Mapping Needs: Designing English Module for Tourism and Hotel (EMTH)

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Abstract - This research aimed to identify the learning and target needs, as well as the importance of English for students in the tourism and hotel industry. Utilizing a survey method, data was collected through questionnaires and interviews with students and professionals in the hospitality sector. Listening emerged as the skill of highest priority at 83.33%, while Speaking and Reading were equally critical at 91.67%. Surprisingly, Writing was designated as High Needed at 66.67%, highlighting a pressing need for enhanced written communication. Additionally, the study revealed that "Greeting" was classified as "The Highest Needed" at 82.86%, emphasizing its crucial role in guest interactions. "Asking and giving information" (91.43%) and "Offering services" (77.14%) were identified as essential for providing quality service and ensuring customer satisfaction. Strong language proficiency is imperative in various areas, including "Hotel facilities," "Hotel and restaurant services," "Phone calls complaints and solutions," "Writing email & responding to email to customers," and "Reading travel books, hotel documents, brochures," all categorized as "The Highest Needed" (77.14% to 85.71%). Notably, "Reservation and check-in" and "Transportation" were classified as "High Needed" at 71.43%, signifying their importance although not reaching the highest level of necessity in the industry.

Keywords: English module, mapping needs designing, Tourism and Hotel

I. INTRODUCTION

English language proficiency is essential for the tourism and hospitality industry, as it is a global industry that requires communication with people from different countries. The English Module for Tourism and Hotel (EMTH) is designed to improve the English language proficiency of students in the tourism and hospitality industry. However, there is a need to map the needs of the industry to ensure that the EMTH is designed to meet the specific needs of the industry. A comprehensive need analysis is indispensable to pinpoint the precise language requirements and challenges faced by individuals in the tourism and hospitality sector. Through this analysis, the EMTH can be meticulously tailored to address the unique and specific needs of the industry, ensuring that

students receive the most relevant language training that will empower them to excel in their roles within the sector.

Several studies have been conducted on mapping the needs of English for Tourism and Hotel. According to (Sermsook et al., 2021), that analyses the problems and needs of English language training for hotel staff in Phang Nga Province, Thailand. The study found that the hotel staff lacked English language proficiency, which affected their ability to communicate with foreign tourists. Improving the English language proficiency of hotel staff is essential for the tourism industry in Thailand to provide high-quality service to tourists. This research is important because it highlights the need for English language training for hotel staff in Thailand to improve the quality of service provided to tourists. In addition, (Malini et al., 2022a) recently explored the needs analysis of English language training for small hotel and restaurant employees in Nusa Lembongan, Bali, Indonesia. The study found that the employees lacked English language proficiency, which affected their ability to communicate with foreign tourists. In here, English language proficiency of small hotel and restaurant employees is essential for the tourism industry in Bali to provide high-quality service to tourists. This research is important because it highlights the need for English language training for small hotel and restaurant employees in Bali to improve the quality of service provided to tourists.

In addition, (Ratmanida et al., 2020)conducted study about the need for English language training for hotel staff at the Faculty of Tourism and Hospitality at Universitas Negeri Padang in Indonesia. The study found that the hotel staff lacked English language proficiency, which affected their ability to communicate with foreign tourists. The findings imply that improving the English language proficiency of hotel staff is essential for the tourism industry in Indonesiato provide high-quality service to tourists. This research is important because it highlights the need for English language training for hotel staff in Indonesia to improve the quality of service provided to tourists. Similarly, (Pham, 2023), he analysed that the needs analysis of English language training for hotel receptionists. The study found that hotel receptionists lacked English language proficiency, which affected their ability to communicate with foreign

tourists. In this view, English language proficiency of hotel receptionists is essential for the tourism industry to provide high-quality service to tourists. This research is obviously important because it highlights the need for English language training for hotel receptionists to improve the quality of service provided to tourists.

Regarding to the pre-observation, there are some problems related to the need analysis of English Module for Tourism and Hotel (EMTH) as a first stage of designing a module. First, the absence of an English Module for Tourism and Hotel (EMTH) at STAIN Mandailing Natal, particularly one based on local wisdom, is a significant gap that urgently needs to be addressed. Local wisdom, as an approach to English language instruction, holds immense value in the context of this institution and its surrounding community. Recognizing and integrating local wisdom into the EMTH is not only highly relevant but also essential to meet the specific needs and enrich the educational experience of students.

Second, the researcher has been appointed as the consortium leader for the English for Tourism and Hotel course, a role that necessitates the design and development of a learning module tailored to the industry's requirements. This appointment underscores the recognition of the critical role that language proficiency, especially within the context of tourism and hotel management, plays in providing quality service. As such, the researcher is tasked with creating a module that aligns with the demands and expectations of the field, ensuring that students are well-prepared to excel in their future careers. Lastly, it's important to acknowledge that the requirements for teaching English for Tourism and Hotel vary significantly from one location to another. This variation is primarily driven by the unique characteristics of each region, including its local wisdom, cultural heritage, and specific challenges. Experts in the field have emphasized the need for customized approaches that reflect the distinct needs of different areas, (Al-Malki et al., 2022; Bury & Oka, 2017; Dabić, 2017; Hasrul et al., 2021; Lertchalermtipakoon et al., 2021; Nurhalimah & Jannah, 2022; "Peranan Keterampilan Berbahasa Inggris Dalam Industri Pariwisata," 2019).

While, the researches about the language was conducted by Muta'allim, Sofyan, & Haryono (2020); Salikin, Muta'alim, Nawawi,

Alfani, Ghaffar, & Wafi (2021); Muta'allim, Alfani, Hosaini, & Sayfullah (2021); Muta'allim, Alfani, Mahidin, Agustin & Wicaksi (2021); Sofyan, Yudistira, Muta'allim, Alfani & Ghaffar (2022); Yudistira, Muta'allim, Nurcaya, Julhadi, & Pattiasina (2022); Sofyan, Badrudin, Fitriani, & Muta'allim (2022); Yudistira & Muta'allim (2023); Mahardhani, Nawiruddin, Jalaluddin, Julhadi, & Muta'allim (2023); and Julhadi, Muta'allim, Fitri, Efendi, & Yahya (2023). Based on the several studies mentioned above, it can be concluded that this research shares similarities in terms of language studies but differs in terms of objectives, focus, theory, location, and methods used. Given these distinctions, there is still room for further investigation in this study.

In short, English learning, especially tourism and hotel are an ongoing process and can indeed be done while students or graduates are already in internship or work place that fully demand mastery of the language. However, many companies in Indonesia set a certain level of English competence in order to join them in the first place. In addition, lacking English competence at the start of their internship or work will hinder their performance and assessment. Both of these points again emphasize the need for ESP needs analysis for their English learning. Through ESP needs analysis, it is expected that the students or graduates have sufficient required English competence as a starting point. Based on this background, this research was conducted taking the title *"Mapping Needs: Designing English Module for Tourism and Hotel (EMTH)"*. Specifically, this research attempted to identify the learning and target needs, and important of English for tourism and hotel of those students. Based on the background above, the researcher formulates the problem, which is how to design the English module for tourism and hotel (EMTH) to meet the needs? To address the research problem, it is necessary to use the theory of English for Specific Purposes (ESP).

The concept of English for Specific Purposes (ESP) is complex and has been approached from various angles, with several experts offering their insights to clarify it. First, ESP courses outperform general English courses due to their customized approach, as they are designed to cater to the unique requirements of learners. This advantage arises from their specialization in addressing the language and skill demands of specific fields or disciplines,

whereas general English courses have a more extensive coverage of various subjects, (Chotimah, 2022). In the context of teaching English for tourism, ESP courses work well because they concentrate on the things that are important for students pursuing a career in tourism. For instance, if students are training to become tour guides, an English for Tourism course will specifically teach them the language and skills needed for this profession. They will learn about tourist destinations, how to communicate effectively with travellers, and howto deliver outstanding service.

Additionally, ESP courses tend to boost the motivation of students. Those who sign up for ESP programs typically show a high level of motivation because they have a well-defined language goal that directly influences their lives and, in many cases, their professional paths (Ladarević, 2021). Consider a student who aims to pursue a career in the hotel industry in an English-speaking country. To achieve this, they would choose to enrol in an English for Hotel Professionals course, which focuses on improving language skills relevant to the hotel business. This choice not only enhances their ability to communicate effectively in their field but also makes them more attractive to potential employers. The increased motivation to succeed in their chosen career path often results in more effective learning and ultimately leads to better career prospects and outcomes.

Another significant benefit of ESP courses is their cost-effectiveness. These courses are designed to meet the precise needs and objectives of learners, which helps in avoiding unnecessary time and effort wastage. For instance, consider the case of an individual looking to enhance their language skills for a career in the business sector. Enrolling in an English for Business" course offers a focused curriculum that imparts business-related vocabulary and communication skills directly relevant to the business world. This specialized approach proves to be significantly more cost-effective than enrolling in a general English course and then separately attempting to attain proficiency in business English.

In a similar vein, these courses are developed through a thorough analysis of learners' needs, precisely pinpointing the essential language skills demanded by their chosen field or profession. It ensures that students or professionals acquire the language skills and competencies that are directly relevant

to their specific career or academic goals. This targeted approach not only maximizes the efficiency of language acquisition but also enhances learners' overall effectiveness and competitiveness in their chosen field. By focusing on the exact requirements of a discipline, ESP courses offer a logical and pragmatic solution for language learning that aligns with real-world demands. This approach is based on the idea that learners have different language needs depending on their area of specialization, and that language courses should be tailored to meet those needs (Bolton & Jenks, 2022b; Fadlia et al., 2020). The primary focus of the course should revolve around two key factors: relevance and efficiency. By honing in on the precise language skills essential for a specific discipline or profession, learners can readily grasp the relevance of what they are learning. This heightened sense of relevance often results in increased motivation and engagement, ultimately leading to more successful learning outcomes. The course's concentration on specific language skills allows learners to make optimal use of their time and resources. They can dedicate their efforts to acquiring the knowledge they genuinely need, rather than diverting their attention to irrelevant materials. This streamlined approach not only accelerates the language acquisition process but also ensures that learners acquire the skills that are most directly applicable to their chosen field.

Moreover, the course extends its focus to enhancing employability. By nurturing the language skills required in their desired profession, learners can significantly enhance their employability and career prospects. This aspect is particularly critical in the modern, globalized job market, where many employers place a premium on language proficiency in addition to other qualifications. These factors collectively underscore the pivotal role that ESP courses play in optimizing the educational experience for learners. The relevance, efficiency, and employability-enhancing aspects serve as persuasive arguments for the adoption of ESP courses, emphasizing their practical and real-world applicability. It is also about competitiveness. By developing language skills that are specific to their field of study or profession, learners can become more competitive in their chosen area (Alshayban, 2022; Rahman, 2015). This can give them an advantage over others who may have more general language skills but lack the specific

knowledge required for a particular job or industry.

In conclusion, designing language courses based on an analysis of learners' needs to identify the specific language skills required for their target discipline or profession can have many benefits for learners. It can increase relevance, efficiency, employability, and competitiveness, and ultimately lead to better learning outcomes. Similarly, ESP courses are tailored to assist individuals in entering or advancing in their preferred fields by providing them with the essential language skills. In other words, English for Specific Purposes (ESP) courses are created to enable individuals to acquire the appropriate language skills for their occupations or academic pursuits, (Bolton & Jenks, 2022a; Fitria, 2020; Rafiq et al., 2021). Due to the diverse language requirements of various professions and fields, ESP courses are specifically tailored to address these unique linguistic needs. For instance, students aiming to work in the tourism industry require a distinct set of language skills, such as vocabulary related to local attractions, cultural knowledge, and effective communication with tourists. ESP courses offer a clear and targeted approach by teaching the language skills directly applicable to academic studies or job responsibilities, allowing students to enhance their understanding and communication within their specific field.

In the development of ESP courses, instructors analyze the specific language requirements of their students and create a structured curriculum accordingly. They employ methods and activities that mirror the language and communication patterns used in the students' respective work or studies. ESP, therefore, places emphasis on language components like grammar and specialized terminology, as well as communication skills that align with the demands of their chosen profession or academic discipline. Moreover, ESP courses are designed to captivate and inspire students, fostering their interest in acquiring the language relevant to their job or academic pursuit. This targeted language learning plays a pivotal role in expanding job opportunities, a crucial factor in today's competitive job market where employers often prioritize language proficiency alongside other essential skills. In summary, ESP courses are meticulously crafted to teach students the language they require to excel in their chosen career or academic field, aligning with the

specific language demands of their profession or studies.

1. Need Analysis

Need Analysis for English in the tourism and hotel industry is a crucial process that helps identify the specific language skills and knowledge required by professionals and students in this field to perform their job responsibilities effectively, (Herdawan et al., 2021; Lertchalermtipakoon et al., 2021; Pham, 2023; Rachmawati, 2020). At this point, need Analysis ensures that the English language curriculum is precisely aligned with the actual demands of the tourism and hotel industry in North Sumatra. For instance, students preparing for careers as tour guides may need to focus on specific local attractions, cultural knowledge, and effective communication with tourists. This tailored approach ensures that students are well-prepared for the real challenges they will face in their future careers, (Alfian, 2019; Islamiyati et al., 2021; Sieglové, 2019; Titian Gawa, 2022; Yusrina et al., 2021). When studentssee that their language learning is directly applicable to their future roles, it fosters a sense of relevance and engagement. They are more motivated to learn when they understand that the language skills, they acquire will be vital for success in the tourism and hotel industry in North Sumatra. In the competitive job market, students who have received an education tailored to the specific language needs of the tourism and hotel industry in North Sumatra have a distinct advantage. Employers are more likely to hire individuals who possess the language skills and knowledge directly relevant to the job, as this reduces the need for extensive on-the-job training. In conclusion, Need Analysis for English in tourism and hotel education in North Sumatra is a fundamental step that ensures students are well-equipped to excel in their careers.Its tailors' language learning to the real needs of the industry, fosters relevance and engagement, and ultimately contributes to better customer service and improved job prospects for students in this field.

Need analysis Focus on Language Skills and Topics, (Laforce et al., 2017; Smith et al., 2022). The analysis concentrates on pinpointing the most essential language skills and the pertinent topics and functions that are crucial in the tourism and hospitality workplace. Consider a group of students in North Sumatra who are studying to become hotel managers. Need

analysis reveals that they need a strong command of business English, which includes skills such as negotiation, contract writing, and financial terminology. By concentrating on these specific language skills, the curriculum equips students to confidently handle business-related tasks, such as negotiations with suppliers or financial reporting, which are vital for effective management in the hotel industry. Another reason of the important of need analysis is focusing on the most essential language skills and topics directly impacts customer satisfaction. For instance, by training staff to communicate effectively and provide excellent service in English, hotels in North Sumatra can cater to a diverse range of international guests.

This enhances the reputation of the region's hospitality industry and encourages tourists to return or recommend the destination to others, contributing to the growth of tourism. In here, need analysis not only identifies what language skills are crucial but also what is unnecessary, (Funa & Prudente, 2021; Padmadewi et al., 2023). By eliminating irrelevant language components, educational institutions can make efficient use of resources, focusing their time and efforts on equipping students with the specific skills they need for their careers. This approach is cost-effective and ensures that students are well-prepared without unnecessary expenditure. In summary, by concentrating on essential language skills and topics identified through need analysis, educational programs in North Sumatra's tourism and hospitality industry can offer students a tailored education that directly aligns with the requirements of their future careers. This approach enhances their competence, the quality of service they provide, and the region's competitiveness as a tourist destination.

Need analysis is typically carried out through various data collection methods, such as surveys and interviews, to understand and document the specific language needs of the target group, (Azahro & Agnafia, 2022; Purnamasari et al., 2020). Need analysis in the context of tourism and hotel education in North Sumatra relies on data collection methods like surveys and interviews. Consider a scenario where a hotel management school in North Sumatra conducts surveys among students and interviews with professionals in the local hotel industry. Through these methods, they can identify that language skills for effective guest communication, local cultural knowledge, and

customer service vocabulary are the most crucial requirements in the region's hospitality sector. When students recognize that their education is based on real industry demands, their motivation and engagement levels increase, (Lestari & Aziz, 2022; Rahmawati et al., 2021; Yusrina et al., 2021). In the context of North Sumatra's tourism and hotel sector, knowing that their language skills are directly aligned with the requirements of providing exceptional guest experiences encourages students to invest more effort in their studies. In conclusion, need analysis in tourism and hotel education in North Sumatra, achieved through data collection methods such as surveys and interviews, results in a curriculum that is finely tuned to the language needs of the local industry. This approach boosts the readiness of students for their future careers, increases the region's competitiveness in the tourism and hotel sector, and optimizes resource utilization.

The results of the need analysis are then utilized to develop English language courses and materials that are tailored to meet the precise requirements of the target group, ensuring relevance and effectiveness, (Alfian, 2019; de Castro, 2021; Kaya, 2021; Rachmawati, 2020; Shehni, 2021; S. A. Strinyuk & Lanin, 2022; S. Strinyuk & Lanin, 2022). Graduates who have undergone English language courses designed based on need analysis possess a competitive advantage. For instance, they are better equipped to communicate effectively with tourists and colleagues, making them more attractive to potential employers. In a job market where customer service and effective communication are paramount, these students have an edge. In conclusion, need analysis plays a crucial role in developing tailored English language courses for tourism and hotel students in North Sumatra. The outcomes include customized, applicable, and effective education that empowers students with a competitive edge in the job market, all while optimizing resource utilization.

The primary objective of this analysis is to enhance the English language proficiency of professionals and students in the tourism and hotel sector, ultimately improving their ability to communicate effectively with customers and colleagues in the workplace, leading to better customer service and overall job performance, (Ahmmed et al., 2020; Rahmawati et al., 2021). The primary focus of need analysis is to identify the specific language needs of professionals and students. For example, it may reveal that hotel staff must communicate with a diverse range of international tourists. By tailoring language courses to these requirements, the students can significantly improve their communication skills, ensuring that they can effectively interact with guests, understand their needs, and provide a memorable experience, (Avcı & Engin-Demir, 2021; Luo et al., 2022; Malini et al., 2022a; Sermsook et al., 2021; Tu et al., 2021). In North Sumatra's tourism and hotel industry, effective communication is central to providing outstanding customer service. By enhancing their English language proficiency, professionals and students can better understand and fulfil the needs and expectations of their guests. This, in turn, results in a heightened level of customer satisfaction, which is crucial for the reputation of hotels and tourist destinations in the region. In conclusion, the primary objective of enhancing English language proficiency through need analysis in the tourism and hotel sector in North Sumatra is to create professionals and students who can effectively communicate with customers and colleagues. This, in turn, leads to superior customer service, improved job performance, and a competitive advantage in the industry, ultimately contributing to the success of the region's tourism and hospitality businesses.

2. English for Tourism and Hotel

English for Tourism and Hotel refers to the specific use of the English language in the tourism and hospitality industry, (Dewi et al., 2022; Supartini & Agustini, 2021). The use of English in the context of tourism and hotel management is not a generic application of the language. It is highly specialized to cater to the unique needs and demands of this sector. For example, hospitality professionals need language skills that allow them to interact with diverse guests, understand their preferences, and provide exceptional service, all of which are industry-specific requirements. This specialization ensures that professionals in this field can communicate effectively with a global clientele. The tourism and hotel industry, customer satisfaction is paramount. Effective communication in English is often a key element in achieving this. The ability to converse fluently with guests, address their needs, and provide information on local attractions is fundamental, (Fielden & Rico, 2018). When the English language is utilized with a customer-centric focus, it enhances the

overall guest experience, fosters customer loyalty, and positively impacts business revenue. In summary, English for Tourism and Hotel is not a generic application of the language but a specialized, customer- centric, and industry-specific use of English. Its significance in the tourism and hotel sector in North Sumatra and globally cannot be overstated, as it directly influences customer satisfaction, industry reputation, and the competitiveness of professionals in this field.

The goal of English for Tourism and Hotel is to improve the English language proficiencyof tourism and hospitality personnel and students, thereby enhancing their ability to communicate effectively with customers and colleagues in the workplace, (Koerniawaty & Nova, 2021; Nabila Zayanti et al., 2023). Satisfied customers are more likely to become loyal patrons and advocates of a hotel or tourist destination. When personnel and students can communicate fluently and empathetically in English, they create a welcoming and accommodating atmosphere for international guests. This customer-centric approach leads to positive reviews, repeat business, and recommendations, which are vital for the success and reputation of businesses in the tourism and hotel industry. In a competitive job market, professionals and students with enhanced English language skills have a distinct advantage, (Zahedpisheh et al., 2017a). They are more likely to secure desirable positions and advance in their careers. In North Sumatra, where tourism plays a vital role in the economy, being proficient in English is often a key factor in securing a job in the sector. In summary, the goal of English for Tourism and Hotel is not just about language proficiency but about enabling professionals and students to communicate effectively, foster customer satisfaction, and excel in their careers. It's a strategy that drives success in the tourism and hotel sector in North Sumatra and beyond.

The concept of English for Tourism and Hotel is based on the idea that effective communication is essential in the tourism and hospitality industry. This is supported by the fact that tourism and hospitality personnel and students need to be able to communicate effectively with customers and colleagues from different cultural backgrounds, (Pan & Zhong, 2022; Sahyoni, 2020; Tandy Rerung, 2021). The tourism and hospitality industry is a service-oriented industry, and effective communication is crucial in providing quality service to

customers. The use of English for Tourism and Hotel recognizes the importance of language skills and knowledge that are relevant to the industry, such as customer service, tour guiding, and communication with foreigners. The development of English language courses and materials that are tailored to the specific needs of the industry can help to improve the English language proficiency of personnel and students, which can lead to better job opportunities and career advancement. Therefore, the concept of English for Tourism and Hotel is essential in ensuring effective communication and quality service in the tourism and hospitality industry, (Erazo et al., 2019; Zahedpisheh et al., 2017b).

The concept involves identifying the specific language skills and knowledge required by professionals and students in the industry, and developing English language courses and materials that are tailored to their needs. Identifying the specific language skills and knowledge required by professionals and students in the tourism and hotel industry is akin to a targeted approach, (Lee et al., 2017; Trang & Phuong, 2023). For instance, professionals who work as tour guides in North Sumatra need specialized language skills to communicate effectively about local attractions, cultural nuances, and historical context. This precision ensures that students and professionals acquire the exact skills they need to excel in their roles. By developing courses and materials based on identified needs, educational institutions in North Sumatra can efficiently allocate their resources. This includes faculty time, educational materials, and budget. By focusing on the specific language skills and knowledge requirements, they can offer targeted education without unnecessary expenditure, (Frank, 2020; Hsu et al., 2023; Lin et al., 2023; Low, 2020; Malini et al., 2022b; Prima, 2022; Tonić, 2010). In conclusion, the concept of identifying specific language needs and developing tailored English language courses and materials for the tourism and hotel industry is a strategic and efficient approach. It ensures that professionals and students receive a precise education that directly aligns with the linguistic demands of the sector, fostering engagement, job readiness, and a competitive edge.

II. RESEARCH METHOD

This research employs both qualitative and quantitative approaches, utilizing a mixed-methods approach that integrates qualitative and

quantitative methods. The study involves the participation of stakeholders in the tourism and hotel industry to identify specific language needs. Furthermore, the research investigates existing language modules and English for Specific Purposes (ESP) theories through a literature review. Data analysis involves examining responses from interviews and surveys to uncover qualitative findings. Additionally, the researcher utilizes survey data for a quantitative analysis of language needs. The findings from the data collection are then applied to specify the identified language needs. Moreover, the research refers to relevant ESP theories as a foundation for designing the module. The module is crafted to include interactive activities and exercises tailored to the specific language requirements of the industry. A pilot test is conducted with a sample group to evaluate the effectiveness and relevance of the module. The analysis of each research stage, including the results of the needs analysis, module design, and validation, is conducted to provide a comprehensive overview of the

research contributions.

III. RESULT AND DISCUSSION

The data was subsequently organized into a table and assessed using percentages as outlined by (Sudjana, 2005);

P= F X 100% N

P = the percentage of responseF = Frequency
N= total number of respondents

The data presented in Table 1 provides valuable insights into the determination of needlevels for English in the context of tourism and hotel management. The mean range, which iscategorized into four distinct levels, serves as a critical indicator in understanding the significance of language proficiency in this field. The Highest Needed and High Needed categories are of particular interest, as they are the primary focus of this research. These categories shed light on the critical aspects of English language requirements for the tourism and hotel industry, offering a foundation for further analysis and considerations in this study.

Table 1. The mean range then determines the level of the need

Scale	Mean Range	Need Level
4	75-100	The Highest Needed
3	45-74.9	High Needed
2	25-44.9	Low Needed
1	10-24.9	The Lowest Needed

The category is formulated based on the aspect of the highest and high needed category only, since the focus of this research is on the need analysis of English for Tourism and Hotel.
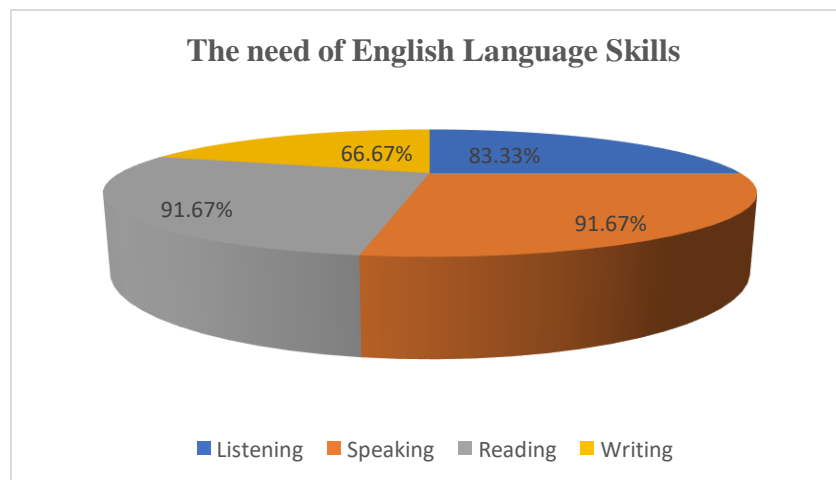
Picture. 1. The need of English Language Skills

The data gathered clearly highlights the essential nature of English language skills for

professionals in this field. With a mean of 83.33%, Listening is deemed The Highest Needed, underscoring the pivotal role of effective communication and comprehension. Equally significant is the mean of 91.67% for both Speaking and Reading, solidifying their importance in interactions with international guests and interpreting diverse documents. However, the study reveals a noteworthy aspect by designating Writing as High Needed with a mean of 66.67%. This indicates a critical need for further attention to written communication within the industry. In sum, the research data provides a compelling result for the development and implementation of an English module tailored to the specific demands of tourism and hotel professionals to ensure effective communication and service delivery.

Table 2. The Students Level of English for Tourism and hotels' topic needed

No	Topics	Category				Mean	Level
		The Highest Needed	High Needed	Low Needed	The Lowest Needed		
1	Greeting	29/35	4/35	2/35	0/35	82.86%	**The Highest Needed**
2	Asking and giving information	32/35	3/35	0/35	0/35	91.43%	**The Highest Needed**
3	Offering services	27/35	8/35	0/35	0/35	77.14%	**The Highest Needed**
4	Giving direction	29/35	6/35	0/35	0/35	82.86%	**The Highest Needed**
5	Hotel facilities	30/35	5/35	0/35	0/35	85.71%	**The Highest Needed**
6	Reservation and check-in	25/35	10/35	0/35	0/35	71.43%	**High Needed**
7	Hotel and restaurant services	29/35	6/35	0/35	0/35	82.86%	**The Highest Needed**
8	Phone calls complaints and solution	27/35	7/35	1/35	0/35	77.14%	**The Highest Needed**
9	Writing email & responding email to customers	30/35	5/35	0/35	0/35	85.71%	**The Highest Needed**
10	Reading travel books, hotel documents, brochures	27/35	8/35	0/35	0/35	77.14%	**The Highest Needed**
11	Reading emails from travel agency, tourits	29/35	6/35	0/35	0/35	82.86%	**The Highest Needed**

No	Topics	Category				Mean	Level
		The Highest Needed	High Needed	Low Needed	The Lowest Needed		
12	Describing tourism object	27/35	8/35	0/35	0/35	77.14%	**The Highest Needed**
13	Tour guiding	29/35	6/35	0/35	0/35	82.86%	**The Highest Needed**
14	Presenting destination	27/35	8/35	0/35	0/35	77.14%	**The Highest Needed**
15	Transportation	25/35	10/35	0/35	0/35	71.43%	**High Needed**

Table 2 presents a comprehensive analysis of the English language skill requirements for students studying in the context of tourism and hotels. The data collected sheds light on the specific skills needed for success in this industry, which plays a crucial role in the global economy. It's evident from the table that the highest level of English proficiency is "The Highest Needed" for most of the topics, as indicated by the high mean percentages. First and foremost, the importance of effective communication is underscored by the data. "Greeting," an essential aspect of guest interactions, has a mean percentage of 82.86%, classifying it as "The Highest Needed." This emphasizes the necessity for students to excel in basic social interactions to provide quality service in the tourism and hotel sector.

The data also highlights the significance of "Asking and giving information" (mean of 91.43%) and "Offering services" (mean of 77.14%) as areas where students need to excel. These skills are vital for assisting tourists, providing information, and ensuring a smooth experience for guests. They are also essential in providing a high level of customer service, which is a hallmark of the industry. Furthermore, the table points to the need for strong language skills in "Hotel facilities," "Hotel and restaurant services," "Phone calls complaints and solutions," "Writing email & responding to email to customers," and "Reading travel books, hotel documents, brochures." All of these topics fall under "The Highest Needed" category, with mean percentages ranging from 77.14% to 85.71%. These results underline the demand for well-rounded language proficiency that encompasses both spoken and written communication. However, it's worth noting that certain topics such as "Reservation and check-in" and "Transportation" are categorized as "High Needed" with mean percentages of 71.43%. While they don't reach the highest level of necessity, these skills are still crucial for students, as they form an integral part of the industry's daily operations. In summary, the findings from Table 2 provide a compelling data for the development and implementation of an English module tailored to the specific demands of students in the tourism and hotel sector. This specialized training can help them acquire the essential language skills needed to excel in this dynamic and globalized industry, ensuring that they are well-prepared for successful careers and can provide high-quality service to international guests.

Table 3. The Companies Level of English for Tourism and hotels' topic needed

No	Topics	Company	Mean	Level

		A	B	C		
1	Greeting	4	3	4	70.37%	**High Needed**
2	Asking and giving information	4	4	4	88.89%	**The Highest Needed**
3	Offering services	4	4	3	70.37%	**High Needed**
4	Giving direction	4	4	4	88.89%	**The Highest Needed**
5	Hotel facilities	4	3	4	70.37%	**High Needed**
6	Reservation and check-in	4	4	4	88.89%	**The Highest Needed**
7	Hotel and restaurant services	4	3	4	70.37%	**High Needed**
8	Phone calls complaints and solution	4	4	3	70.37%	**High Needed**
9	Writing email & responding email to customers	3	4	4	70.37%	**High Needed**
10	Reading travel books, hotel documents, brochures	4	4	4	88.89%	**The Highest Needed**
11	Reading emails from travel agency, tourits	4	3	4	70.37%	**High Needed**
12	Describing tourism object	4	4	4	88.89%	**The Highest Needed**
13	Tour guiding	3	4	4	70.37%	**High Needed**
14	Presenting destination	4	4	4	88.89%	**The Highest Needed**

No	Topics	Company			Mean	Level
		A	**B**	**C**		
15	Transportation	3	4	4	70.37%	**High Needed**

Table 3 offers a comprehensive examination of the English language skill requirements for companies operating within the tourism and hotel industry. The data provides valuable insights into the specific language proficiencies necessary for success in this sector, which is critical for providing exceptional service to a diverse clientele. Let's explore the implications of these findings. The table reveals that "The Highest Needed" level of English proficiency is

essential for various topics, as indicated by the high mean percentages. This underscores the paramount importance of effective communication and understanding in the industry. "Asking and giving information" and "Giving direction" both achieved a mean of 88.89%, designating them as "The Highest Needed." These results emphasize the critical need for employees to excel in providing clear information, directions, and guidance to guests, ensuring their needs and expectations are met efficiently.

Furthermore, several other topics such as "Reading travel books, hotel documents, brochures," "Describing tourism objects," and "Presenting destination" are also categorized as "The Highest Needed" with mean percentages of 88.89%. These findings highlight the demand for strong language skills in understanding and conveying essential information related to the tourism and hotel industry. Additionally, the data designates "Greeting," "Hotel facilities," "Reservation and check- in," "Hotel and restaurant services," "Phone calls complaints and solutions," "Writing email & responding to email to customers," and "Reading emails from travel agency, tourists" as "High Needed" with mean percentages ranging from 70.37% to 70.37%. These results indicate that effective communication, both written and spoken, remains crucial for day-to- day interactions and problem-solving within the industry. Overall, the findings from Table 3 underscore the importance of equipping employees in the tourism and hotel sector with strong English language skills. Effective communication and understanding are essential for enhancing guest experiences, ensuring smooth operations, and addressing various challenges that may arise. Therefore, companies should consider investing in language training and development programs to empower their employees and enable them to provide high-quality service in this globalized and dynamic industry.

The findings presented in picture 1, Table 2, and Table 3 collectively emphasize the critical importance of English language skills within the tourism and hotel industry. The data reveals the specific areas where proficiency in English is most urgently needed, providing valuable insights that have significant implications for both students and professionals in the field. Picture illustrates that "Listening," "Speaking," and "Reading" are classified as "The Highest Needed," with mean percentages of 83.33%,

91.67%, and 91.67%, respectively. These results underscore the pivotal role of effective communication and comprehension. As the foundation of communication, these skills are indispensable in interactions with international guests and interpreting diverse documents. Notably, "Writing" is labeled as "High Needed," with a mean of 66.67%, highlighting a critical need for further attention to written communication within the industry. This data provides a compelling argument for the development and implementation of a specialized English module tailored to the specific demands of tourism and hotel professionals to ensure effective communication and service delivery.

Table 2, focusing on students' English language skill requirements, reaffirms the industry's need for comprehensive language proficiency. With most topics categorized as "The HighestNeeded," it is evident that students must excel in a wide range of language skills. Topics suchas "Asking and giving information" and "Giving direction" are designated as "The Highest Needed," emphasizing the importance of clear information delivery. The data also highlightsthe critical need for students to master "Hotel facilities," "Hotel and restaurant services," and "Writing email & responding to email to customers." These findings underline the demand for well-rounded language proficiency in both spoken and written communication. In Table 3, the emphasis is on the English language skill requirements for companies in thetourism and hotel industry. The data indicates that the "The Highest Needed" category is essential for several topics, including "Asking and giving information," "Giving direction," "Reading travel books, hotel documents, brochures," "Describing tourism objects," and "Presenting destination."

These results highlight the paramount importance of effective communication and understanding. Other topics, though falling into the "High Needed" category, still underscore the crucial role of effective communication, both written and spoken, in day-to-day interactions and problem-solving within the industry. Collectively, these findings have significant implications for all stakeholders in the tourism and hotel sector. For students, it emphasizes the importance of comprehensive language training to meet industry demands effectively. For professionals, it highlights the necessity ofcontinuous language development to

enhance guest experiences and address challenges seamlessly. Furthermore, institutions and companies should consider investing in tailored language training programs to equip their students and employees with the requisite language skills. In conclusion, the data provides a clear roadmap for addressing the English language skill needs in the tourism and hotel industry, ultimately leading to improved communication, enhanced service quality, and overall industry excellence.

IV. CONCLUSION

In summary, the findings collectively underscore the critical importance of English language proficiency within the tourism and hotel industry. The data provides specific insights into the areas where proficiency is most urgently needed. In picture 1, the "Listening," "Speaking," and "Reading" skills fall under "The Highest Needed" category, highlighting their pivotal roles in effective communication with international guests and document interpretation. Furthermore, the "High Needed" designation for "Writing" underscores the industry's critical need for improved written communication. In addition, the necessity for students to excel in a range of language skills, with most topics categorized as "The Highest Needed." This emphasizes the significance of clear information delivery and the mastery of both spoken and written communication. In Table 3, the focus is on companies operating within the industry, with topics like "Asking and giving information" and "Giving direction" designated as "The Highest Needed." "High Needed" topics also stress the essential role of effective communication in daily interactions and issue resolution within the industry. These findings have significant implications for various stakeholders. They emphasize the importance of comprehensive language training for students and continuous language development for professionals to enhance guest experiences and address industry challenges effectively. Institutions and companies should consider investing in tailored language training programs to equip individuals with the necessary language skills for success in the dynamic tourism and hotel sector. Ultimately, these efforts will lead to improved communication, enhanced service quality, and the overall excellence of the industry.

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