

CHAPTER I

INTRODUCTION

For a relatively long time, students studying for different professions were taught more or less General English, which was not always very helpful when applied in real-life situations of different areas of specialism, such as engineering, tourism, science and technology, medicine, and so on. With time, developments in language theory indicated the need to pay more attention to individual learners. This realization together with a growing demand for English courses tailored to students' specific needs led to the emergence of English for Specific Purposes (ESP) in the late 1960s (Hutchinson and Waters, 1994). This area proved to be fertile ground, and so ESP has undergone rapid development in recent decades.

The tourism sector represents a significant part of a country's economy. Employees in tourism (tourism organisations, travel agencies, hotels and other accommodation facilities) need to be fully prepared to meet all kinds of demands made by their clients. That is the main reason why communication in tourism is more sensitive than in other branches (Blažević & Blažević 2007) and knowledge of different languages has no alternative.

Tourism in Indonesia is an important component of the Indonesian economy, it could be increased benefit of the country from the visitor. Indonesia has archipelago that could be offered; from natural beauty, historical heritage to cultural diversity, and English is a foreign language in Indonesia. Unfortunately, the qualities of students in learning English develop

slowly. More and over, only few of education centers that provide good performance of English when they introduce the language to their students. Many factors behind the unsatisfied result of Indonesian students in learning English. One of them is because the education institutions do not offer what the students need in studying English such as the text book. Palmer and Mackay (1981) say “that language program must be focus on the students’ needs”.

1.1 The Background of the Study

From the explanation above, Indonesian government has decided to explore tourism product start from tourism education to help economic system. The arrangement of curriculum of learning program must indicate the type of English that is necessary for students. It is necessary to get what the student needs and to explore their skill.

There are many tourism academy in Indonesia under controled of the Ministry of Tourism and the Creative Economy of the Republic of Indonesia that focused on education and training in tourism. The students of tourism should have specific English of tourism in education, so they can apply their skill especially in English for Tourism at work.

The students of Akademi Pariwisata Medan has their icon as the institution with good quality and skilled graduation. All of the students can learn English totally. The students start to learn English from lower class to the upper class, means that the students of *Akademi Pariwisata Medan* learn English in each semester which start from first to sixth semester exceptionally in fifth semester

because on that semester they will start for job training program in tourism industry.

Most of the students studied and wanted to explore their hobby or ability, for example; as guide, travel officer, cook, room boy, etc. By the research observation from the existing material of English book in travel class or *Manajemen Usaha Perjalanan(MUP)* it is not full related with the student needs to support on their training program, the material is not discussed about Indonesia tourism.

As Palmer and Mackey said that language program must be focus on the students' needs.

Do ESP textbooks really exist? This is central question Johns (1990: 91) addresses. One of the core dilemmas he presents is that "ESP teachers find themselves in a situation where they are expected to produce a course that exactly matches the needs of a group of learners, but are expected to do so with no, or very limited, preparation time".

From the above point the researcher concluded that needs analysis is needed in order to provide development of a good ESP Material for Tourism and it will be known how to design ESP Material for Tourism based on the curriculum and syllabus requirement, but its not only those things, it could be the components and development of ESP Competence for Tourism and it could be created a model for the developmental of ESP Material for Tourism of Akademi Pariwisata Medan and the theoretical model of English Material textbooks for Tourism of Akademi Pariwisata Medan based on the students' needs.

1.2 The Problem of the Study

The problem of this study are the following:

1. What are the students' needs of English Material for Tourism of Akademi Pariwisata Medan?
2. How is the theoretical model of English Material text books for Tourism of Akademi Pariwisata Medan?
3. How are the English Materials textbook designed for Tourism of Akademi Pariwisata Medan?

1.3 The Objectives of the Study

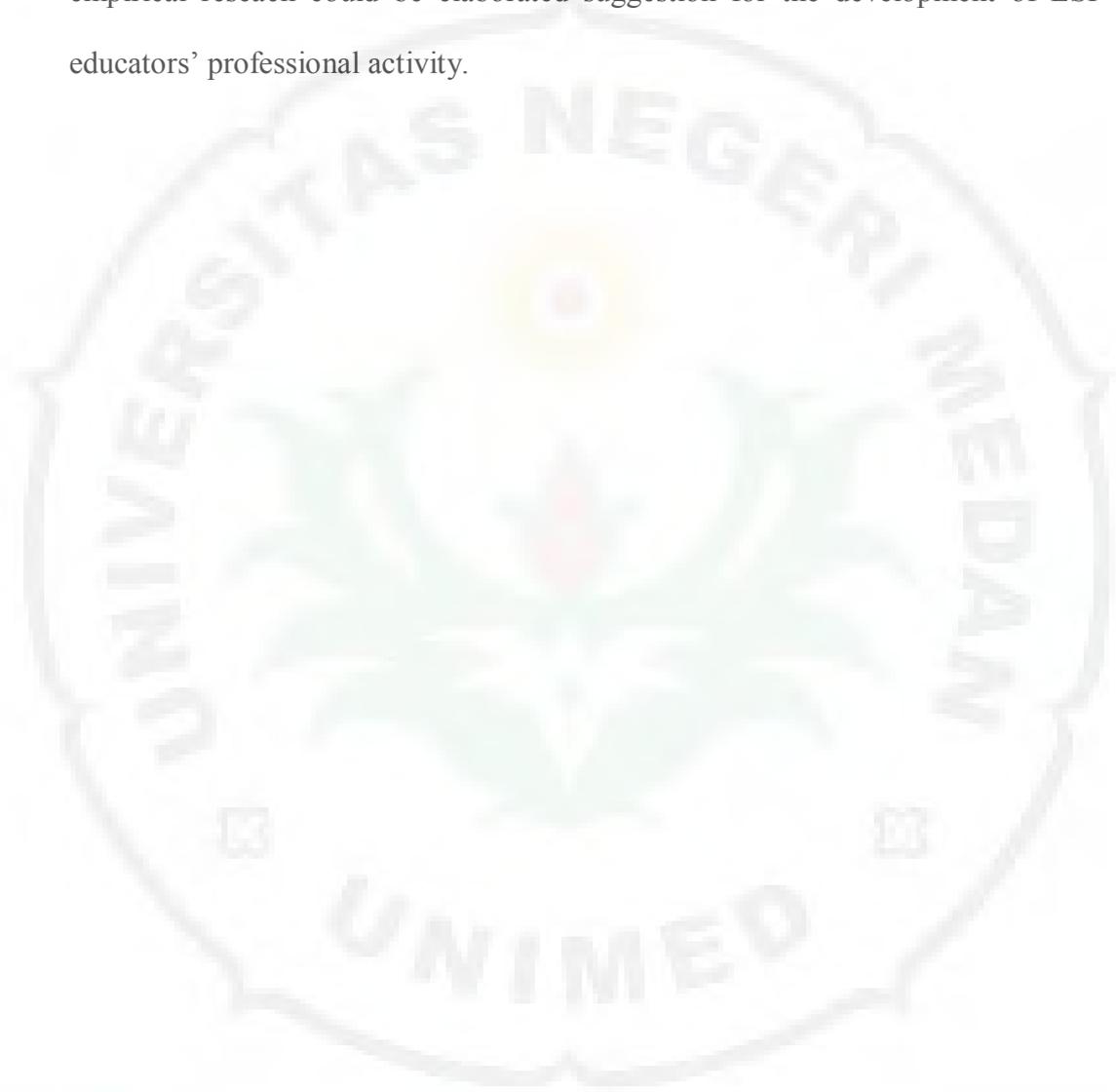
The objectives of this study:

1. to find out the students' needs of English Material for Tourism of Akademi Pariwisata Medan
2. to find out the theoretical model of English Material text books for Tourism of Akademi Pariwisata Medan
3. design English Materials textbook for Tourism of Akademi Pariwisata Medan

1.4 The Significance of this Study

After finishing this study, hopefully, this study is expected to provide information which may have practical as well as theoretical value for English teachers. The goal of the research is to study the efficiency of the English language learning and to develop ESP Material for Tourism especially about Indonesia that will be helped the lecturer to transfered the knowledge based on the

students need, and introduce into the studies, created on the model and conducted empirical research could be elaborated suggestion for the development of ESP educators' professional activity.



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