

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

In this section, the data collected from some research instruments are used to answer the research question in Chapter 1. The researcher has stated that this study tries to find the student's need on English subject for Tourism Major at Vocational High School (SMKN) 04 Sampit, thus the main question to be answered is what aspects of English subject that these students need related to their tourism major at vocational high school.

To answer the research question, the researcher used questionnaire and interview guidelines as the tools for collecting the research data. There were 22 students of Class 12 from Tourism Major at Vocational High School (SMKN) 04 Sampit who participate in this study.

#### 1. The Result of Questionnaire

**Table 4.1 Purposes of Learning English**

<b>Options</b>	<b>Frequency</b>
I want to communicate using English well in tourism activities	12
I want to know English better	9
I want to look cool because of my good English	0
I want to do my obligation to follow English class	1
<b>Total</b>	<b>22</b>

The table above tells that more than a half of the students (N = 12) responded that they need English for mastering good English

communication in tourism activities. Besides, almost a half of them (N = 9) also responded that they need English only for learning English better. However, only one of the respondents said that he learns English just for doing his obligation to follow English class, and no one responded about learning English to look cool because of his/her good English.

**Table 4.2 English Topics**

<b>Options</b>	<b>Frequency</b>
The world of work	12
The economic and business	3
The school environment	2
The daily life	5
Others	0
<b>Total</b>	<b>22</b>

In terms of the topics of English that the students want to learn, Table 4.2 confirms that more than a half of them (N = 12) responded that they need English topics related to the world of work. Some other students responded variously such as learning English topics related to economic and business (N = 3), school environment (N = 2), and daily life (N = 5).

**Table 4.3 English Skills to Improve**

<b>Options</b>	<b>Frequency</b>
Listening	1
Speaking	17
Reading	4
Writing	0
<b>Total</b>	<b>22</b>

Related to English skills, the table above informs that almost all respondents (N = 17) agreed to choose speaking as the most important skill that they want to improve. Four of them chose reading skill, only one who chose listening skill, and no one chose writing skill. However, from the results of another question as shown in Table 4.4, only half of the respondents (N = 11) answered that they want to improve the skills for supporting tourism activities. Quite a lot of them (N = 8) answered the question for the sake of high score in English subject. In addition, two of them answered that the skill they chose is their favorite skill, and only one of them chose the skill because it was easy to master.

**Table 4.4 Reason for Choosing Specific Skill to Improve**

<b>Options</b>	<b>Frequency</b>
It is very important in tourism activities	11
It is my favorite skill	2
I want to get a good score	8
It is easy to master	1
<b>Total</b>	<b>22</b>

The table below explains about the difficulties faced by the students in the process of learning English.

**Table 4.5 Difficulties in Learning English**

<b>Options</b>	<b>Frequency</b>
Always	0
Often	10
Sometimes	12
Never	0
<b>Total</b>	<b>22</b>

From the table above, it can be seen that some of the students (N = 12) responded that they sometimes feel difficult in learning English and some others (N = 10) often feel difficult. However, no one answered that they always feel difficult and never feel difficult in learning English. Therefore, the feeling of difficulty does not come all the time when they learn English.

**Table 4.6 English Skill Difficult to Learn**

<b>Options</b>	<b>Frequency</b>
Listening	4
Speaking	11
Reading	3
Writing	4
<b>Total</b>	<b>22</b>

Table 4.6 informs that half of the students (N = 11) stated that they feel difficult in learning speaking skill, and the others have various answers about the difficult skills to learn such as listening (N = 4), reading (N = 3), and writing (N = 4). Therefore, speaking skill is the most difficult skill to learn by the students.

**Table 4.7 Reason of Difficulty in English Teaching and Learning**

<b>Options</b>	<b>Frequency</b>
I don't understand the teachers' explanation easily	5
Learning English is boring	2
I am difficult to understand English materials	14
I am not enthusiastic	1
<b>Total</b>	<b>22</b>

Aside from the difficulty in learning English skills, the table above tells that the students confirmed several reasons why learning English is difficult for them. More than a half of respondents (N = 14) stated that the English materials are not easy to understand. Other reasons confirmed by the students are like the difficulty in understanding teacher's explanation (N = 5), English learning is boring (N = 2), and feeling not enthusiastic in learning English (N = 1).

**Table 4.8 Teacher's Method in English Class**

<b>Options</b>	<b>Frequency</b>
Very interesting	0
Interesting	5
Not really interesting	10
Not interesting	7
<b>Total</b>	<b>22</b>

About the teaching method used by the teacher, most of the students think that it was not interesting (N = 7) and not really interesting (N = 10). Only some of them feel interested in the teaching method used by the teacher (N = 5). In addition, no one thinks the teacher's method is very interesting. Therefore, most of the students do not feel really interested in the teacher's method.

**Table 4.9 Teacher's Explanation**

<b>Options</b>	<b>Frequency</b>
Clear and understandable	2
Not really clear but still understandable	4
Not really clear and hard to be understood	13
Unclear	3
<b>Total</b>	<b>22</b>

Table 4.9 confirms that the students also concerned with the explanation method the teacher used to deliver learning materials. More than a half of them (N = 13) think that the teacher's explanation was not really clear and hard to be understood, even some of them (N = 3) claimed that the explanation was unclear. Only two of them think that the teacher's explanation is clear and understandable, and four of them think it was still understandable although not really clear.

**Table 4.10 Main Source of English Teaching and Learning**

<b>Options</b>	<b>Frequency</b>
English textbook	0
Teacher	19
Internet	2
Environment	1
<b>Total</b>	<b>22</b>

From the table above, almost all respondents (N =19) stated that the main source of their English teaching and learning is the teacher. Only two of them said internet as the source for English teaching and learning, and only one said environment as the source for English teaching and

learning. Therefore, the students consider the teacher as the only one who can teach them English well.

**Table 4.11 Relationship between English Materials and Students' Target Area**

<b>Options</b>	<b>Frequency</b>
Extremely related	2
Related	9
Not really related	9
Unrelated	2
<b>Total</b>	<b>22</b>

About the relationship between English materials used and students' target area, Table 4.11 informs that the number of those saying both of them are related (N = 9) is as much as those saying both of them are not really related (N = 9). Only two respondents said that both of them are extremely related, and also two respondents said that both of them are unrelated.

**Table 4.12 English Material Delivered by the Teacher**

<b>Options</b>	<b>Frequency</b>
Very easy to master	1
Easy to master	3
Hard to master	17
Very hard to master	1
<b>Total</b>	<b>22</b>

From the table above, it can be viewed that almost all respondents (N = 17) confirmed that English material delivered by the teacher was hard to master, even one of them confirmed the material was very hard to

master. On the other hand, only three of them stated that the material was easy to master, and even only one stated the material was very easy to master.

**Table 4.13 English Class**

<b>Options</b>	<b>Frequency</b>
It is very effective	2
It is effective	9
It is not really effective	8
It is not effective	3
<b>Total</b>	<b>22</b>

Table 4.13 confirms that the respondents also consider about the effectiveness of English class. However, their opinions are almost evenly split into two sides. Some of them (N = 9) stated that the English class was effective, and some others (N = 8) stated it was not really effective. Besides, two of them stated it was very effective, and three of them stated it was not effective at all.

**Table 4.14 English Learning Process**

<b>Options</b>	<b>Frequency</b>
Really enjoyable	1
Enjoyable	5
Not really enjoyable	7
Not enjoyable	9
<b>Total</b>	<b>22</b>

As presented in the table above, the respondents expressed their feeling during the English learning process. The results indicated that almost half of them (N = 9) considered the English learning process was



not enjoyable, and seven of them stated it was not really enjoyable. In fact, only one student stated that the English learning process was really enjoyable, and five of them stated the learning process was enjoyable.

**Table 4.15 Teacher Lets Students Give Responses**

<b>Options</b>	<b>Frequency</b>
Always	2
Often	4
Sometimes	13
Never	4
<b>Total</b>	<b>22</b>

About classroom learning activities, Table 4.15 tells that more than a half of the respondents (N = 13) confirmed that the teacher sometimes lets them give response toward learning. However, four of them feel that the teacher never lets them give response toward learning. Also, four students feel the teacher often lets them give response during the learning process, and two of them see the teacher always do that. It can be said that their answers are very various.

**Table 4.16 Responding to the Teaching and Learning Process**

<b>Options</b>	<b>Frequency</b>
Always	1
Often	3
Sometimes	17
Never	1
<b>Total</b>	<b>22</b>

Related to the previous question, the table above tells that many of the students (N = 17) sometimes responded to the teaching and learning

process because they also confirmed the teacher sometimes lets them give response toward learning, even one of them stated that they always responded to the learning and three of them often did that. Only one who never responded to the learning. Besides, their responses are quite various as shown in the table below, such as by answering the teacher's question slowly (N = 7), asking the teacher about the material (N = 8), or even just being silent and giving no response to the material (N = 7).

**Table 4.17 The Way of Responding to the Learning Process**

<b>Options</b>	<b>Frequency</b>
I answer the teacher's question slowly	7
I answer the teacher's question loudly	0
I ask my teacher about the material	8
I never respond or just keep silent	7
<b>Total</b>	<b>22</b>

The table below presents how the students perceive about ESP courses in the teaching and learning process.

**Table 4.18 Students' Opinion toward ESP Courses**

<b>Options</b>	<b>Frequency</b>
Extremely good	6
Good	8
Enough	8
Bad	0
<b>Total</b>	<b>22</b>

The opinions of the respondents about ESP courses were quite various as shown in Table 4.18. Some of them thought it was extremely good (N = 6), only good (N = 8), and enough (N = 8), but no one thought

it was a bad course. Thus, their opinion about ESP courses is relatively good for teaching and learning.

**Table 4.19 Students' Opinion about ESP Program in the School**

<b>Options</b>	<b>Frequency</b>
Extremely agree	4
Agree	17
Do not really agree	1
Disagree	0
<b>Total</b>	<b>22</b>

Still related to the previous question, the table above informs that many of the students (N = 17) agreed with the plan if the ESP courses are provided by the school, even four of them extremely agreed with the plan and only one who did not really agree with the plan. Hence, this positive opinion should be followed up seriously.

**Table 4.20 Hope to the School toward ESP Program**

<b>Options</b>	<b>Frequency</b>
The school determines to provide it for all study program	11
The school determines to provide it for tourism program	9
The school determines to provide it for certain program	2
The school does not determine to provide it for any program	0
<b>Total</b>	<b>22</b>

To be more specific, Table 4.20 confirms that a half of the students (N = 11) wanted the ESP courses to be provided for all study programs, but nine of them also wanted the ESP courses to be provided only for tourism program. Besides, only two of them hoped that the school

determines to provide it for certain program, and none hoped the school does not determine to provide it for any program.

All the results of the questionnaire above are a very general overview of how the respondents perceive about the current condition of English teaching and learning and how they perceive about ESP courses. These perceptions are considered as the beginning of further investigation by the researcher to obtain the data related to their needs on English subject for Tourism Major.

Some important points to be considered from the results of questionnaire are that the students really need to improve their speaking skill since tourism is very related to communication activities. In addition, they need some improvements in the learning system to help them learn English better, such as in terms of the learning materials, teacher's explanation, teaching method, and learning activities. Specifically related to the learning materials, they confirmed that the world of work is very suitable to be the general topic of learning materials for ESP courses as they are in vocational high school which is work-oriented.

## **2. The Result of Interview**

The next step of data collection process used interview guidelines consisting of seven questions as a research instrument to get deeper information from the respondents. Only 17 students were involved in the interview section as the result of screening their first responses to the

questionnaire. The first question of the interview focuses on how the students correlate the English learning with their future career in tourism activities. As can be guessed, most of their answers are related to the use of English as a foreign language like communicating with foreign tourists or going abroad for tourism activities. Student C said in the interview:

*“Saya pikir untuk bekerja di bidang pariwisata itu pasti akan berhubungan dengan pelanggan orang asing.”*

“I think, to work in the field of tourism must be related to foreign customers.”

Some other students such as Student J, Student H, Student D, and Student I also stated that English is needed in the field of tourism. Student J said:

*“Iya, sangat membantu karena dalam kegiatan pariwisata bahasa Inggris sangat diperlukan.”*

“Yes, it is very helpful because in tourism activities English is very necessary.”

Student N added:

*“...karena kegiatan pariwisata tidak selamanya hanya di Indonesia saja.”*

“...because tourism activities are not forever only in Indonesia.”

Similar to Student N’s response, Student DA confirmed her answer:

*“Iya, karena pariwisata bukan hanya orang lokal, tapi kebanyakan orang luar negeri juga berkunjung.”*

“Yes, because tourism is not only local people, but most people from abroad also visit.”

In addition to the response for the first question of interview, Student L and Student G stated that their English skills are important to support their tourism life abroad because what they have in mind about tourism is related to foreign life. Therefore, they feel the need to learn English very well.

Their responses above assert the significance of English for tourism activities in the future. Related to this, some of the students made their answers clear by stating that they want to be a tour guide so they need to master English well as implied by the second question of the interview. Student A, Student L, and Student G have similar response to the question of how they will use English to support their tourism activities:

*“Dengan menjadi tour guide untuk bule.”*

“By becoming a tour guide for foreign tourists.”

Aside from that answer, some students responded to the question with a more general answer that they will learn English more seriously so that their English skills are good enough to be used for certain activities such as tourism. Student D stated:

*“Saya akan melatih skill Bahasa Inggris saya sampai baik dalam menggunakannya.”*

“I will practice my English skills until I am good at using it.”

Another student responded similarly. Student DA stated:

*“Saya akan belajar Bahasa Inggris dengan giat agar bisa mempermudah semua urusan yang berkaitan dengan pariwisata.”*

“I will study English diligently in order to facilitate all matters related to tourism.”

From the interview, most of the students clarify the reasons why many of them chose speaking skill that they want to improve from learning English as implied from the third question of the interview. First, they were aware of their lack of speaking skill when they were asked to speak in the classroom, particularly in terms of fluency and pronunciation. Student H stated in the interview:

*“...karena saya belum terlalu bisa dalam mengucapkan kata bahasa Inggris dengan benar.”*

“...because I am not really capable of pronouncing English words correctly.”

Student D added:

*“...karena saya kurang terampil dan kurang menguasai Bahasa Inggris, dan saat berbicara saya sering lupa dan salah baca.”*

“...because I am not skilled and do not master English, and when I speak, I often forget and misread.”

Similar to these answers, Student NH, Student I, and Student A realized that English pronunciation is very difficult to learn. If the words are pronounced incorrectly, the meaning could be different as stated by

Student J:

*“...karena pengucapan Bahasa Inggris yang salah bisa menjadikan arti dari Bahasa Inggris itu berubah.”*

“...because the wrong pronunciation of English can change the meaning of English.”

This reason makes them need to improve the speaking skill more than other skills. Second, they were aware of the importance of speaking skill for tourism activities, so they need to improve the speaking skill in order to be able to help foreign tourists visit local sites. Student R said in the interview:

*“Saya akan memperkenalkan dunia pariwisata lokal ke luar negara.”*

“I will introduce the world of local tourism abroad.”

Student NH added the same view:

*“Saya perlu menggunakan Bahasa Inggris dengan benar agar bisa memperkenalkan dunia pariwisata.”*

“I need to use English properly in order to introduce the world of tourism.”

In case that learning English at school is not enough, some students mentioned several options that they can get to learn English more outside the school learning as implied from the fourth question of the interview. These options include learning English from the internet, YouTube videos, music, movies, and most of them also mentioned following a private course or any additional English courses outside the school. During the interview, Student I, Student N, Student D, and Student H have similar answer to the case above:

*“Saya akan mengikuti kursus bahasa Inggris di luar sekolah.”*

“I will take an English course outside of school.”



In different way, Student R and Student J stated that YouTube videos could also be the source for learning English outside the school. Student J said:

*“Banyak media untuk belajar Bahasa Inggris di zaman sekarang. Contohnya saya bisa belajar melalui YouTube untuk lebih mengerti cara penulisan dan penyebutan dalam Bahasa Inggris.”*

“There are many media for learning English nowadays. For example, I can study through YouTube to better understand how to write and pronounce in English.”

In another way, Student S and Student NH believed that internet has so many sources as an alternative choice for learning English outside the school. Student S stated:

*“Saya bisa menggali pengetahuan tentang Bahasa Inggris melalui internet.”*

“I can dig up knowledge about English through the internet.”

Another media that can be used as sources for learning English outside the school are songs and movies, as confirmed by Student G and Student A. Student G said:

*“...bisa dengan mendengarkan lagu atau menonton film berbahasa Inggris.”*

“...it can be by listening to English songs or watching English movies.”

About the school’s plan to open ESP courses for each study program, the students told their expectations through the interview as implied from the fifth question of the interview. Some of them stated that the plan must

be actualized into a real course that all students can learn English more related to their study program. During the interview, Student Y asserted:

*“Harapan saya program ini harus dijadikan, bukan sekadar harapan.”*

“I hope this program must be actualized, not just a wish.”

Similarly, Student D affirmed:

*“Saya harap semoga program ini benar-benar dijadikan, bukan sebatas harapan saja, karena harapan saya semua jurusan khususnya pariwisata tidak lagi kesulitan dalam berbicara, membaca, atau menulis dalam Bahasa Inggris.”*

“I hope that this program is really made, not just a hope, because my hope is that all majors, especially tourism, will no longer have difficulties in speaking, reading, or writing in English.”

Besides, some of them also hoped that the learning activities can be more enjoyable and fun so they can learn English better as stated by Student DA:

*“Harapannya semoga pelajaran melalui program ini lebih mudah dan menyenangkan untuk dipelajari.”*

“The hope is that the lessons through this program will be easier and more fun to learn.”

Overall, the students confirmed through the interview that they really need English learning activities related to the field of tourism, especially the practice of speaking skill which focuses on developing students’ fluency and pronunciation. Thus, they can properly use English language to introduce the world of local tourism abroad. Besides, they also have some alternatives to learn English outside the school that can help them

improve English skills more. Nonetheless, they still hope the program will be properly implemented in the school.

## **B. Discussion**

The findings presented above regarding students' needs on English subject for Tourism Major at Vocational High School (SMKN) 04 Sampit can be categorized into two major components of needs analysis; namely target needs and learning needs (Hutchinson & Waters, 1992). By identifying the target needs and learning needs of the students, it is easier to formulate the best answer to the research question of this study, i.e. what are the students' needs on English subject for Tourism Major at Vocational High School (SMKN) 04 Sampit?

Three main components of target needs are necessities, lacks, and wants (Hutchinson & Waters, 1992). The results of questionnaire given to the students mostly include all these three components. In terms of necessities, it was very clear that English learning needed by the students is the one related to their tourism major. Since English for Tourism is considered a part of English for Specific Purposes (ESP) or specifically of English for Occupational Purposes (EOP) (Zahedpisheh, Abu Bakar, & Saffari, 2017), developing students' communicative competence through English learning is really necessary (Hortas, 2008).

The importance of communicative competence for tourism activities was also confirmed by students' answers in the questionnaire that most of them need speaking skill more than other skills to support their future career in tourism business. Furthermore, globalization requires many aspects of current businesses to be able to compete with the international world, so the use of English as a common language in international tourism and travel contexts represents the significance of speaking skill (Zahedpisheh, Abu Bakar, & Saffari, 2017).

In terms of the lacks, it was surprising to know that the most important skill to have in tourism activities is the one that most of the students feel difficult to learn, namely speaking skill. In general, they confirmed through the interview that lack of proper and interesting learning activities is the main reason why they could not learn English better, especially the part of English speaking skill. It can also be seen from the results of several questions in the questionnaire that tell about students' perception toward the current teaching and learning components. Related to the teaching method, most of the students thought that it was not really interesting, and the explanation method was not really clear and hard to understand. Besides, almost all the students confirmed the learning materials are hard to master. Further, many of them stated that they did not enjoy the learning activities. With the difficult materials, unclear explanation, uninteresting method, and unenjoyable

learning activities, it is very unlikely that the students could learn better, especially learning English speaking skill.

Several previous studies which conducted needs analysis for ESP also confirmed that learning materials provided for ESP learning are not sufficient to help students improve their language skills (Lestari, 2019). In tourism major, the learning materials should focus on improving students' speaking skill more than other skills, especially in terms of the fluency and pronunciation as confirmed by the students through the interview. Besides, the vocabularies to be mastered by the students must be special and related to the specific field of ESP in order to support their communicative activities in the field (Dann, 2001).

About the students' wants from English learning for tourism major, they specifically talked about the main topic that they want to learn as a guide for the whole learning materials. Many of them stated that the world of work is interesting to be the main topic of learning materials because it is related to their status as students of vocational high school which prepares them mainly to work in certain fields (Lestari, 2019).

In short, the necessities of students majoring in tourism related to English learning include several important points that in general must be related to tourism activities. In relation to that, speaking skill is the one skill mostly used in the field of tourism so they need sufficient speaking skills to support their work system in the field, especially in terms of the fluency,

pronunciation, and tourism vocabularies. About the lacks, it turns out that speaking skill is also the one that the students are still lacking in mastering due to several shortcomings of the existing learning system such as difficult materials, unclear explanation, uninteresting method, and unenjoyable learning activities. In terms of the wants, they want the learning materials to discuss more about the world of work as they are in vocational high school which is work-oriented. Therefore, all these target needs are expected to help the students learn and perform in the target situation more proficiently.

Analyzing the learning needs in a need analysis can be conducted by using the framework for analyzing learning needs (Hutchinson & Waters, 1992) which consists of several questions. Some of these questions can lead to identify the learning needs of students or what they need to do in order to learn. First, the question focuses on the reason of taking the ESP course and students' attitude towards it. If the course is finally applied by the school, then it will be a compulsory subject which replaces the general English subject. This also confirms why there are still some students who want to learn English only for the sake of the high score because they don't feel really interested in the ESP course. Nevertheless, there are also some other students with a positive attitude towards ESP who can recognize its importance for their future career in tourism field.

About students' method of learning or what they need the teacher to do as a teaching method, the findings of this study inform that the teacher

needs to make a variation and combination of certain teaching methods to make the learning process more enjoyable and get the students more interested in learning. Several studies have proven that variation skill is one of essential basic skills of teaching that could help the improvement of learning outcomes (Sugihartini, Sindu, Dewi, Zakariah, & Sudira, 2020). In short, teaching all the materials with the same method or technique will not make the students pay attention long enough during the learning because they can get bored easily. With various methods, teachers can always get students' attention every time the method changes.

The quality of a teacher can also determine how good students can learn. The term quality may include the depth of material understanding, the attitude towards the students, and of course all the essential basic skills of teaching such as 1) questioning skill, 2) reinforcement skill, 3) variation skill, 4) explaining skill, 5) opening and closing skill, 6) guiding small group discussion skill, 7) classroom management skill, and 8) organizing small group and individual work skill (Helmiati, 2013).

In conclusion, the learning needs of students majoring in tourism include several important aspects they need in order to learn English better. First, they need to determine their positive attitude toward ESP course and believe that mastering English well could help them develop a good future career in the field of tourism. Second, they need more enjoyable and exciting learning activities from the implementation of various teaching methods and

techniques by the teacher. Last, they need a quality teacher who is capable of mastering all basic skills of teaching so the learning process can be conducted more effectively. Therefore, all these learning needs are expected to facilitate the students to learn better during the course.