

NEED ANALYSIS ON THE USE OF ENGLISH IN TRAVEL AGENCIES IN JAKARTA

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Abstract: This research aims to perform need analysis on the use of English in hospitality industries which is emphasized on travel industry in Jakarta. Need Analysis is employed to find out the need of English in specific area, i.e travel agents. This analysis makes sure that the course will contain relevant and useful things to learn. It also enables the course designer to achieve a detailed profile of what the learner needs to be able to do in English in an occupation or study for which he or she is being trained; and to produce a specification of the language skills, functions and forms required to carry out the communication described in the needs profile. The main method of the study was a survey conducted to travel agents in Jakarta. Questionnaires were used to look for primary data. The questionnaires cover different skill areas such as speaking, writing, listening, reading, and vocabulary which are needed in their workplace. Besides, observation and interviews are used to gain the data. These data are used to complete the primary data. The results are then computer-coded and analyzed with the help of the statistical techniques. The results of this research provides a useful input for developing a curriculum or designing an ESP (English for Specific Purposes) to meet the needs of travel agents, and thus ensure the high-quality service for international tourists.

Keywords: Needs analysis, travel agents, ESP, english skills

Abstrak: Penelitian ini bertujuan untuk melakukan analisis kebutuhan penggunaan bahasa Inggris pada industri perhotelan yang ditekankan pada industri perjalanan di Jakarta. Analisis Kebutuhan digunakan untuk mengetahui kebutuhan bahasa Inggris di wilayah tertentu, yaitu agen perjalanan. Analisis ini memastikan bahwa kursus akan berisi hal-hal yang relevan dan berguna untuk dipelajari. Hal ini juga memungkinkan perancang kursus untuk mendapatkan profil terperinci tentang apa yang harus dipelajari peserta didik dalam bahasa Inggris dalam pekerjaan atau studi dimana dia dilatih; dan untuk menghasilkan spesifikasi kemampuan bahasa, fungsi dan bentuk yang diperlukan untuk melaksanakan komunikasi yang dijelaskan dalam profil kebutuhan. Metode utama penelitian ini adalah survei yang dilakukan terhadap agen perjalanan di Jakarta. Kuesioner digunakan untuk mencari data primer. Kuesioner mencakup bidang keterampilan yang berbeda seperti berbicara, menulis, mendengar, membaca, dan memberi kosakata yang dibutuhkan di tempat kerja mereka. Selain itu, observasi dan wawancara digunakan untuk mendapatkan data. Data ini digunakan untuk melengkapi data primer. Hasilnya kemudian dikodekan dengan komputer dan dianalisis dengan bantuan teknik statistik. Hasil penelitian ini memberikan masukan yang berguna untuk mengembangkan kurikulum atau merancang ESP (Bahasa Inggris untuk Tujuan Khusus) ke memenuhi kebutuhan agen perjalanan, dan dengan demikian menjamin pelayanan berkualitas tinggi bagi wisatawan mancanegara.

Kata kunci: Analisis kebutuhan, agen perjalanan, ESP, keterampilan bahasa inggris

INTRODUCTION

As an international language, English has been widely used in hospitality industry. International trade and tourism with abundant choices of budget flights enables English speaking tourists to travel to other countries. Therefore the ability to converse well in English is badly needed since most of the guests will likely to communicate in English. In this case, all hotel staffs must be able to fluently speak English to facilitate communication with the guests. A good communication skill enables the staffs to understand the guests' need, and they can fulfil it to meet guests' satisfaction. If the guests are satisfied with the service, they will be regular customers. In the long run, the more regular customers the hotel has, the better the revenue of the hotel is. Of course, the raised hotel revenue affects the staffs' income.

A discussion on hospitality industry cannot be separated from a discussion on tourism. In seeking a more comprehensive definition and understanding of hospitality, it is better to start from the literal meaning from Oxford English Dictionary (2002). In that book, hospitality means 'the friendly and generous reception of guests or strangers'. As Lashley in (Hemmington, 2007) states, 'hospitality requires the guest to feel that the host is being hospitable through feelings of generosity, a desire to please and a genuine regard for the guest as an individual'.

Since tourism was officially declared as independent science in 2008, it has been fully agreed that tourism science tree consists of four branches namely hospitality, travel service, event, and destination. (Azahari, 2008). Azahari (2008) further states that hospitality has three sub branches of science namely (1) accommodation/lodging such as hotel, resort, cottage, med hotel, camping ground, caravan, hostel, apartment, condominium, condotel, and homestay (2) food and beverage such as cuisine, restaurant, bar,

café, cetering, food court, and (3) entertainment such as sport center, art center, games center, night club, club, massage, karaoke, promoter, and function venues. Meanwhile, travel comprises of two programs: (1) tourism travel services such as travel and tour agencies, tourism agency and information center, and tourist guides (land, sea and air), (2) tourism transportation services such as cruise flight, cruise ship, tourism car rentals, coach, taxi, excursion train, and tour operator. Event department consists of (1) meeting industry such as meeting, incentive travel, conference and exhibition, exposition and trade shows, and (2) non-meeting industry such as (a) sports and recreational in the form of games, tournament, outbond, social activities/gathering, (b) art and cultural such as festival, concert, competition, and (c) political such as displays of military forces, (d) special events such as product launch, fund raising and charity, celebration (anniversary/party), ceremony, spectacle. Lastly, destination has 2 sub divisions: (1) attraction such as park (theme park, national park), zoo, museum, art gallery, and cultural, and (2) tourism areas ranging from the small into large scale such as tourism village, cultural village, tourism park, resort, city, province and even country and continent. Since tourism covers wide areas and is difficult to cover, this research merely covers the use of English in travel agents in Jakarta.

Tourism sector is expected to give more foreign exchange contributing to the increase of GDP in Indonesia. It is true that tourism results in direct and indirect income changes for the people. With the varied tourists' destination, ranging from varied culture and nature, Indonesia has bigger potential to boost its tourism industry. As of December 2013, tourist arrivals in Indonesia is 860,7 thousand which experiences a slight increase of 12,22% from the previous year.

Unfortunately, this number is still far below that of other neighboring countries such as Singapore, Thailand, and Malaysia which sit in the top three most visited ASEAN countries. (BPS:2014). Effectiveness of English for specific purposes courses for non-English speaking students of hospitality and tourism: A latent growth curve analysis(Hsu, 2014)

Apart from that, the World Travel and Tourism Council (WTTC), the global authority for the tourism industry, states that Indonesia tourist sector recorded the highest growth among G20 economies. WTTC said by capitalizing on the growth opportunities of tourism, the government could create a conducive business climate and support infrastructure to help facilitate a sustainable tourist industry. The organization also said the government could implement an easier visa procedure in a bid to attract more tourists. It recorded the tourist industry as contributing US\$7 trillion to the global economy throughout 2013. This year, the figure was projected to increase by 4.2 percent. Meanwhile, the contribution of this sector to labor, whether directly and indirectly, was 226 million jobs or 8.9 percent of total workers. (<http://www.thejakartapost.com/news/2014/03/19/ri-has-highest-tourism-growth-g20-says-wttc.html>)

The current status of English as an international language or global language is recognized by its wide use in range of politics, diplomacy, international trade and industry, commerce, science and technology and popular culture. (Crystal in Lauder, 2008:12).(Kachru & Nelson, 2006),Kachru (2006:180) states that there is a more diverse picture of English in South East Asia as some countries have already developed institutionalized Englishes such as Singapore and the Philippines, whereas other countries; such as Indonesia, Malaysia and Thailand, fall into what the so called as expanding circle.

As with Indonesia, English is legalized as the foreign language; where it is purely a cultural object of study and is not involved in societal functions. (Richard, 1998). Under a long and rigorous Dutch colonialism, Indonesia needs to adopt Bahasa Indonesia as a national language which is widely used by people all over the country as a daily communication. This is closely linked with the less-than-adequate knowledge of English for Indonesian people. The poor ability to converse and write well in English give a poor impression when people have to communicate with foreigners. This is obviously a handicap and means that while the policy in Indonesia is quite successful, the same is not true with English. (Dardjowidjo in Lauder 2008:17). While other countries set a policy to have English taught in early education, it is surprising that Kurikulum 2013; the newest curriculum which has just been reviewed by the new elected minister of education, stated that English was not obligatory in Elementary School. In another occasion, not many people agree on the use of English by the President Joko 'Jokowi' Widodo on his presidential visit in other countries.

Given that setting, the teaching of English in Indonesia is facing some challenges in the near future. It is likely that the demand of English in the workplaces will increase especially in tourism industry when the tourism labour must be able to communicate with the foreigners. Unless the stakeholder is able to train skilled tourism labour with good English, there will be an attack of migrant workers from other countries due to the sign of ASEAN Economic Society which is going to be implemented fairly soon.

As tourism and business travel have developed, however, a differentiation in hosting activities has arisen, between those that are extended as a social obligation and those involving payment. In

both categories, participants normally observe the etiquette and proprieties that are traditionally practised, and both involve interpersonal and, in some cases, cross-cultural communication. Our concern in this paper, though, is primarily with 'commercial hospitality'. Hospitality here refers to the cluster of activities oriented towards satisfying guests. To hoteliers, it simply means looking after the guest well; hence, 'hospitality language' refers to all linguistic expressions which relate to and represent hospitality concerns. Good language mastery is able to improve the guests' satisfaction.

In the fifth UNWTO International conference, Ruhanen (2009:13) states some identified future trends and challenges in the tourism labour market in Indonesia, one of which is continued lack of standardization in Human Resources competencies in the sector and shortage of labour with skills in communication, IT and languages. Besides, National Development Planning Board (Bappenas) transportation director BambangPrihartono said, however, that of the 15 ASEAN connectivity projects prioritized, Indonesia was not ready to compete with other ASEAN countries in terms of foreign language skills. (<http://www.thejakartapost.com/news/2014/05/24/govt-prepares-skilled-workers-tourist-sector.html>). He further added that Thailand has prepared tourism workers with language training to communicate with tourists visiting their countries as well as to compete with oversea labours due to the implementation of AFTA (ASEAN Free Trade Area) and AES (ASEAN Economic Society)

The fast growing English language teaching results in different branches in language teaching, such as ESP. The origin of ESP and its development might be closely linked with the growing interests of people to learn English in various specific disciplines e.g. English for Hotel Industry, Law English, English for

Nursing, etc. In this case, students are interested in learning English for they have to perform a task in English to enable them to develop appropriate knowledge and skills through English.

Hutchinson and Waters (1987:16-17) state that the relationship can be represented in a tree showing the common divisions in ELT. Based on this tree, the roots of English Language Teaching are learning and communication. The tree consists of three major English as a Mother Tongue (EMT), English as a Second Language (ESL) and English as a Foreign Language (EFL). Next, English as a Foreign Language (EFL) comprises of two sub branches, namely General English (GE) and English for Specific Purposes (ESP); the latter can be divided into two main types differentiated according to whether the learner requires English for academic study (EAP: English for Academic Purposes or for work or training (EOP/EVP/VESL: English for Occupational Purposes/ English for Vocational Purposes/Vocational English as a Second Language). At the next level down, ESP can also be divided by the general nature of the learners' specialism such as English for Medical Studies, English for Technicians, English for Secretaries, etc.

Hutchinson and Waters (1987:18) further mention that the analogy of a tree can lead us to define some limitation of ESP as it is a very broad term, as follows: (1) ESP is not a matter of teaching specialized English; (2) ESP is not just a matter of Science words and grammar for Scientists, Hotel words and grammar for hotel staffs and so on, and (3) ESP is not different in kind from any other form of language teaching, in that it should be based in the first instance on principles of effective and efficient learning.

Based on the previous explanation, it is clear that ESP must be viewed as an approach not a product. It is an approach

to language learning, which is based on the learners' need. The basic foundation is that learners know why they need to learn foreign language. (Hutchinson and Waters, 1992:6)

Tony Dudley-Evans and John in Masoumpanah and Tahririan (2013:8) divide characteristics features of ESP in two groups according to its 'absolute' and 'variable' attributes. They further state the 'absolute' features of ESP are: (1) ESP is designed to meet the specific needs of the learners; (2) ESP makes use the underlying methodology and activities of the discipline it serves, and (3) ESP is centred on the language (grammar, lexis, register), skills, discourse and genres appropriate on these activities.

Meanwhile, the 'variable' characteristics are viewed in five points: (1) ESP may be related to or designated for specific disciplines; (2) ESP may use, in specific teaching situations, a different methodology from that of general English; (3) ESP is likely to be designated for adult learners, either at a tertiary level institution or in professional work situation; (4) ESP is generally desined for intermediate or advanced students, and (5) Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners.

Besides, there are some definitions given by some linguists on the nature of ESP as mentioned below "English for Specific Purposes is a term that refers to teaching or studying English for particular career (like law, medicine) or for business for general." (International Teacher Training Organization, 2005)

Based on the above definitions on ESP, it is worth noting that the teaching of ESP must be in accordance with the learners' need as the learners are interested in learning English in order to be able to perform specific tasks in their jobs. In this case, a need analysis, needs to be performed to assess the learners' needs.

A number of definitions are given by various experts. (Basturkmen, 2010) mentions that need analysis is a term to cover the identification of language and skills used in determining and refining the content of the ESP course. Another definition is given by Richards, et al. (1992: 242-243) define needs analysis in language teaching as follows:

...The process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities. It makes use of both subjective and objective information. The analysis seeks to obtain information on the situation in which a language will be used including whom it will be used with, the objectives and purposes for which the language is needed, the type of communication that will be used, and the level of proficiency that will be required...

Ellis and Johnson (1994) add that needs analysis is a method of obtaining a detailed description of learner needs or a group of learner needs. It takes into account the specific purposes for which the learner will use the language, the kind of language to be used, the starting level, and the target level which is to be achieved. Information can be obtained from a range of different people such as company staff, trainers, and the learners themselves. It will have implications for the future training approach. Meanwhile, Graves (2000) further states that needs analysis is a systematic and ongoing process of gathering information about students' needs and preferences, interpreting the information, and then making course decisions based on the interpretation in order to meet the needs.

During the past few years, needs analysis is widely applied in different fields to teach English for occupational purposes. Given that background, it is reasonable that the definitions are varied from one another as different expert sees needs analysis from different point of view.

In general, needs analysis covers a series of process to reveal what the learners needs and wants, which are later used to arrange specific material in ESP.

Another experts, Hutchinson and Waters (1987) divide needs into *target needs* (i.e what the learner need to do in the target situation) and *learning needs* (i.e what the learner needs to do in order to learn). They further state that the analysis of *target needs* can be viewed from three aspects:

1) Necessities

What is necessary in the learner's use of language.

2) Lacks

What do the learners lack?

3) Wants

What do the learners wish to learn?

Nation and Macalister (2010:25) provide a brief division between present knowledge and required knowledge, and objective needs and subjective needs. They further stress that *lack* fit into *present knowledge*, *necessities* fit into *required knowledge*, and *wants* fit into *subjective needs*.

Based on some scholars, needs analysis is significant in many ways. Nation and Macalister (2010:24) mention that needs analysis makes sure that the course will contain relevant and useful things to learn. Hawkey (1980) states that needs analysis enables the course designer to achieve two things to produce a detailed profile of what the learner needs to be able to do in English in an occupation or study for which he or she is being trained; and to produce a specification of the language skills, functions and forms required to carry out the communication described in the needs profile. ESP and Needs Analysis are two aspects which are related to each other. As the learners need specific language skills which need to be performed in their daily work, a needs analysis ensure that the syllabus design is in accordance with the learners' need.

Meanwhile, Richards et al (1992) states that need analysis serve purposes in language curriculum development in many ways. First, it provides a mechanism for obtaining a wide range of input in the content, design, and implementation of a language program through such persons as learners, teachers and administration in the process. Secondly, it identifies general or specific language needs, which can be implied in developing goals, objectives and contents for a language program. It also provides data that can serve as a basis for reviewing and evaluating existing program.

The various descriptions on the significance of needs analysis above reveal that the need analysis is badly needed in arranging the most suitable material for ESP course. Therefore, ESP syllabus design is an end product of needs analysis, which ensure the connectedness between what learners need to study and what will be studied by the learners. To sum up, needs analysis is becoming an essential step that must be conducted before developing curriculum in ESP.

A part from the crucial need of English in hospitality industries, the English mastery in Indonesia still lacks behind its neighboring countries such as Malaysia, Singapore, Thailand, etc. This is partly true since English is only one of the subjects taught at formal school, and it is not widely used in a real communication. Besides, English is mostly taught using grammar translation method which mostly stresses on the teaching of grammar. As a result, rarely do many senior high school graduates have the ability to converse well as they mostly learn passive skills at school.

This fact presents challenges for tourism higher education. One of the main challenges of this institution is to provide skillfull tourism human resource with good communication skills in foreign languages. Thus, it is not surprising that

students of these higher education not only have to be good at English, but they must also be able to speak other foreign languages such as Japanese, Chinese, French and Mandarin. To make sure that students learn all the English language skills required in the work places, there shall be a need analysis on the use of English in hospitality industries. It is quite essential since the result can be of a great use for the stakeholder in arranging the curriculum for English in hospitality industries, such as hotel and travel industry. Given the importance of that, this research shall perform need analysis on the use of English in hospitality industries which is emphasized on travel industry in Jakarta.

In general, the objective of the research is to provide brief need analysis on the English usage in travel agents. The analysis reveals what are the typical language needs. The details objectives are stated to: (1) describe the present needs of travel agents in Jakarta in using English in their routine jobs, and (2) describe the problems when using English to communicate with foreign clients

METHODS

This research employs quantitative approach using quantitative techniques in needs analysis for the study of travel agents in Jakarta. The main method of the study was a survey conducted to explore the use of English in order to analyze and describe the present needs in the use of English in travel agents in Jakarta. In this study, questionnaires are used to look for primary data. They are used to assess the English language needs of travel agents in Jakarta. To ensure validity and reliability, interviews are also applied. The construction of the questionnaires is conducted through several steps. First, the researcher reviewed a number of research studies related to needs analysis in ESP, including the questionnaire used in the

previous study. In order to increase validity and reliability, and to simplify comparative study, the questionnaire was taken and modified from the previous research conducted by Aunruen (2005). Then, examples of questionnaires are studied for their frameworks. In addition, course syllabus and textbooks on English for tourism are explored to find out the relevant information used in the questionnaires. Next, based on the information gathered and other guidelines on how to construct questionnaires, the questionnaires are then constructed in terms of the objectives of the study. To check the content validity, the questionnaires are then checked by peer advisor, and senior lecturers. To facilitate understanding, the questionnaires are presented in Indonesian language. Comments and criticism from the advisors are taken to revise the questionnaires before they are delivered to the respondents. The results of the questionnaires are then computer-coded and analyzed with the help of the statistical techniques. The statistical procedures in the present study are as follows: frequency distribution, percentage, arithmetic means, and standard deviation. The data are analyzed using statistical procedures.

RESULT AND DISCUSSION

Demographic data

Out of the total participants, 45% of them were male, whereas 54.3% were female. Regarding their educational background, 34% obtained 3-year diploma, 28.6% obtained bachelor's degree, while 8.6% did a postgraduate degree. The majority of the participants or 34.3% had worked for more than 10 years, while 25.7% had worked for 5–10 years, and 20% for 3–5 years. Only 14.3% had worked less than 2 years. Of the participants, 42.9% were at the age of 20–25. Most of the

participants thought that English language was important in their present occupation. The majority of participants (65.7%) had intermediate level of English proficiency, while those who had elementary level was 20% and advanced level was only 14.3%. Also, the travel agents ranked grammar or appropriate expressions as the most difficult language skill with mean score 6.56 followed by vocabulary, translation, speaking, pronunciation, listening, writing, and the easiest one according to the participants was reading. For the necessity of English Language Element, the participants felt that using English language skills were highly needed in their jobs, particularly listening was rated essential for the travel agents in Jakarta, whereas speaking, reading, writing, translation, pronunciation, vocabulary and grammar were very necessary for them. For a question on the level of difficulty, the travel agents felt that all the English

language elements fairly difficult for them. Grammar was given the highest score of difficulty (mean=3.12), while reading was considered the least difficult (mean=2.66). The participants were asked to fill in the questionnaire regarding their needs and problems in English language skills. The result was as follows.

a. Listening

According to table 1, the travel agents in Jakarta mostly needed to listen to English in their job. The need of listening skill elements was rated to a high extent, while the problems in using them was moderate except for listening to telephone conversation. They highly needed to understand what clients want and found many problems in listening to telephone conversations. However, they had less need to listen to verbal instructions and less problem in listening to news related to tourism.

Table 1: The travel agent’s needs and problems of English listening skills in their job

Needs and Problems of Listening		Mean	S.D	Meaning
Pair 1	Listening to verbal instructions (Needs)	3.6857	1.05081	A lot
	Listening to verbal instructions (Problem)	3.0000	.76696	Moderate
Pair 2	Listening to spoken discourse on tourism topics (Needs)	3.6857	1.07844	A lot
	Listening to spoken discourse on tourism topics (Problem)	3.0000	.72761	moderate
Pair 3	Listening to face to face conversations (Needs)	3.7429	1.06668	A lot
	Listening to face to face conversations (Problem)	3.0286	.85700	moderate
Pair 4	Listening to telephone conversations (Needs)	3.8286	1.04278	A lot
	Listening to telephone conversations (Problem)	3.5429	3.30190	A lot
Pair 5	Understanding what clients want (Needs)	4.0286	1.09774	A lot
	Understanding what clients want (Problem)	2.9714	.82197	moderate
Pair 6	Listening to reservation details (Needs)	3.8286	1.12422	A lot
	Listening to reservation details (Problem)	2.8857	.83213	moderate
Pair 7	Getting personal details of clients (Needs)	3.8571	1.08852	A lot
	Getting personal details of clients (Problem)	2.9714	.92309	moderate
Pair 8	Listening to news related to tourism (Needs)	3.7143	1.01667	A lot
	Listening to news related to tourism (Problem)	2.9429	.72529	moderate

b. Speaking

According to table 2 in the area of

speaking, the needs of English language forth travel agents in each elements of

speaking skills was related to a high extent. Meanwhile the problems encountered in speaking were generally moderate. It was found that the travel agents significantly needed telephone conversation with clients and provide information about travel plans. However,

they found more problems in face to face conversation with clients. The travel agents had less need to give details about foreign exchange in their jobs and even if they had to give details in English they did not consider it as a major problem.

Table 2: The travel agent's needs and problems of English speaking skills in their job

Needs and Problems of Speaking		Mean	S.D	Meaning
Pair 1	Face to face conversation with clients (Needs)	3.8571	1.03307	A lot
	Face to face conversation with clients (Problems)	3.0286	.82197	moderate
Pair 2	Telephone conversation with clients (Needs)	3.9143	.98134	A lot
	Telephone conversation with clients (Problems)	2.9143	.78108	moderate
Pair 3	Providing information about travel plans (Needs)	3.9429	1.02736	lot
	Providing information about travel plans (Problems)	2.9714	.78537	moderate
Pair 4	Suggesting tourism objects (Needs)	3.8286	.98476	lot
	Suggesting tourism objects (Problems)	2.8857	.79600	moderate
Pair 5	Giving details about transportation (Needs)	3.7143	.98731	Alot
	Giving details about transportation (Problems)	2.9714	.85700	moderate
Pair 6	Giving directions (Needs)	3.7647	.98654	lot
	Giving directions (Problems)	3.0000	.73855	moderate
Pair 7	Asking for information from clients (Needs)	3.8529	1.07682	lot
	Asking for information from clients (Problems)	3.0000	.92113	moderate
Pair 8	Inquiring clients' needs and decision (Needs)	3.8571	.94380	A lot
	Inquiring clients' needs and decision (Problems)	2.9143	.88688	moderate
Pair 9	Negotiating (Needs)	3.7429	1.03875	lot
	Negotiating (Problems)	2.9143	.85307	moderate
Pair 10	Taking a reservation (Needs)	3.7647	1.10258	lot
	Taking a reservation (Problems)	2.9118	.83003	moderate
Pair 11	Giving details about foreign exchange (Needs)	3.6000	1.16821	lot
	Giving details about foreign exchange (Problems)			
Pair 12	Making calls for clients (Needs)	2.8000	.67737	moderate
	Making calls for clients (Problems)	3.6571	1.05560	moderate
Pair 13	Explaining pricing (Needs)	2.8571	.80961	A lot
	Explaining pricing (Problems)	3.8571	1.06116	
		2.8571	.80961	moderate

c. Reading

According to table 3, in reading skills, the travel agents had the highest needs in getting detailed information of tourist documents and the less need in reading article from journal, memo and fax. In

general, the travel agents had moderate problems in reading skills. The lowest problem was reading information from the internet, while the highest problem was reading articles from travel magazines.

Table 3: The travel agent's needs and problems of English reading skills in their job

Needs and Problem of Reading		Mean	S.D	Meaning
1	Reading written document related to tourist industry (Needs) Pair	3.5143	1.14716	A lot
	Reading written document related to tourist industry (Problems)	2.8571	.77242	moderate
Pair 2	Reading news related to tourism (Needs)	3.4571	1.19663	A lot
	Reading news related to tourism (Problems)	2.8857	.79600	moderate
Pair 3	Reading articles from tourism journal (Needs)	3.3235	1.14734	moderatem
	Reading articles from tourism journal (Problems)	2.8235	.79661	oderate A
4	Getting detailed information of tourist documents (Needs) Pair	3.6571	1.13611	lot
	Getting detailed information of tourist documents (Problems)	2.9143	.78108	moderate
Pair 5	Reading information from internet, email (Needs)	3.4857	1.14716	A lot
	Reading information from internet, email (Problems)	2.8000	.79705	moderate
Pair 6	Reading memo, fax (Needs)	3.2857	1.07297	moderatem
	Reading memo, fax (Problems)	2.9143	.78108	oderate A
Pair 7	Reading brochure or tourist leaflet (Needs)	3.5429	1.12047	lot
	Reading brochure or tourist leaflet (Problems)	2.9714	.85700	moderate
Pair 7	Reading brochure or tourist leaflet (Needs)	3.4571	1.09391	A lot
	Reading brochure or tourist leaflet (Problems)	3.0000	.80440	moderate

d. Writing

As shown in table 4, in the area of English writing, the travel agents needed to use these skills in writing business letter and time table most. In general,

they found moderate problem in writing. Writing advertisements was the highest problem for them while taking telephone message was the least problem.

Table 4: The travel agent's needs and problems of English writing skills in their job

Needs and Problems of Writing		Mean	S.D	Meaning
Pair1	Writing business letter and memos (Needs)	3.6571	.99832	A lot
	Writing business letter and memos (Problem)	3.0857	.81787	moderate
Pair 2	Writing faxes in a proper format (Needs)	3.4000	1.06274	moderatem
	Writing faxes in a proper format (Problem)	3.1143	.90005	oderate
Pair 3	Producing leaflets or brochures (Needs)	3.6286	1.00252	A lot
	Producing leaflets or brochures (Problem)	3.0857	.91944	moderate A
Pair 4	Writing text for giving information (Needs)	3.6286	1.00252	lot
	Writing text for giving information (Problem)	3.0000	.97014	moderate
Pair 5	Writing time tables (Needs)	3.7429	1.01003	A lot
	Writing time tables (Problem)	2.9714	.92309	moderate A
Pair 6	Writing travel plans (Needs)	3.6286	1.08697	lot
	Writing travel plans (Problem)	2.9429	.90563	moderate
Pair 7	Taking telephone messages (Needs)	3.6571	1.08310	A lot
	Taking telephone messages (Problem)	2.8571	.84515	moderate A
Pair 8	Writing advertisements (Needs)	3.6286	.94202	lot
	Writing advertisements (Problem)	3.1429	.73336	moderate
Pair 9	Writing e-mails (Needs)	3.6000	1.11672	A lot
	Writing e-mails (Problem)	2.8000	.93305	moderate

e. Translating

According to table 5, translation skill was needed by the travel agents, they found moderate problem in translation. They needed translating information for clients most. Translating documents and

notices was also an important need. Needs of translating news was not very significant. Regarding the problem, they found translating business letters was quite problematic, but translating documents was the least problematic.

Table 5: The travel agent's needs and problems of English translation skills in their job

	Needs and Problems in Translating	Mean	S.D	Meaning
Pair 1	Translating information for clients (Needs)	3.7143	1.17752	A lot
	Translating information for clients (Problems)	3.0286	.85700	moderate
Pair 2	Translating documents (Needs)	3.6571	1.13611	A lot
	Translating documents (Problems)	2.8857	.86675	moderate
Pair 3	Translating news (Needs)	3.5143	1.14716	A lot
	Translating news (Problems)	3.0857	.88688	moderate
Pair 4	Translating business letters (Needs)	3.6000	1.19312	A lot
	Translating business letters (Problem)	3.1143	.86675	moderate
Pair 5	Translating signs and notices (Needs)	3.6571	1.21129	A lot
	Translating signs and notices (Problem)	3.0857	.91944	moderate

f. Pronunciation

As shown in table 6, the travel agents had a high need of pronunciation skills and moderate problem in it. They mostly need to speak English with appropriate

word intonations and speaking English with appropriate word stress was their major problem. However, pronouncing English consonant sounds was a lesser need and a lesser problem for them.

Table 6: The travel agent's needs and problems of English pronunciation skills in their job.

	Needs and Problems in Pronunciation	Mean	S.D	Meaning
Pair 1	Pronouncing English consonant sounds (Needs)	3.5429	1.12047	Alot
	Pronouncing English consonant sounds (Problem)	2.9429	.83817	moderate
Pair 2	Pronouncing English vowel sounds (Needs)	3.6176	1.10137	Alot
	Pronouncing English vowel sounds (Problem)	3.0294	.86988	moderate
Pair 3	Speaking English with appropriate word stress (Needs)	3.5429	1.19663	Alot
	Speaking English with appropriate word stress (Problem)	3.0000	.90749	moderate
Pair 4	Speaking English with appropriate word intonation (Needs)	3.6571	1.13611	Alot
	Speaking English with appropriate word intonation (Problem)	2.9714	.92309	moderate

g. Vocabulary

According to table 7, in general the travel agents felt that English vocabulary was needed a lot in their job, and they encountered moderate problems in vocabulary. They needed to know the vocabulary related to tourism industry the most and they found problems in understanding vocabulary in the tourism news. However, vocabulary in the tourism news was the least needed and vocabulary related to food was the least problematic to them.

Table 7: The travel agent’s needs and problems of English vocabulary in their job.

	Needs and Problems of English Vocabulary	Mean	S.D	Meaning
	Vocabulary related to tourism industry (Needs)	3.7714	1.13981	A lot
Pair 1	Vocabulary related to tourism industry (Problems)	3.0286	.78537	moderate
	Vocabulary in the tourism news (Needs)	3.1429	.77242	moderate
Pair 2	Vocabulary in the tourism news (Problems)	3.6857	1.07844	A lot
	Vocabulary related to transportations (Needs)	2.9714	.78537	moderate
Pair 3	Vocabulary related to transportations (Problems)	3.6286	1.16533	A lot
	Vocabulary related to accommodation (Needs)	3.0571	.80231	moderate
Pair 4	Vocabulary related to accommodation (Problems)	3.6571	1.10992	A lot
	Vocabulary related to accommodation (Problems)	3.1143	.75815	moderate
Pair 5	Vocabulary related to culture (Needs)	3.7143	1.04520	A lot
	Vocabulary related to culture (Problems)	3.1143	.75815	moderate
Pair 6	Vocabulary related to festivals and holidays (Needs)	3.6857	1.05081	A lot
	Vocabulary related to festivals and holidays (Problems)	3.1143	.79600	moderate
Pair 7	Vocabulary related to giving directions (Needs)	3.6571	1.13611	A lot
	Vocabulary related to giving directions(Problems)	2.9429	.72529	moderate
Pair 8	Vocabulary related to food (Needs)			
	Vocabulary related to food (problems)			

h. Grammar and Appropriate Expression

According to table 8, in general the travel agents considered grammar and appropriate expression were greatly needed but the problems encountered were moderate. They mostly needed to show

their understanding to the clients but they did not have a significant problem in doing it. They found problems the most in dealing with complaints and expressing agreement and disagreement. Expressing cultural differences was least needed in their job.

Table 8: The travel agent’s needs and problems of English vocabulary in their job.

	Needs and Problems of Grammar and Appropriate Expressions	Mean Value	Meaning
	Greetings (Needs) Pair1	3.7714	A lot
	Greetings (Problems)	2.7714	moderate A
Pair2	Welcoming Clients (Needs)	3.8000	lot
	Welcoming Clients (Problems)	2.8000	moderate A
Pair3	Expressing thanks (Needs) Expressing	3.8000	lot
	thanks (Problems)	2.7714	moderate A
Pair4	Apologizing (Needs)	3.8286	lot
	Apologizing (Problems)	2.7429	moderate A
Pair5	Showing understanding (Needs) Showing	3.9118	lot
	understanding (Problems)	2.7353	moderate A
Pair6	Dealing with complaints (Needs) Dealing	3.8286	lot
	with complaints (Problems)	2.9714	moderate A
Pair7	Making confirmations (Needs) Making	3.8571	lot
	confirmations (Problems)	2.8857	moderate A
Pair8	Giving advice and suggestions (Needs) Giving	3.7429	lot
	advice and suggestions (Problems)	2.9714	moderate A
Pair9	Making appointments (Needs) Making	3.6286	lot
	appointments (Problems)	3.0000	moderate A
Pair10	Expressing agreement and disagreement (Needs)	3.6571	lot
	Expressing agreement and disagreement (Problems)	2.8857	moderate A
		3.6286	lot

Pair11	Expressing cultural differences (Needs)	2.8286	moderate
	Expressing cultural differences (Problems)		
Pair12	Expressing obligations and necessity (Needs)		
	Expressing cultural differences (Problems)		
	Using telephone language (Needs) Pair13		
	Using telephone language (Problems)		

CONCLUSION

As a conclusion, as suggested by the tables regarding the overall participants' needs and problems in English language, the travel agents had higher needs of English language compared to the problems they encountered. Their overall needs reflected what skills of English language they had to use in their job to perform the task effectively and implied what they would like to master when they learn English. The problems they encountered according to this research depicted the elements of language they would like to improve in order to perform better in their job.

From the whole data, it can be inferred that there is always increasing need in English language for travel agents. Unfortunately, there rises great discrepancy between this need and problems, since the data revealed their varied difficulties in most aspects of English. In this view, in order to overcome the problems there should be strong efforts in upgrading their skills both formally and informally. In formal education, the curriculum for English for travel agents shall cater the real data from the needs and wants from this research. In informal case, there should be regular programs from travel agents management to provide regular English training for their staffs. Without those efforts, it seems to be rather difficult to expect that travel agents in Indonesia will be ready to provide excellent service for the foreigners.

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