

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In ASEAN Countries, English has become an important international language nowadays mainly in facing ASEAN Economic Community in 2015. In tourism industry, English is known also as *lingua franca* in international forum for communication and discussion. English is also closely related to globalization or modernization of economic and industrial development.

Tourism in Indonesia has an important role in increasing Indonesia economy and also as a vital source of foreign exchange. Tourism today is one of essential economic activities for society around the tourism destination. Tourism has created the opportunity for local people to overcome their latent problem of high unemployment and an instrument for human resource development in the region Bhutia (2014).The objectives of tourism study should educate people to be creative and skillful to support economic sector.Robertson (2005) considered that the goal of education is not only to educate professional in certain knowledge but also to help society to be aware of virtual culture,mutual understanding,collaborate,open,accept challenge and responsibility in new competitiveness.

English plays an important role in a tourism area; visitors from other countries commonly speak English. In this study, English is seen as a

vehicle for communicating, negotiating, offering, giving information. Sonawat & Maria (2007:6) mention the function of language ; language as a means to make want and need known, for expression of emotions, for gaining information, social interactions and personal identification. In this study English is not the aim of learning whereas only demand completing or surviving. Dudley-Evans & St John (1998) divided into two main area of ESP: English for Occupational Purposes (EOP) and English for Academic Purposes. EOP only focuses for workers especially vendors or sellers in tourism area, they are commonly from native people who are living near to the tourism area. English cannot be avoided by the subject or the player of tourism itself to offer, to help, to bargain, to give information in tourism area as the tourism destination. Vendors or sellers who sell their goods or souvenirs to visitors or foreigners at least have to be able to speak good English in their communication, so that the foreigners understand well. In this case, researcher attempts to analyze or investigate vendors need, problem and function which are faced in communicating English as the language that is used in tourism context and researcher has responsibility to share, learn even teach formal English as the International communication language.

1.2 Research Questions

1. What are the current needs of vendors or sellers in using English in their routine jobs in the Gili Trawangan?
2. How is the syllabus designed to overcome their problem in using English?

1.3 The Aim of the Study

The study aims to explore the present needs of English for tourism especially vendors or sellers in Gili Trawangan and problems encounter in using English in their jobs.

1.4 The Significance of the Study

The findings of this study is useful for developing a curriculum or design for an ESP (English for Specific Purposes) course of English for tourism especially for sellers or vendors in Gili Trawangan, North Lombok regency, West Nusa Tenggara province and generally for all of fractional or player of International tourism. The results of the survey help the vendors or sellers to overcome their problems in using English especially English for tourism. The advantage for school, academy, and university is concerned in deciding the materials are needed in training or short course primarily in English for tourism curriculum.

1.5 The Scope of the Study

The research is limited in the following ways:

1. This research is concerned with English for Specific Purposes (ESP) analysis, only the English context especially English for Tourism is used for vendors or sellers in Gili Trawangan North Lombok regency, West Nusa Tenggara Province.
2. The study mainly focuses on the needs analysis and designs the English syllabus to overcome the vendors or sellers problem in using English.

CHAPTER II

LITERATURE REVIEW

This chapter describes the theories of English for Specific Purposes (ESP), needs analysis in ESP, English for Tourism, Syllabus Design, The kinds and models Syllabus Design and Previous Studies

2.1 English for Specific Purposes

The basic view of a language is seen means of communication between one person to one person, one person to many people as long as they understand each other. Language is the most and widely used mode for communication Eggins (2004: 327). In fact everyone has certain reason for studying a particular language; there are various aim for learning a language for example learning a language for special or specific purposes, English for academic purposes, English for law, English for tourism and English for business. English for academic purposes related to the specific disciplines that the learners could use essentially problem-solving methodology of academic study Widdowson(1983). English for academic purposes more concern problem-solving ways of learning a language. English for business related to business context in which business meeting or negotiations take place Charles (1994 and 1996). English for business is appropriate for vendors and sellers in Gili Trawangan relate to their business context. Hutchinson and Waters (1987: 5), there are three common reasons to the emergence of ESP: the demands of new world, a revolution in linguistics, and focus the learners. English for Specific Purposes (ESP) is an umbrella term

that refers to the teaching of English to students who are learning the language for a particular reason Barnard and Zemach cited from Tomlinson (2008: 306). Kral 1995:49 English for specific purposes was developed two decades ago as English Language Teaching (ELT) by aiming learner-centered the materials base on the learner language needs. Cunningsworth (1998) also defined ESP is designed only for people who learn a language so that they are able to communicate in particular situation based on their need. English for specific purposes is specialist studies that the learners are involved in Robinson (1991:3) The ESP in this study as approach to summarize or border materials applied in the field especially for vendors or sellers for speaking skill. English for Specific Purposes (ESP) is how it developed, how it can be defined and classified, and what it can offer the learner and the teacher. Then consider the various roles the ESP practitioner Dudley-Evans and St. John (1998:1) ESP is more simple than general English, ESP more concerns or emphasizes what is needed soon by students or learners base on contextual or the place they live, job, situation, environment and profession such as students need English for academic purposes, sellers or vendors need English for tourism, lawyers need English for law, doctors need English for hospital and etc. It can be concluded that ESP as short cut way to master English according to wants, lacks and needs.

Cited from Development in ESP Dudley-Evans and St. John (1998:3) Stevens' (1988) made definition of ESP by two distinction four *absolute characteristics* and two *variable characteristics*. Four the absolute characteristics consist of:

ESP is designed only focuses on specific demand or need for learners by providing material content-based instruction activities that are required and necessary in field of work.

Whereas two the variable characteristic consists of: ESP is designed only certain materials which considered important such as speaking and apply it is used certain methodology. Dudley-Evans and St.John 1998 and Strevens' 1988 make simple definition of ESP itself, ESP only learn base on the needs learner of English according to the field of English is used and applied as demand or desire the learner of the language. They made grade for English learner from basic till the advance one.

ESP and General English has different from material and design for learner, ESP more specific one cover one item or one sub theme such as English for tourism, the ESP will discuss more detail and specific about English for tourism only, what expression, word, area, language will be appear to the field, whereas General English discusses a lot of materials and the fields of study such as English for children, English for law, English for nurse, English for chemistry etc. General English includes all of area in learning English. Cited from Basturkmen (2010: 2) The General English syllabus is based on a conception of the kind of reality that the student has to deal with English. For example, General English course for teenagers will probably be written around the language-based activities of a stereotypical teenager. Whereas ESP is simply a narrowing of this needs spectrum. The ESP process of specialization should not result in the complete separation of one part of the language from another Holme (1996, pp. 3–4). Area of ESP

course teaching and learning relates to the learners' need and work or study experience.

Branch	Sub Branches	Example
English for Academic Purposes (EAP)	English for General Academic Purposes (EGAP)	English for academic writing
	English for Specific Academic Purposes (ESAP)	English for law studies
English for Professional Purposes (EPP)	English for General Professional Purposes (EGPP)	English for the health care Sector
	English for Specific Professional Purposes (ESPP)	English for nursing
English for Occupational Purposes (EOP)	English for General Occupational Purposes (EGOP)	English for the hospitality Industry
	English for Specific Occupational Purposes (ESOP)	English for hotel receptionists

Adopt from: Developing Courses in ESP Helen Basturkmen (2010: 6)

The researcher more concerns about Occupational Purposes (EOP) namely English for tourism specifically for sellers or vendors in tourism industry Gili Trawangan, North Lombok regency, West Nusa Tenggara Province.

2.2 Needs Analysis in ESP

Needs are described as objective and subjective Brindley, (1989:65).Whereas Berwick, (1989: 55) needs are described perceived and felt.

From two scholars above needs can be concluded that the main reasons for learning a language as demand in certain situation. Needs analysis is directed mainly at the goals and contents of a course Nation&Macalister (2010:24) another definition can be interpreted such as Needs analysis is the main factor to decide or classify what the learner of English needs, lacks, and wants. Needs analysis also as guide to determine what methodology or treatment for the best way to solve a problem. The objectives of this study is to examine or investigate English needs in tourism especially for vendors or sellers in Gili Trawangan North Lombok, what kinds of English communication demands are required by vendors or sellers to communicate with foreigners or tourists in Gili Trawangan and what kinds of course materials, curriculum, and syllabus design are needed to solve vendors or sellers problem in English communicating in tourism area. Needs analysis is one of the important one to know first before doing a research, if the needs, lacks and wants are known so it is much easier to be expressed and focused.

The various focuses of needs analysis must be known by practitioner, learner or instructor base on Hutchinson and Waters (1987) cited from Nation &Macalister (2010:24) they divided needs into two categorize the first is target needs, target needs means what the learner needs to do in the target situation and the second one is learning needs, it means what the learner needs to do in order to learn. the main principal of ESP is what the first goal in learning English or what the learners need to know to their job or profession for example sellers or vendors need English for tourism such as how to offer something, how to bargain, how to seduce foreigner to buy something, what expression are appropriate to communicate, what language are used which polite in bargaining, how to say

hello for the first time meet with foreigner by aiming to offer something, etc
Those are materials are needed by vendors or sellers in tourism area. Materials include anything which can be used to facilitate the language learner in getting their needs, wants, and lacks in process of learning Tomlinson (2003:2).Based on Strevens (1977) cited from Jack C. Richards (2005:33), Strevens pointed out the contents and materials are included or involved in course to determine what will be needed by learners themselves such as:

- a. Restriction: only the materials are considered very crucial or basic skill like understanding speech, speaking reading and writing.
- b. Selection:vocabulary,grammar and function of language are required by the learners
- c. Themes and Topic: what topics, themes, situations are considered beneficial to help them in their profession.
- d. Communicative needs: what expression or language to persuade foreigners to make good tie.

Citing from Harwood (2010:6) Dudley-Evans and St.John classified material such as:

- a. Choosing materials are available and suitable for the learners needs.
- b. Be creative with materials available
- c. To make modification activities base on learners' needs.
- d. Providing extra time or activities.

Those are must be paid attention to make syllabus or curriculum design in making shorter and easier to understand by the learner.

2.3 English for Tourism

Tourism indicates with glamorous place, unique, exotic. According to Pender and Sharply (2005:3) Tourism is an economic activity of immense global significance. Sellers or vendors are in tourism area have chance to fix their life by selling souvenir, food, beverage. The point of that theory is sellers or vendors here must precise to see chance in developing ideas and insight in creating new job for living. Education has a critical element to achieving sustainable tourism development Hayle (2002). Baum and Conlin (1995) well-educated, trained, and motivated hospitality and tourism professional becomes crucial to the industry's success. The society and practioners of tourism have chance to develop tourism when the society and practioners have well-educated and professional in developing and running the tourism. Tourism courses with a variety of perspectives, attitudes and competencies Tribe(2002:340) Tourism also commonly relates with language used by visitors, guides or tourism practitioners at least they are able to speak English both spoken and written. Tourism curriculum development is more than planning and developing a program for academic study Lewis(2005: 14). The field of English for tourism focus on skills and communication which needed in work place, especially in this study English for tourism only for vendors or sellers in Gili Trawangan and generally for people who concern study in tourism, the materials which are used to support practitioners, sellers or vendors in communicating and negotiating with the visitors. English for tourism is one of attractive and unique materials that directly apply to customers or client in tourism area. The materials can bring the unique

experience by people who work and directly involve in tourism area. The development of communication skill either spoken or written should be owned by the guides or practitioners of tourism so that they are able to promote tourism destination professionally. The common reason for communicating and negotiating in tourism area are to offer tourism destination which are able to attract as many as foreigners come to the place. Attracting foreigners visit to the place by sending those brochures by email, website and etc. In promoting tourism should make new penetration like making a Jargon, Indonesia is well known wonderful Indonesia especially for West Nusa Tenggara Province also has a jargon Visit Lombok- Sumbawa. Every visitor who comes to the place always remembers the jargon itself.

The important of English in tourism area is concerned in increasing the numbers of visitors come the certain places, people or society are around the tourism destination, they are as the first promoter in promoting the place, when they are able to speak English well, familiar and polite to the visitors automatically will create good atmosphere between them.

2.4 Syllabus Design

Syllabus Design is defined as selection and organization of instructional content such as strategy for presenting content and evaluation Brown (1995), whereas Nunan (1988: 8) defined Syllabus design is seen as being concerned basically by selection and grading of content. From two scholars' definition, it can be concluded that Syllabus Design focuses on instructional content selection and grading. Syllabus is a document which presents information about topics or contents in covering a course of study Penny Ur (2012: 185).

She divided syllabus into two: synthetic and analytic syllabus, synthetic syllabus is syllabus which separate language items then combining to create understand meaningful sentence or phrase deal with the language. The learners here focus on understanding the partner in speaking without paying attention the grammar right or wrong, learn by process. This synthetic syllabus is appropriate to apply in this study because sellers or vendors in Gili Trawangan speak English only to give information or to bargain to their client. Analytic syllabus is communicative abilities, tasks or functions to convey simple information base on text. Base on Nation and Macalister in their book *Language Curriculum Design* (2010:1) they considered that curriculum design as kind of writing activity which can be developed to study process has beneficial for the next researcher to develop, the kind of writing purposed in this study is gathering ideas, ordering ideas, ideas to text, reviewing and editing. The researcher can take conclusion from the explanation above curriculum design is used only for designing materials for specific person by aiming for helping and easing someone who need English in context such as English for tourism, English for law, English for nurse and etc. Nation and Macalister 2010:11 they mention some steps in determining curriculum design process such as:

- a. Examine the Environment

Analysis environment is very important thing to consider factors or situation the course will be used and applied. In this study the environment is supporting namely tourism area, English is familiar to hear in daily life, but it more concerns to the used of

English for vendors or sellers in communicating, bargaining, offering, rejecting to their clients or customers.

b. Assess Needs

Hutchinson and Waters (1987) cited from Nation and Macalister 2010:5 made three categories needs: Necessities, Lacks and Wants, necessities means here what the learners have to know to function effectively. In this study vendors or sellers in Gili Trawangan have to know the terms in trade, such as home industry, handmade, import or export, local price, foreign price etc. The important thing is the vendors or sellers can explain something to the foreigners or customers if they asked about their goods or something that they sell. Lacks means what the learner knows and does not know already, the vendors or sellers have to know the specific their goods which they offer to foreigners. Wants means here is learners think what they need to support their profession such as they are to master English so that the foreigners understand what they explain or offer, they have to use politely English not rude English, how to communicate politely.

c. Decide on principles

The basic principles in designing curriculum or syllabus is to follow guide the current research on language teaching and learning so that the outcomes will be very beneficial both researcher and stakeholder to expand materials and methods in helping vendors and sellers.

d. Set goals, and choose and sequence content

The goals of curriculum or syllabus design here is to help sellers or vendors to communicate in wide range of everyday situations, more concerns communicate with foreigners or customers fluency and understandable. Concerning sequence content of language course consists of the language items, ideas, skills and strategies that meet the goal of the course. In this study more concerns to the speaking of vendors or sellers, content and material will be developed to support their speaking.

e. Design the lesson format

The materials will be presented in this study is materials which very needed by vendors or sellers in developing their job. The materials are suitable and useful in their workplace (tourism area). The materials base on format where the same sequence of activities of vendors or sellers in Gili Trawangan.

f. Assessment procedures

The aims of curriculum or syllabus design are to make course or lesson that useful objective, which achieves it goals themselves. Test is to measure what learners know and don't know of the language especially the use of English in tourism area. Test is one of way to know the progress of learners and the effective of the lesson or course.

g. Evaluate the course

Evaluation tries to answer the question “Is this good lesson or course” the objectives of evolution such as the course or the lesson is good or not, useful or not useful, to continue or discontinue this course. One of the responsible of curriculum design is ongoing evaluation of the course. Evaluation is the way to make conclusion whether success or not of the course or lesson.

Based on Jack Richard (2005: 170) he categorized three generic descriptions for speaking. This syllabus design is designed especially for vendors or seller speaking the generic descriptions speaking for novice:

Novice level here is characterized by the ability to communicate minimally with learned material. The novice level means here is someone only can speak English by handbook or specific material.

Novice-Low oral production continues to consist of isolated words and perhaps a few high –frequency phrases. This level is someone only can speak a few words phrase and combine in speaking abilities or communication.

Novice-Mid oral production continues to consist of isolated words and learned phrase within very predictable areas of need, although quality is increased. This level is someone is ability to speak English fluently but in specific context such as English for tourism he/she is expert in that area but another area he/she cannot master.

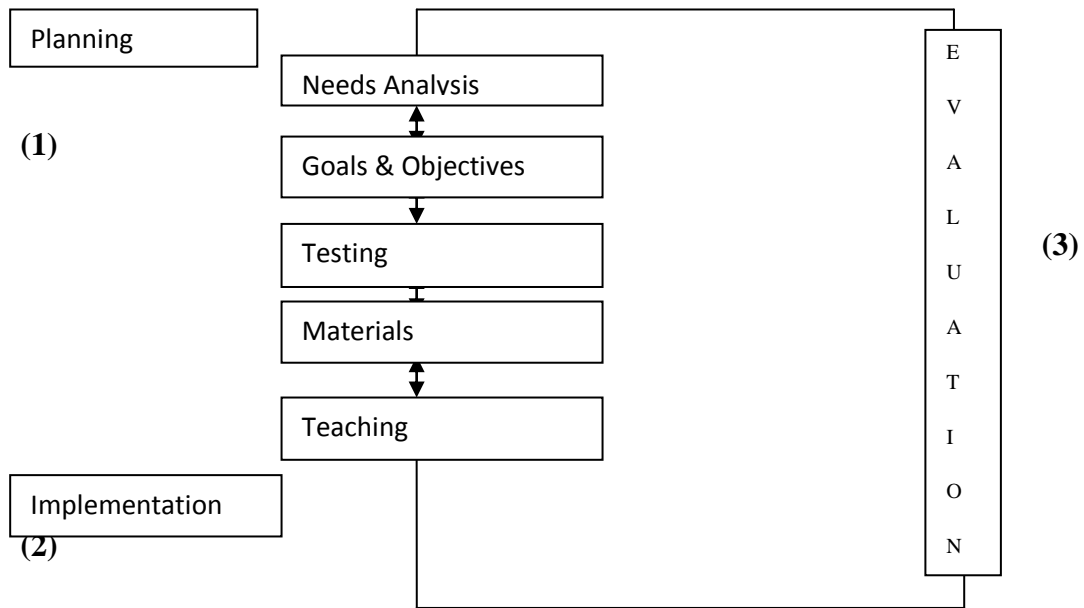
Novice-High able to satisfy partially the requirements of basic communicative exchange by relying heavily on learned utterances but occasionally these through simple recombination of their elements. This level someone is expert in speech.

From the explanation above the vendors or sellers will be categorized into what, the researcher will know after taking observation and interview.

2.5 The kinds and models Syllabus Design

Syllabus is the ways of organizing the courses and the materials Brown (1995:5). Syllabus also is a detailed and operational statement teaching and learning of curriculum into series step plan to get objective at each level that has proposed. In general the components of syllabus such as objectives or competencies, the competence-based syllabus is a learner of language is able to have specific skills as result of instruction. Competencies here mean skills are necessary for the successful completion of real world activities Richards (2001).The component of syllabus design in general such as objectives, objectives as the first essential thing that must be paid attention when making syllabus design, instructional contents, learning experiences and evaluation.

Systematic Model for Syllabus Design (adapted from Brown, 1996)



Systematic Model for Syllabus Design adapted from Brown above explained that the first step is planning, what syllabus design for, for who, what the aims, the next step after planning is need analysis, gathering information related to background of study or knowledge and expectation of the learners themselves, the next step is goals and objectives, in this study researcher wants to helps vendors or sellers in Gili Trawangan in good at communicating English by providing syllabus design base on want, need and lack of the vendors or sellers. The next step is testing, before going to the field of study researcher conducts preliminary study to know the real thing that must be prepared by the researcher before conducting the real research. The next step is materials, materials in syllabus design here is English for tourism, English relates with hotels, restaurant, bar, souvenir seller, transportation and knowing more about tourism in Lombok especially in Gili Trwangan where the researcher will conduct this study. The next step is teaching, in part here researcher will give brief explain about English for tourism in general to respondents of the study. After doing all of the components

start from needs analysis till teaching, the second step is implementation all of contains of planning and the last one is evaluation, whether syllabus design is benefit or not for the sellers or vendors in that place.

There are some types of syllabus, according to Brown such as:

- a. Structural syllabus: Grammatical and phonological structures are the organizing principles –sequenced from easy to difficult or frequent to less frequent. This syllabus stressing structure and grammar as fundamental to organize from beginner till advance.
- b. Situational syllabus: Situations (such as at the school, at a restaurant, at the supermarket etc.) form the organizing principle –sequenced by the likelihood students will encounter them. This syllabus stressing base on situation that exist there, it means that the syllabus is designed only to help somebody can say something in that situation.
- c. Topical syllabus: Topics or themes (such as our body, our house, our family, etc.) form the organizing principle-sequenced by the likelihood that the students will encounter them. This syllabus is designed to specific topic that to be considered as an important thing to help learner in learning English.
- d. Functional syllabus: Functions (such as introduction, ask and give information, etc.) are the organizing principle –sequenced by some sense of chronology or usefulness of each function. This syllabus is designed by specific need or function. The learner will focus what they want to learn based on what they need.

- e. Skills syllabus: Skills (such as listening for main ideas, scanning a reading passage for specific information, etc.) serve as the basis for organization sequenced by some sense of chronology or usefulness for each skill. This syllabus is designed based on competency of the learners like reading, speaking and listening.
- f. Task or activity based syllabus: Task or activity-based categories (such as drawing maps, following directions or instructions, etc.) serve as the basis for organization –sequenced by some sense of chronology or usefulness of notions. This syllabus is designed to make learner is easier to show direction or instruction that essential in daily life.
- g. Notional syllabus: Conceptual categories called notions (such as quantity, duration, location, etc.) are the basis of organization –sequenced by some sense of chronology or usefulness of each notion. This syllabus is designed to set time, location that need when learning English.
- h. Competence-based syllabus: Description of essential skills, knowledge, attitudes, and behaviors required for effective performance or real-world task or activity serve the basis for organization of instructional content (Richards& Rogers, 2002; 144).

2.6 Relevant Studies

There are some studies on the needs analysis concerning ESP courses in different academic settings and occupational settings carried out worldwide. The following are those topics: needs analysis concerning English for tourism, needs analysis concerning English for occupational purposes, developing syllabus design English for tourism.

Wardhani and Sadtono (2014) conducted a survey of *English Needs in English for Tourism 1* by designing a syllabus that had been available before in Widya Mandala Catholic University. They used questionnaire and interview to get valid data. They interviewed and gave questionnaire to the lecturers and alumni, the third semester students. They wanted to know the essential topics relevant to prospective graduate's job. They revealed that syllabus design of English for Tourism 1 was also added by examples to support it. Twenty five topics were available in the materials, 10 topics were chosen by alumni to develop the syllabus design.

Adorjan (2013) combined digital and traditional genres typical of tourism in developing syllabus for tourism; the result of her study was students were satisfied with both content and methodology.

Al-Khatib, M, (2005)'s research aimed at examining what was the perceptions of banking personal in workplace about English communication needs, wants, and lacks. He also attempted to explore the workers' attitudes toward English and the use of English in the workplace. The sample of his research consisted of thirty senior personnel. He collected data by a questionnaire, interviews, and analysis of authentic workplace texts. The results of his study shown that the workers' perceptions of their needs, wants and lacks are greatly affected by their attitudes toward English. The findings presented here bear on orientations toward the importance of studying ESP as a means of communication in relation to the group of workers using it and the workplace in which it is used in daily work.

Nawamin Prachanant (2012) she revealed that speaking was the most important, then listening, reading and writing. The three most relevant functions in using English language are giving information, followed by providing services, and offering help. English use problems included; inability inappropriate words and expressions, inadequate vocabulary, and lack of grammar knowledge.

Minodora Otilia Simion (2012) in her paper, she concluded that English for tourism is one of the most attractive areas of English for Specific Purposes (ESP) because all of us are tourists on various occasions nowadays.

Veronika Burdová Brno (2007)in her studied revealed that the special attention to organizing ESP course and selecting material as an important phase to fulfill its demands and to achieve satisfying goals in ESP process of learning. To point out some differences between the role of ESP and General English teacher and stressed the importance and possible ways of evaluation.

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides Research Design, Subject, Place, and Time, Data and Data Source, Instrument of the Study, Data Collection Methods and Data Analysis Methods.

3.1 Research Design

In this study used qualitative research. Qualitative research is study things in their natural setting, attempting to make sense of or interpret phenomena in terms of the meaning people bring to them (Denzim & Licocln, 1994, 2000, 2005, p.3 cited from Creswell 2007:36). Qualitative research also begins with assumptions worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups describe social or human problem (Creswell 2007:37). Qualitative research do not have endings, only questions (Wolcott, 1994b). The researcher views that the methodology or approach was used to encounter and analyze sellers or vendors needs and problems in English used in tourism context was appropriately in finding out their needs and problems. This research also used survey as an approach to implement to the research. Survey was held in Gili Trawangan, North Lombok, and West Nusa Tenggara Province. The objective of survey is to obtain valid information from vendors or sellers based on wants, needs and lack of respondents themselves, from information in the field can be analyzed. The result of this study is beneficial not only for vendors or sellers but also for the next researchers who want to concern and develop

English for tourism in tourism context especially in developing and promoting tourism in West Nusa Tenggara Province in the future.

3.2 Subjects, Place, and Time

The participant of this study is vendors or sellers; they are 34 people who sell their goods, souvenir, beverages, food. In Gili Trawangan North Lombok West Nusa Tenggara Province, the vendors or sellers are chosen who live or stay in Gili Trawangan for a while or native people from that place. The participants (vendors or sellers) and researcher made good relationship to them so that they gave detail perspective or overview about responding to an action or process during the study Creswell (2007:125).

This study had conducted from March till April 2015 in Gili Trawangan North Lombok West Nusa Tenggara Province. An important step to determine people or place to study , to gain access and to make good relationship with the participant is they provide good data Creswell (2007:118). Researcher and the participants of that study are close as native people or sasakness so that they open minded. Researcher chose Gili Trawangan as location of the study because the place is one of the biggest Gili there.

3.3 Data Source

The data of this research are the answer of vendors and sellers through questionnaire and interview

4.3 Instruments of the Study

There are three instruments of this study used. The researcher used questionnaire, interview, and observation for analyzing the vendors' or sellers'

needs, wants, and lacks. Research instruments are means to collect and to structure data to get the beneficial information for the study (Hinds, 2000). The instrument is one of fundamental thing in research, if the instrument is good will affect the result of a study. The main instrument of this study is questionnaire, the questionnaire is made in *Bahasa Indonesia* in order to avoid misinterpreting and misunderstanding for the participants or respondents, the questionnaire is used to get require information from vendors or sellers in Gili Trawangan. The questionnaire consists of four main parts: general information; general opinions; needs of the English language for tourism; and problems in using English especially English for tourism to communicate with foreigners or guests. In this study the questionnaire has three important questions to make sure their opinion valid so the syllabus design later on or at least the vendors and sellers help in communicating with their guests. The first question is personal information concerning their gender, age, educational background, and duration of work. The second section asked about the importance of English for tourism and English proficiency of the participants. This study also conducted survey to know much more English needs of vendors or sellers in Gili Trawangan such as: the use of English in tourism area, what materials should be entered in syllabus design to overcome their problems, what materials are essential and beneficial in helping them in communicating. The vendors or sellers are asked and interviewed for knowing deeply what they needs, wants and lacks for improving their capabilities and skills in expanding their carrier to be professional worker.

The validity of instrument bases on Likert – type questionnaire. The content validity of the research instrument is measured by asking supervisors and experts to check the items of the questionnaire should be available there. Reability of the instrument and the respondents in giving information as one of the problems occurred in the field, but the researcher made strategies to ensure the respondents by local approach (as sasakness or native).

4.4 Data Collection Methods

There are three instruments of this study used to obtain data: questionnaire, interview, and observation. The questionnaires were distributed to 34 respondents in Gili Trawangan; the interviews were also conducted directly to the interviewees, after they filled the questionnaire. The interviews were recorded using voice recorder and the interviews were transcribed by the researcher.

4.5 Data Analysis Methods

The source data were analyzed is questionnaire. The questionnaires were analyzed by the statistical procedures in the study is as follows: frequency distribution, percentages (%), arithmetic mean (\bar{X}), and standard deviation (S.D.). The data is analyzed using the following statistical procedures. First, the frequency distribution and percentages used in the analysis of answers, concerning general background of participants .second, a five-point Likert scales to score the levels of necessity, difficulty, needs and problems of English language for vendors or sellers in Gili Trawangan the theory of Cronbach Alpha coefficient to calculate the reliability of the questionnaire and A 5-point Likert scale is used to score the levels of the English language

needs of English for tourism by sellers or vendors based on the following criteria :

- 5 = Essential
- 4 = Very necessary
- 3 = Necessary
- 2 = Fairly Necessary
- 1 = Unnecessary

Mean(x) and Standard Deviation (S.D.) used to calculate English need in tourism area. Frequency (f) and Percentage (%) used to calculate the functions and problems of English used in Tourism.

The simple way to analysis data which obtain such as:

- i. To identify English needed by vendors or sellers in speaking skills in questionnaire. This case, the materials are given concern about English for tourism.
- ii. To Calculate frequencies of material needs that have been chosen by Vendors or sellers during the research.
- iii. To determine which materials are really needed or urgent to be made syllabus design in helping them in speaking by combining questionnaire and interviewing result.
- iv. To classify the data from the questionnaire and interviewing into the similar part by drawing the finding into the table, chart, list and conclusion.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the data interpretation of the questionnaires distributed and interviews conducted by the researcher and the description of findings research about the needs analysis of English in tourism, English material needs for sellers or vendors in Gili Trawangan.

4.1 Findings

This research involved 34 vendors or sellers as the participants who worked and lived in Gili Trawangan, the participants are from many professions such as sellers, bartender, waiter or waitress, the owner of travel, house car, cashier etc. The data obtained from the questionnaires and interviews. To strengthen the field data, this research included expert to confirm the analysis. This research is based on considering the vendors or sellers need English as basic issue in designing syllabus in an ESP context according to Hutchinson and Waters (1993) about the needs, the needs is categorized into some namely needs as necessities, it means here is the demand of target situation, the place where English is used to communicate for living, needs as lack means here is the vendors or sellers have already known basic English but in order to know more language functions needed in target situations where the language is used, and the last one needs as want means here is what the learner will get after training or courses in circumstances, it is more personal aims for each learners. Necessity specific means here is the demand of the target of vendors or sellers to master English to communicate with their customers. This is one of ways is to ease when finding out what vendors or sellers know, do not know or want to know. The

analysis of target needs, there are three ways namely needs, lacks, and wants. There are four needs analysis in ESP based on Stevens (1988): Restriction, restriction consists of Basic Skills of Understanding Speech, Speaking, Reading, and Writing. Selection consists of Vocabulary, Patterns of Grammar, and Function of Language Themes and Topic consist of Themes, Topics, Situations, and Universes of Discourse. Communicative needs consist of communication

In order to get valid information and data from respondents, researcher approached them by such strategies as using local language, buying their goods, visiting their houses, promising to give them results of this thesis, etc. There were 34 respondents in 26 years old and they have experienced about living and working in tourism area for about 3 years. Most of them graduated from senior high schools. Researcher more concerns in their speaking skill to see whether they are able to communicate or not in that area to survive in their live, in the fact in the field the average of respondents are able to speak English to foreigners even though they are lack of grammar itself, they focused only what they need in English itself for example rice seller, they only knew how to bargain, price, and money. All of respondents suggested researcher to make small book or guide book only discuss something specific based on what they need. The table bellow presented what respondents need in English especially English for tourism in Gili Trawangan.

Table 1 English needs for vendors and sellers

No	Statements	Percentage (%)
1	Listening to conversation among customers or guests	100
2	Making calls by phone	53
3	Listening to tourism news	29
4	Understanding the costumers' demand	100
5	Paying attention to reservation detail such as hotel, ticketing.	74
6	Speaking directly to guests or costumers	100
7	Speaking thorough telephone to guests or costumers	62
8	Negotiating to understand each other	88
9	Giving direction the guests or costumers	82
10	Explaining the detail of product price	94
11	Reading documents that deal with tourism	15
12	Reading journals relate to tourism	9
13	Reading brochures or leaflets of tourism	56
14	Reading tourism news	32
15	Reading tourism magazine	41
16	Writing texts or something to give information	65
17	Writing tour journey	18
18	Writing an email	50
19	Writing tourism advertisement	21
20	Writing message by phone	59
21	Knowing tourism vocabularies	100
22	Knowing vocabularies that deal with means of transportation	47
23	Knowing culinary vocabularies	68
24	Knowing vocabularies that deal with accommodation	53
25	Knowing vocabularies that deal with holy day or big event celebration	27
26	Welcoming guests and costumers by proper language	94
27	Making a confirmation	68
28	Making an arrangement	68
29	Giving advice and suggestion	50
30	Explaining terms and conditions	68

Table 2 English needs based on profession, this is for waiter/waitress

No	Statements	Percentage %
1	Listening to conversation among customers or guests	100
2	Making calls by phone	50
3	Listening to tourism news	38
4	Understanding the costumers' demand	100
5	Paying attention to reservation detail such as hotel, ticketing.	100
6	Speaking directly to guests or costumers	100
7	Speaking thorough telephone to guests or costumers	88
8	Negotiating to understand each other	88
9	Giving direction the guests or costumers	88
10	Explaining the detail of product price	100
11	Reading documents that deal with tourism	25
12	Reading journals relate to tourism	25
13	Reading brochures or leaflets of tourism	63
14	Reading tourism news	50
15	Reading tourism magazine	63
16	Writing texts or something to give information	88
17	Writing tour journey	38
18	Writing an email	88
19	Writing tourism advertisement	50
20	Writing message by phone	63
21	Knowing tourism vocabularies	100
22	Knowing vocabularies that deal with means of transportation	63
23	Knowing culinary vocabularies	88
24	Knowing vocabularies that deal with accommodation	100
25	Knowing vocabularies that deal with holy day or big event celebration	38
26	Welcoming guests and costumers by proper language	100
27	Making a confirmation	100
28	Making an arrangement	88
29	Giving advice and suggestion	88
30	Explaining terms and conditions	88

Table 3 English needs for sellers

No	Statements	Percentage %
1	Listening to conversation among customers or guests	100
2	Making calls by phone	33
3	Listening to tourism news	33
4	Understanding the costumers' demand	100
5	Paying attention to reservation detail such as hotel, ticketing.	67
6	Speaking directly to guests or costumers	100
7	Speaking thorough telephone to guests or costumers	67
8	Negotiating to understand each other	100
9	Giving direction the guests or costumers	83
10	Explaining the detail of product price	100
11	Reading documents that deal with tourism	0
12	Reading journals relate to tourism	0
13	Reading brochures or leaflets of tourism	17
14	Reading tourism news	0
15	Reading tourism magazine	0
16	Writing texts or something to give information	50
17	Writing tour journey	17
18	Writing an email	50
19	Writing tourism advertisement	17
20	Writing message by phone	50
21	Knowing tourism vocabularies	100
22	Knowing vocabularies that deal with means of transportation	50
23	Knowing culinary vocabularies	100
24	Knowing vocabularies that deal with accommodation	67
25	Knowing vocabularies that deal with holy day or big event celebration	50
26	Welcoming guests and costumers by proper language	100
27	Making a confirmation	100
28	Making an arrangement	83
29	Giving advice and suggestion	67
30	Explaining terms and conditions	67

Table 4 English needs for rice seller

No	Statements	Percentage %
1	Listening to conversation among customers or guests	100
2	Making calls by phone	50
3	Listening to tourism news	0
4	Understanding the costumers' demand	100
5	Paying attention to reservation detail such as hotel, ticketing.	0
6	Speaking directly to guests or costumers	100
7	Speaking thorough telephone to guests or costumers	0
8	Negotiating to understand each other	75
9	Giving direction the guests or costumers	100
10	Explaining the detail of product price	100
11	Reading documents that deal with tourism	0
12	Reading journals relate to tourism	0
13	Reading brochures or leaflets of tourism	0
14	Reading tourism news	0
15	Reading tourism magazine	25
16	Writing texts or something to give information	0
17	Writing tour journey	0
18	Writing an email	0
19	Writing tourism advertisement	0
20	Writing message by phone	0
21	Knowing tourism vocabularies	100
22	Knowing vocabularies that deal with means of transportation	25
23	Knowing culinary vocabularies	75
24	Knowing vocabularies that deal with accommodation	0
25	Knowing vocabularies that deal with holy day or big event celebration	0
26	Welcoming guests and costumers by proper language	50
27	Making a confirmation	0
28	Making an arrangement	25
29	Giving advice and suggestion	0
30	Explaining terms and conditions	0

Table 5 English needs for cycle rent

No	Statements	Percentage %
1	Listening to conversation among customers or guests	100
2	Making calls by phone	67
3	Listening to tourism news	33
4	Understanding the costumers' demand	100
5	Paying attention to reservation detail such as hotel, ticketing.	33
6	Speaking directly to guests or costumers	100
7	Speaking thorough telephone to guests or costumers	100
8	Negotiating to understand each other	100
9	Giving direction the guests or costumers	100
10	Explaining the detail of product price	100
11	Reading documents that deal with tourism	0
12	Reading journals relate to tourism	0
13	Reading brochures or leaflets of tourism	67
14	Reading tourism news	33
15	Reading tourism magazine	33
16	Writing texts or something to give information	100
17	Writing tour journey	0
18	Writing an email	33
19	Writing tourism advertisement	0
20	Writing message by phone	33
21	Knowing tourism vocabularies	100
22	Knowing vocabularies that deal with means of transportation	67
23	Knowing culinary vocabularies	0
24	Knowing vocabularies that deal with accommodation	0
25	Knowing vocabularies that deal with holy day or big event celebration	0
26	Welcoming guests and costumers by proper language	67
27	Making a confirmation	67
28	Making an arrangement	67
29	Giving advice and suggestion	33
30	Explaining terms and conditions	100

Table 6 English needs for chef

No	Statements	Percentage %
1	Listening to conversation among customers or guests	100
2	Making calls by phone	50
3	Listening to tourism news	0
4	Understanding the costumers' demand	100
5	Paying attention to reservation detail such as hotel, ticketing.	100
6	Speaking directly to guests or costumers	100
7	Speaking thorough telephone to guests or costumers	100
8	Negotiating to understand each other	50
9	Giving direction the guests or costumers	50
10	Explaining the detail of product price	50
11	Reading documents that deal with tourism	0
12	Reading journals relate to tourism	0
13	Reading brochures or leaflets of tourism	100
14	Reading tourism news	100
15	Reading tourism magazine	100
16	Writing texts or something to give information	100
17	Writing tour journey	0
18	Writing an email	50
19	Writing tourism advertisement	0
20	Writing message by phone	100
21	Knowing tourism vocabularies	100
22	Knowing vocabularies that deal with means of transportation	50
23	Knowing culinary vocabularies	100
24	Knowing vocabularies that deal with accommodation	0
25	Knowing vocabularies that deal with holy day or big event celebration	0
26	Welcoming guests and costumers by proper language	100
27	Making a confirmation	50
28	Making an arrangement	50
29	Giving advice and suggestion	50
30	Explaining terms and conditions	100

Table 7 English needs for massage therapist

No	Statements	Percentage %
1	Listening to conversation among customers or guests	100
2	Making calls by phone	100
3	Listening to tourism news	50
4	Understanding the costumers' demand	100
5	Paying attention to reservation detail such as hotel, ticketing.	100
6	Speaking directly to guests or costumers	100
7	Speaking thorough telephone to guests or costumers	100
8	Negotiating to understand each other	100
9	Giving direction the guests or costumers	100
10	Explaining the detail of product price	100
11	Reading documents that deal with tourism	50
12	Reading journals relate to tourism	0
13	Reading brochures or leaflets of tourism	100
14	Reading tourism news	50
15	Reading tourism magazine	100
16	Writing texts or something to give information	100
17	Writing tour journey	0
18	Writing an email	100
19	Writing tourism advertisement	0
20	Writing message by phone	100
21	Knowing tourism vocabularies	100
22	Knowing vocabularies that deal with means of transportation	50
23	Knowing culinary vocabularies	0
24	Knowing vocabularies that deal with accommodation	100
25	Knowing vocabularies that deal with holy day or big event celebration	100
26	Welcoming guests and costumers by proper language	100
27	Making a confirmation	100
28	Making an arrangement	100
29	Giving advice and suggestion	100
30	Explaining terms and conditions	100

Table 8 English needs for room boy

No	Statements	Percentage %
1	Listening to conversation among customers or guests	100
2	Making calls by phone	100
3	Listening to tourism news	0
4	Understanding the costumers' demand	100
5	Paying attention to reservation detail such as hotel, ticketing.	100
6	Speaking directly to guests or costumers	100
7	Speaking thorough telephone to guests or costumers	100
8	Negotiating to understand each other	100
9	Giving direction the guests or costumers	100
10	Explaining the detail of product price	0
11	Reading documents that deal with tourism	0
12	Reading journals relate to tourism	0
13	Reading brochures or leaflets of tourism	100
14	Reading tourism news	0
15	Reading tourism magazine	0
16	Writing texts or something to give information	0
17	Writing tour journey	0
18	Writing an email	0
19	Writing tourism advertisement	0
20	Writing message by phone	100
21	Knowing tourism vocabularies	100
22	Knowing vocabularies that deal with means of transportation	0
23	Knowing culinary vocabularies	0
24	Knowing vocabularies that deal with accommodation	100
25	Knowing vocabularies that deal with holy day or big event celebration	0
26	Welcoming guests and costumers by proper language	100
27	Making a confirmation	100
28	Making an arrangement	100
29	Giving advice and suggestion	0
30	Explaining terms and conditions	0

Table 9 English needs for ice cream seller

No	Statements	Percentage %
1	Listening to conversation among customers or guests	100
2	Making calls by phone	100
3	Listening to tourism news	100
4	Understanding the costumers' demand	100
5	Paying attention to reservation detail such as hotel, ticketing.	100
6	Speaking directly to guests or costumers	100
7	Speaking thorough telephone to guests or costumers	0
8	Negotiating to understand each other	100
9	Giving direction the guests or costumers	100
10	Explaining the detail of product price	100
11	Reading documents that deal with tourism	0
12	Reading journals relate to tourism	0
13	Reading brochures or leaflets of tourism	100
14	Reading tourism news	0
15	Reading tourism magazine	0
16	Writing texts or something to give information	100
17	Writing tour journey	0
18	Writing an email	0
19	Writing tourism advertisement	0
20	Writing message by phone	100
21	Knowing tourism vocabularies	100
22	Knowing vocabularies that deal with means of transportation	0
23	Knowing culinary vocabularies	100
24	Knowing vocabularies that deal with accommodation	0
25	Knowing vocabularies that deal with holy day or big event celebration	0
26	Welcoming guests and costumers by proper language	100
27	Making a confirmation	0
28	Making an arrangement	0
29	Giving advice and suggestion	0
30	Explaining terms and conditions	0

Table 10 English needs for juice seller

No	Statements	Percentage %
1	Listening to conversation among customers or guests	100
2	Making calls by phone	0
3	Listening to tourism news	0
4	Understanding the costumers' demand	100
5	Paying attention to reservation detail such as hotel, ticketing.	0
6	Speaking directly to guests or costumers	100
7	Speaking thorough telephone to guests or costumers	0
8	Negotiating to understand each other	100
9	Giving direction the guests or costumers	0
10	Explaining the detail of product price	100
11	Reading documents that deal with tourism	0
12	Reading journals relate to tourism	0
13	Reading brochures or leaflets of tourism	0
14	Reading tourism news	0
15	Reading tourism magazine	0
16	Writing texts or something to give information	100
17	Writing tour journey	0
18	Writing an email	0
19	Writing tourism advertisement	0
20	Writing message by phone	0
21	Knowing tourism vocabularies	100
22	Knowing vocabularies that deal with means of transportation	0
23	Knowing culinary vocabularies	0
24	Knowing vocabularies that deal with accommodation	0
25	Knowing vocabularies that deal with holy day or big event celebration	0
26	Welcoming guests and costumers by proper language	100
27	Making a confirmation	0
28	Making an arrangement	0
29	Giving advice and suggestion	0
30	Explaining terms and conditions	0

Table 11 English needs for VCD and DVD player seller

No	Statements	Percentage %
1	Listening to conversation among customers or guests	100
2	Making calls by phone	0
3	Listening to tourism news	0
4	Understanding the costumers' demand	100
5	Paying attention to reservation detail such as hotel, ticketing.	0
6	Speaking directly to guests or costumers	100
7	Speaking thorough telephone to guests or costumers	0
8	Negotiating to understand each other	100
9	Giving direction the guests or costumers	100
10	Explaining the detail of product price	100
11	Reading documents that deal with tourism	0
12	Reading journals relate to tourism	0
13	Reading brochures or leaflets of tourism	100
14	Reading tourism news	100
15	Reading tourism magazine	0
16	Writing texts or something to give information	0
17	Writing tour journey	0
18	Writing an email	0
19	Writing tourism advertisement	0
20	Writing message by phone	0
21	Knowing tourism vocabularies	100
22	Knowing vocabularies that deal with means of transportation	0
23	Knowing culinary vocabularies	0
24	Knowing vocabularies that deal with accommodation	0
25	Knowing vocabularies that deal with holy day or big event celebration	0
26	Welcoming guests and costumers by proper language	100
27	Making a confirmation	0
28	Making an arrangement	0
29	Giving advice and suggestion	0
30	Explaining terms and conditions	0

Table 12 English needs for tourism information

No	Statements	Percentage %
1	Listening to conversation among customers or guests	100
2	Making calls by phone	100
3	Listening to tourism news	100
4	Understanding the costumers' demand	100
5	Paying attention to reservation detail such as hotel, ticketing.	100
6	Speaking directly to guests or costumers	100
7	Speaking thorough telephone to guests or costumers	100
8	Negotiating to understand each other	100
9	Giving direction the guests or costumers	100
10	Explaining the detail of product price	100
11	Reading documents that deal with tourism	100
12	Reading journals relate to tourism	0
13	Reading brochures or leaflets of tourism	100
14	Reading tourism news	100
15	Reading tourism magazine	100
16	Writing texts or something to give information	100
17	Writing tour journey	100
18	Writing an email	100
19	Writing tourism advertisement	100
20	Writing message by phone	100
21	Knowing tourism vocabularies	100
22	Knowing vocabularies that deal with means of transportation	100
23	Knowing culinary vocabularies	100
24	Knowing vocabularies that deal with accommodation	100
25	Knowing vocabularies that deal with holy day or big event celebration	100
26	Welcoming guests and costumers by proper language	100
27	Making a confirmation	100
28	Making an arrangement	100
29	Giving advice and suggestion	100
30	Explaining terms and conditions	100

Table 13 English needs for travel owner

No	Statements	Percentage %
1	Listening to conversation among customers or guests	100
2	Making calls by phone	100
3	Listening to tourism news	100
4	Understanding the costumers' demand	100
5	Paying attention to reservation detail such as hotel, ticketing.	100
6	Speaking directly to guests or costumers	100
7	Speaking thorough telephone to guests or costumers	100
8	Negotiating to understand each other	100
9	Giving direction the guests or costumers	100
10	Explaining the detail of product price	100
11	Reading documents that deal with tourism	100
12	Reading journals relate to tourism	100
13	Reading brochures or leaflets of tourism	100
14	Reading tourism news	100
15	Reading tourism magazine	100
16	Writing texts or something to give information	100
17	Writing tour journey	100
18	Writing an email	100
19	Writing tourism advertisement	100
20	Writing message by phone	100
21	Knowing tourism vocabularies	100
22	Knowing vocabularies that deal with means of transportation	100
23	Knowing culinary vocabularies	100

24	Knowing vocabularies that deal with accommodation	100
25	Knowing vocabularies that deal with holy day or big event celebration	100
26	Welcoming guests and costumers by proper language	100
27	Making a confirmation	100
28	Making an arrangement	100
29	Giving advice and suggestion	100
30	Explaining terms and conditions	100

Table 14 English needs for boat driver

No	Statements	Percentage %
1	Listening to conversation among customers or guests	100
2	Making calls by phone	0
3	Listening to tourism news	0
4	Understanding the costumers' demand	100
5	Paying attention to reservation detail such as hotel, ticketing.	100
6	Speaking directly to guests or costumers	100
7	Speaking thorough telephone to guests or costumers	100
8	Negotiating to understand each other	100
9	Giving direction the guests or costumers	100
10	Explaining the detail of product price	100
11	Reading documents that deal with tourism	0
12	Reading journals relate to tourism	0
13	Reading brochures or leaflets of tourism	0
14	Reading tourism news	0
15	Reading tourism magazine	0
16	Writing texts or something to give information	0
17	Writing tour journey	0
18	Writing an email	0
19	Writing tourism advertisement	0
20	Writing message by phone	0
21	Knowing tourism vocabularies	100
22	Knowing vocabularies that deal with means of transportation	100
23	Knowing culinary vocabularies	0

24	Knowing vocabularies that deal with accommodation	100
25	Knowing vocabularies that deal with holy day or big event celebration	0
26	Welcoming guests and costumers by proper language	100
27	Making a confirmation	0
28	Making an arrangement	0
29	Giving advice and suggestion	0
30	Explaining terms and conditions	0

Table 15 English needs for bartender

No	Statements	Percentage %
1	Listening to conversation among customers or guests	100
2	Making calls by phone	0
3	Listening to tourism news	0
4	Understanding the costumers' demand	100
5	Paying attention to reservation detail such as hotel, ticketing.	100
6	Speaking directly to guests or costumers	100
7	Speaking thorough telephone to guests or costumers	100
8	Negotiating to understand each other	100
9	Giving direction the guests or costumers	100
10	Explaining the detail of product price	100
11	Reading documents that deal with tourism	0
12	Reading journals relate to tourism	0
13	Reading brochures or leaflets of tourism	100
14	Reading tourism news	0
15	Reading tourism magazine	100
16	Writing texts or something to give information	0
17	Writing tour journey	0
18	Writing an email	100
19	Writing tourism advertisement	0
20	Writing message by phone	100
21	Knowing tourism vocabularies	100
22	Knowing vocabularies that deal with means of transportation	0
23	Knowing culinary vocabularies	100
24	Knowing vocabularies that deal with accommodation	0
25	Knowing vocabularies that deal with holy day or big event celebration	0

26	Welcoming guests and costumers by proper language	100
27	Making a confirmation	100
28	Making an arrangement	100
29	Giving advice and suggestion	100
30	Explaining terms and conditions	100

Table 16 English needs for cashier

No	Statements	Percentage %
1	Listening to conversation among customers or guests	100
2	Making calls by phone	0
3	Listening to tourism news	0
4	Understanding the costumers' demand	100
5	Paying attention to reservation detail such as hotel, ticketing.	100
6	Speaking directly to guests or costumers	100
7	Speaking thorough telephone to guests or costumers	100
8	Negotiating to understand each other	100
9	Giving direction the guests or costumers	100
10	Explaining the detail of product price	100
11	Reading documents that deal with tourism	0
12	Reading journals relate to tourism	0
13	Reading brochures or leaflets of tourism	100
14	Reading tourism news	0
15	Reading tourism magazine	0
16	Writing texts or something to give information	100
17	Writing tour journey	0
18	Writing an email	0
19	Writing tourism advertisement	0
20	Writing message by phone	100
21	Knowing tourism vocabularies	100
22	Knowing vocabularies that deal with means of transportation	0
23	Knowing culinary vocabularies	100
24	Knowing vocabularies that deal with accommodation	100
25	Knowing vocabularies that deal with holy day or big event celebration	0
26	Welcoming guests and costumers by proper language	100
27	Making a confirmation	100

28	Making an arrangement	100
29	Giving advice and suggestion	0
30	Explaining terms and conditions	100

Table 17 Standard Deviation (S.D.) all of language skills

Listening		Speaking		Reading		Writing		Vocabulary		Grammar	
X_i	X_i^2	X_i	X_i^2	X_i	X_i^2	X_i	X_i^2	X_i	X_i^2	X_i	X_i^2
17	289	21	441	5	25	5	25	13	169	5	25
25	625	25	625	25	625	25	625	23	529	25	625
18	324	22	484	10	100	11	121	17	289	20	400
15	225	18	324	5	25	5	25	12	144	9	81
22	484	25	625	7	49	6	36	16	256	11	121
18	324	25	625	8	64	8	64	21	441	13	169
20	400	25	625	17	289	12	144	14	196	22	484
25	625	25	625	19	361	25	625	25	625	25	625
13	169	21	441	5	25	5	25	9	81	5	25
13	169	23	529	5	25	9	81	12	144	13	169
18	324	23	529	7	49	16	256	22	484	25	625
20	400	24	576	16	256	15	225	15	225	25	625
17	289	25	625	5	25	5	25	19	361	25	625
13	169	17	289	5	25	9	81	9	81	9	81
21	441	25	625	9	81	14	196	10	100	25	625
13	169	17	289	5	25	5	25	12	144	13	169
14	196	13	169	17	289	12	144	13	169	13	169
19	361	18	324	20	400	19	361	22	484	23	529
13	169	19	361	13	169	5	25	9	81	9	81
25	625	19	361	8	64	11	121	14	196	9	81
17	289	15	225	5	25	5	25	13	169	9	81
18	324	23	529	5	25	22	484	19	361	25	625
19	361	19	361	7	49	7	49	11	121	17	289
20	400	20	400	15	225	15	225	19	361	25	625
21	441	25	625	12	144	14	196	18	324	25	625
17	289	13	169	18	324	21	441	14	196	19	361
25	625	21	441	16	256	15	225	11	121	22	484
23	529	25	625	17	289	17	289	20	400	23	529
17	289	21	441	13	169	13	169	13	169	25	625
15	225	22	484	5	25	25	625	15	225	25	625
25	625	25	625	17	289	17	289	18	324	25	625
21	441	25	625	7	49	17	289	25	625	25	625
14	196	22	484	7	49	5	25	15	225	13	169

25	625	25	625	5	25	17	289	25	625	25	625
636	12436	731	16151	360	4914	432	6850	543	9445	627	13247
404496		534361		129600		186624		294849		393129	
19		22		11		13		16		18	
4		4		6		6		5		7	

Chart 1 standard deviation for each language skill

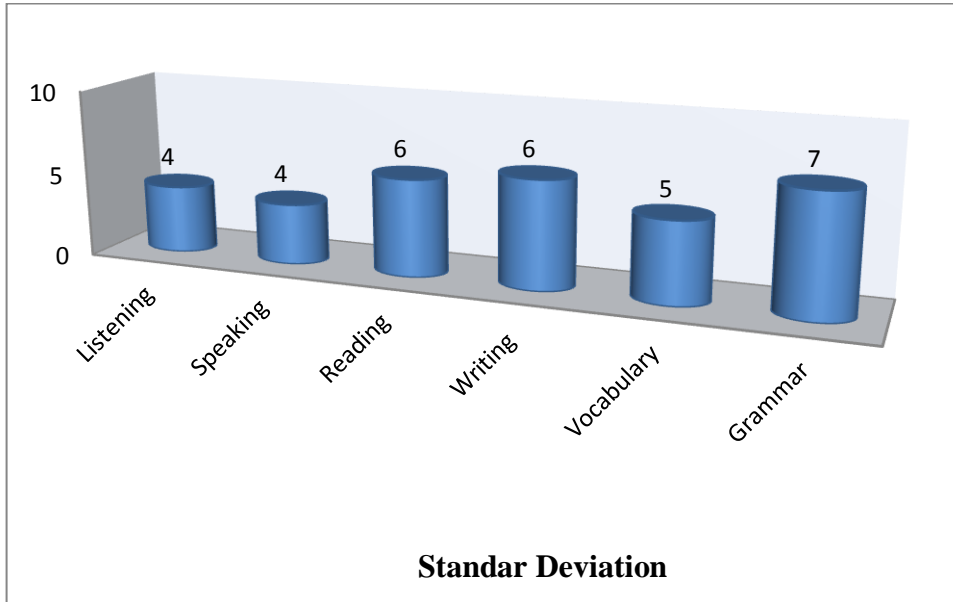
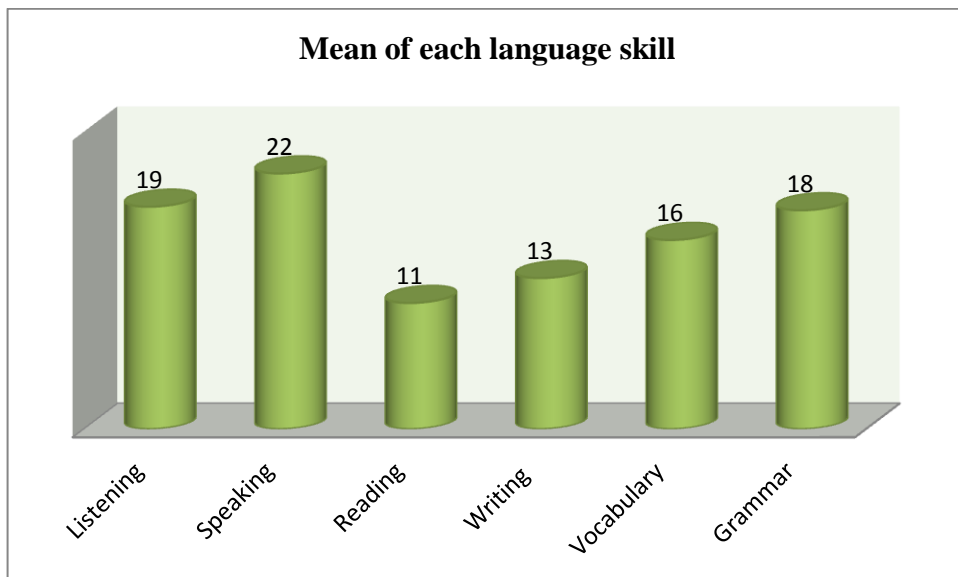


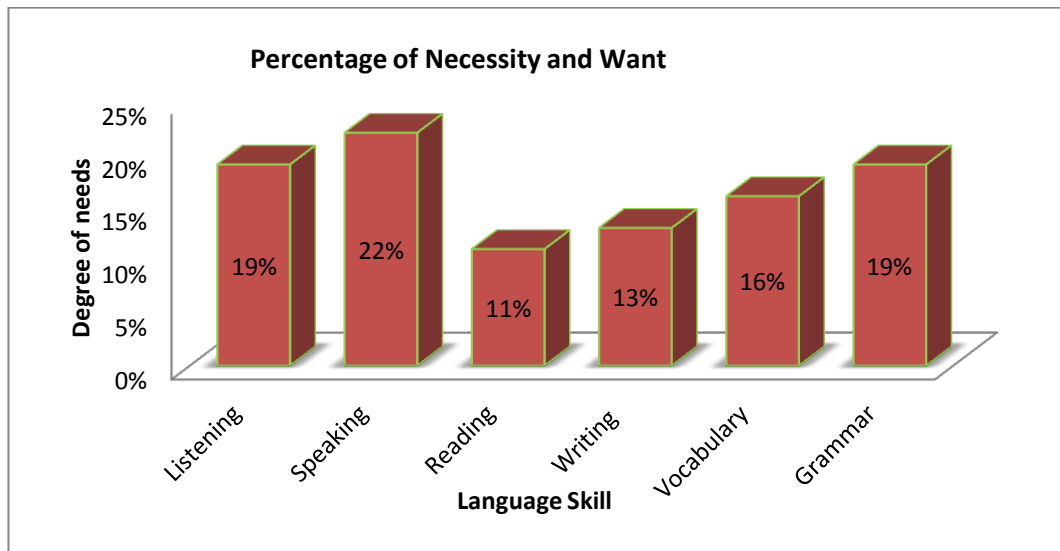
Chart 2 mean of each language skill



4.2 Discussions

Based on the findings of this research, it can be concluded that the respondents need English in tourism area is dominated by speaking skill.

Chart 3 presented English need.



This is the percentage of respondents toward respondents need and want in material needed in tourism area especially in Gili Trawangan. Chart 3 showed that Speaking is the first priority which needed by respondents by 22 % the respondents chose speaking as dominant need, because they directly involved in that community, all of daily activity speak English at all. The second and the third are listening and grammar by the same percentage 19 %, they considered both of them could support each other. The fourth is vocabulary by percentage 16 % and followed by writing 13 % and reading 11 %. From the chart above can be concluded that speaking is very crucial need in Gili Trawangan to survive their live by respondents not only from the chart it can be seen from interview in the field, for example:

Sample Interview 1

Researcher : bahasa Inggris yang sangat di butuhkan di sini apa saja menurut rudi?

Respondent : berbicara paling utama kalau di sini

Sample Interview 2

Researcher : dalam melayani tamu, keahlian ape saq tebutuhan?

Respondent : berbicara, mendengar, menulis, vocabulary.

Material needed to help respondents improve their speaking skill see the sample interview

Sample Interview 1

Researcher : kira-kira ini mbak Elsa topik apa saja yang anda butuhkan pada saat ini? Misalkan mbak Elsa inikan Sales, kira-kira kebuthan bahasa Inggris apa saja?

Respondent : seputar tempat wisata, pusat perbelanjaan, seputar tempat oleh-oleh atau cindra mata.

Sample Interview 2

Researcher : hari ini ya, topik bahasa Inggris yang di butuhkan sesuai dengan profesi atau pekerjaan?

Respondent : bahan-bahan Eskrim, bagaimana menawarkan barang.

Sample Interview 3

Researcher : topik bahasa Inggris apa yang sesuai dengan kebutuhan anda hari ini?

Respondent : seputar tempat wisata, tempat bersejarah, tempat kafe atau restaurant, pusat perbelanjaan kayak Mataram Mall, temapt fasilitas umum, bagaimana menawarkan barang.

Sample Interview 4

Researcher : materi yang anda butuhkan dalam speaking?

Respondent : speaking untuk pariwisata

Sample Interwview 5

Researcher : eleq bahase Inggris ape doang saq melem taon?

Respondent : berbicara doang, masalah bedagang, mun penoq raos laun kelokoang atau tidak paham laun beketuan eleq batur. Hallo excuse me raossat julug maeh, tao sekeret due.

Sample Interview 6

Researcher :kire-kire nike topik ape saq membutuhkan pariwisata gilitrawangan?

Respondent :kafe,restoran dan fasilitas umum

Sample Interview 7

Researcher :bahasa Inggris ape saq membutuhkan?

Respondent : bagaimana melayani tamu

Sample Interview 8

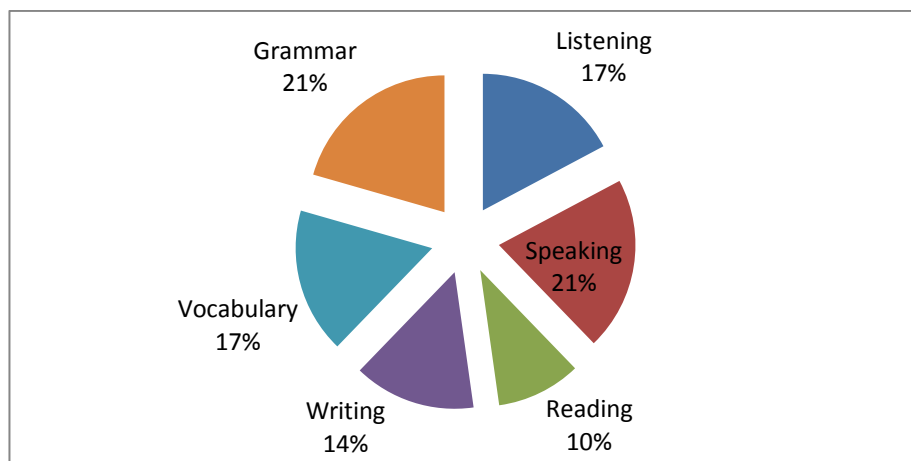
Researcher : biasen topik—topik yang di butuhkan ?

Respondent : tempat kapal very tenggelam, main wall, restaurant,inpan-inpan empak

English topics which needed are based on their profession; It is needed to make material development to help respondents to support their activity in tourism area especially in Gili Trawangan.

The classification of English needs based on profession

Chart 4 English needs for waiter or waitress



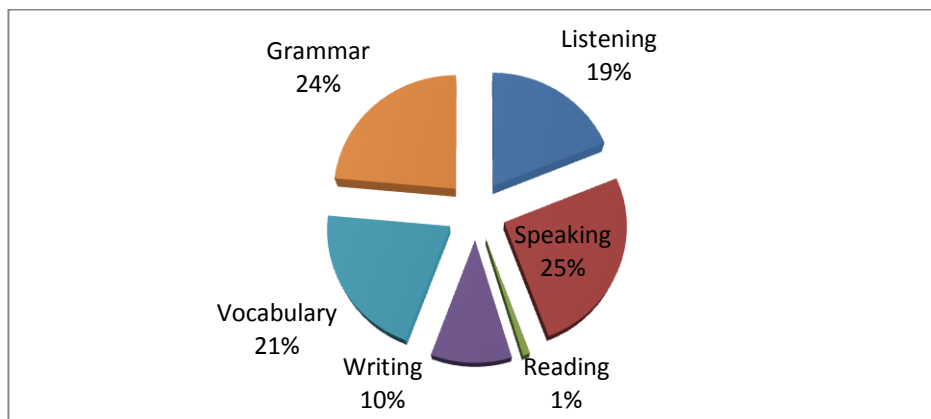
The chart showed that speaking and grammar are dominant for waiter or waitress need in supporting their job by the same percentage

21% and followed by listening and vocabulary by the same percentage 17%, and then writing 14 % and the last is reading 10%.

Lists of English needs for waiter or waitress

Listening to conversation among customers or guests, understanding the costumers' demand, paying attention to reservation detail such as hotel, ticketing, speaking directly to guests or costumers, explaining the detail of product price, knowing tourism vocabularies, knowing vocabularies that deal with accommodation, welcoming guests and costumers by proper language, and making a confirmation.

Chart 5 English needs for seller

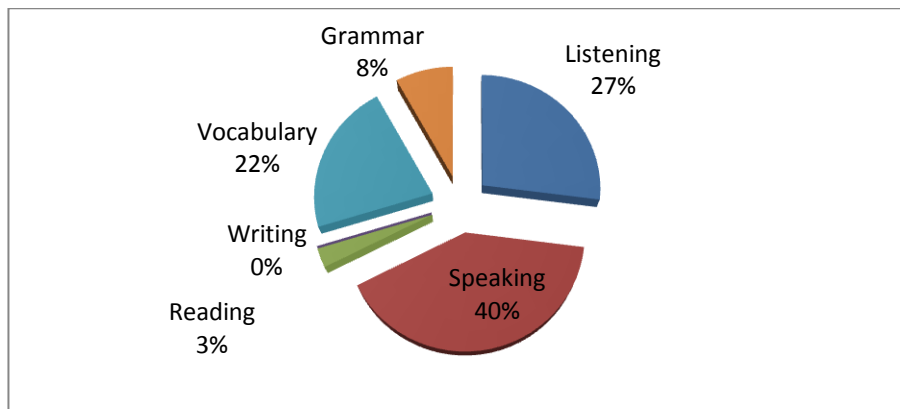


The chart showed that speaking is the first need for sellers in supporting their daily activity in Gili Trawangan by percentage 25%, grammar is the second need by percentage 24%, the third is vocabulary 21%, and followed by listening 19%, writing 10% and the last reading 1%.

Lists of English needs for sellers

Listening to conversation among customers or guests, understanding the costumers' demand, speaking directly to guests or costumers, negotiating to understand each other, explaining the detail of product price, knowing tourism vocabularies, knowing culinary vocabularies, welcoming guests and costumers by proper language, and making a confirmation.

Chart 6 English needs for rice seller

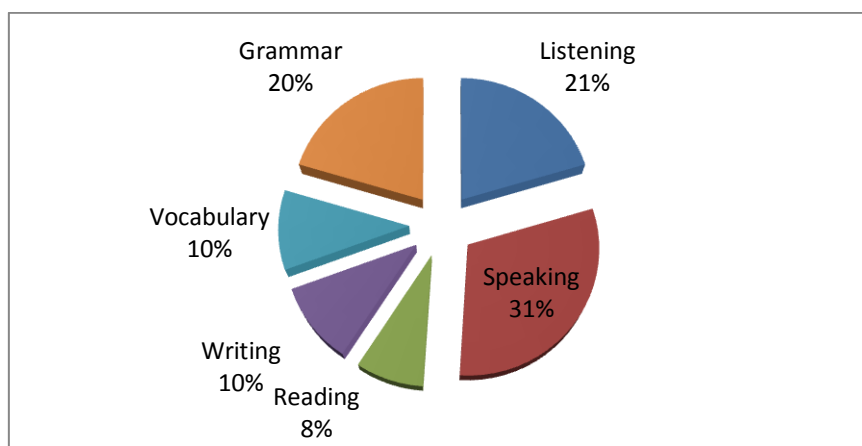


The chart described that speaking is very needed for rice seller by percentage 40% , the second is listening 27% and then vocabulary 20%, grammar 8%,reading 3% and sellers didn't need writing so that they didn't choose at all by percentage 0%.

Lists of English needs

Listening to conversation among customers or guests,understanding the costumers' demand ,speaking directly to guests or costumers,giving direction the guests or costumers,explaining the detail of product price,and knowing tourism vocabularies.

Chart 7 English needs for cycle rent

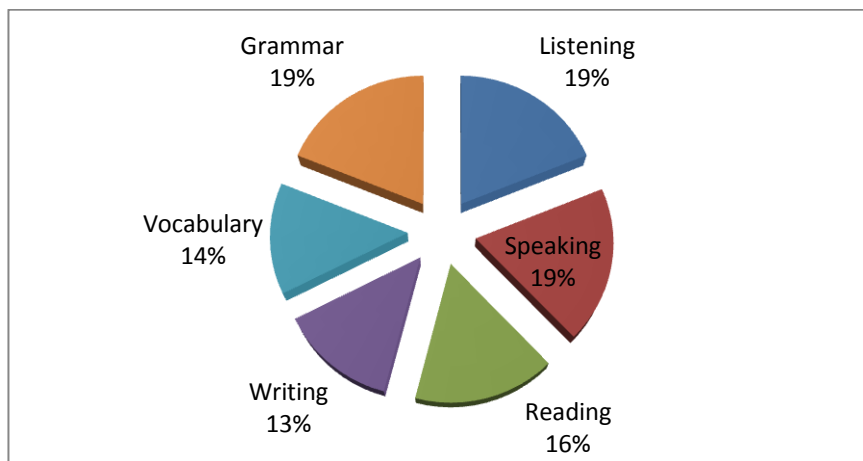


The chart explained that Speaking is still number one for cycle rent by percentage 31% then listening 21%, grammar 20%, vocabulary and writing are the same 10% and the last reading 8%. It can be concluded that cycle rent more need speaking than the other language skills.

Lists of English needs for cycle rent

Listening to conversation among customers or guests, understanding the costumers' demand ,speaking directly to guests or costumers, speaking thorough telephone to guests or costumers , negotiating to understand each other, giving direction the guests or costumers, explaining the detail of product price, writing texts or something to give information, knowing tourism vocabularies, and explaining terms and conditions.

Chart 8 English needs for chef



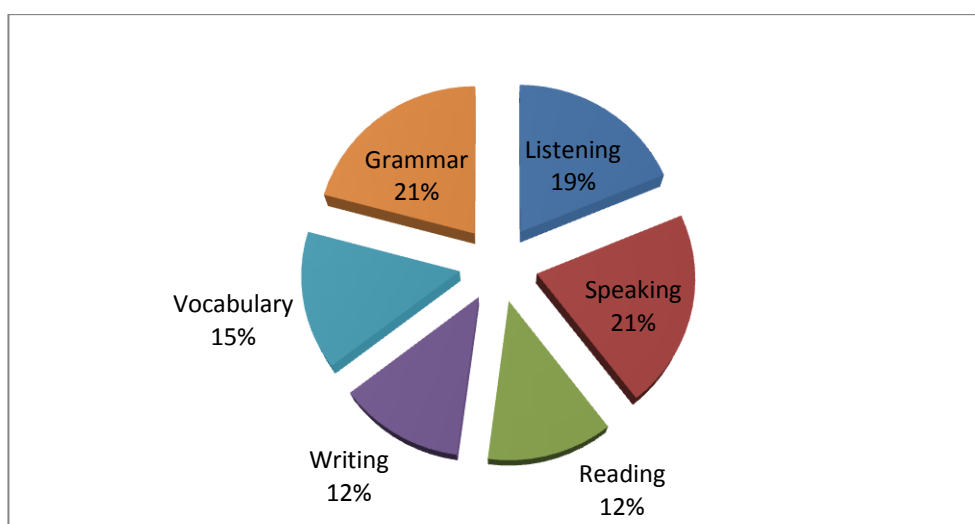
The chart described that three language skills such as speaking, listening and grammar are very important for chef in their job by percentage 19%, reading is the second need 16% and followed by vocabulary 14% and writing 13%. It can be concluded that speaking, listening and grammar are fundamental for chef.

Lists of English needs for chef

Listening to conversation among customers or guests, understanding the costumers' demand, paying attention to reservation detail such as hotel, ticketing,

speaking directly to guests or costumers, speaking thorough telephone to guests or costumers, reading brochures or leaflets of tourism, reading tourism news, reading tourism magazine, writing texts or something to give information, writing message by phone, knowing tourism vocabularies, knowing culinary vocabularies, welcoming guests and costumers by proper language,and explaining terms and conditions.

Chart 9 English needs for massage therapist



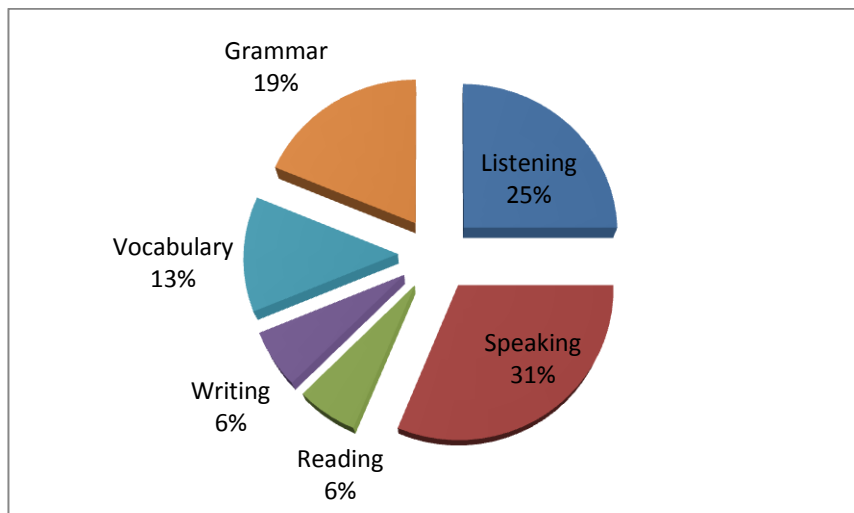
The chart showed that speaking and grammar are the same percentage 21%, massage therapist considered that both of them important to support their activity, the second is listening 19% then vocabulary 15% and the last reading and writing the same percentage 12%.

Lists of English needs for massage therapist

Listening to conversation among customers or guests,making calls by phone, understanding the costumers' demand,paying attention to reservation detail such as hotel, ticketing,speaking directly to guests or costumers,speaking thorough telephone to guests or costumers,negotiating to understand each other,giving direction the guests or costumers,explaining the detail of product price, reading brochures or leaflets of tourism, reading tourism magazine, writing texts or something to give information, writing an email, writing message by phone, knowing tourism vocabularies,knowing vocabularies that deal with

accommodation, knowing vocabularies that deal with holy day or big event celebration, welcoming guests and costumers by proper language, making a confirmation, making an arrangement, giving advice and suggestion, and explaining terms and conditions.

Chart 10 English needs for room boy

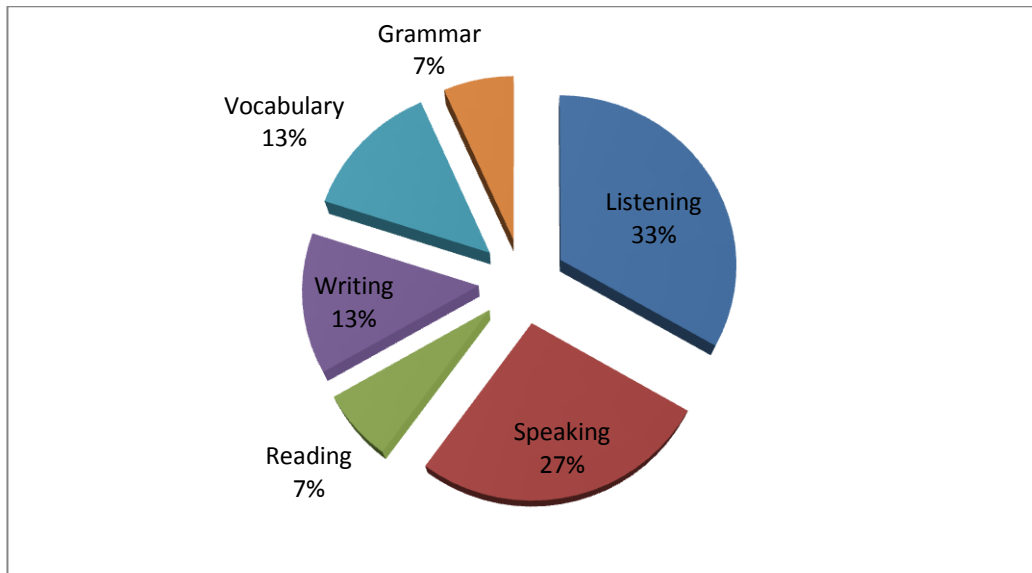


The chart explained that speaking is still number one by percentage 31% English needs for room boy and followed by listening 25%, grammar 19 % vocabulary and writing and reading the same percentage 6%.

Lists of English needs for room boy

Listening to conversation among customers or guests, making calls by phone, understanding the costumers' demand, paying attention to reservation detail such as hotel, ticketing, speaking directly to guests or costumers, speaking thorough telephone to guests or costumers, negotiating to understand each other, giving direction the guests or costumers, reading brochures or leaflets of tourism, writing message by phone, knowing tourism vocabularies, knowing vocabularies that deal with accommodation, welcoming guests and costumers by proper language, making a confirmation, and making an arrangement

Chart 11 English needs for ice cream seller

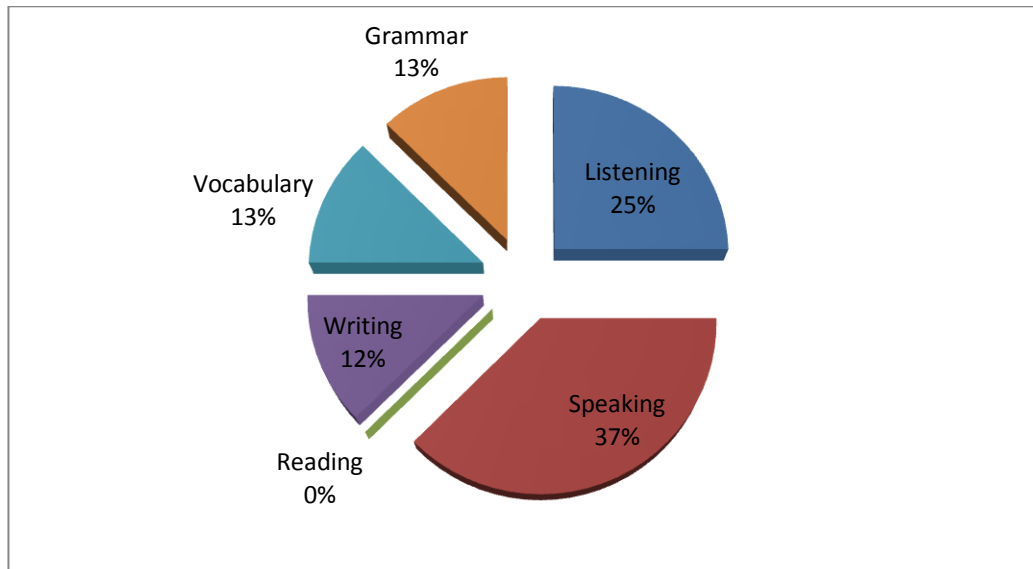


The chart showed that listening is more needed than speaking, writing and vocabulary are the same important one by the same percentage 13% and the last one is reading and grammar the same but different number 7%.

Lists of English for ice cream seller

Listening to conversation among customers or guests, making calls by phone, listening to tourism news, understanding the costumers' demand, paying attention to reservation detail such as hotel, ticketing, speaking directly to guests or costumers, negotiating to understand each other, giving direction the guests or costumers, explaining the detail of product price, reading brochures or leaflets of tourism, writing texts or something to give information, writing message by phone, knowing tourism vocabularies, knowing vocabularies that deal with means of transportation, knowing culinary vocabularies, and welcoming guests and costumers by proper language.

Chart 12 English needs for juice seller

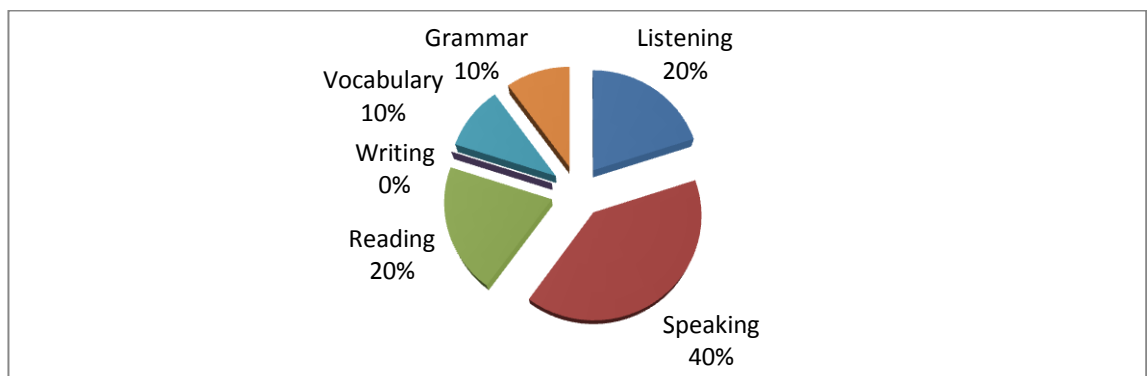


The chart described that speaking is more needed than listening, speaking 37% and listening 25%, grammar and vocabulary are the same 13 %, writing 12%, and juice seller does not need reading at all.

Lists of English needs for juice seller

Listening to conversation among customers or guests, understanding the costumers' demand, speaking directly to guests or costumers, negotiating to understand each other, explaining the detail of product price, writing texts or something to give information, knowing tourism vocabularies, and welcoming guests and costumers by proper language

Chart 13 English needs for VCD and DVD Player Seller

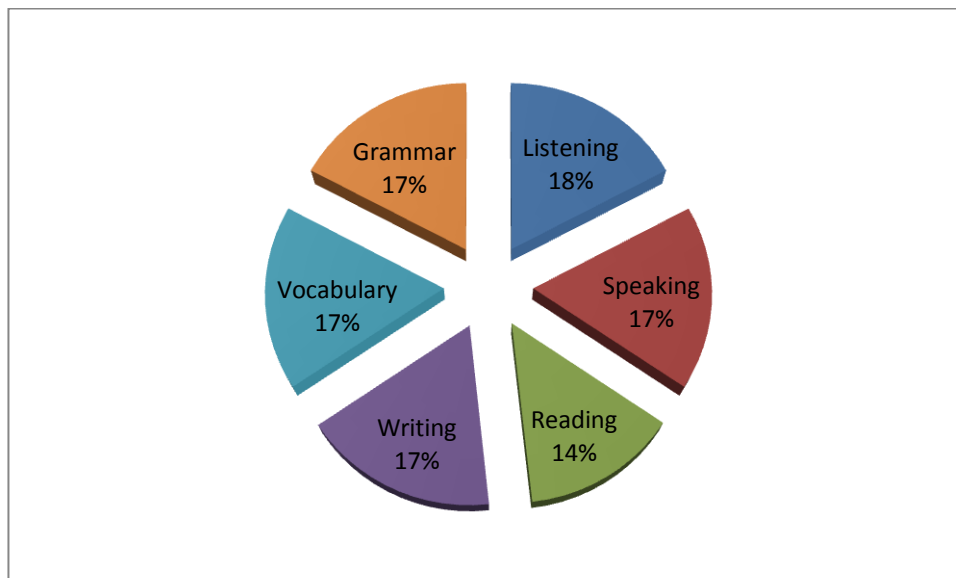


The chart showed that speaking is very needed as the first priority and then reading and listening are the same percentage 20% and followed by grammar and vocabulary 10 and writing is not needed at all.

List of English needs for VCD and DVD Player Seller

Listening to conversation among customers or guests, understanding the costumers' demand, speaking directly to guests or costumers, negotiating to understand each other,giving direction the guests or costumers, explaining the detail of product price, reading brochures or leaflets of tourism, reading tourism news, knowing tourism vocabularies,and welcoming guests and costumers by proper language.

Chart 14 English needs for tourism information



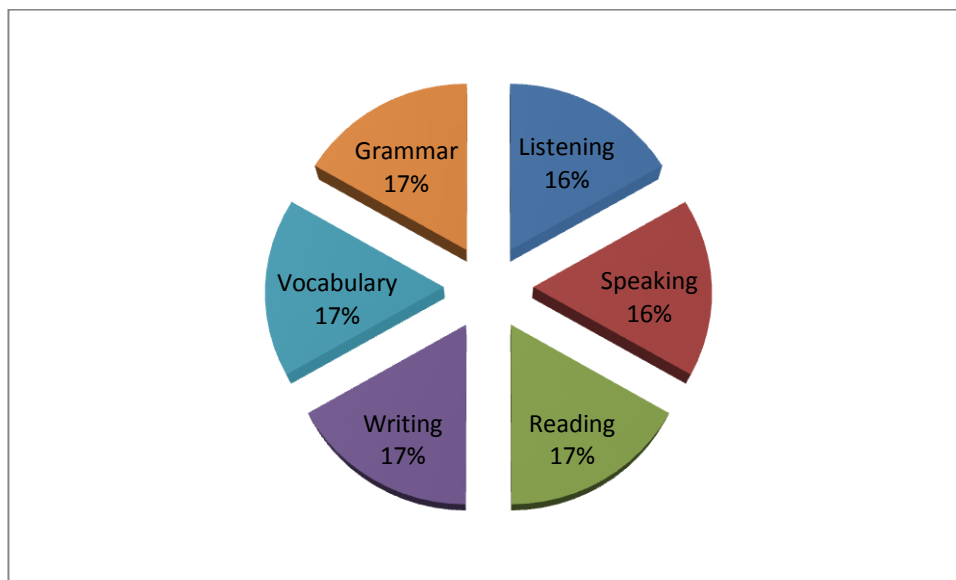
The chart described that listening is more needed than speaking, grammar, vocabulary, writing, and reading. Speaking, grammar, vocabullary and writing are the same percentage 17 % only reading 14%.

Lists of English needs for tourism information

Listening to conversation among customers or guests,making calls by phone,listening to tourism news, understanding the costumers' demand,paying

attention to reservation detail such as hotel, ticketing, speaking directly to guests or costumers, speaking thorough telephone to guests or costumers, negotiating to understand each other, giving direction the guests or costumers, explaining the detail of product price, reading documents that deal with tourism, reading journals relate to tourism, reading brochures or leaflets of tourism, reading tourism news, reading tourism magazine, writing texts or something to give information, writing tour journey, writing an email, writing tourism advertisement, writing message by phone, knowing tourism vocabularies, knowing vocabularies that deal with means of transportation, knowing culinary vocabularies, knowing vocabularies that deal with accommodation, knowing vocabularies that deal with holy day or big event celebration, welcoming guests and costumers by proper language, making a confirmation, making an arrangement, giving advice and suggestion, and explaining terms and conditions.

Chart 15 English needs for travel owner



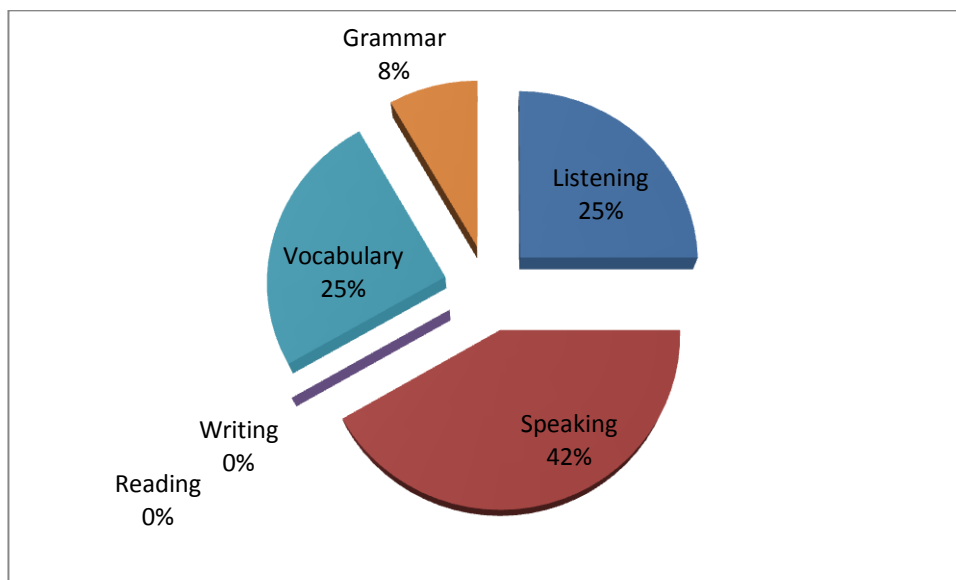
The chart described that reading, writing, grammar, vocabulary 17% are more needed than speaking and listening 16%.

Lists of English needs for travel owner

Listening to conversation among customers or guests, making calls by phone, listening to tourism news, understanding the costumers' demand, paying attention to reservation detail such as hotel, ticketing, speaking directly to guests

or costumers, speaking thorough telephone to guests or costumers, negotiating to understand each other, giving direction the guests or costumers, explaining the detail of product price, reading documents that deal with tourism, reading journals relate to tourism, reading brochures or leaflets of tourism, reading tourism news, reading tourism magazine, writing texts or something to give information, writing tour journey, writing an email, writing tourism advertisement, writing message by phone, knowing tourism vocabularies, knowing vocabularies that deal with means of transportation, knowing culinary vocabularies, knowing vocabularies that deal with accommodation, knowing vocabularies that deal with holy day or big event celebration, welcoming guests and costumers by proper language, making a confirmation, making an arrangement, giving advice and suggestion, and explaining terms and conditions.

Chart 16 English needs for boat driver



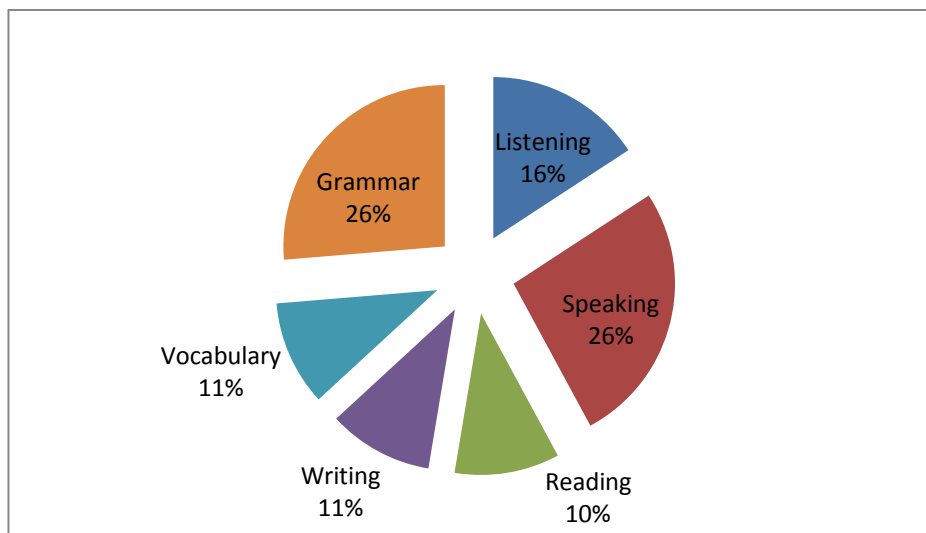
The chart explained that speaking is the most important, listening and vocabulary are the same percentage 25% as the second important. Writing and Reading aren't needed at all.

Lists of English needs for boat driver

Listening to conversation among customers or guests, understanding the costumers' demand, paying attention to reservation detail such as hotel,

ticketing, speaking directly to guests or costumers, Speaking thorough telephone to guests or costumers negotiating to understand each other, giving direction the guests or costumers, explaining the detail of product price, knowing tourism vocabularies, knowing vocabularies that deal with means of transportation, knowing vocabularies that deal with accommodation and welcoming guests and costumers by proper language

Chart 17 English needs for bartender



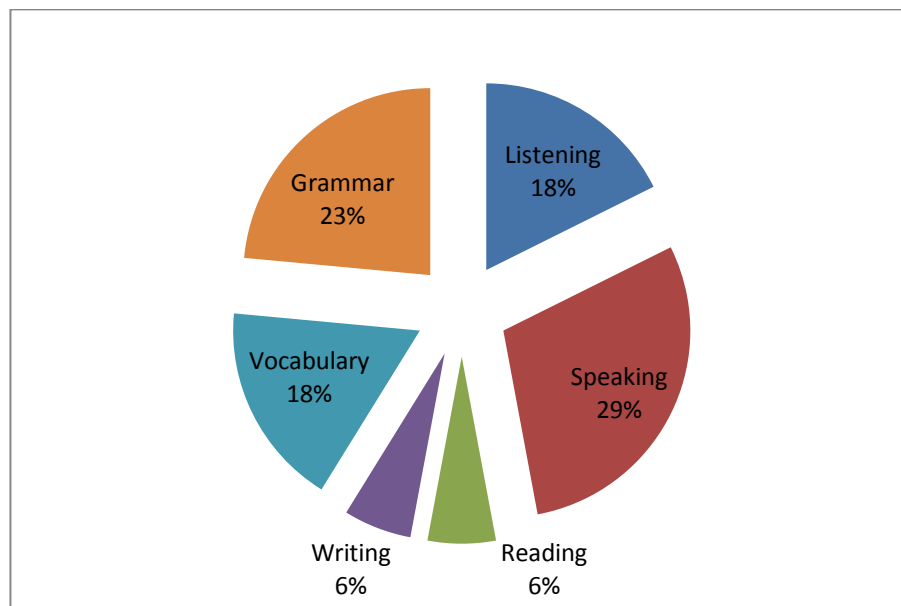
The chart showed that grammar and speaking have the same percentage 26% whereas listening 16% , vocabulary and writing 11% and the last is reading 10%.

Lists of English needs for bartendar

Listening to conversation among customers or guests, understanding the costumers' demand, paying attention to reservation detail such as hotel, ticketing, speaking directly to guests or costumers, speaking thorough telephone to guests or costumers, negotiating to understand each other, giving direction the guests or costumers, explaining the detail of product price, reading brochures or leaflets of tourism, reading tourism magazine, writing an email, writing message by phone, knowing tourism vocabularies, knowing culinary vocabularies, welcoming

guests and costumers by proper language, making a confirmation, making an arrangement, giving advice and suggestion, and explaining terms and conditions.

Chart 18 English needs for cashier



The percentage and the chart above, researcher made conclusion and decision to make relevant syllabus design to help the respondents. Table below is one of alternative or one of ways to develop learning material in English especially in central tourism which very essential to communicate in English.

List of English needs for cashier

Listening to conversation among customers or guests, understanding the costumers' demand, paying attention to reservation detail such as hotel, ticketing, speaking directly to guests or costumers, speaking thorough telephone to guests or costumers, negotiating to understand each other, giving direction the guests or costumers, explaining the detail of product price, reading brochures or leaflets of tourism, writing texts or something to give information, message by phone, knowing tourism vocabularies, knowing culinary vocabularies, welcoming guests and costumers by proper language, making a confirmation, making an arrangement, and explaining terms and conditions.

This Syllabus Design is one of English reference for tourism based on finding of this research, the materials needed by respondents to support their activities and survive in central tourism especially in Gili Trawangan.

Table 19 Syllabus Design

Main Competency	Basic Material	Indicator	Evaluation	Time	Source and Media	Assessment
Greeting, Introduction and Congratulation	The typical of greeting ,the typical patterns of introduction, The typical patterns of congratulation	They are able to speak English well in general place in tourism.	Directly practice and share what difficult expression that produce	One hour	Guide Book and Tape Recorder	On-going or informal assessment
Tour guide expressions during transfer in certain area of tourism	Welcoming tourist, describing the destination location, presenting and offering tour packages, giving advice, closing remarks and after hotel reservation.	They are able to explain all of items available situation in bus transportation, hotel and tourism area.	After arriving in Hotel	Three hours	Guide book and microphone	On-going or informal assessment
Hotel employee concerns activities	Greeting the guest, offering and asking help, payment, problems and complains,compliments,about days and time, directions, givinginstructions, asking for repeats, dealing with requests, telephoneuse, clerk and receptionist.	They are able to speak in all parts in hotel activities .	After finishing training	One month	Guide book and trainers	On-going or informal assessment
Tour guide expressions during Transfer out or check out certain area of tourism	In hotel lobby, in the bus before leaving hotel and closing remarks	They are able to speak and explain to guests responsibility as long as in hotel and bus	After guests leave air port	Three hours	Guide book and microphone	On-going or informal assessment
Basic expression for bartender, waiter, waitress in Bar, Restaurant and Pub.	Ordering food and beverage	They are able to offer and order base on guest ordering.	After servicing guest	One hour	Guide book	On-going or informal assessment
Basic expression for sellers, vendors, souvenir seller	Welcoming visitors, describing the products, giving and explaining prices.	They are able to describe and explain something about their product.	Directly practice	One hour	Guide book	On-going or informal assessment
Transportation services	Essential words and expression in at the Airport, ticket counter, harbor.	They are able to explain all about transportation.	Directly practice	Two hours	Guide book	On-going or informal assessment

Table 20 materials development for sellers and vendors

No	Profession	Description of work	Essential Expression	Example
1	Waiter / Waitress	Welcoming the guests Giving menu card Taking and Confirming guests' orders Asking opinion about the meal Explaining about food and beverage	Good Morning Welcome to..... Are you ready to order? Here you are the menu Would you liketo If you need something just call... Enjoy your meal! The bill only 800,000, please Have a nice day and see you then	Waiter: Good Morning, Have a seat, please Guests: Can I see the menu please Waiter: of course, here you are Guests: What's special today? Waiter: Pelecing Guests: What is pelecing? Waiter: traditional food of sasak Guests: sounds great, I'll try it Waiter: would you like something to drink? Guests: just mineral water Waiter: okay sir, you order pelecing and one botol mineral water. Okay just wait a few minute, here you are the food, enjoy your meal. Waiter: if you have any something just call me. Guests: okay, Thanks Guests: please the bill Waiter: here you are, just 400,000, what do you think about the food sir? Guests: Fantastic, very nice but little hot, the change just take it. Waiter: Thank you, Have a nice day and see you then
2	Seller or Vendors	Welcoming visitors Describing the products Explaining the price Closing and payment	Welcome to..... Very special offer today These items are unique one of the best in the world and exist only in Lombok This item is handmade of villagers who live here The raw material from red land	Seller: It's pleasure to welcome you in the fantastic Lombok Gallery, we have various kinds of products here, the prices are varied, but don't be worry special prices for today, because you are the first visitor. If you have any questions, just call me. Visitor: oh nice, how much should I pay for a pair of clothes for man and woman? Seller: what is your favorite color? Visitor: Light blue please Seller: we commonly sell that items one million and five hundred thousand, but special for you, you just pay one million. Visitor: really , how kind you are Seller: don't mention it, if you buy one more item again, I'll give you 50 % discount. Visitor: ohh come on, really I want it but I don't have enough money for today, where should i pay? Seller: to the cashier in the right side of the door, please if you have any orders again just call me, this is my

				name card. Thank for visiting and buying see you in the nice day again. Visitor: okay, nice to meet you and buy in you gallery.
3	Tour Guide, Travel Owner, Boat Driver and tourism information	Welcoming visitors Describing the packages offering Handling a tour Showing the interesting place Rules, safety, and etiquette	Welcome to.... We are going to Gili Trawangan Island from Lombok airport, we need one hour to get the place, while waiting we are going to explain interesting place around here. Number 3 Tour packages will give comperable facilities consist of five Hotel Bintang, breakfast and dinner. Our packages will spend three days by budgeting 5,000,000 each person. We are going to Gili Trawangan by Public boat. Please enjoy the journey, if you have any questions just raise your hand and say something.	Welcoming Guest: Good Morning ladies and gentlemen, my name is Azzam, I am as your tour guide here. On behalf of Maju Sejahtra Lombok Travel. I would like to welcome you all to Lombok paradise. The bus will ride us to your hotel in ten minutes. Describing Interesting Places: Ladies and gentlemen I promise that you are going to enjoy holiday and unforgettable moment in Lombok, during your visit, we are going to visit many developed tourism objects in Lombok such as Senggigi Beach with white sand and beautiful view, waterfall Benang Kelambu , Gilitrawangan and monkey forest. Lombok is a beautiful and quiet island where you can relax, sit by the beach, enjoy great meals and feel very safe. Presenting and offering tour packages: Lombok Sejahtra Travel offers variety of special discounts depending on your travel plans. We have Rinjani trekking, a golf, city tour, waterfall tours and traditional village in Sade central Lombok.
4	Hotel Employee, Bartender, Room boy, Masseur, Cashier	Greeting the guests Offering and asking help Payment Problems and complains Compliments About days and time Directions Giving instructions Asking for repeats Dealing with requests Telephone use Clerk and Receptionist	How are you this morning, welcome to Garden Lombok Hotel Anything you need in particular ? It is honor to help you. How will you be paying? Very slow internet access I appreciate your kindness Pardon me, do you	Conversation A Staff: Good Morning Madam Welcome to Cantik <i>Spa</i> Guests: thank you Staff: How can I help you? Guests: Massage Staff: madam can choose first the package, you like from the brochure. Don't bother to ask anything from me. Guests: I take it number A Staff: okay. Conversation B

			<p>have the time?</p>	<p>Guests: I'd like to check out, please Staff: just moment please Guests: can I have the bill please? Staff: of course, may I have your room key? Guests: here you are Staff: It's \$ 560,77. Will you be charging this sir? Guests: Yes, put it on my Visa Card Staff: sign here please. Thank you for staying with us. Guests: You are welcome</p> <p>Conversation C Guests: I requested the egg over hard, these are over easy. Staff: sorry about that sir, I will get someone replace it. ascomplement; you don't need to pay for all dishes.</p>
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CHAPTER V

CONCLUSION AND RECOMMENDATION

In this chapter, the researcher concluded all of the previous chapters. Along with the conclusion, this chapter also provides the researchers' recommendation related to the research.

5.1 Conclusion

English is international language of the global community more and more to face ASEAN Economic Community 2015 the demand for more effective English communication has become increasingly more important. Therefore, there is increased pressure on working in an international environment to improve their effective communication in English speaking skill.

Sellers or vendors have certain needs of English which require relevant materials in order to communicate to their customers more effective and simple to apply in the field. This research more concern to English speaking skill to the respondents. This study is aimed to know what the respondents needs in learning English, to know the English learning materials given, and to know the relevance of the English learning materials given to the respondents (sellers or vendors) The researcher used questionnaire as the instrument to get the primary data, interview to get supporting data, and also document and recording analysis to evaluate the materials.

Based on the findings on this research, it was found that the respondents need more speaking material rather than any other language skills. The topics of speaking skill needed related to their working situation and demand right now, the average of respondents more concern in speaking skills because speaking skill

must be applied in that place, such as describing tourism destination, offering things or service, phoning, and self introduction.

The researcher concluded that speaking material or speaking skill is very relevant to the needs of respondents in learning English. It support to the respondents to be able to speak English in the work situation and tourism environment. The result of the questionnaire also showed that the respondents chose speaking skill as the most needed skills among others.

5.2 Implication

This research is expected can contribute and accommodate to the vendors and sellers needs in speaking skill especially in tourism area. This result of this research can contribute to institution or course related to ESP can be made one of alternative or the ways to help practitioner of tourism to develop tourism itself.

5.3 Recommendation

Learning English is not only to concern theory base but also practice. Based on this research, English is learnt by practicing directly to the foreigners. The suggestion can be started by evaluating the current needed in English especially English for tourism. Then, it is continued by using the finding of this research as a guide to design a syllabus for English because the finding of this study is the list of vendors or sellers need to learn English during their work in tourism destination. For further research, this research can be reference to make more perfect in the future research.

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