CURRENT SITUATION OF THE INTEGRATION OF ENGLISH FOR SPECIFIC PURPOSES IN ENGLISH SUBJECT MATERIALS FOR THE TOURISM DEPARTMENT

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Abstract

This research aims to find out how English for Specific Purpose served the English subject materials at the Tourism department in tertiary education. A needs analysis is carried out to gain information about the student's perception of the status quo of the teaching and learning of English in the Tourism department. The design of the study is descriptive quantitative with a perceptional questionnaire as the main research data collection instrument. The research participants were the students of the Tourism Department. The results showed that Tourism department students used textbooks that were still oriented towards general English, were not made for their specific department, and were also not suited to their level of English mastery. Besides the motivation of students to learn English, the correlation of English they learn with the needs of English for future work and institutional support also deserves attention. Therefore the development of ESP-based English teaching materials for Tourism students in tertiary institutions becomes a priority.

Keywords: *Development; ESP; Teaching Materials; Tourism*

INTRODUCTION

The aim of higher education in Law No. 12 of 2012 article five namely the production of graduates who master science and technology for the national interest and to increase national competitiveness. So, every college is obliged to equip students with sufficient English language skills to become competitive assets in the increasingly rigorous, selective, and competitive world of employment. This can be achieved by learning English specifically aimed at the student's needs and their chosen major.

ESP learning aims to improve student's ability in English following their fields. Results from observation show that the English language skills of students

majoring in Accounting are relatively low and do not have ESP-based teaching materials. Saleh's research (2018) on a non-English program at IAIN Gorontalo indicated that it was difficult for students to get English books following the competencies of their majors.

Unfortunately, most of the time, students find the English they learned during tertiary education become irrelevant in the real world in the work situation. They faced a situation where the English they need are disconnected from the English they learned. This sparks the question of whether the obligatory teaching of English to non-English major students in tertiary education needs to change. Yet, in most universities, like Universitas Muhammadiyah Gorontalo the teaching of English as a subject is mandatory, some majors even put it into two levels to be studied. Therefore, the gaps between what is happening and the teaching of English in non-major English subjects need to be revised.

This article addressed the issue of teaching English in tertiary education, especially to non-major English students, in this case, the students of the Tourism department at Universitas Muhammadiyah Gorontalo.

English for Specific Purposes has developed rapidly to be an important area of interest to assist the teaching of English in specific majors.(Puluhulawa et al., 2021) Many fields of interest require special linguistic competency such as technical English, medical English, business English, English for political affairs, and English for tourism. Each is unique to its own need and the approach used to teach these English should be different as well.

Kusumaningputri's (2010) research results show that one of the main keys to change in the ESP teaching system at Jember University is the development of teaching materials and the university's commitment to it. Furthermore, Research on the significance of the use of ESP-based teaching materials has been widely studied. Roza's (2013) research on the effectiveness comparison of general English teaching (GE) and ESP shows that using the ESP approach can significantly improve English teaching at IAIN Raden Intan Lampung.

Based on the description above, it can be concluded that the ESP approach is designed to prepare students for the English used in specific disciplines,

vocations, or professions to achieve specific goals and does significantly improve students' English skills compared to the GE approach. With the ESP approach, students become motivated to practice English because of the relevance of the material they will face in the field. (Syakur et al., 2020) However, the results of Intansari's research (2009) indicate that many studies on the ineffectiveness of the use of GE material in teaching ESP do not necessarily give birth to an explanation of the cause of the problem.

This proposed research is the development of ESP English teaching materials for tourism departments which can be used as the main reference for ESP English teaching for Tourism at tertiary institutions. In addition, the development of ESP teaching materials which is based on an analysis of the needs of tourism students at tertiary institutions is expected to be able to make a major contribution to the world of education and teaching ESP for tourism at Muhammadiyah University of Gorontalo.

RESEARCH METHOD

The research method used was a survey method with a quantitative descriptive approach.(Sugiyono, 2013) argues that the survey method is research conducted using a questionnaire as a research tool conducted on large and small populations, but the data used are data from samples taken from these populations, so that relative events, distribution, and relative events are found. relationship between variables, sociological and psychological. The purpose of survey research is to provide a detailed picture of the background, characteristics, and characteristics of a case or event that is general. Meanwhile, what is meant by the statistical descriptive analysis method is used to analyze data by describing or describing data that has been collected as it is (Sugiyono, 2013). In this research, the questionnaire was built using a likert scale by having the points from the needs of the students of English they are using for the real world they are facing after graduation or work life.

This research aims to provide the elaboration of the tourism department students' perception of the integration of ESP materials in the English subject.

In order to collect the data instrument, the researcher used a questionnaire and interview. The instrument was used to obtain rational data to answer the question presented in this research. The research participants were English subject lecturers and students of the Tourism Department of Universitas Muhammadiyah Gorontalo. In the tourism department, there are 2 English subject lecturers and 33 students. Due to the number of participants, total sampling was used as the population is only 35 subjects. These participants are then asked to answer this research question regarding students' perceptions of the development of ESP English teaching materials for tourism department students of Muhammadiyah Gorontalo University by administering a perceptional questionnaire.

The results of questionnaire data processing are obtained through the formula below;

$$P = \frac{F}{N} X\ 100\%$$

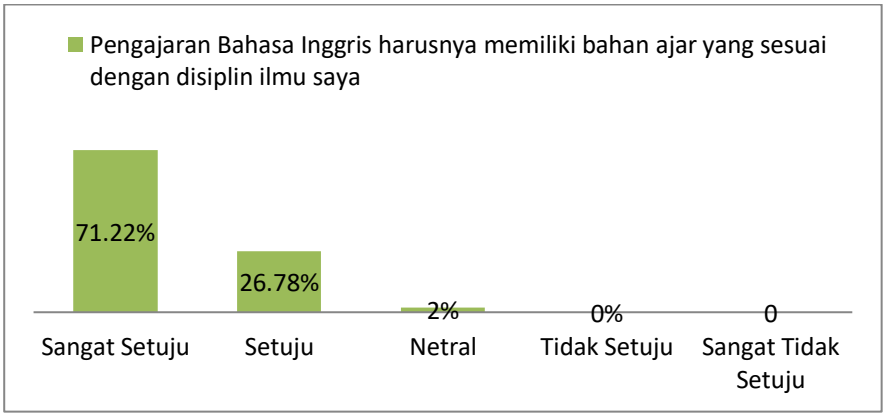
Keterangan:
P: Persentase
F: Frekuensi
N: Jumlah responden

RESEARCH FINDINGS AND DISCUSSION

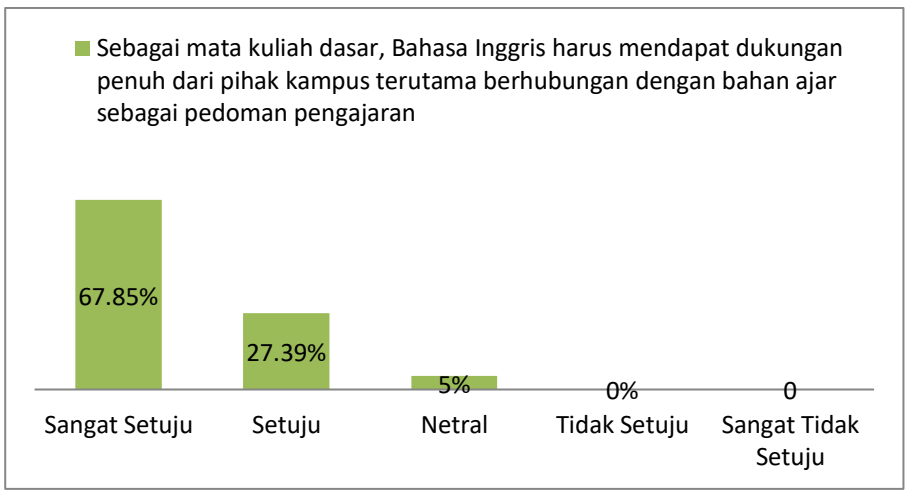
The following are the results of an analysis of the questionnaire distributed to respondents. The results of this analysis are divided into several indicators as below;

Need Indicator

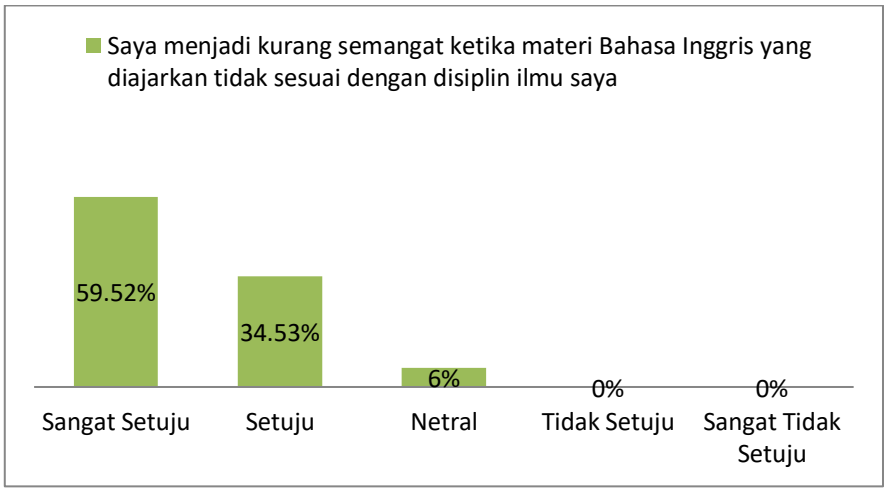
As many as 26% - 71% of students answered that teaching English should have teaching materials that are appropriate for their discipline, and only 2% stated neutral. At present, teaching materials used in learning English for non-English majors must be arranged based on the characteristics and needs of students. As stated by Kitao and Kitao (2019) that through the ESP approach, the teaching of English is focused on the needs of the field of science and its user profession.



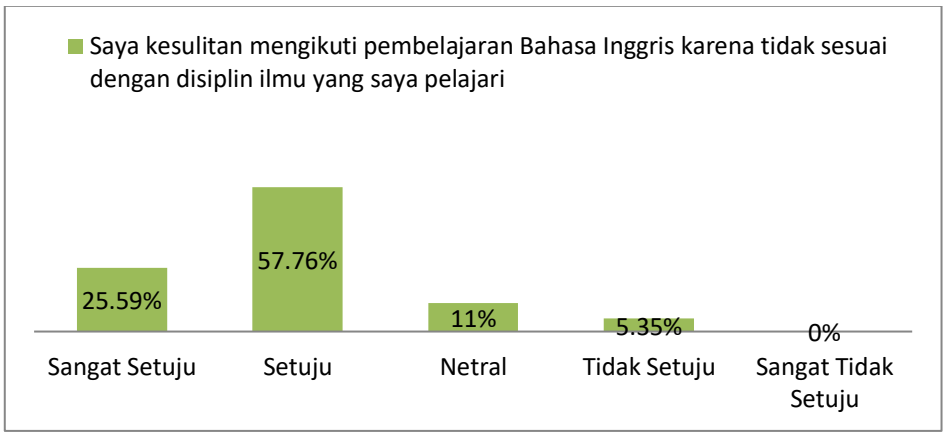
As many as 27% - 67% of students stated that English must have the support of the campus, especially those related to teaching materials as teaching guidelines. Campus support is a very important factor especially in the development of ESP-based English language teaching materials because it can significantly impact the improvement of students' foreign language skills at a college which naturally has a positive impact on improving the quality of a college. This is consistent with the search results of Kusumaningputri (2010) which states that institutional support is the main indicator for changes in the ESP teaching system at universities.



Weakness Indicator



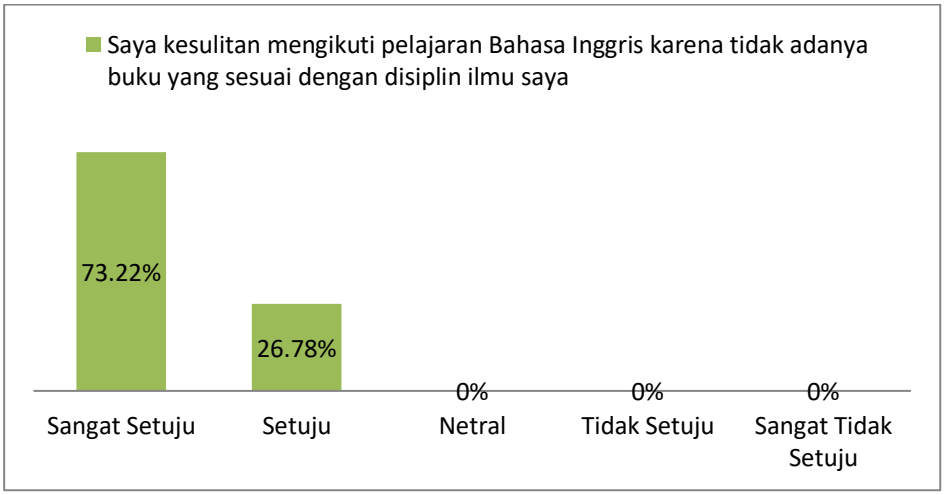
The diagram above shows 34% - 59% of students state that they become less enthusiastic when the English material taught is not following their discipline. This is caused by the material being taught not according to their characteristics as Accounting students and their need for English material based on their discipline. This was also shown from the results of Ratmanida's research (2012) which revealed that there was a significant gap between the student's English language needs and ESP teaching materials.



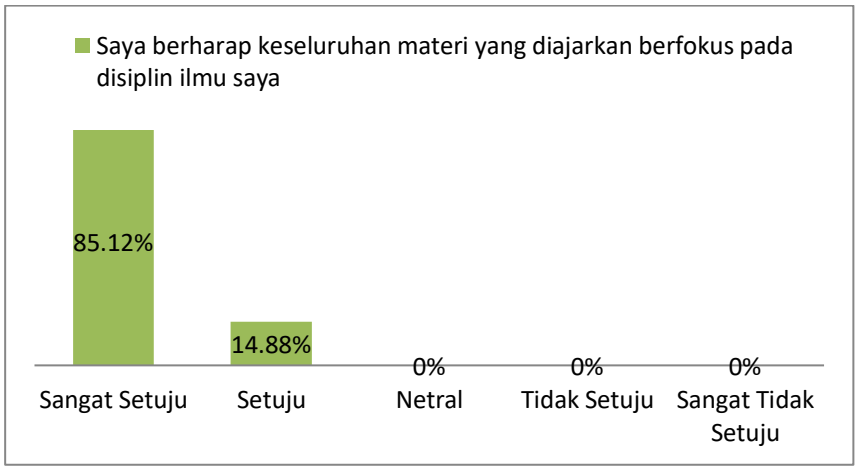
The diagram above shows as many as 25% - 57% students answer that they have difficulty following English learning because it does not fit with the discipline they are learning. While 11% stated neutral and 5% stated that there

was no difficulty in attending English lessons that were not following the disciplines studied.

Indicator of expectancy



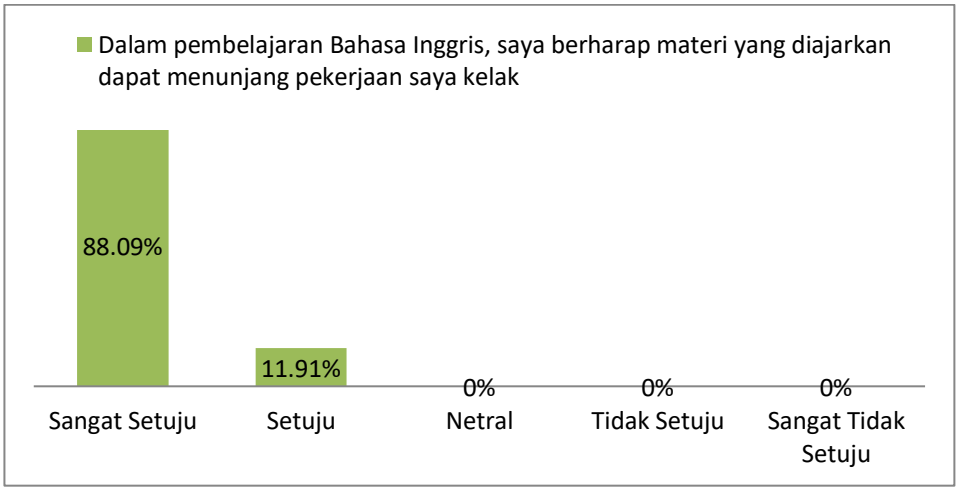
The diagram above shows 26% - 73% or ± 45 - 123 students state that they have difficulty attending English lessons because there are no books that fit their disciplines. The existence of books or teaching materials greatly influences the achievement of learning goals. The book or teaching material used must be adapted to the scientific discipline or students' characteristics.



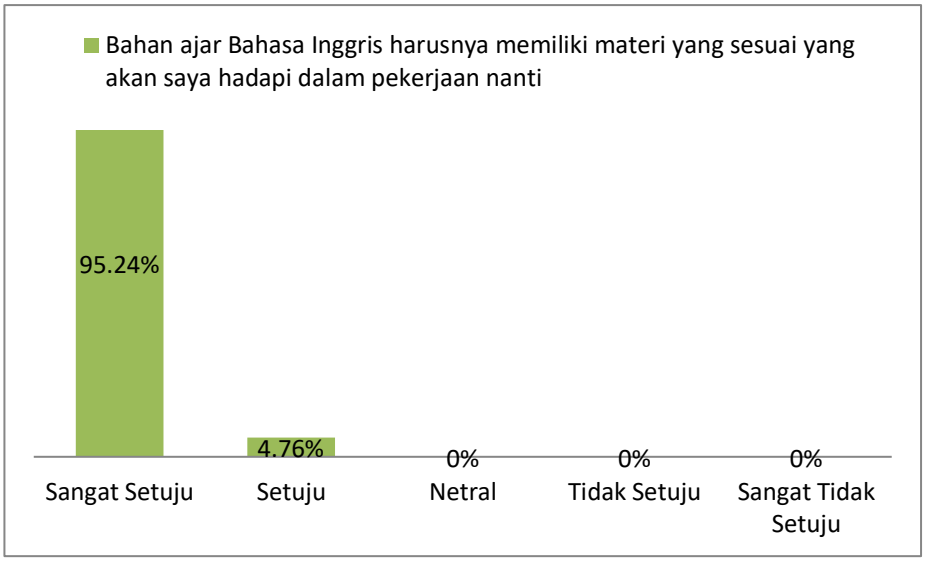
The diagram above shows that there are as many as 14% - 85% or ± students who expect that the entire material taught focuses on their discipline, namely Accounting. This is in line with the results of Magfirotillah's research

(2015) where students show positive perceptions of the importance of teaching English but the English lessons given to them have not been sufficient to facilitate their future work.

Indicators of Learning Needs



The diagram above shows that as many as 11% - 88% or ± students state that the English learning material they are learning can support their future career. The importance of English courses for Non-English students is given with the hope that graduates from a tertiary institution can have life skills both soft skillsand life skills that will support their careers in the future.



The diagram above shows as many as 4% - 95% or students state that the English material they learn must be following what is encountered in the work later.

The entire description above can justify the following things 1) the absence of specified English teaching materials currently used for teaching English for tourism students , 2) the difficulty of access to tourism based English teaching materials so that most of what happens is the use of GE material, 3) although there is, but institutional support for the development of English language teaching materials in general and the development of ESP-based English teaching materials in particular must continue to be improved, 4) students are indeed less interested in teaching general English which is currently widely available in practice in an English class for tourism, 5) students really want and need ESP-based English teaching materials specifically made for tourism students based on the ability of the students themselves, so the above description based on the results of this study opens opportunities for the creation of an ingredient ESP-based teaching and answering the analysis of the need for ESP-based English teaching materials for tourism students.

CONCLUSION AND SUGGESTIONS

Based on the research findings above, the research concludes that students' perception of the current situation of the teaching of English in the tourism department has many positive perceptions. Some even said that the need to integrate ESP materials into English subjects in the tourism department is urgent. This is supported by the result of the questionnaire which showed students' and teachers' positive perceptions in their perceptions.

It is suggested that ESP-based materials become the base of English language teaching in other majors such as tourism. Especially in tourism where the interaction with speakers of English is a lot higher than that with other majors. Therefore, to equip the teacher with enough ammunition to aid them in their ESP teaching practice is salient

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