

Investigating needs analysis of the writing materials for the tourism intensive course

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ABSTRACT

Writing is one of the most challenging English language skills among the other four basic skills (Salaxiddinovna, 2022). This is because to create consistent sentences, learners must focus on sentence structure rules, vocabulary choice, and word continuity during this process. The low usage of English in industry contributes to the difficulty of developing this ability. Due to the restricted usage of English in Indonesia, particularly in the Special Region of Yogyakarta, tourist industry participants do not possess a strong command of the language. Based on BPS DIY data from 2018, Malaysia, Singapore, Japan, the Netherlands, and the United States are the countries with the largest numbers of foreign visitors to Yogyakarta. However, there are not as many independently accessible learning resources as there are foreign visitors, like courses for tourism managers. This project aims to provide a suitable self-learning module for tourism site administrators. However, understanding the needs of the industry is vital before creating a workable solution. The head of the Tebing Breksi office communicated to managers what they needed to know to become tour guides for international tourists based on semi-structured interviews performed in January 2024. The most often mentioned point by interviewers was the need of having English instructions and translations for popular phrases. The tour guides believed that the produced module may be used as a "cheat sheet" when they were out and about and did not know the English phrases. Consequently, the researcher will concentrate on tourism-related terms while creating the module, in addition to including tasks that challenge participants' impromptu abilities.

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1. Introduction

Listening, speaking, reading, and writing are the four major abilities that English learners must master to be classified as proficient English speakers. Mastering writing abilities is regarded as the most challenging of the four fundamental English competencies (Salaxiddinovna, 2022). This is because a student needs to comprehend the structure of sentences in English and other comprehension abilities like grammar, phonetics, and vocabulary. The writing process in learning English takes a short time to produce logical sentences, frequently leading to writing blockages or the brain's incapacity to write assertions and develop thoughts. There is no question that the writing process in learning English takes a long time.

English proficiency in Indonesia, reported by EF Education, 2022, ranks 81st out of 111 countries studied. From a total score of 800, Indonesia only got half of that score, namely 469 or the equivalent of B1 in the Common European Framework for Reference, according to CNN Indonesia. Indonesia's low ranking in English proficiency is predictable about the quality of Indonesian writing in English. The low proficiency in English is due to the limited use of the foreign language in daily activities. English in this country is still considered a foreign language studied in educational institutions. The use of English in Indonesia is still limited to professional sectors, such as requirements to register for higher education and legal matters (Panggabean, 2016). This is also reinforced by the political side of Indonesia, which does not recommend using English in everyday life, as stated in *Undang-Undang Republik Indonesia Nomor 24 Tahun 2009 Tentang Bendera, Bahasa, Dan Lambang Negara, Serta Lagu Kebangsaan* (2009) Article 25 paragraph (3):

Indonesian as the official state language, as referred to in paragraph (1), functions as the official state language, introduction to education, national-level communication, development of national culture, commercial transactions, and documentation, as well as a means of developing and utilizing science, technology, art, and the language of the mass media.

One of the central provinces in Indonesia, the Special Region of Yogyakarta, places the tourism sector as one of the driving factors for the region's economy. According to Anggraini (2022), the region's tourism, education, and support industries contribute 64.6% of the GRDP (Gross et al. in Anggraini, 2022). The most significant contributing sectors also provide a sizable multiplier effect, around 104.9 times, as reported by BPS 2019 and Bank Indonesia 2020. This can be interpreted as every increase or decrease in active demand in the DIY tourism sector by IDR 1 billion; the economic output will increase or decrease by IDR 104.9 billion. This data has proven that the tourism sector in Yogyakarta is one of the highest foreign exchange earners and has a significant impact on the DIY economy in every movement. The increased income of the DIY tourism sector is strongly influenced by visiting tourists. According to DIY BPS data for 2018, foreign tourists visiting Yogyakarta were dominated by tourists from Malaysia with 54,262 tourists, Singapore with 40,925 tourists, Japan with 40,686 tourists, Netherlands with 29,331 tourists, and America with 24,655 tourists. For positions 6 - 10, many are dominated by tourists from China, Australia, Germany, France, and South Korea (Anggraini, 2022).

The number of tourist arrivals to Yogyakarta has increased because of bureaus supporting tourism, such as travel agents and tour guides, and new tourism management organizations have emerged. The increasing number of foreign tourist visits requires tourism workers to master basic English skills. This is not easy, considering that only some levels of Indonesian society receive quality language learning, and English proficiency in Indonesia still needs to improve. In the tourism sector, the most required basic skills in English are speaking (100%), listening (75%), writing (25%), and reading (25%) (Puspitasari, 2018). Although not as important as speaking and listening, writing skills are still something that tourism industry players must master.

There are no autonomous learning methods for mastering English, such as modules, handouts, and web learning, for tourism managers (Suriaman et al., 2018). Learning modules at schools and other formal institutions are still the only ones that may be accessed independently. Many people need help with the diversity of written language, which differs from spoken language. Students struggle to convey ideas, utilize suitable terminology and grammar, write logical sentences, and so on within formal schooling (Syam, 2020). Students struggle with writing because they lack internal motivation (Oktarina et al., 2018). The writing skills learning module was designed by Syam (2020) with the title "Developing Writing Module for the Fourth-Semester Learners of the English Department at the State Islamic Institute of Palopo" using the Research and Development research methodology using the ADDIE model. In this research, the learning module was aimed at fourth-semester students of the English Department at Palopo Islamic University. In other words, learning development and innovation are still limited to formal educational institutions and are accompanied by experts (teachers). Difficulty in writing down ideas certainly does not only occur in the student environment. Ordinary people not even directly exposed to English in their daily lives certainly have the same problems. This is made difficult by the absence of media that suits their needs, such as the need for learning materials to manage a tourist destination.

There is a demand for English language learning media that can be examined independently for tourist sector developers in this research, which is Bumdes Sambimulyo, Sambirejo, Selomartani, Kalasan, Sleman Regency, Special Region of Yogyakarta. Because of the partnership between Bumdes Sambimulyo and English Language Education Universitas Ahmad Dahlan, the researcher addressed the learning module to the management of Bumdes Sambimulyo. A request was made to provide modules for intense courses. The learning modules employed differ from those used in official educational institutions. As a result, in this study, the researcher plans to create relevant learning modules for writing skills adapted to the demands of tourist development business players.

2. Method

This research is included in the type of research and development referring to previous research conducted by Sakkir et al. (2021). The research and development method used by Sugiyono (2014) is an activity and research activity to determine the basic needs of users (needs analysis), which is then continued with activities to develop a product based on previously known needs, according to Borg & Gall (1983) Research and Development methods have two main objectives: 1) To develop a product and 2) To test the effectiveness of a product. Based on these two main objectives, this research follows the first objective: to develop a module containing writing materials for a tourism-intensive course.

To achieve this goal, researchers will adopt the ADDIE model, which has five stages of material development. Following Branch (2010), the ADDIE model is an acronym for Analysis, Design, Developing, Implementation, and Evaluation. The basis for choosing this development model is based on the ADDIE concept, which focuses its instructional design on individual learning. In other words, implementing ADDIE will facilitate performance-based learning, a student-centred learning approach facilitated by educators to create appropriate learning collaboration.

This research developed a learning module containing writing materials for Tebing Breksi administrators in the Bumdes Sambimulyo Area, Sambirejo, Selomartani, Kalasan, Sleman Regency, Special Region of Yogyakarta.

According to the interview held on January 5, 2024, the learning module material required by the management of Tebing Breksi Area should focus on common phrases and terminology that are often used at three points: the Ticket Post, Information Post, and Parking Post. In addition to being a traditional self-learning module, this learning module should also serve as a "cheat sheet" for Tebing Breksi Area management personnel, which may be taken anywhere and used as a reference when they are unfamiliar with a word or term that should be used while speaking with guests. As a result, the materials appropriate for the demands of the management team of Tebing Breksi Area are:

1. Price
2. Direction
3. How to write announcement
4. Describing object

3. Findings and Discussion

The analysis phase identifies possible causes of a performance gap (Branch, 2009). In other words, this stage is carried out to obtain information on user needs to be the basis for creating product development. Researchers will conduct the analysis stage using the observation and interviews method of the core management of Tebing Breksi, Yogyakarta. The type of interview to be conducted is a semi-structured interview. Researchers will use semi-structured interviews so that the list of questions asked remains in accordance with the initial objectives and guidelines that have been made. Researchers will adopt the question indicators from previous study conducted by Rahman et al. (2022).

This stage is carried out to gather information on user requirements that serve as the foundation for product development. Based on the interview with Tebing Breksi staff coordinator on January 5, 2024, the things that need to be considered to develop a writing learning module for Tebing Breksi's Administrators are that the material covers common expressions that commonly occur at ticket posts, parking posts, and information posts and the learning module must also be a guideline book for users. Further explanation of these two things is described in the explanation below.

3.1. The material focused on ticketing section, parking section, and information posts

These three posts play an important role in the sustainability of tourism in the Tebing Breksi area. The ticket section is the first post that encounters tourists. With the responsibility of being the frontliner of Tebing Breksi area, the basic skills of greeting and answering questions need to be mastered by the officers. Therefore, the learning module should contain the basics and a list of phrases to greet, ask, and answer questions about general matters. The second post is the parking lot section. In addition to providing road directions and parking directions, the officer in charge of this post also sometimes answers questions about the locations in the Tebing Breksi area. The last section is information posts. This posts that also play an important role in tourism areas. The staff in charge of the information post should be able to provide announcements about lost items, basic information about opening and closing hours, information about finding people, and information about gathering times when there are groups of tourists. In addition to providing information, the staff in charge of this post should also be able to provide a brief explanation of the locations in the Tebing Breksi tourism area.

3.2. The learning module must be a guideline book

Learning modules aimed at non-English language learners in formal education have a different structure. Besides improving English writing skills through various practice activities, the learning module also includes expressions and examples that can be directly implemented by the users. Therefore, in the writing learning module, the examples of expressions and writings have a larger portion than the practice questions. Although there are more materials and examples, this module still contains three activities, namely pre-activity, and two or three other activities. In order to meet the needs, this writing learning module is written in two languages, namely English and Indonesian, to facilitate user understanding.

Thus, the writing learning module for Tebing Breksi Administrators contained more examples and expressions than theories and practice questions because this module will be more useful as a guideline book for the officers in the three posts, information post, parking post, and ticket post. The writing learning module should also contain how to ask and answer questions and describe objects. In addition, expressions commonly used when guiding tours were also added to the module to make it easier for users to communicate when necessary.

4. Conclusion

The results of this study highlight the critical requirement for workers in Yogyakarta's tourism industry to have specialized English writing abilities, especially in the Tebing Breksi area. Considering the low level of English proficiency in Indonesia and the unique difficulties faced by tourist managers, creating a customized learning module is crucial. By offering typical terms and expressions used in important visitor engagement sites, such as parking, ticketing, and information posts, the module seeks to address practical communication demands. Through the addition of user feedback obtained from semi-structured interviews and an emphasis on functional implementation, this study has created a comprehensive self-learning instrument that not only improves writing abilities but also functions as a helpful portable reference. It is expected that this program will address the skills gap in English, increasing overall service quality and enhancing Yogyakarta's tourism industry's economic impact.

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