



The Implementation of Teaching and Learning English for Tourism of Tourism and Hospitality Majors

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ABSTRACT

Purpose of the study: This research aims to identify the English language learning strategies for tourism, the materials used in teaching English, and the difficulties students face in learning English at the Banjarmasin National Tourism Academy.

Methodology: This descriptive qualitative research, designed by Miles and Huberman, involved first, third, and fifth-semester students, as well as an English lecturer of the Speaking course at the National Tourism Academy Banjarmasin. Data were collected through observation, interviews, and document analysis, and analyzed in three steps: data condensation (selecting and summarizing relevant documents), data display (organizing and compressing data), and drawing and verifying conclusions.

Main Findings: The results showed that the teaching strategies for the Speaking course in tourism at the National Tourism Academy Banjarmasin primarily involved lecturing and discussion, with less emphasis on role play. The Speaking course is a basic course aimed at boosting students' confidence in speaking English. The materials used in the course are general English topics such as obligatory expressions, hobbies and interests, and nominal sentences, which are not specifically related to tourism. Additionally, students reported difficulties in constructing sentences based on grammar rules and experienced burnout from online learning.

Novelty/Originality of this study: This research provides new insights into effective methods for teaching and learning English in tourism and hospitality majors, highlighting strategies that enhance students' practical English skills in the context of the global tourism industry.

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1. INTRODUCTION

Language is a fundamental communication tool that connects us with others, enabling the conveyance of ideas, emotions, and information [1]-[3]. Among the various languages, English holds a unique position as an international language, widely recognized and used across the globe [4]-[6]. Mastery of English involves four essential skills: Listening, Speaking, Reading, and Writing, which are crucial for effective communication. These skills play a significant role in daily life, educational institutions, and professional settings [7]-[9].

The tourism sector represents a significant part of a country's economy [10]-[12]. Employees in tourism-related fields, such as travel agencies, hotels, and other accommodation facilities, must be well-prepared

to meet diverse client demands. In Indonesia, tourism is a vital component of the economy, offering natural beauty, historical heritage, and cultural diversity to visitors [13]-[15]. However, the quality of English language education in Indonesia has been a concern, with students showing slow progress in mastering the language. This issue is partly due to educational institutions not providing adequate resources, such as appropriate textbooks, to meet students' needs.

English for Specific Purposes (ESP), particularly English for Tourism Purposes (ETP), is essential for the international tourism and service industry. Educators must understand the practical applications of this approach to maintain and improve learner motivation and proficiency [16]-[18]. ETP focuses on equipping learners with the language skills necessary for professional communication in tourism. This includes understanding the specific vocabulary and contexts relevant to the industry. Educators engaged in ESP have various roles and responsibilities, including developing curricula that reflect real-world applications and fostering a communicative methodology.

In Banjarmasin, the establishment of the National Tourism Academy, with its Hospitality and Tourism Business programs, highlights the importance of English for tourism. The implementation of English courses at this academy aims to enhance students' language skills, linking theoretical knowledge with practical applications. Teaching and learning processes are designed to connect classroom material with real-world situations, encouraging students to apply their knowledge in daily activities.

Despite these efforts, there remains a gap in understanding the effectiveness of English for Tourism education in Indonesia. This research aims to investigate the implementation of English for Tourism at the National Tourism Academy Banjarmasin. By examining the teaching and learning processes, this study seeks to identify challenges and opportunities for improving English language education in the tourism sector. Addressing this gap is crucial for enhancing the quality of education and better preparing students for careers in the tourism industry.

2. RESEARCH METHOD

In this research, the researcher took qualitative as the research method. Qualitative research is conducted through intense or prolonged contact with participants in naturalistic setting to investigate the situation and conditions that relate everyday life of individuals, groups, societies and organizations [19]-[21]. The participants of this research are students from the Tourism and Hospitality programs in their first, third, and fifth semesters, as well as one English lecturer for the speaking course. These programs were chosen because they have combined classes. There are 14 students in the first semester, 19 in the third semester, and 15 in the fifth semester, totaling 38 students. Four students were selected for interviews based on the results of a questionnaire.

The data collection techniques used in this study are observation and interviews. In participative observation, the researcher is involved in the daily activities of the participants, acting as a source of research data. While making observations, the researcher participates in the same activities as the data source. Observations of the speaking course will be conducted using the Zoom application. Interviews will be conducted with the lecturer to understand the implementation of teaching and learning English for tourism, and with students to understand their perceptions of difficulties in learning English. Out of two lecturers and twenty students, one lecturer and four students will be interviewed. Interviews will be conducted both in the classroom and outside, depending on the situation and time availability.

This research uses Miles and Huberman's data analysis techniques, which include data condensation, data display, and drawing and verifying conclusions [22]-[24]. Data condensation involves selecting, focusing, simplifying, abstracting, or transforming the data collected from field notes, interview transcripts, and documents. This process strengthens the data by making it more manageable. After collecting data through observation and interviews, the researcher will select and identify important data relevant to the research problem, discarding unrelated and unimportant data. Data display involves organizing and compressing the important data into an assembly of information that allows for conclusion drawing and action. Finally, in the drawing and verification conclusion step, the researcher will condense and display the data to draw and verify conclusions.

3. RESULTS AND DISCUSSION

3.1. Teaching Strategies and Learning English for Tourism at National Tourism Academy Banjarmasin

Based on the conducted research, the teaching and learning strategies for English for tourism at the National Tourism Academy in Banjarmasin were explored. The Academy offers several English for Tourism courses, including Carrier Development Unit (CDU), English for Hotels, English for Profession, Speaking I, Speaking II, Speaking III, and Pre-Speaking. Interviews with lecturers revealed that the main courses focused on teaching English for tourism are CDU, English for Hotels, and English for the Profession. The speaking courses

serve primarily as foundational courses to boost students' confidence. These courses follow the 2013 curriculum but are taught using the RPS (Semester Learning Plan) rather than a formal syllabus.

3.1.1. Teaching and Learning Techniques for English for Tourism

Role play emerged as a prominent strategy in teaching English for tourism, involving students in scenarios where they must imagine and perform dialogues as someone else, enhancing creativity and language skills. Another technique mentioned was brainstorming, which encourages creative thinking by prompting students to generate ideas based on a given topic. The lecturing method is also used, where instructors present and explain learning materials orally.

3.1.2. Media Used in Teaching and Learning English for Tourism

The research highlighted the use of media as a facilitation tool in teaching and learning. During the COVID-19 pandemic, online distance learning was implemented using platforms like Zoom and Google Classroom. Zoom provided a space for video and audio conferencing, allowing face-to-face interaction, while Google Classroom facilitated material distribution and assignment submissions. Despite these tools, students reported a decline in understanding due to the lack of in-person interaction and monotonous learning methods, leading to decreased engagement and comprehension.

3.2. Materials Used in Teaching Speaking Skills for English for Tourism

The findings indicated a discrepancy between the theoretical approach to teaching speaking skills and the actual practices at the Academy. While the material should ideally focus on specific job-related English, such as for hotel reception or tour guiding, the current curriculum primarily covers General English. Effective English for tourism instruction should target specific industry-related language skills, such as cultural information, tour guiding, and hospitality-specific interactions.

3.3. Student Difficulties in Learning English

A significant issue identified was students' lack of confidence, impacting their ability to socialize and work in teams. The transition to online learning during the pandemic exacerbated this issue, with students reporting reduced concentration and understanding. Burnout from monotonous online learning methods led to cynicism, apathy, and a lack of enthusiasm for the material. Interviews revealed that students desired more engaging and varied teaching methods to alleviate the tedium and enhance learning outcomes.

Students tend to be cynical and apathetic towards lessons by showing a lack of confidence and avoiding it and not understanding the lesson that has been received. Based on the theory above that the student experiences burnout from learning online, this burnout occurs when learning methods are too monotonous when presented the material. When the writer was interviewed with the student. The student said, "You should use a more fun teaching method during the pandemic, don't make it too monotonous, so students sometimes feel bored or tired of receiving material. Especially during the current pandemic, online lectures should use more fun methods." Students experience burnout learning online due to various factors. These factors include less attractive method, media or material, so that the presentation of material during the online learning process is carried out monotonous [25]-[29]. A lot of tasks given are accompanied by the provision of material without in-depth explanation. This raises students' lack of understanding of the material. As a result, there is a feeling of laziness, loss of enthusiasm, stress, insomnia, fatigue and burnout of course material during online learning. This causes burnout of learning in students. In addition, the influence of the learning environment at home that is less supportive such as crowded, noisy, and uncomfortable also causes burnout in learning [30]-[32]. In conclusion, that the student experiences burnout in online learning based on the method used by lecture which is too monotonous in presenting material. And based on the results of interviews with the students that the lecture was too monotonous in presenting material.

The novelty of this study contributes to understanding the specific challenges and strategies involved in teaching English for tourism in a post-pandemic educational landscape. By highlighting the gaps between theoretical teaching approaches and practical implementation, this research underscores the need for curriculum adjustments that address industry-specific language skills. The Implications in study to findings suggest that incorporating more interactive and industry-focused materials could significantly enhance student engagement and comprehension. Additionally, varied and dynamic teaching methods are crucial to maintaining student interest and preventing burnout, particularly in online learning environments. The study is limited by its reliance on qualitative data from a single institution, which may not be generalizable to other contexts. Further research with a larger sample size and diverse educational settings is necessary to validate these findings. The recommendation in this study are Update the curriculum to include more industry-specific language training, ensuring alignment with job requirements in the tourism sector. Incorporate varied teaching techniques, such as interactive role plays, group projects, and multimedia resources, to keep students engaged. Develop a blended learning model that combines online and offline methods to leverage the benefits of both approaches. Provide

additional support and resources to help students adapt to online learning, including workshops on time management and study skills. Implement regular feedback mechanisms to gather student input on teaching methods and materials, ensuring continuous improvement in instructional practices.

4. CONCLUSION

Based on the findings discussed, three key points can be concluded from this research: Teaching Strategies: The primary teaching strategies employed in the speaking course for tourism students at the National Tourism Academy Banjarmasin are lecturing and discussion, rather than role play. This approach reflects the course's supplementary nature, aimed at boosting students' confidence in speaking English. Course Content: The speaking course focuses on general English topics such as obligatory expressions, hobbies and interests, and nominal sentences. The material is not specifically tailored to the tourism industry, which may limit its practical application for students pursuing careers in this field. Challenges in Learning: Students face significant challenges in learning English, particularly in constructing sentences according to grammatical rules. Additionally, the shift to online learning has contributed to student burnout, further complicating their language acquisition process.

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