DESIGNING ONLINE LEARNING-BASED SYLLABUS AND MATERIALS FOR TOURISM DEPARTMENT STUDENTS IN BATAM INTERNATIONAL UNIVERSITY

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Abstract

Tourism industry nowadays requires tourism executives to master English as a universal language. Providing English materials for tourism can be conducted in universities through English for Specific Purpose (ESP) course. However, it is important to make sure that the syllabus and materials provided can fulfill students' learning needs. This research aims to design a syllabus and materials for tourism students at UIB based on their needs. However, due to COVID-19 pandemic, the materials are specifically designed for the students to learn through online. Plomp's R&D model was chosen as the research method. The subjects were forty tourism students on 1st semester, one UIB English lecturer, and four stakeholders. Based on the data, it is stated that the students need to focus more on enhancing their communication for the future. Speaking and listening are the skills that will be centred in the ESP course. Multi-syllabus is chosen as the type of syllabus that will be used which consists 14 meeting topics that were produced based on the need analysis. The materials used are PPT slides, YouTube link, audio files, lesson plans, and worksheet. The result shows that the students were satisfied with the implementation. The types of the syllabus and the materials were appropriate for the students.

Keywords: Tourism, English for Specific Purposes, Learning Needs, Materials, Communication

INTRODUCTION

Tourism industry has developed rapidly in the world which requires tourism executives to have an increased language skill especially in English since it is a universal language (Duan & Chen, 2019). Providing English materials for tourism can be conducted in universities through English for Specific Purpose (ESP) course. ESP is an English course which serves students with related textbooks and materials based on their urges and goals (Thi To Hoa & Thi Tuyet Mai, 2016). ESP for tourism means that the course is meant for tourism students who need English enhancement. Need analysis is very essential in ESP because that is what distinguishes ESP with English for General Purpose (EGP) (Waters & Hutchinson, 1987). All English skills such as speaking, listening, reading, and writing are prepared for the students which may be useful for them when they are working in tourism field. Technology utilization can be useful to design appealing ESP materials, draw students' attention and participation in learning process (Sitepu, Masela, & Kurniawati, 2020).

Before conducting an ESP class, the lecturers need to identify students' need in learning by conducting a need analysis. Need Analysis intends to obtain every information from the students about their needs of learning ESP (Otilia & Brancusi, 2015). ESP lecturers can arrange appropriate materials for their students after they have the result of the need analysis. The lecturers may give questionnaires for the students about their current English skills and materials that they think are important to learn. They can also conduct an interview with people who work in tourism industry to identify the usage of English in their job.

Maintaining conventional teaching method may have a risk for the education even though when the virus outbreak has subsided. Possible disaster that may come in the future can become a threat for students' learning activity. The lecturers need to be prepared for similar forthcoming disaster. Moreover, when students are forced to learn at home for a long time, they may feel left behind for those who are slow learners. Some students think that having a learning process with the teacher explaining directly to them are easier to understand rather than learning by themselves. Even though if the lecturers decide to have video call as a learning method, the lecturers cannot observe students' development and they will not know whether the students have understood or not. The students can also not focus because they may be distracted by their phone or others at their home

However, the lecturers may find some problems in conducting an online class since not every material can be learnt without demanding the students and the lecturers to be in the same place. For example, UIB tourism department students cannot do practice activites such as cooking in the kitchen. All lab subjects are not available since the students cannot come to the campus. Due to the virus outbreak, the universities are forced to extend the holidays and the learning process are continued to be done online. The lecturers need to think about how to deliver the materials to the students through online. They may feel confuse since their plan when designing the syllabus cannot be applied because of this condition.

This research aims to design a syllabus containing materials that can be run online such as Microsoft Teams and UIB moodle on elearning.uib.ac.id for 1st semester students in tourism department. Addressing problems occurred in conventional teaching method, designing materials that can be conducted online may be the solution. Students can still achieve knowledge through the platforms just like they study in the classroom. The syllabus prepared will be given to the tourism department later.

Literature Review

ESP courses are concentrating on students' necessity in learning English (Dewi, 2015). In designing ESP materials, the course designers have to be corresponding with a syllabus that is supported by students' English needs in the present or future. The students can regard the syllabus as their guide of the course. In addition, arranging topics in the syllabus from the easiest to the hardest can help the students to learn well and gradually. A syllabus concerns on materials that will be taught in ESP class which the main considerations are students' need. Hence, the syllabus focuses on the language use instead of language learning.

There may be flurry in determining which syllabus can be used in ESP classes. Because ESP materials are arranged based on students' need, ESP course designers should find out students' needs first before designing the syllabus and materials (Dewi, 2015). However, Agustina (2014) argues that the most corresponding type of syllabus for ESP courses is Content-Based Syllabus because ESP is defined as an approach to language teaching. Moreover, the content of ESP syllabus will be different from the others according to the purpose. Nevertheless, the content-based syllabus is possible to be combined with other syllabus type according to the types and purposes of the courses. Dewi (2015) opines that content-based syllabus is most likely combined with skill-based syllabus. Skill-based syllabus focuses on some specific competencies that the students are expected to master according to their fields.

Textbooks which are really match with students' needs are not always available (Harsono, 2007). However, if the teachers have objectives of the teaching and are able to determine students' learning needs, such condition will not burden them too much. Since teachers are demanded to be creative, they have to develop their own materials in order to achieve the

objectives and satisfy students' needs. In ESP, the teachers can select and sort materials which are relevant with the field of study, in this case, tourism. Choosing ESP materials specifies the course progress and points lesson content (Zahedpisheh, B Abu bakar, & Saffari, 2017). Therefore, the materials must be beneficial and pertinent for the students.

Materials can be developed by evaluating, adapting, supplementing, and constructing own materials. In evaluating textbooks, teachers observe what should be maintained and not and add their own preference. If the textbooks are good enough, they can use it in the classroom. However, if the teachers decide to not use any textbooks in an ESP class, what they have to do first is determine students learning need. Other learning materials that can be used in an ESP class are videos and audios. Audios are useful in enhancing students' listening skills especially in tourism field. Teachers can find audios about conversations related with tourism or videos that show some events about language use. In an online class, videos and audios can easily be uploaded in the LMS. Teachers can ask their students to watch or listen to the video/audio and have discussion after it. Having worksheets such as filling in the blanks about tourism conversation, writing a note, or other activities related with tourism can also be one of the ways in assessing students' competences.

In developing materials for tourism department, functional purposes need to be focused more since tourism is one of EOP concentrations. Tourism students will need to use English more rather than cognitive purpose. Hence, teachers need to focus more in developing materials about speaking practice (Kusumawardani & Kurniasih, 2016). Having a lot of presentations also motivate students to speak more and build their confidence in speaking English. In addition, all the materials made should be related with tourism. If the teachers want to give the students reading texts, they have to make sure that the texts are talking about tourism area. In conclusion, the teachers need to rule out all materials that discuss about general English.

Need analysis is defined as an idea to investigate the need awareness of learners in learning English (Waters & Hutchinson, 1987). Need analysis helps the lecturers to design the right courses for their students. Students expectations in learning English is hoped to be fulfilled by giving them the appropriate materials that they need for their life, especially their job. Need analysis is the key in arranging a good learning instrument (T. Wahyuni, Suwandi, Slamet, & Andayani, 2019). A successful need analysis need to contain three basis analysis to identify students' needs of learning, namely: Target Situation Analysis, Present Situation Analysis, and Learning Situation Analysis (M. Rahman, 2015) which were proposed by Dudley-Evans & John (1988). According to Andana & Munawwaroh (2019), many ESP intellectuals said that those three analysis are the foundational components in language needs assessment of learners. Those analysis are meant to explore various focuses and problems in language planning, development, teaching, and learning.

METHOD

This research used Research and Development (R&D) as a method in designing the syllabus and material. Educational R&D is a model which the results are used to create new products and etiquette which have been tested, reevaluated, and refined until the best result is met (Gall, Gall, & Borg, 2003). Reevaluation is important in R&D method. Producing the best result is the main goal in this method. R&D is a strong tactic in enhancing practice. The result in R&D search aims to make contributions to society (Yoshikawa, 2012).

This research was conducted at Batam International University (UIB). The subjects were 1st semester tourism students in 2020/2021 academic year, one English lecturer from UIB, one head of tourism study program, and three tourism workers. The author conducted the need

analysis by giving questionnaires and doing interviews to some students, the lecturer, the head of tourism study program, and the workers. Moreover, pre and post implementation observations were done too.

The participants were contacted online by the author. The current situation when this research was conducted disabled the author to go outside and meet other people directly. Communication media such as WhatsApp and Ms. Teams were utilized to communicate with the participants. The instruments of this research are questionnaires, interviews, and observations. Questionnaires and interviews contained three fundamental analysis namely: TSA, PSA, and LSA.

RESULTS AND DISCUSSION

Results

Investigation

Table 1.
Tourism Students Personal Information

Information	Category	Frequency	%
Age	17	5	12.5%
	18	27	67.5%
	19	7	17.5%
	30	1	2.5%
Sex	Female	33	82.5%
	Male	7	17.5%
Religion	Buddhist	20	50.0%
	Catholic	2	5.0%
	Confucianism	1	2.5%
	Christians	9	22.5%
	Moslem	8	20.0%
Studied English Previously	Yes	40	100%
	No	0	0%
Studied English for Tourism Previously	Yes	2	5.0%
	No	38	95.0%
Worked in Tourism Area Previously	Yes	10	25.0%
	No	30	75.0%
Took English Comprehension Test Before	Yes	20	50.0%
	No	20	50.0%

According to the table 1, most of the students are 18 years old which means that they were born in 2002. Almost all of the students are female, reaching 82.5%. The dominant religion is Buddhist, totaling half of the overall students in academic year 2020/2021. All of the students have studied English before. However, only 2 of them have studied about English for Tourism. Half of them have taken English comprehension test before such as TOEIC, TOEFL, IELTS, and others. Moreover, a quarter of them have worked related with tourism before.

Table 2.
Tourism Students Level of English Proficiency

English Skills	Category	Frequency	%
Speaking	Very Weak	3	7.5%
	Weak	18	45.0%
	Good	19	47.5%
	Very Good	0	0%

Listening	Very Weak	0	0%
	Weak	15	37.5%
	Good	22	55%
	Very Good	3	7.5%
Writing	Very Weak	1	2.5%
	Weak	13	32.5%
	Good	24	60.0%
	Very Good	2	5.0%
Reading	Very Weak	0	0%
	Weak	8	20%
	Good	23	57.5%
	Very Good	9	22.5%
Vocabularies	Very Weak	0	0%
	Weak	17	42.5%
	Good	22	55.0%
	Very Good	1	2.5%
Grammar	Very Weak	3	7.5%
	Weak	21	52.5%
	Good	15	37.5%
	Very Good	1	2.5%
Pronunciation	Very Weak	1	2.5%
	Weak	19	47.5%
	Good	19	47.5%
	Very Good	1	2.5%

Table 2 shows that the number of students who are good in several English skills is high enough. In average, 23 students are good at six skills namely speaking, listening, writing, reading, vocabularies, grammar, and pronunciation while 17 of them are still weak at those. Grammar and speaking are the skills that most of them are still incompetent while writing and reading are the skills that they feel they are already good at.

Table 3.
Tourism Students' Learning Preferences in ESP Classroom

Preferences	Criteria	Frequency	%
Test types	Multiple choices	28	70.0%
	Essay	1	2.5%
	Role-Play	4	10.0%
	Video making	4	10.0%
	Others	3	7.5%
Learning methods	Individual	10	25.0%
	In pair	4	10.0%
	In group	13	32.5%
	Whole class	13	32.5%
Material deliveries	Discussion	28	70.0%
	Presentation	8	20.0%
	Lecture	4	10.0%
	Using media (video, audio)	15	37.5%
	Games	5	12.5%
	Practical activities	13	32.5%
	Hearing lecture	7	17.5%

Table 3 shows that most of the students prefer multiple choices as their tests, reaching 70%. Group and whole class learning are tied with the same number of votes, totaling 13 students each. In delivering the materials, 28 students like to learn in the form of discussion. Furthermore, using media such as video, audio, or movie is thought by 15 students as the best activity to be conducted in the classroom

In findings from interviews, the participants are lecturer and worker. The questions asked try to find out in what situations the students are expected to use English. Therefore, the participants are stakeholders or someone who knows a lot about tourism area.

The first findings are from a worker who works in a five-star hotel in Jakarta as a receptionist. He says that he uses English every day in his job. He sorts skills based on how often he uses the skills which start from speaking, listening, writing, and reading. According to him, communication skill is the skill that he uses the most in his job. Mostly, he uses English to communicate with the customers in the hotel. In fact, he even uses English to communicate with other workers even though they are Indonesian.

Face-to-face communication is often encountered by the worker in his job. Sometimes, communication through phone also happens when it is related with a room like asking for room services or room booking. When communicating with the customers, he frequently deals with American people who are doing a business trip. Different accents are also encountered with people from India, Japan, Singapore, Africa, Arabic, and Saudi Arabia. Moreover, formal and standard English is used when communicating with the customers. However, he states that in a communication, the most important thing is that the customers understand what he says clearly. The worker declares that he uses his English listening skill in a briefing or when his manager is informing something. Written skills are encountered too in his job. He writes descriptive and narrative texts about a room type such as its facilities, size and also a chronological story to the manager when complaints are received. In addition, reading event plants or emails are experienced as well. Hence, he concludes that knowing specific terminologies about tourism is important in supporting his job. Specifically, vocabularies about payment like VISA, MasterCard, or AMEC are thought to be necessary to learn by tourism students.

The second findings come from the lecturer. The lecturer is from UIB. The lecturer states that he does not have any preference in focusing the skill that the students should have. However, since UIB does not have ESP course, the lecturer focuses on improving students' listening and reading skills as those are two skills that they need to comprehend when they take TOEIC as one of the certifications that they must pass. The topics that they learn are not focused on tourism area, but more into business.

Designing

Designing the blueprint of the syllabus is done after results from need analysis are obtained. The types of syllabus considered are functional syllabus, task-based syllabus, and skill-based syllabus. Additionally, possible topics are listed, and analysis are conducted to choose 14 topics that suit students' needs. Learning materials are planned for each meeting and learning sources are gathered from the internet. Designing the template of the lesson plans is also conducted. In the lesson plan, the learning process is divided into three groups: pre-teaching activity, main activity, and closing activity. Moreover, other learning activities are suggested which can be conducted in several meetings such as having worksheets and games.

14 topics are suggested in the syllabus are: welcoming customers, dealing with customers' requests, asking for repeats, giving directions, making comparisons, giving recommendation, reading and giving instructions, ticketing and travel reservation, bill settlement, writing and reading e-mail, receiving phone calls, guiding customers, explaining products/facilities, and receiving complaints. Additionally, there are some topics that are also proposed in Dinamika et al. (2016) which are dealing with customers' requests, guiding customers, and ticketing and travel reservation. 1 mid test and 1 final test are also included. However, the tests are still following UIB's regulation. Hence, the type of test or the questions are not provided in this research. All the topics are based on the result of need analysis obtained from the students and interviews from the stakeholders.

Realization

After the blueprint of the syllabus and materials are finished, creating the real syllabus is conducted. The template of the syllabus is taken from another course's syllabus. However, there are some changes made in the syllabus. Several elements are added such as skills and function. Skill elaborates what comprehension the students will learn in the meeting while function elaborates the function of the language used. There are 7 rows containing information about each meeting. They are course topic, Sub-LO (Learning Outcomes)-Course, learning indicators, criteria and assessment type, learning method and assignment type, skills, and function.

Ppt files are created for every meeting. Mostly, the class is opened by having discussion with the students about videos or cases. When there is video discussion, the students are asked to watch the video in YouTube and several questions are provided for them to answer based on the video. Common expressions and example of dialogues are provided related with the topic they are learning. After the students have known the basic information about the topic, they are asked to make a pair and make a conversation based on the situation given. The students will have to use Ms. Teams and perform a role play with their friend. Apart from PPT, lesson plans are also provided in every meeting to guide the lecturer in conducting the course. The constructed lesson plans provide basic information about the meeting. Moreover, in some meetings, students listening skills are practiced by having audio files. Transcripts are provided for the lecturer if needed.

Testing, Evaluation, and Revision

After the products are completed, they are tested to the English for tourism course for six meetings. The course was started on 19th January 2021 on every Tuesday. However, not all the tourism students are allowed to join this course. There are some students that still do not pass the requirement of joining English for tourism course and have to join General English II course instead. In total, there are 23 students in the English for tourism course in the second semester. Almost all of them are from intermediate until advance level English class in the previous semester. During the testing, the learning meetings are recorded and observed to see how the course is going.

According to the evaluation results from the students, all the learning topics are suitable for the students, the PPT files are understandable and crystal clear, the videos are relevant with each topic, and speaking activities help to improve their English skills. Nine questions were delivered to the English for tourism lecturer regarding his perception about the course. According to him, the learning materials used so far are complete and suitable with the major. Since the students are from medium to advance level of English, they do not find any troubles with the materials and assignments. While observing the students paired practice activities, he concludes that all the students are doing well in having the dialogue with their friend. In fact, he opines that the students actually already know what to say in greeting customers, asking for repeats, or other basic things. However, since the course focuses more on training students' speaking skill rather than those things, he does admit that all the topics and materials are appropriate to practice students' speaking exercises and would not mind if the topics and materials are preserved for the future.

According to the observation conducted in first until sixth meeting, the lecturer is able to open the class clearly by telling the students about what they will learn on that day. The materials used are prepared well before the class started. The learning progress is done in systematically based on the lesson plans although there are several activities that he skips. By the end of the

course, he manages to review the lesson by correcting them whether they made mistake when practicing in the paired practice activity.

Revisions of the products, especially PPT files, are made after the evaluation. According to the interview with the lecturer, more vocabularies are added into some meetings. The vocabularies and their meanings are in form of English to English and English to Indonesian. Besides from vocabularies, several changes are made to the dialogue. Only 1-2 full dialogues are provided, and the rest are in the form of blank dialogue (for the staff), so the students can respond to the customer's utterance by themselves.

Implementation of the revised materials is observed in the 7th meeting in the ESP class. According to the observation, interaction with the students is made often by having filled-in dialogues. Providing list of vocabularies is useful as the students admit that there are some words that they have never heard before. Giving the students lots of cases encourage them to stand out and show their participation. After checking the revised materials, the lecturer shows satisfaction with the changes made and utters that the materials can be used in the future without needing anymore revision.

Discussion

Based on the result of the research, an overview of the syllabus for tourism students can be estimated. The syllabus will focus more on enhancing students' capabilities in certain activities. A research conducted by Swondo (2016) combines several language features such as grammar, lexis, language functions, topics, tasks, language skills and pronunciation tasks. Using only one type of syllabus is considered less effective nowadays because students are demanded to master English not only in one aspect. Hence, a multi-syllabus which combines some types of syllabus is thought to be the best choice. The combination covers notional/functional, task-based, and skill-based syllabus.

Some of the outcomes are similar with the outcomes in other research. A syllabus proposed by Dinamika, Bestri, & Siregar (2016) points out that by the end of the ESP course, the students are expected to be able to communicate with the customers, both foreign or local, in English. The students are also demanded to have better use of expressions and vocabularies related with tourism. Moreover, they also have to improve their four fundamental skills to promote their future career. A research by Swondo (2016) likewise design an ESP syllabus which the goal is to promise the students to speak and listen in English in tourism contexts. Hence, it can be concluded that the outcomes of most of the syllabus designed for ESP course are to enable the students to have communicating skills, both oral and written, so they can interact with the customers, especially foreigners, in their job.

Speaking is a skill that the students will encounter the most, especially when they work at a hotel or resort. This statement is supported by research conducted by Dinamika et al. (2016), Ulfa (2017), and Temizkan, Taslacı, & Uysal (2018) which clarified that the students need to master English speaking in order to communicate with foreign customers. There are lots of communication activities occur between the workers and the customers. It is also important to equip students with English skills related with tourism. Accordingly, giving tourism students an ESP course is really essential to set them up when they work later. Since speaking and listening are the skills they need to develop, the course needs to focus on enhancing students' communication skills rather than written skills. Therefore, the ESP class must focus on practicing students' speaking as well as listening skill.

Every meeting focuses on students' practical activities rather than lecturer's presentation. According to the result of need analysis, students prefer more on having practical activities and using media like videos or audios as their learning styles. Almost all the meetings have videos for the students to discuss the questions provided together. This is in line with the students' demand on doing discussion as the way of starting the class. Written assignments are given in multiple choices. These assignments are the one that the students must do as homework as evaluation of the meeting. However, practical assignments are assigned and prioritized more than the written one.

Giving lots of practice might help students to improve their English comprehension. As they are majoring in tourism department, all the materials must be related with tourism area, starting from the videos, dialogues, texts, and assignments too. ESP course is very important to apply especially in college level since the students are expected to work right after they graduate. When applying a job related with tourism, one of the requirements that they must fulfill is good English skill. Students' motivation in learning plays a role in conducting a good ESP class.

CONCLUSION

In conclusion, the students are satisfied with the implementation of ESP course in the curriculum. Multi-syllabus which consists of notional/functional, task-based, and skill-based syllabus is appropriate for the course. The syllabus allows the students to focus on enhancing their skills through several tasks with different functions. Therefore, it is hoped that the students will be able to achieve five learning outcomes of the course.
The learning materials are considered suitable for the students' needs. The topics chosen are relevant enough for their future. All the learning sources are pertinent in each meeting and can be easily understood. It is also concluded that the students must do more on their communicative skills, especially in speaking. Having a lecturer who actively speaks English is important too in engaging the students. Consequently, practicing lots of conversation activities is very compatible for tourism students.

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