Bridging The Gap Between The Students' Needs And The English Teaching Material Used In Tourism Polytechnic

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ARTICLE INFO	ABSTRACT
	Language teaching materials should cover language systems and language skills i seven language teaching components. This paper aims at finding out the students' ne in mastering language teaching components and the suitability with their needs and language teaching material used. This research employs quantitative study by using survey method. The population of t study are all the second semester students who have applied ASEAN curriculum in th Tourism Polytechnics: Bandung, Makassar and Lombok and by applying acciden technique sampling, there are 406 respondents involve in this study. Based on the results of data analysis, it has been found that 1) mastering vocabulary is the most important language component needed by the students (61,6%) and speaking skill is the most needed language skill (80,5%) while the teaching method preferred in learning vocabulary is using games (35,0%) and in improving speaking skill is by practicing the conversation given (55,9%). While the language function most needed by the students is ask for and give information (68,7%) followed by handling telephone, and asking for opinion. Handling complaints and describing objects are also needed by the students. The English lecturer should consider the students' needs in providing the teaching materials and methods used in the classroom. **Keywords:** perception, teaching material, language component, language skill, language system.

I. Introduction

English subject is one of the foreign languages taught in Tourism Institutions and it is mostly taught in all study programs in each semester. English competencies are considered as a vital need for those who are working in the tourism field particularly in the hospitality industry. The students are expected to be competent in English both in spoken and written fluently and accurately in order to be able to compete globally.

However, the English competencies of the first semester students of Tourism Polytechnic of Makassar who enrolled in academic year 2023/2024 are still very low, most of them are on the very basic level (59,45% or 176 students from 296 test takers). Their competencies indicate that the students are able to understand and speak English at a very basic sentence and it is not suitable for their level as undergraduate students. Even there are 26 students are on the lower level that indicate that they are not able to understand and speak English even in the very basic sentences.

There are many factors can help the students to improve their competencies in English include the using of teaching material in the English classroom. The use of teaching material is very important to engage the students' interests and motivation because teaching material can be used to teach language learners a variety of things, including the target language, to help them speak it, to give them first-hand experience of the language in use, to elicit their use of the language, and to help them learn the language (Nuralisa, 2023:p.2-3).

Tomlinson (2001) in Nikoopour (2011) described teaching materials include anything which can be used to facilitate the learning of a language. They can be linguistic, visual, auditory or kinesthetic, and they can be presented in print, through live performance or display, or on cassette, CD-ROM, DVD or the Internet. It can be concluded that teaching materials include well-organized methods to make teaching and evaluating easier for teachers. It is usually completed with the teaching resources which are designed to aid in student learning, offer teachers a variety of

options for carrying out instruction, and make learning activities more engaging. Language teaching components should be put into consideration in designing English teaching materials.

Teaching a language involves teaching its system, the rules of use and the rules of usage, as well as the ability to use that system to understand and produce messages.

By the rules of use and usage that refer to the grammatical, lexical, and pragmatic aspects of the system which are covered in grammar, vocabulary, and functions of that language. All the language systems then should be put it into account in the language teaching.

In addition, in order to be able to use the language system, students must develop their language skills which involved in understanding spoken and written discourse. The students should have the ability to understand the input as *the receptive skills* for listening and reading skills as well as the skills involved in producing coherent and cohesive output as *the productive skills* for speaking and writing skills.

Therefore, this paper hopes to fill the gap in present study by identifying the students' perceptions on learning English and the use of language teaching materilas the English language teaching in order to improve their English competencies as there is no similar research finding has conducted this study.

II. Review of Related Literature

2.1 Concepts of Teaching Materials

There are many experts have defined materials. Brown (1995) cited by Nuralisa and Nirwanto (2023) gave definition of material as any structured depiction of activities and instructional techniques intended for classroom use. These materials are devised to streamline teaching and assessment procedures for educators. Teaching resources are crafted to enhance student learning, providing instructors with a diverse array of approaches for delivering instruction and rendering learning activities more engaging.

While Tomlinson (2012) defined language materials as are any tools that can be utilized to encourage language learning such as textbooks, movies, graded readers, flashcards, games, and websites. Therefore, materials can be used to teach language learners a variety of things, including the target language, to help them speak it, to give them first-hand experience of the language in use, to elicit their use of the language, and to help them learn the language. The processes utilized to create and/or use language learning resources, such as evaluation, adaptation, design, exploitation, and research, are therefore referred to as materials development.

Language materials as the educational resources can be divided into three categories. The first is traditional materials, which include textbooks, workbooks, charts, flashcards, teacher-made materials, and other materials. The second category consists of audiovisual equipment including computers, video players, audio players, projectors, etc. The third category consists of materials that are based on information and communication technologies (ICT), including interactive whiteboards (IWB), materials for mobile assisted language learning (MALL), tablets, computers, podcasts, smart phones, and the Internet.
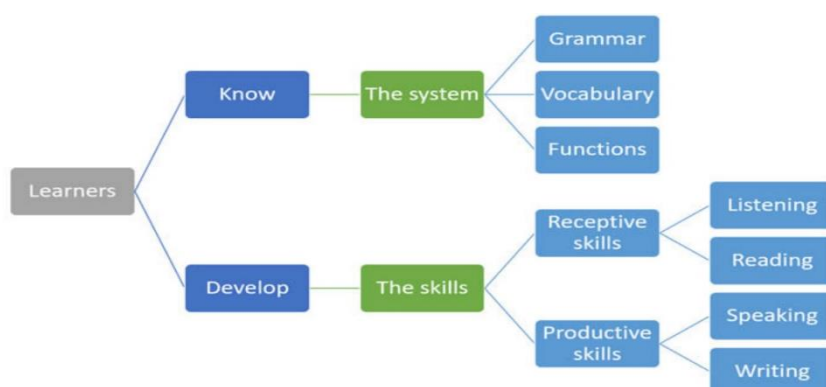
2.2 Developing Teaching Materials

Teachers can create various types of teaching materials, from one-time use items to extensive programs that progressively build on skills, concepts, and language items. The following guidelines can assist teachers in developing materials for their own teaching situations are as follows:
a. Materials should be contextualised.
b. Materials should stimulate interaction and be generative.
c. Materials should encourage learners to develop learning skills and strategies.
d. Materials should allow for a focus on form as well as function.
e. Materials should offer opportunities for integrated language use
f. Materials should be authentic
g. Materials should link to each other to develop a progression of skills, understandings and language items
h. Materials should be attractive.
i. Materials should have appropriate instructions
j. Materials should be flexible

It should be put into consideration that these guidelines are given as recommendations for the English teachers who are going to develop or improve the materials they used in the English class room. While not all guidelines will be applicable in all cases, they can help create coherent materials that enhance the learning experience.

2.3 Teaching Language Components

Teaching a language includes teaching its grammar, syntax, and use rules in addition to the ability to communicate using the language to comprehend and send messages. The grammatical, lexical, and pragmatic components of the system—that is, the language's structure, lexicon, and functions—are what we mean when we talk about the rules of use and usage. Furthermore, in order to effectively utilize the language system, students need to acquire the abilities necessary for comprehending both written and spoken language. This calls for the development of both the receptive skills—reading and listening—and the productive skills—speaking and writing—that are necessary for generating coherent and unified output. The teaching language components can be seen in the following chart.

Understanding how a language functions is a prerequisite for being able to utilize it. This implies that the language's vocabulary, grammar, and functions must all be learned by the students.

In designing teaching material, language components should be put it into consideration as the content of the teaching activities. Language teaching components in an English language curriculum include both *the aspects of the language system* and *the skills* that learners have to develop to be able to use the target language. The linguistic aspect of the course includes knowledge of *vocabulary*, *grammar*, and the *functions* of language. In addition to that, the course has to engage the learners in developing receptive (listening and reading) and productive (speaking and writing) skills.

III. Research Method

3.1 Population and Sample
This research applied quantitative study by implementing survey method to identify the students' needs on language teaching components. The population of this research were all the second semester students in three Tourism Polytechnic under the supervision of The Ministry of Tourism and Creative Economy.

This study will utilize purposive sampling, specifically selecting students who were enrolled in academic year 2023/2024 and apply ASEAN curriculum which implement the teaching material from ASEAN Toolbox by involving 406 students.

3.2 Research Instrument
In order to collect data, the researcher used questionnaires to identify the students' needs on the language teaching components; interview and observation to confirm deeply the results of the questionnaire.

IV. Findings and Discussions

4.1 Profile of the Respondents
There are 406 students are involved in this present study, most of them are from 7 to 20 years old (89%) and mostly are female (58,1%). Regarding to their institutions, most of them are from Tourism Polytechnic of Makassar (64,3). Most of the respondents are studying in Tour and Travel Business department (44,6%).

4.2 The Results of Students' Needs Analysis
In this question, the researcher wants to find out the students' needs in improving language competency skills. Hutchinson & Waters (1987) identify target needs and learning needs. Target needs are 'what the learner needs to do in the target situation' and learning needs are 'what the learner needs to do in order to learn' (p. 54). Target needs include necessities, lacks and wants. Necessities refer to 'the type of needs determined by the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation' (p. 55). Lacks refers to the gaps between the existing proficiency of the learner and the target proficiency, or the gaps between what the learner knows and the necessities (p. 56); and wants are described as 'what the learners think they need'. The first step in conducting a needs analysis is therefore to decide exactly what its purpose or purposes are. In this present research, the purposes of conducting needs analysis of the second semester students in Tourism Polytechnic who have applied ASEAN curriculum (CATC)) are as follows:
1) To identify the language components mostly needed by the students in learning English
2) To identify the language skills mostly needed by the students in learning English
3) To identify the learning and teaching activities which are mostly preferred by the students.
4) To identify the language functions mostly required by the students for their future career

4.2.1 The students' needs in other foreign languages
The students of Tourism Polytechnic under the Ministry of Tourism and Creative Economy have realized the importance of mastering foreign language competence and English language competence is as a must. Besides that,

other foreign languages are also considered as important as English language. The students do expect to master one or more others foreign languages to be provided in campus as indicated in the following table.

Table 4.1 The students' needs in other foreign languages

Language Skills	Frequency	Percentage
Japanese	148	36,5
French	69	17
Korean	63	15,5
Germany	23	5,7
Arabic	23	5,7
Spain	2	0,5
Mandarin/Chinese	78	19,2
Total	**406**	**100**

Based on the results of data analysis as indicated in the table above, it has been found that Japanese language is one of the foreign languages that are mostly needed by the students, there are 148 of 406 or 36,5%. It has shown that the Tourism Polytechnic should consider to put the Japanese language as one of the foreign language subjects offered to the students. After Japanese language, then Mandarin Language (78 or 19,2%), then French language (68 or 17%), Korean language (63 or15,5%). Other foreign languages are also needed by the students but only a few are Germany and Arabic language and the fewest ones is Spain language.

4.2.2 The Students' Needs in Language components
The students of Tourism Polytechnic under the Ministry of Tourism and Creative Economy have realized the importance of mastering components of language that are consists of three main components: mastering the vocabulary, the grammar, and the language functions. Based on the results of data analysis, it has been found that vocabulary is one of the language components which are most needed by the students, followed by grammar and then language functions, as indicated in the following table.

Table 4.2 The Students' Needs of the Language Components

Institution	Frequency	Percentage
Vocabulary	250	61,6
Grammar	133	32,8
Language Functions	23	5,7
Total	**406**	**100**

Based on the table described above, it has shown that vocabulary as one of the language components which are most needed by the students to be mastered, there are 250 students or 61,6% then grammar (133 students or 32,8%) and last is language functions (23 or5,7%). It indicates that the students of Tourism Polytechnic who have implemented ASEAN curriculum need very much mastering vocabulary. It is because vocabulary is very crucial in language competence. And then mastering the language components is also needed in order to make the students use the language accurately. And after they master both the language components, they need to master the language functions in order to use the expressions appropriately.

Beside realizing the language components which are needed by the students, it is also important to analyze the difficulties of the students in mastering the language components. In the following table described the students' difficulties in mastering the language components.

Table 4.3 The Students' difficulties in mastering language components

Language Components	Frequency	Percentage
Vocabulary	70	17,2
Grammar	311	76,6
Language Functions	25	6,2
Total	**406**	**100**

Based on the table described above, it has shown that Grammar or structure as one of the language components which are most difficult to be mastered by the students there are 311 or 76,6% students from 406 students, then vocabulary (70 students or 17,2%) and last is language functions (25 or 6,2%). It indicates that the students of Tourism Polytechnic who have implemented ASEAN curriculum have also problems or difficulties in mastering the language components. Grammar is the most difficult ones.

4.2.3 The Students' Needs in Language Skills
The students of Tourism Polytechnic under the Ministry of Tourism and Creative Economy who have implemented the ASEAN curriculum have realized the importance of mastering language skills that are consists of four skills: speaking, listening, reading, and writing. Based on the results of data analysis, it has been found that speaking is one of the language skills which are most needed by the students, followed by listening, then reading and writing, as indicated in the following table.

Table 4.4 The Students' Needs in language skills

Institution	Frequency	Percentage
Speaking	327	80,5
Listening	58	14,3
Reading	19	3,0
Writing	9	2,2
Total	**406**	**100**

Based on the table described above, it has shown that speaking as one of the language skills is most needed by the students to be mastered, there are 327 students or 80,5% then listening skill (58 students or 14,3%), then reading skill (19 students or 3,0%) and last is writing skill (9 or 2,2%). It indicates that the students of Tourism Polytechnic who have implemented ASEAN curriculum need very much mastering speaking skill. It is because speaking skill is the most important skill as the productive skills, followed by listening, reading and the last one is writing skill.

Beside realizing the language components which are needed by the students, it is also important to analyze the difficulties of the students in mastering the language skills. In the following table described the students' difficulties in mastering the language skills.

Table 4.5 The Students' difficulties in language skills

Institution	Frequency	Percentage
Speaking	223	54,9
Listening	115	28,3
Reading	42	10,3
Writing	26	6,4
Total	**406**	**100**

Based on the table described above, it has shown that speaking as one of the language skills is most difficult to be mastered by the students, there are 223 students or 54,9% then followed by listening skill (115 students or 28,3%), then reading skill (42 students or 10,3%) and last is writing skill (26 or 6,4%). It indicates that the students of Tourism Polytechnic who have implemented ASEAN curriculum considered that speaking skill is one of language skills that considered as most difficult skills to be mastered. It is because speaking skill is the most complicated skill as the productive skills, followed by listening, reading and the last one is writing skill.

4.2.4 Language Learning Preferences
The students of Tourism Polytechnic under the Ministry of Tourism and Creative Economy who have implemented the ASEAN curriculum have realized their preferences method in learning English in order to master easily. The language components consist of three components: vocabulary, grammar, and language functions. One of the language component most needed by the students is vocabulary. Mastering vocabulary is not easy as well. Therefore, the students in learning vocabulary should be based on the students preferences as indicated in the following table.

Table 4.6 Students' preferences in learning Vocabulary

Learning preferences	Frequency	Percentage
Playing Games	142	35
Translation	93	22,9
Guessing	87	21,4
Using pictures	76	18,7
Using Puzzle	8	2
Total	**406**	**100**

Based on the table described above, it has shown that playing games as one of the learning methods used in learning vocabulary is the most preference learning activities, there are 142 students or 35% preferred this method, followed by translate the word directly in dictionary or in other tools (93 or 22,9%) then learning guessing the meaning from the context, it is preferred by 87 students or 21,4%, and then learning vocabulary by using pictures is also preferred by the students, there are 76 students or 18,7% and the last method preferred used in learning vocabulary is using puzzle, there are 8 students or 2%.

Besides learning preferences in studying vocabulary, the students are also have learning preferences in studying grammar as indicated in the following table.

Table 4.7 Students' preferences in learning Grammar

Learning preferences	Frequency	Percentage
Memorizing the pattern	139	34,2
Identifying the pattern from the context	120	29,6
Using the pattern in the context	100	24,6
Answering grammar questions	47	11,6
Total	**406**	**100**

Based on the table described above, it has shown that memorizing the pattern as one of the learning methods used in learning grammar is the most preference learning activities, there are 139 students or 34,2% preferred this method, followed by identifying the pattern from the context, preferred by 120 students or 29,6%, then using the pattern in the context preferred by 100 students or 24,6% and the last method is answering grammar questions is only preferred by 47 students or 11,6%.

Besides learning preferences in studying vocabulary, the students are also have learning preferences in mastering listening skill as indicated in the following table.

Table 4.8 Learning preferences in improving listening skills

Learning Preferences	Frequency	Percentage
Listening to others' people speaking	167	41,1
Listening to audio	108	26,6
Retelling what others' people say	90	22,2
Answering questions by listening activities	41	10,1
Total	**406**	**100**

Based on the table described above, it has shown that listening to others' people speaking as one of the learning methods used in improving listening skill is the most preference learning activities, there are 167 students or 41,1% preferred this method, followed by listening to audio, preferred by 108 students or 26,6%, then retelling what others' people say preferred by 90 students or 22,2% and the last method is answering questions from listening activities is only preferred by 41 students or 10,1%.

Table 4.9 Students' preferences in improving speaking skills

Institution	Frequency	Percentage
Practice conversation based to the topic given	227	55,9
Practice speaking in front of the class	102	25,1
Discussions	68	16,7
Practice Debating	9	2,2
Total	**406**	**100**

Based on the table described above, it has shown that practice conversation based to the topic given as one of the learning methods used in improving speaking skill is the most preference learning activities, there are 227 students or 55,9% preferred this method, followed by Practice speaking in front of the class which preferred by 102 students or 25,1%, then doing discussions as the method in improving speaking skill is only preferred by 68 students or 16,7% and the last method is practice debating is only preferred by 9 students or 2,2%.

Table 4.10 Students' preferences in improving reading skills

Learning Preferences	Frequency	Percentage
Scanning	189	46,6
Selecting	108	26,6
Skimming	85	20,9
Skipping	24	5,9
Total	**406**	**100**

Based on the table described above, it has shown that doing scanning as one of the learning methods used in improving reading skill is the most preference learning activities, there are 189 students or 46,6% preferred this method, followed by selecting which preferred by 108 students or 26,6%, then doing skimming as the method in improving reading skill is only preferred by 85 students or 20,9% and the last method is doing skipping is only preferred by 24 students or 5,9

Table 4.11 Students' preferences in improving writing skills

Learning Preferences	Frequency	Percentage
Describing experiences in written	214	52,7
Giving explanation in details	112	27,6
Follow the draft given	80	19,7
Total	**406**	**100**

Based on the table described above, it has shown that Describing experiences in written as one of the learning methods used in improving writing skill is the most preference learning activities, there are 214 students or 52,7% preferred this method, followed by giving explanation in detail which is preferred by 112 students or 27,6%, then writing by following the draft as the method in improving writing skill is only preferred by 80 students or 19,7%.

4.2.5 The Needs of the language functions

Language functions as one of the language teaching components should be mastered by the students in order to communicate not only fluently but also accurately. In this present study, the language teaching components consists of mastering vocabulary, grammar and language functions.

Mastering English involves more than just learning vocabulary and grammar; it requires an understanding of how to use language effectively in different contexts and for various purposes. By focusing on language functions, learners can develop a well-rounded proficiency that enables them to communicate effectively, understand others, and fully participate in both social and professional environments.

In the following table, it has shown that some language functions which are needed by the students in order to communicate appropriately and fluently based on their need as indicated in the following table.

Table 4.12 The Needs of the language functions

Language Functions	Frequency	Percentage
Handling Telephone	271	66,7
Asking for and Giving Information	279	68,7
Asking for opinion	227	55,9
Agreeing and disagreeing	154	37,9
Suggesting	173	42,6
Describing things	195	48,0
Describing people	178	43,8
Asking for clarification	160	39,4
Asking a request	185	45,6
Handling a complaints	200	49,3
Asking for and giving advice	174	42,9

Based on the table above, it has been found that the language functions in terms of asking for and giving information is the ones that is most needed by the students (279 students), then followed by handling telephone, asking for opinion, handling complaints, describing things, asking a request, describing people, asking for and giving advice, giving suggestion, asking for clarification and the last one is agreeing and disagreeing which is needed only by 154 students from 406. The priority of language function described has shown that the needs of language functions is based on the order of the actual order in daily communication such as before the students are able to handle the telephone, they have to be able to ask for and give information; before they are able to handle the complaints, the have to be able to ask for opinion., .

V. Conclusions

Based on the results of data analysis in this research, it has been concluded that:

1. The students' needs on the language teaching components that included vocabulary, grammar, language functions, and language skills have shown that:
a. Vocabulary as one of the language components which is most needed by the students (61,6% or 250 from 406 students) followed by grammar (32,8% or 133 of 406 students). However, grammar is recognized as the most difficult component to be mastered (76,6% or 311 of 406 students) and followed by vocabulary (17,2% or 70 of 406 students) and language function is recognized as the third ones after vocabulary and grammar. It indicates that the students believe that they can master the language function easily after they have mastered the vocabulary and grammar.
b. In terms of the language skill, it has been found that speaking skill is the most needed skills by the students (80,5% or 327 of 406 students) followed by listening skill (14,3% or 58 of 406 students), then reading and writing. While speaking skills is also categorized as the most difficult subject to be mastered (54,4% or 223 of 406 students) then followed by listening (28,3% or 115 of 406 students), then reading and writing skills. It indicates that the students do realize the important of speaking skills as one skills most needed in the workplaces followed by listening skills is also important in understanding what the people says. It indicates that the students are more concerns to improve their spoken skills rather than their written skills.
b. In terms of their learning preferences to master each language components, the results have shown that using games are most preferred teaching activities in learning vocabulary (35% or 142 of 406 students) followed by translation, guessing, using pictures and puzzle. While in learning grammar, memorizing the patter of the grammar is most preferred by the students (34,2% or 139 of 406 students) followed by identifying the pattern from the context, using the pattern in the sentences, and answering grammar questions. The most preferred learning activities in improving speaking skills is practice conversation given (55,9% or 227 of 406 students) followed by practice speaking in front of the class, discussion ad debating. While the most preferred activities in listening skill is practice listening to people (41,1%) then listen to the audio, retelling what they have heard, and answering listening exercises. And the most preferred activities in reading skill is doing the scanning first, (46,6%) and then doing selecting, skimming and skipping.

While the most preferred activities in writing skill is writing the experiences (52,7%) and then writing the description and then writing by following the format given.

c. In terms of language function, how to ask for and give information is the most function needed by the students (68,7%) followed by handling telephone, and asking for opinion. Handling complaints and describing objects are also needed by the students.

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