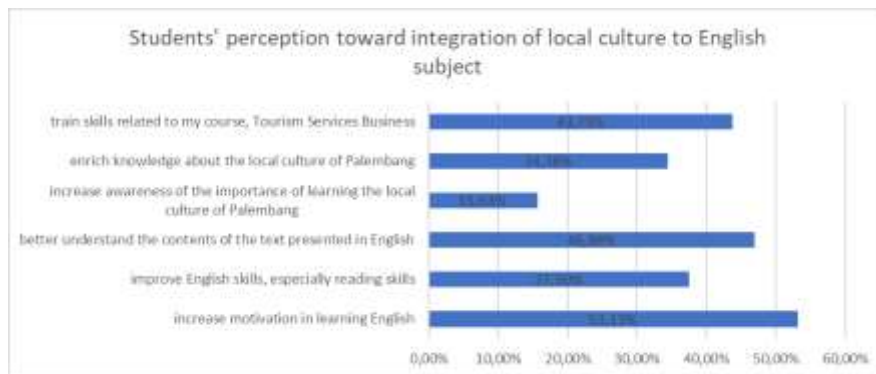

Figure 3. Students' perception toward integration of local culture to English subject.

Then the students' perception toward integration of local culture to English subjects them for several reasons, as shown in Figure 3. Based on figure 3, according to students studying reading texts related to local culture in English lessons can help students are those related to increasing motivation in learning English (53.13%), improve English skills, especially reading skills (37.50%), better understand the contents of the text presented in English (46.88%), increase awareness of the importance of learning the local culture of Palembang (15.63%), enrich knowledge about the local culture of Palembang (34.38%) and train skills related to my course, tourism services business (43.75%).

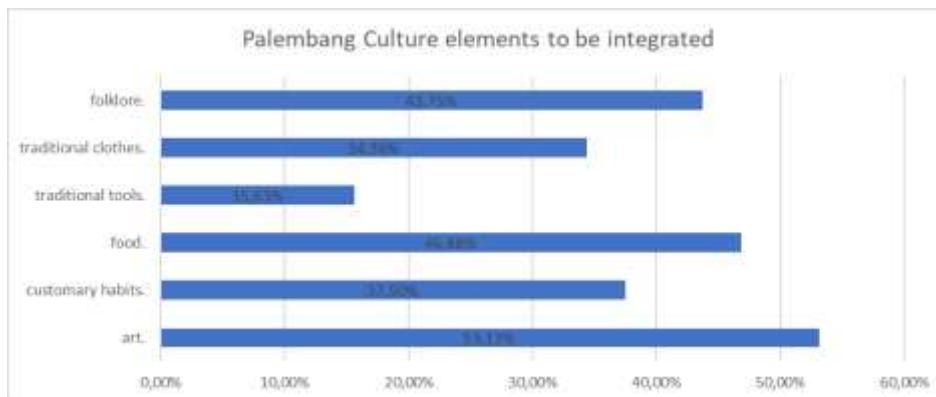Palembang Culture elements to be integrated for several reasons, as shown in Figure 4.

Figure 4. Palembang Culture elements to be integrated.

Then Palembang culture elements to be integrated for several reasons, as shown in Figure 4. Based on figure 4, according to Palembang's local cultural elements that need to be included in the English reading text are those related to art (71.88%.), customary habits (59.38%), food (62.50%), traditional tools (68.75), traditional clothes (59.38) and folklore (71.88%).

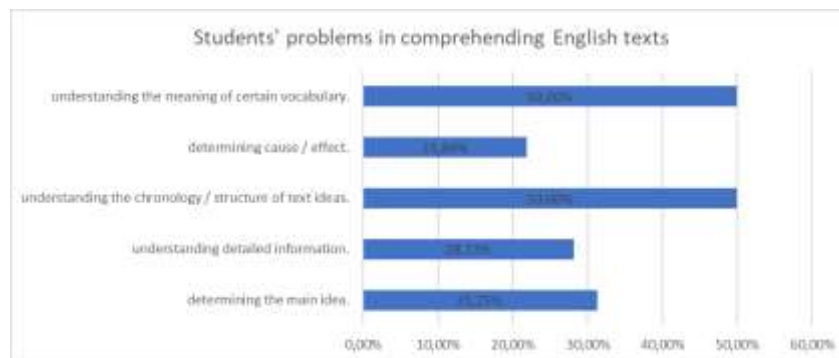Students had problems in comprehending English texts for several reasons as shown in Figure 5.

Figure 5. Students' problems in comprehending English texts.

Based on figure 5, according to the student about reading, the difficulty of students is to those related to determining the main idea (31.25%), understanding detailed information (28.13%), understanding the chronology/structure of the text ideas (50.00%), determining cause/effect (21.88%), and understanding the meaning of particular vocabulary (50.00%).

Present Situation Analysis (PSA)

This section focuses on the students' English proficiency, the materials taught, and the students' local cultural understanding. Table 7 shows statistics on students' impressions of their English proficiency. Almost all students (62.50%) acknowledged that their present level of English proficiency as a beginner. Then, 34.38% of students felt their current level of comprehension of the reading text was satisfactory. Based on the data gathered, it is anticipated that the conventional reading materials would raise the students' English proficiency, especially their reading skills, to the level required to support their future careers.

Table 7. Students' proficiency levels

No	Question/ Statement	Students' view	Percentage
1	Students' current English proficiency level	Beginner	62.50%
2	Students' reading proficiency level	Enough	34.38%

The students' view on the existing reading materials learned or provided at school can be seen from the data presented in table 4. The reading text level in English coursebooks used was considered hard by 62.50% of the students. However, 62.50% of students felt that the topics were interesting. 50.00% of students thought that the kind of text commonly found or learned in learning English was narrative and argumentative. 46.88% of students stated that sometimes English teachers provided reading materials or texts and the questions related to the general knowledge of students' study program for reading. Meanwhile, 40.63% of students stated that the frequency of teachers teaching materials related to Palembang local culture is sometimes.

Table 8. The existing materials learned and provided

No	Question/ Statement	Students' view	Percentage
1	The difficulty level of current English reading materials	Difficult	62.50%
2	The attractiveness of the current topics of Reading materials in students' textbook	Interesting	62.50%
3	Kinds of text frequently found in Students' English textbook	Narrative, Argumentative	50.00%
4	The frequency of teachers teaching materials related to students' competency major	Sometimes	46.88%
5	The frequency of teachers teaching materials related to Palembang local culture	Often, Sometimes	40.63%

The students' view on their current knowledge about Palembang local culture can be seen from the data available in table 6. 50.00% of students estimated that their knowledge about Palembang culture was enough. The aspects of Palembang culture that the students know most were about traditional food (65.63%). 50.00% of students stated that they knew the local culture from parents, grandparents, or elders. 60% of the students just knew the local culture in their place and the closer districts. Then, 40.63% of them admitted that their knowledge about Palembang local culture was still about general information. Based on the data gathered, presenting Palembang local culture to the students' descriptive reading materials in learning was needed.

Table 9. The students' local cultural knowledge

No	Question/ Statement	Students' view	Percentage
1	The level of students' knowledge of Palembang local culture	Enough	50.00%
2	The elements of Palembang local culture acknowledged by students	Traditional food, Traditional clothes	65.63%
3	The sources of students' knowledge about Palembang local culture	Stories of parents, grandparents, and traditional, etc	50.00%
4	The scope of the Palembang local culture known by students	The area where students live	50.00%
5	The level of students' knowledge and understanding of Palembang local culture	Detailed information about what, why, and how students known local culture exists.	40.63%

Based on the students' view on their knowledge about Palembang local culture, there were several things that the students thought they could do to preserve and develop the local culture. The activities that the students could do are shown in figure 6.
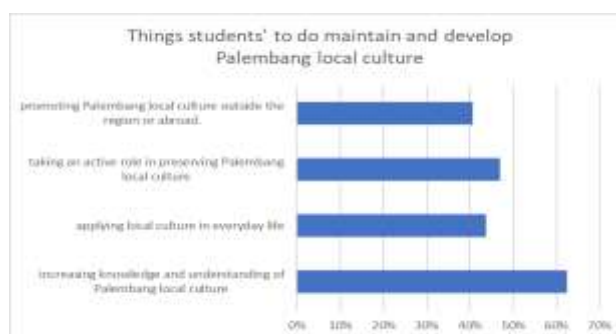

Figure 6. Things students do maintain and develop Palembang local culture

Based on the data obtained, 62.50% of students could preserve and develop their local culture by enlarging the knowledge about local culture, preserving local culture actively (43.75% students), promoting the local culture (40.63%), and implementing local culture in daily life (40.663%).

Strategy Analysis

This part presented the students' preference in learning reading. The data obtained are shown in figure 7.
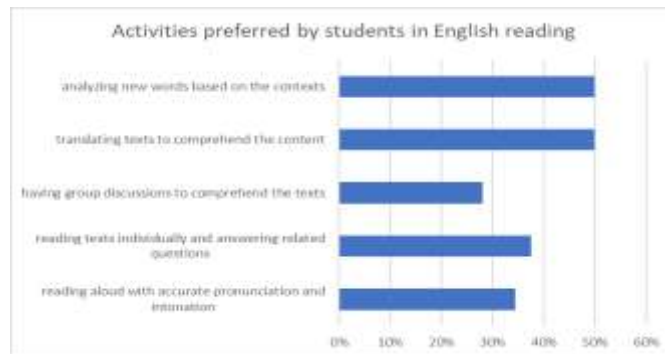

Figure 7. Palembang Culture elements to be integrated

The figure shows 50% of students preferred to comprehend the text by translating and analyzing new words based on the contexts. The other way of learning reading was reading aloud with accurate pronunciation and intonation (34.3% students). Then, 37.1% of students were reading texts individually and answering related questions, and 28.4% of students preferred having group discussions to comprehend the text.

In short, the students believed that local culture and tourism-related materials were urgently needed to be included in their English reading materials (textbook). The results also indicated that the students' current level of English proficiency had not meet the expected outcome of VHS. Furthermore, in terms of cultural understanding of Palembang local culture, students did not have adequate exposure to Palembang local culture and desired to have some specific elements of culture to be integrated. Also, students preferred to analyze vocabulary and translate the text in reading classes.

4.2 Discussion

The discussion of the study is presented in the following section:

4.2.1 Students' Perceptions of English Learning

Based on the analysis of students' perception, it is known that students perceived English as an essential subject to be mastered to face the global challenge. They believed that in facing the demands of the global development, mastering English was a challenge demanding them to develop their career and life skills. It meant that in mastering English, they also practiced their career and life skills. It is in line with the previous needs analysis studies conducted by Albiansyah and Minkhatunnakhriyah (2021); Asrifan et al. (2020); Azizah et al. (2020); Damanik et

al. (2021) who discovered that the students of VHS perceived that mastering English would enable them to develop their skills needed for their future career.

Furthermore, regarding to the technology, the students perceived that English and technology are inseparable parts to face the global challenge. It is clear that technology and English have a significant influence on human life in the globalization era. Students viewed technology as a necessary part to be integrated into English learning to support their learning process. Technology is a necessary part of today's learning of English which is becoming more and more important day by day. Technology integration in the classroom can lead to a better learning experience. Technology has long been a valuable aid for educators in assisting their students (Ammade et al., 2018). Furthermore, using technology in learning can influence interaction and inspire students to develop (Shyamleel & Phil, 2012). It is no wonder that students had positive perception toward technology integration to English learning. Mansor et al. (2017) found out that in line with the advancement of technology, creativity in teaching and learning is regarded as a prerequisite for maximizing educational performance. Also, technology integration provides the significance of creativity in maintaining educational continuity. Due to the importance of ICT in today's education, ICT is to be implemented effectively. To implement the ICT effectively, Laabidi and Laabidi (2016) suggested in their study that teachers are given adequate tools to implement ICT; appropriate classroom designs are desired; teachers' worries and obstacles should be decreased; stakeholders should take roles in motivating and providing tools to implement ICT integration. The results support the studies conducted by Inderawati et al. (2021); Rahmawati et al. (2020) that the students needed technology to be integrated in English learning in order to support their learning.

In addition to technology, the students also see local culture as a beneficial aspect of learning English. They believe that learning English with the local culture will be helpful for their learning. Also, students viewed local culture as a beneficial element to support their future career. The results indicated similar results to studies conducted by Azizah et al. (2020); Elviana et al. (2020); Inderawati et al. (2021); Sopian et al. (2019) highlighting that the elements of local culture were needed by the students to be integrated to their English materials to enhance their motivation, interest, and their skills for the future career. Therefore, local culture learning materials are also essential to be included. Some studies show the benefits of local culture in learning English, namely increasing reading achievement and encouraging students to read. (Soomro et al., 2015; Valverde-Berrocoso et al., 2020; Yeganeh & Raessi, 2015). Some studies recorded using local culture to enhance students' understanding of literacy, promote students' knowledge of their local culture and understand them (Inderawati et al., 2018; Putra et al., 2013; Ratminingsih et al., 2020).

In addition to those supporting aspects of learning, the students agreed that they needed learning materials that were related to their expertise and future career. The students wanted the materials that were in line and relevant to the context of their competency program. It is clear because VHS students are also prepared to be work-ready as VHS consists of various majors, preparing them for diverse workspace. Thus, vocational high school students may have different needs in English learning, in accordance to their competency program. The results strengthen the results of other studies indicating that the VHS students preferred the materials relevant to their expertise (Azizah et al., 2020; Elviana et al., 2020; Khalida & Refnaldi, 2019; Martina et al., 2021; Rahmawati et al., 2020; Septiana et al., 2020; Syakur et al., 2020). Therefore, students from different competency programs may have different preferred topic of materials to be learnt. As stated in the government regulation of the Republic of Indonesia No. 29 of 1990 concerning secondary education, chapter I general provisions, article 1 (3), suggests that vocational school will indeed focus on improving the expertise of students in a specific area. Therefore, English in VHS is ideally related to students' expertise. In other words, the English materials to be exposed should be English for Specific Purposes. The ESP materials was based on the premise that the vital relevance of English courses to students' needs would improve students' desire to learn English. As a result, it facilitates and accelerates learning (Hutchinson & Waters, 1987). The Travel Agent competency program is designed to prepare graduates for a future in the tourism industry. Tourism is associated with cultures because cultures have unique importance in attracting visitors, especially in Indonesia. As a result, the materials learned must be related to tourism. According to Day and Krzanowski (2011), students will learn more from an ESP tailored to their particular needs. In this scenario, students need materials that are unique to their field of study.

Furthermore, the students perceived that it was necessary for them to practice their 21st-century skills (4Cs, Critical Thinking, Communication, Collaboration, and Creativity). They agreed that it was important to integrate the skills into their learning. This is in line with the world's demand of the 21st century. Countries can achieve competitive advantages in industries during the industrial revolution period if their skill characteristics are closely matched with the specifications of the enterprises (OECD, 2017). The world is now focused on learning 21st-century skills, including Critical Thinking, Communication, Collaboration, and Creativity, on training the next generation to respond to the world's rapid movement (4Cs). The 4Cs are to be incorporated into learning in the education sector to prepare students for developments in the globalization period.

However, students admitted that the English book used at school is not adequate and appropriate to fulfil their needs. The books lack elements of 4Cs, do not include Palembang culture, and have not included tourism-related materials as students wish to have. Therefore, to facilitate students to have the English materials that fulfil their

needs, analysis is essential to be conducted. In short, students' perception toward their needs of English learning is in line with the demand of English learning itself.

4.2.2 Students' Needs of English Reading Materials

From the results of students' needs analysis, several things should be highlighted from the four parts of needs analysis questionnaire. From the TSA, it was known that students perceived English as a means of communication. The students believed that the main use of learning English was for the communication, either oral or written. Similarly, Albiansyah and Minkhatunnakhriyah (2021) found that students needed English to be used in daily interaction.

In addition, they primarily had desire to learn English to support their future careers. In line with this, Albiansyah and Minkhatunnakhriyah (2021); (Azizah et al., 2020) & Rahmawati et al. (2020) insisted that the students learnt English subject at school to support the students career in their future workplace depending on their expertise. Specifically, the travel agent students believed that they would use English to communicate with colleagues and customers in their future workplace, either orally or in written. Similarly, the results of Sari and Wirza (2020) & Septiana et al. (2020) outlined that speaking and writing skills were the most necessary language skills for vocational high school students in ESP courses. However, Damanik et al. (2021) found that the most required skills in ESP courses was listening.

In the deficiency analysis, it was highlighted that the students preferred the materials about tourism and local cultures. As previously explained, the students preferred the materials that were relevant to their expertise. As Travel Agent competency program is closely related to tourism, the materials related to tourism are needed. It is similar to the results of the study conducted by Azizah et al. (2020) who conducted the research on Tour and Travel students. Tourism-related materials were also the desired topic chosen by the students. As their future career may be related to tourism, the Travel Agent students need to gather as much information as possible that is relevant to their workplace, and one of them is their own culture, Palembang local cultures. As in one of their job opportunities in the future, they would clarify and show their own local culture to domestic and international visitors. The inclusion of local culture in reading content is one of the attempts to provide information about it. As Safitri (2020) suggested, local culture should be used in the language teaching and learning process to promote new insights, inspire students by introducing the familiar, and prepare them to speak about their own culture through views, beliefs, and information through the use of foreign languages. It is in line with the findings of Sofyan et al. (2019), who conducted research that examined the need for English of Tour and Travel students in Bengkulu. Cultural tourism was one of the most critical topics in reading that students needed (Ariyanthi et al., 2020). The data also showed that the students had the intention to know more and preserve their local culture. Hence, developing Palembang-local-culture- based descriptive reading materials can be a way to enlarge their knowledge as well as to encourage

their awareness of the existence of their own local culture and help them culturally literate. Sopian et al. (2019) and Asrifan et al. (2020), who developed teaching materials based on Palembang local culture to meet the students' needs, found that students can benefit from developed instructional materials based on the local culture.

Furthermore, concerning the current condition, the students conveyed that their teachers do not expose students to the materials related to their major and the local culture often, just sometimes. They also agreed that the high school book they used hardly ever discusses their local culture and their competency program. The result is relevant to the results of research conducted by Inderawati et al. (2021) who found out that the current materials used did not provide the local culture. In line with this, Rahmawati et al. (2020); Sholichah and Ristati (2020) & Haryudin et al. (2020) discovered that the books used in VHS were not related to the study program and too general for the students. Furthermore, the book used was too difficult for the students. It is assumed that the level of the text provided did not fit the students' reading level. Although the students agreed that the book included Indonesian culture, they still perceived that it was crucial to also include Palembang local culture to the book. Therefore, integrating the local culture of students in developing reading materials is needed to be considered. As reported by Sopian et al. (2019) and Elviana et al. (2010) that the provision of local culture-based material can motivate students as well as improve reading comprehension, where the learning outcomes show that most students achieve the minimum mastery criteria by using the product which they develop based on local culture. Furthermore, using local culture in reading materials is one way to integrate English subjects with the Travel Agent study program subjects. English is not a stand-alone subject but a subject taught to students to support their skills and study program.

Regarding the English proficiency level, students considered their English skills still at the beginner level. They also conveyed that their reading proficiency level was medium. Furthermore, students still face some difficulties in reading comprehension. A study conducted by Rachmawati (2020) revealed the similar idea that the students believed that their English proficiency level was still low and they found difficulties in learning English.

From the points above, it can be concluded that the students need the reading materials that meet their needs to support their learning and future careers. The results of the analysis revealed the discrepancies existing in the English reading materials of Travel Agent students. Consequently, after carrying out the need analysis, especially concerning student needs, is vital to know what should be developed and integrated into English. These points should be taken into account by English teachers and stakeholders to be closer to the needs of students.

5. CONCLUSION

Based on the study's findings, it is, to sum up, that students viewed English as an essential subject to support their future career although they thought that their ability in English was still relatively low. They also believed that the English materials were related to their field and the integration of the 21st-century learning skills and the local culture can enhance their motivation and proficiency in English. In fact, to some students, the English materials they currently learned at school did not meet their needs yet as they didn't get adequate materials to support their future career—in the tourism sector. In addition, students also preferred some specific types of text to be learned, such as argumentative and narrative texts. Furthermore, it can be concluded that Travel Agent students needed the English reading materials based on their competency program, a different one from the general English. Based on the findings of this study, it is suggested that supplementary reading materials which meet the students' needs, which are the ones related to the majority program, integrated into the 21st-century learning skills and include the local culture of Palembang to be developed to facilitate Travel Agent students a better experience of English learning which can support their future career.

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