

# NEEDS ANALYSIS ON ENGLISH MACRO-SKILLS FOR THE TOURISM STUDENTS OF HIGHER EDUCATION

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## Abstract

English as international language becomes the bridge between the guests and the host in tourism activities. As the consequence, Indonesia as the country that popular with its tourism potential should prepare its human resource to support the tourism activity for its betterment. One of them is preparing them with English Macro-skill. English macro-skills consist of 4 skills: Reading, Listening, Writing, and Speaking. This research is aiming at analyzing the needs of English Macro-skills for the Tourism Students of Higher Education. Empirical data in this research were collected through questionnaire. The questionnaire was spread trough 100 tourism students of Ambarrukmo Tourism Institute Yogyakarta whose experience in doing internship period. The result found that one skill is above important than the others, some found that all of them are important, or they should be taught integrated. As the findings show, based on the students' internship experience and the students' perspective, those 4 English macro-skills are important but they have different frequency of use in the work place. Reading is the most frequently use since they often deal with short functional text, such as announcements and notice. Then it was followed by listening, writing, and speaking.

**Keywords:** English macro-skill, Tourism, Higher Education.

## I. Introduction

### 1.1. Background of the Study

Nowadays tourism becomes a big business in the world involving millions of people across countries, nations, and cultures. It makes the need of using English increases in the sector of Tourism. Tourism needs English as a mean to communicate, negotiate and execute transactions with tourists by tourism employees. (Trang, 2015) Furthermore, English as international language becomes the bridge between the guests and the host in tourism activities. As the consequence, Indonesia as the country that popular with its tourism potential should prepare its human resource to support the tourism activity for its betterment. One of them is preparing them with English skill. As Prachant (Prachanant, 2012) said that tourism

employees who work in international tour companies have more chances to use English because of the number of foreigners who come to visit. The usage of English makes local people especially those who works in tourism sector easier to communicate with foreign tourists. That is why tourism students of higher education must prepare themselves by expertizing their English skill.

English Subject is compulsory for the higher education students in Indonesia. The Learning materials are designed by the higher education institutuion. The learning materials concern on English micro-skills and English macro-skills. English macro-skills consist of 4 skills: Reading, Listening, Writing, and Speaking. The skills become very important for the tourism students of higher education. As Sadiku (Sadiku,

2015) said that better integration between listening and speaking to reading and writing will make a person a good listener, readers, writers, and good speakers, so as to communicate effectively.

To support that need Sekolah Tinggi Pariwisata Ambarrukmo as a higher education of Tourism has English for Tourism as the compulsory subject. English Subject for tourism students must be designed in specific purposes. It is designed to support the students to be able to communicate using English in tourism field.

However, the tourism world changes rapidly. To keep the relevance between course material with the tourism current need, need analysis is necessary to be conducted after the last revision 5 years ago. Need analysis refers to an array of procedures to identify, validate, and prioritize the learning needs of the students. (Juan, 2014). The need analysis uses in this research is the Discrepancy Models in which the researcher first set the goal, then measure students' performance, then the last one is ordering what ought to be and what is.

Since English macro-skill become the first concern of the researcher, this research is aiming in analyzing the needs of English macro-skills for the Tourism Students of Higher Education. Therefore, the need analysis needs to be conducted here is need analysis of English macro skills.

### **1.2 Formulation of the Problem**

Based on the background of the study, the formulation of this study is "What are the English Macro-skills

needed for Tourism Students of Higher Education?"

### **1.3 Objective of the Study**

Based on the formulation of the problem, this study is aiming at analyzing the needs of English Macro-skills for the Tourism Students of Higher Education.

## **II. Literature Review**

### **2.1 Need Analysis**

Need Analysis is common method used to have a research in Language education design. Fatihi, A. R. also stated that "Need Analysis is a device to know the learner's necessities, needs and lacks". (Fatihi, 2003). By Using Need Analysis, the researcher can analyze what are needed by the learners. Besides, the researcher also can analyze the necessity of the learners.

Need Analysis is a process of finding the needs for a learner or a group of learners requires a language and arranging the needs according to priorities. In other words, it can be said that the researcher does a series of process in finding the learners' needs and determine the needs by ascending it based on the necessity.

In other point of view, Pratt in Juan states that "needs analysis refers to an array of procedures that can identify, validate, and prioritize needs". (Juan, 2014). From Pratt's statement it can be said that in doing need analysis the researcher should pass through the process and come to the finding in validating the learners' need. The final result is validating the learners' need as learners' need possibly change based on the learners' character.

Needs analysis can also be defined as the activities of information gathering process (Brown in Cunningham, 2015). The researcher gathers much information related to learners' condition and their needs. The final finding is used to develop the course curriculum and course material. Need analysis also can be said as an integrated system connected with the course design.

From some explanation above, in brief it can be said that need analysis is a series of process in collecting information related to learners' necessities, lacks, and conditions based on their priority which leads to validate the learners' need. Need analysis also an integrated system related to the curriculum and course design.

## 2.2. English Macro-skills

Learning language means practicing the skills. The four language skills; listening, reading, writing, and speaking, are usually called as the "macro-skills". (Aydoğan & Akbarov, 2014). Different from grammar, vocabulary, spelling and pronunciation, they are usually mentioned as "micro-skills". Both are important for the English Language Learners.

The "macro-skills" have their own role, and they are separated by each parameter: the oral and the written modes, and the receptive and productive skills. (Aydoğan & Akbarov, 2014). Listening is categorized as oral-receptive skill. Reading is related to written-receptive skill. Meanwhile, writing is categorized as written-receptive skill, and the last one, Speaking can be mentioned as oral-productive skill. Although each skill has its role, but they support each

other in maintaining language learner's ability.

A good learning process usually gives the students a chance to practice the skills. The productive skill is well supported by the receptive skill. Before practicing the speaking well, the students should be able to listen first. The more they listen the more they get idea for the speaking activity, so does with the writing process, students can read many reading materials to enhance the idea in writing.

In line with the previous idea Sadiku (Sadiku, 2015) said that "in fact, the integration of listening and speaking with reading and writing will make learners good listeners, speakers, readers and writers so as to be able to communicate effectively. The mastery of these skills is a gradual process. Teachers, for instance, should expose learners to gradually challenging tasks and material."

The "macro-skill" can be understood as the key skills which is mastered by the language learner. A research conducted by Arsiyana & Hernadi (2020) found that speaking is the most important skill in French Subject of tourism. (Arsiyana & Hernadi, 2020). However, regarding to English some students also said that they also need writing to promote something in social media, applied a job, presentation, etc. That is why a need analysis of English macro skills is still needed to be conducted.

## 2.3 English for Tourism

The growth of the tourism industry nowadays affected the using of English as the most spoken language in the world. (Zahedpisheh et al., 2017). Consequently, the need of skilled human

resource in language increases. Personnel with language skills are needed as the agent of tourism especially for foreign business.

English for tourism and hospitality is used for international tourism and service industry which is considered under the category of English for Specific Purposes (ESP) and its practical application needs to be understood (Cravotta in Zahedpisheh et al., 2017). It is different from English in general, English for Specific Purposes (ESP) is concern only on some special matters. Along the time people know about English for Computing, English for Music, English for Medicine, English for Business, etc. as well as those kinds of English, English for Tourism (EFT) is also a part of ESP.

### III. Method

This research was conducted in Tourism Institute of Ambarrukmo (STIPRAM) which is located in Banguntapan, Bantul, Yogyakarta. This study aimed at analyzing the tourism students' need on English macro-skills. This study focused specially on analyzing the need of the students of tourism in higher education on the term of English

macro-skills. One hundred students in the sixth and seventh term of STIPRAM tourism study program volunteered to participate in this research project. They have received English Subject for three terms. The students also have passed the internship program held by the campus. By those reasons, it is assumed that the students have enough experience on both English and working program.

Empirical data were collected through questionnaire. The questionnaire used Bahasa Indonesia to avoid misunderstanding. The questionnaire was spread to the students via google form to make the participants easier in filling the form. The questionnaire were constructed by the researcher adapted from Boroujeni & Fard (2013: 38). It includes: 1. the present and future language use domains and the studying English reasons 2. The attitude of students towards the place and English role in the school curriculum 3. Preferences of learning in terms of language skills 4. The essential of particular language skills 5. Preferred styles and strategies of learning 6. Learner to learner interaction patterns 7. Role relationship 8. Teaching activities preference. (Boroujeni et al., 2013). The blue print is as follows.

No	Components	Questions
1.	Listening	Seberapa sering anda mendengar orang berbicara dalam bahasa Inggris saat berada di lingkungan kerja/magang? Apakah anda pernah melakukan wawancara seleksi kerja/wawancara seleksi magang dalam bahasa inggris? Seberapa penting skill listening bagi Anda?
2.	Reading	Seberapa sering anda membaca text berbahasa Inggris saat berada di lingkungan kerja/magang? Apakah Anda melihat dan menemukan papan pengumuman/ notice dalam Bahasa Inggris di tempat magang/kerja? Seberapa penting skill reading bagi Anda?
3.	Writing	Seberapa sering anda menulis dalam bahasa Inggris saat berada di lingkungan kerja/magang? Apakah Anda dituntut untuk bisa membuat tulisan dalam Bahasa Inggris ketika akan

		magang/kerja? Seberapa penting skill Writing bagi Anda?
4.	Speaking	Seberapa sering anda berbicara dengan menggunakan bahasa Inggris saat berada di lingkungan kerja/magang? Apakah anda pernah berkomunikasi dengan foreign visitors menggunakan bahasa Inggris saat bekerja/ magang? Seberapa penting skill speaking bagi Anda?

#### IV. Finding and Discussion of the Research

##### 4.1 Finding of the Research

The aim of this study is to analyze the needs of English Macro-skills for the tourism students of higher education. The finding of this research was obtained by collecting data from the questionnaire. The questionnaire was spread to the students in the sixth and seventh term

who have passed the internship period held by the campus.

There were ten questions were asked in the questionnaire and all should be answered by the participants in the form of multiple choice. The questions were related to the four skills were needed by the students when they had to join the internship program. The result of the questionnaire can be shown as follows:

No	Question	A	B	C	D
1.	Seberapa sering anda mendengar orang berbicara dalam bahasa Inggris saat berada di lingkungan kerja/magang? Tidak pernah Kadang-kadang sering	22	67	11	
2.	Seberapa sering anda membaca text berbahasa Inggris saat berada di lingkungan kerja/magang? Tidak pernah Kadang-kadang sering	12	63	25	
3.	Seberapa sering anda menulis dalam bahasa Inggris saat berada di lingkungan kerja/magang? Tidak pernah Kadang-kadang sering	31	60	9	
4.	Seberapa sering anda berbicara dengan menggunakan bahasa Inggris saat berada di lingkungan kerja/magang? Tidak pernah Kadang-kadang sering	34	55	11	
5.	Apakah anda pernah melakukan wawancara seleksi kerja/wawancara seleksi magang dalam bahasa inggris? Tidak pernah Pernah Sering	71	25	4	
6.	Apakah anda pernah berkomunikasi dengan foreign visitors menggunakan bahasa Inggris saat bekerja/ magang? Tidak pernah	49	42	9	

	Pernah Sering				
7.	Apakah Anda dituntut untuk bisa membuat tulisan dalam Bahasa Inggris ketika akan magang/kerja? Ya Tidak	31	69		
8.	Apakah Anda melihat dan menemukan papan pengumuman/ notice dalam Bahasa Inggris di tempat magang/kerja? Ya Tidak	78	22		
9.	Seberapa penting skill listening dan reading bagi Anda? Tidak penting Kurang penting Penting Sangat penting			17	83
10.	Seberapa penting skill Writing dan speaking bagi Anda? Tidak penting Kurang penting Penting Sangat penting			21	79

There were 10 questions. 8 questions (no 1-8) asked the students about the use of English based on their internship experience whereas the 2 questions (no 9-10) asked the students about their perceptions of English.

From the findings above, it can be inferred that for question number 1 there were 22% participants never did Listening activity during their internship program, 67% of the participants did listening activities in some moments and 11% of the participants were frequently did listening activities. For question number 2, there were 12% of the participants never do writing activities, 63% did writing activities in some moments, and 25% of the participants used to deal with writing activities. For question number 3, there were 31% of the participants never did writing activities, 60% of the participants sometimes did writing activities and 9 % of the participants used to do writing activities. For question number 4, there were 34% of the participants never spoke

in English, 55% of the participants sometimes spoke in English and 11% of the participants used to speak in English when they were in the internship program. For question number 5, there were 71% of the participants never did English interview before doing internship, 25% of the participants had experience in doing English interview, and 4% of the participants frequently did English interview.

For question number 6 there were 49% of the participants never communicated with the foreigner with English when they joined internship, 42% of the participants had experience in communicating with the foreigner using English and 9% of the participants frequently used English to communicate with the foreigners. For question number 7, there were 31% of the participants answered that they had to be able to write in English before joining internship and there were 69% of the participants answered that they didn't need to do that.

For question number 8 there were 78% of the participants used to find English notice or announcement in their internship area and 22% of the participants never found it. For question number 9, there were 17 % of the participants agreed that Listening and Reading skill were important and 83% of the participants agreed that both skills were very important. The last question, number 10, there were 21% of the participants agreed that writing and speaking skill were important and 79% agreed that both skills were very important.

#### 4.2 Discussion

Based on the findings in the previous part, it can be analyzed the needs of the English macro-skills for the tourism students. As it is stated in the objective of the study that the aim of this research is analyzing the needs of English macro-skills for the Tourism Students of Higher Education in Sekolah Tinggi Pariwisata Ambarrukmo (STIPRAM).

The findings show that most of the participants need listening skill. It was proven by the result of the questionnaire shown in the question number 1. 67% of the participants answer that they occasionally listened people speak in English when they are in the working place. Although in the other hand, 71% of the participants answered that they never did an English job interview. Only 4% of the participants answered that they often did English job interview and the rest, 25% of the participants, were occasionally doing job interview in English. It can be said that the participants need English listening skills for the aim of daily conversation more than in the purpose of

job interview. The last from Listening part, 83% of the participants agreed that Listening Skill is very important. The results of the questionnaire above strengthened statement from Tyagi (2013):

“Good listening skills make workers more productive. The ability to listen carefully will allow a person to: understand assignments in better way and find and what is expected from him, build rapport with co-workers, bosses, and clients; show support; work better in a team-based environment; resolve problems with customers, co-workers, and bosses; answer questions, and find underlying meanings in what others say.” (Tyagi, 2013)

Based on the fact above, it is proven that listening is very important for tourism students of higher education. The fact said that the Listening is needed for the daily conversation and theory said that Listening skill makes the workers more productive.

Through reading, we learn a lot and it is the most prominent language skill (Sadiku, 2015). The results of the questionnaire related to Reading skill show that 63% of the participants occasionally read English text in the working area. Besides that, 78% participants agreed that they always find notice or announcement in English. The importance of reading skill cannot be separated from the activities do by the workers in their working area. The usage of English text in any working corners require workers to be well skilled in reading. That's why reading skill is very important for whoever want to come into the work. By knowing the content of a text of course it will make the worker do their job well. Since it is known that there are

four kinds of reading skills; Intensive reading, extensive reading, skimming, and scanning, therefore it should be look up which one is the most suitable for the worker by considering the aim and the purpose of the reading activity itself.

Not only listening and reading, writing skill is also important when workers deal with the job. None deny that every business in workplace needs letters, documents, reports, and any other written documents. The earliest writing activities started when the job seekers try to make cover letter in English. Some of the company prefer to ask their applicants to make cover letter in English but some don't. Based on the data of this research there were 31% of the participants agreed that they had to make English writing content before going on job but the rest they didn't. Besides, it is also found that there were 60% of the participants answered that they frequently write in English when they were in the working place. As Walsh in Klimova (Klimova, 2012) says, writing is important because it's used extensively in higher education and in the workplace. Writing can be as supportive as well for gaining career since some of the job projects need English Writing as the means of communication like: business letter, report, cover letter, etc.

Speaking skill is one of the productive skills which is challenging since the speakers should be creative enough to express their feelings and ideas orally. Speaking occasionally become the parameter of language learning succeed. Ability to verbally communicate with persons inside and outside the workplace become one of the list requirements of a wanted employee (Meenu & Pandey, 2014). The need of speaking skill also

based on the fact that the participants release that there were 42% occasionally speaking in English while they were in workplace and 79% participants agreed that speaking is very important.

## V. Conclusion

Many researches have done analyzing the importance of Reading Skills, Writing Skills, Listening Skills, and Speaking Skills in Teaching and Learning of English. Those are what scholars called as English Macro-skills. Some found that one skill is above important than the others, some found that all of them are important, or they should be taught integrated. However, different students will have different need as well as different field will have different need of English. That is why need analysis is important to be conducted as an initial process of the course design as well as the course evaluation.

Therefore, as the responsibility, Sekolah Tinggi Pariwisata Ambarrukmo held this need analyses to confirm whether the English materials are still relevant or not. As the findings show, based on the students' internship experience and the students' perspective, those 4 English macro-skills are important but they have different frequency of use in the work place. Reading is the most frequently use since they often to deal with short functional text, such as announcements and notice. Then it was followed by listening, writing, and speaking. Therefore, the materials should allow the students to have more chance to practice the reading more rather than speaking.

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