



THE MAPPING AND NEED ANALYSIS OF ENGLISH COMPETENCIES FOR TOURIST GUIDES IN MALANG

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ABSTRACT

A professional tour guide should possess good competence in English to communicate with their guests. However, the truth often reveals that many tour guides have inadequate English skills and they are not confident enough to offer tours. They need a kind of training or an education program to increase their knowledge and skills in tourists guiding. This is a regular occurrence in underdeveloped nations, such as Indonesia. Consequently, they need specific tourist guiding knowledge and skills as well as English mastery. This study aims to identify demographic data of tourist guides in Malang, both their strengths and weaknesses in English competence and also to map and analyze the need for English competence for tourist guides in the city of Malang. The object of this research is 22 tourist guides of Malang city. This research was conducted in Malang city. This study uses mixed method where the researcher uses both quantitative and qualitative approach in order to produce a better understanding of the problem. Researchers used 2 types of data collection tools, namely questionnaires and interview guidelines. The questionnaire used in the form of a closed question questionnaire with a Likert scale along with open questions. FGDs were also conducted to obtain in-depth information about research problems. The findings revealed that tour guides required four different types of English skills. The learning activities required are conversations, discussions and brainstorming, as well as individual presentations or learning activities that emphasize speaking skills. There are some suggestions proposed to curriculum developers, Department of tourism and Indonesian tour guides. Considering the significance of needs analysis, prior to developing training program, it is pivotal to conduct needs analysis to probe information on language proficiency, learning objectives and learning preference of the learners.

Keywords: *English Competence, Mapping, Need Analysis, Tour Guide*

1. INTRODUCTION

The surge in international travel has made English more important in the tourism industry. In the tourism sector, providing a comfortable and educational visit has gained significant traction. A tour guide is one of the numerous professions that play a crucial role in ensuring the travel agency' continued viability. A tour guide, according to Kristina et al. (2018), is a person who has passed a professional examination

certificate from an approved tourism organisation or institution and is authorised to provide travel assistance and provide information. They also have an identification card or badge. A tour guide should be able to communicate well and master English as an international language to serve multicultural visitors. It is considered that communication skills, both oral and written, are extremely crucial in the hospitality sector. Good tour guides must

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be informed and resourceful, as well as be able to communicate effectively and efficiently. Furthermore, they must be skilled because they are the most precious assets in tourist businesses.

The search for educational resources that meet the demands of students is one of the main issues facing ESP. Because the information obtained through need analysis enables teachers to identify learners' learning goals (need), preferences (wants), and impediments (lack of), need analysis is seen as an effective option. According to Saragih (2014), requirements analysis is crucial to the creation of instructional materials for ESP. Richards and Rodger (2001) define ESP as a movement that aims to meet the language needs of learners who require English in order to fulfil specific roles (such as those of a student, engineer, nurse, or tour guide), and who require the language in order to acquire content and practical skills rather than just mastering it for its own sake. Strevens (1998) provides a more detailed definition of ESP, defining it as a subset of the general category of special purpose. He went on to say that the definition of ESP is required to differentiate between four absolute and two variable characteristics, and English is one of the four absolute qualities of ESP.

When creating a curriculum for English for Specific Purposes, needs analysis is essential. This study examined 40 tourism workers' demands, roles, and issues with using the English language. Data were analysed using frequency, percentage, mean, and standard deviation using a questionnaire. The results showed that speaking comes first, followed by writing, listening, then reading. The three most important purposes for which the English language is used are informational, service-oriented, and supportive. The inability to comprehend

the accents of foreigners, improper word choice and expression, a limited vocabulary, and a lack of grammar expertise were among the issues with English use (Prachanant, 2012).

The goal of the current study is to determine the demographic information of tour guides in Malang City, East Java, Indonesia, taking into account the study's background and literature review. In order to map and assess the requirement for English proficiency among tour guides in the city of Malang, it also attempted to learn how tour guides in Malang City perceived English proficiency. In order to fulfil the objectives, the following research questions have been developed for this study:

- (1) How are the characteristics of the demographic data of the tourist guides in Malang City in terms of gender, age, guiding experience, and certified license?
- (2) How are the English competence of the tourist guides in Malang City needed by them?
- (3) In terms of the need for improving English competence, what are the perceptions of tourist guides in Malang City toward it?

2. LITERATURE REVIEW

However, being a certified tour guide is a difficult job. A tourist guide must complete a formal education program and have the required certifications in order to work as one. As per Kovalenko's (2021) findings, the enhancement of tourism workers' professional training for effective communication with representatives of diverse societies is contingent upon their preparedness for intercultural communication, proficiency in foreign languages, and understanding of the needs of different tourist categories. In view of the demands of the

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visitor market and the growing interest of foreign tourists in Indonesian tourism destinations, tour guides had to be adequately prepared. Moreover, Wahyuningsih et al. (2022) mentioned that in order to optimize the tourism sector on an international level, English communication skills are also urgently mastered by today's tour guides. If the tour guide's mastery in English is skillful, the opportunities for tourists from other countries to visit Indonesia will be even greater. Tour guide should also have very good mastery of English as the international language.

Additionally, Ratminingsih et al. (2018) presented their findings from a need analysis study aimed at local tour guides in Bali, indicating that the target needs included a low number of local tour guides with a background in English education, a lack of proficiency in the language, and a lack of training programs and resources pertinent to their job as tour guides. Furthermore, for local tour guides to become more proficient in speaking English, they need training materials that are grounded in context.

In order to carry out their duties effectively, tour guides must be proficient in speaking English in order to interact with visitors. The reality, however, frequently exposes the possibility that tour guides lack the confidence to conduct tours and may not speak English well enough. In emerging and impoverished nations like Indonesia, this happens often. Studies indicate that in order to improve their knowledge and abilities in tour guiding, individuals require some sort of training or educational program. It is unclear, nevertheless, what precise knowledge and abilities as well as fluency in English they actually need to guide tourists. Therefore, it is necessary to do a need analysis of the ideal situation and the present state of tour guides. It is regarded as a driving force behind the creation of ESP curriculum.

Need analysis pertinent to a specific course in the interim. In its broadest meaning, needs analysis is a method for learning about the needs of students. In the case of English for Specific Purposes (ESP), need analysis will help teachers with a range of planning decisions, grouping the learners, choosing strategies and learning activities, and maximising the learners' strengths and motivation. Additionally, needs analysis plays a crucial role in ESP when it comes to the application of specific linguistic or professional demands. ESP is meant to be used for particular purposes. Therefore, the purpose of an ESP course is to get students ready to perform effectively in a target setting—that is, the environment in which they would be learning.

3. METHODS

In order to better grasp the issue, the researcher used a hybrid method in this study, combining quantitative and qualitative techniques. The demographic and English proficiency characteristics of the tour guides are among the quantitative data. The qualitative data included information on the English proficiency requirements of the tour guides. 22 tour guides in Malang City who are members of Himpunan Pramuwisata Indonesia (HPI) or the Indonesian Tourist Guide Association (ITGA) serve as the research subjects. Eight additional senior tour guides who are members of the ITGA participated in this study, particularly in the Focus Group Discussion.

Questionnaires and Focus Group Discussion (FGD) Guides were used by the researchers as data collection tools. The first part of the questionnaire was designed to get demographic data of the tourist guides and the second part consist of some questions with several options that can be selected. This part of the questionnaire was used to collect data about the mapping and need analysis of English competencies for tour guides.

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The demographic data were analyzed descriptively to examine the frequency of the responses and the percentage based on the categories and sub-categories of the data. Data on the importance of mastering English language skills and English language components are also analyzed descriptively based on each of the items of the questionnaire. The data on the English competence includes specific aspects of the language skills and components needed by tourist guides, namely:

- 1) The importance of learning and mastering English
- 2) The English level of competence of the tour guides
- 3) The importance of mastering English listening skills
- 4) The importance of mastering English-speaking skills
- 5) The importance of mastering English reading skills
- 6) The importance of mastering English writing skills
- 7) The importance of mastering English vocabulary
- 8) The importance of mastering English grammar

Data from the focus group discussion was analyzed thematically. The themes that emerged in the FGD were identified and highlighted.

4. RESULTS AND DISCUSSION

The demographic data of the subjects of the study consist of four categories which include gender, age, guiding experience, and certified license of tour guide. The demographic data are shown in Table 1.

Table 1. Demographic data of the Tourist Guides

No	Category	Sub-category	Frequency (f)	Percentage (%)
1	Gender	Male	14	63.6
		Female	8	36.4
2	Age	Less than 25	2	9.1

		25-30	1	4.5
		31-40	10	45.5
		41-50	4	18.2
		More than 50	5	22.7
3	Guiding Experience	Less than 3-year experience	5	22.7
		3-5 years	7	31.8
		6-10 years	4	18.2
		11-15 years	3	13.6
		More than 15 years	3	13.6
4	Certified license of tour guide	Certified	20	90.9
		Not-yet certified	2	9.1

Table 1 reveals the breakdown of the 22 respondents (R) or tour guides in Malang City who took part in the study: 8 females (36.4%) and 14 males (63.6%). In actuality, there is equal opportunity for men and women to work in the tourism sector. This raised the question of whether it also meant that men tour guides predominate in the industry of providing tourist guidance. In response to this finding, one of the FGD participants stated that the majority of tour guides are men, in part because female tour guides typically require additional qualifications in order to serve as tour guides, particularly in terms of family approval. When asked about whether it is true that most of the tour guides in Malang are male, one tourist guide states: “Yes, because a tour guide, especially a woman, must get legitimacy from the family” (HRM).

In terms of age, there are two (9.1%) tourist guides whose age is less than 25 years, one (4.5%) between 25 to 30 years, 10 (45.5%) between 31 to 40 years, 4 (18.2%) between 41 to 50 years (18.2%), and 5 (22.7%) less than 50 years. Thus, most of the respondents are in the age group of 31 to 40 years old (45.5%) who filled out the questionnaire.

The length of time that each tour guide has guided tourists varies. Five tour guides (22.7%) have worked as tour guides for fewer than three years, while seven (31.8%) have guided for three to five years. The other tour guides' backgrounds ranged from more than six to more than fifteen years of experience guiding. Out of 22 tour guides,

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20 (90.9) have the BNSP Competencies Certificate, according to the replies when questioned about its ownership. Two of them (9.1) are not yet certified in the interim.

The English Competence of the Tourist Guides in Malang City

Target need is what learners need to do in the target situation, in this case, English material that is needed to be a professional guide. The following data was gained from the questionnaire and the result of FGD about target needs, based on the questions related to their English competence.

Conclusion should be written in very clear words. It should explain how the objectives of the study are accomplished.

1. Why should a tour guide learn and master English?

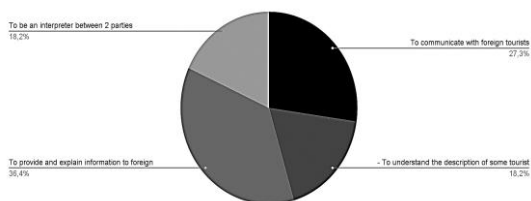


Figure 1. Reason a tour guide should learn and master English

Figure 1 shows the reason why a tour guide should learn and master English. There are 36.4% of respondents answered to provide and explain information to foreigners and 27.3% of respondents said to communicate with foreign tourists. The rest answers are to be interpreters between 2 parties (18.2%) and to understand the description of some tourist destinations (18.2%).

2. What English level do you have?

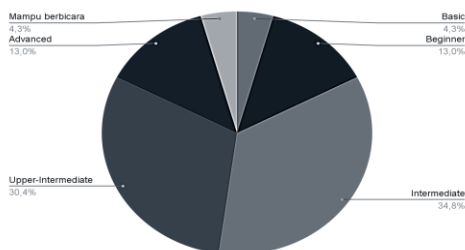


Figure 2. English level of the tour guide

Figure 2 presents the level of English of the tour guide. There are 1 out of 22 who has basic level, 3 out of 22 beginners, 7 out of 22 intermediates, 6 out 22 uppers intermediate, 3 out of 22 advanced, and 1 out of 22 can speak well.

3. How important is mastering listening skills for tour guide

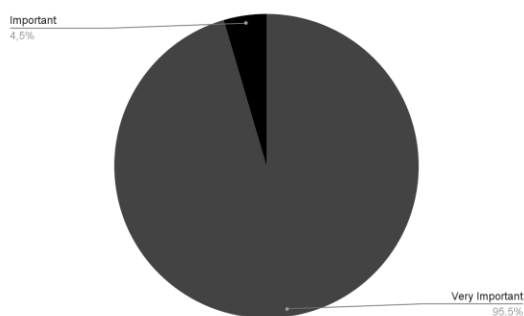


Figure 3. The Importance of Mastering Listening Skills

Figure 3 shows respondents' opinions regarding the significance of developing good listening skills for tour guides. Of the 22 respondents, 21 stated that developing listening skills is crucial. It was discovered that some of the guests had distinct accents and were from different nations based on the findings of the FGD. Thus, in order to effectively comprehend and converse with foreign tourists, a tour guide must be familiar with a variety of accents from various nations..

4. How important is mastering speaking skills for a tour guide?

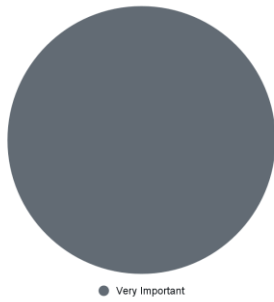


Figure 4. The importance of Mastering Speaking Skills

Figure 4 presents respondents' opinions on how important is mastering speaking skills for tour guide. All respondents agree that mastering speaking skills is very important.

5. How important is mastering reading skills for tour guide?

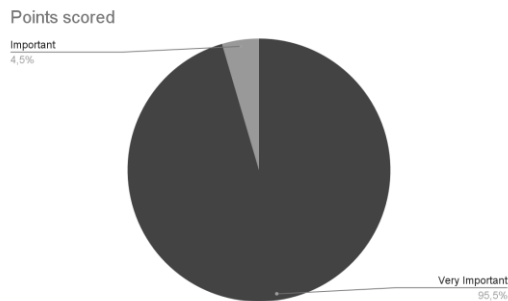


Figure 5. The Importance of Mastering Reading Skills

Figure 5 describes respondents' opinions on how important is mastering reading skills for tour guide. There are 21 respondents who said that mastering reading skills is very important while 1 respondent answered important.

6. How important is mastering writing skills for tour guide?

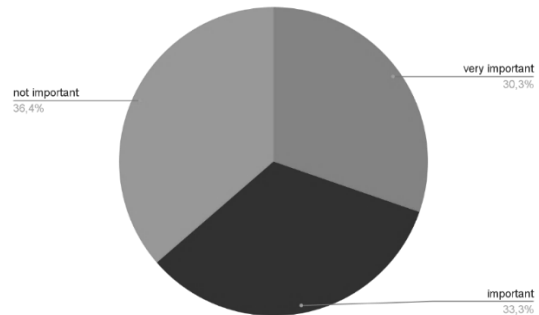


Figure 6 The Importance of Mastering Writing Skills

Figure 6 presents respondent's opinion on how important is mastering writing skills for tour guide. There are 7 out of 22 respondents said that mastering writing skills is very important, 7 out of 22 said important and 8 out of 22 said not important.

Based on FGD, it was also found that tour guides need to learn writing for business correspondence. In some situations, a tour guide should be able to fill out some forms of travel documents and make an itinerary.

7. How important are mastering vocabularies for tour guide?

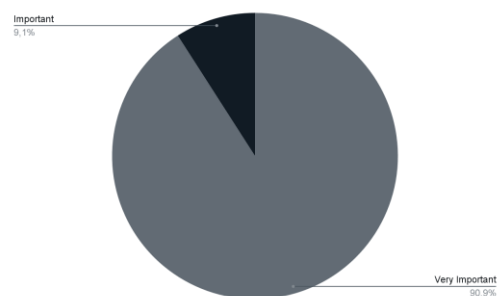


Figure 7 The Importance of Mastering Vocabularies

Figure 7 presents respondents' opinion on how important is mastering vocabularies for a tour guide. There are 20 out of 22 respondents said that mastering vocabulary is very important. FGD resulted in the material needed to learn by the tour guide is some technical terms in travel and hotel for and some

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ways to explain these terms to visitors that is by using body language.

8. How important is mastering grammar for tour guide?

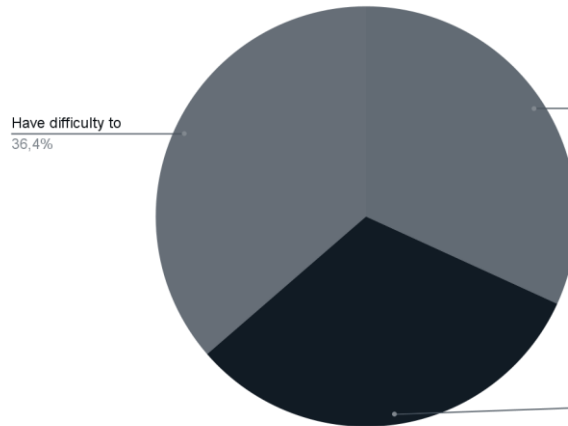


Figure 8. The Importance of Mastering Grammar

Tourist Guides' Perceptions toward the Need to Improve their English Competence

The study's conclusions demonstrate that the majority of local tour guides must become fluent in English in order to converse with international tourists, provide information to them, and serve as a translator when two parties need to speak. Professional guides play two functions, according to Rabotic (2010b): social mediation and cultural broking. Customers want tour guides to be attentive to both their own culture and that of the visitors by showcasing and interpreting the destination's local cultural legacy, current culture, and cultural identity. In this way, tour guides act as cultural mediators. In addition to encouraging, directing, and overseeing host-guest relationships, guides act as go-betweens, giving visitors access to sights, data, and expertise.

In terms of English level, most of the respondents are at the intermediate level and are able to understand English and speak English but not too fluently

and only small number of the respondents can speak English fluently and understand many different accents (upper intermediate. Ratminingsih et al. (2018) also presented their findings from a need analysis study of local tour guides in Bali, stating that the target needs indicated a very small number of local tour guides with an English education background, low English-speaking skill, and limited training programs and resources that are relevant to their tasks as tour guides. Furthermore, in order to improve their English-speaking skills, local tour guides require contextualized training materials.

The majority of participants in the current study concur that mastering grammar, vocabulary, speaking, listening, reading, and writing skills is crucial. It implies that in order to illustrate and convey knowledge when guiding, both written and spoken skills are required. In order to increase customers' pleasure, tour guides should become proficient communicators, according to Rabotic (2010c).

The results of this study also imply that developing good relationships across continents and nations requires a strong understanding of cross-cultural understanding, or CCU. It holds the key to resolving disparities in nationality, culture, or tradition, enabling peaceful coexistence, and lessening interpersonal problems. Research on the value of regional culture in language learning was done by Kalisa (2019). He asserted that language and culture are inextricably linked. He mentioned that before learning English for Specific Purpose (ESP) as a tour guide, the people in Kandri tourism village needed to understand their own cultures first. This is because, according to him, language misinterpretation may exist even if the utterances are grammatically correct, and this may be

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influenced by a cultural context that is different from what people are used to. He concluded that local cultures should place a high value on the residents of the tourism village's speaking abilities when serving as tour guides in order to strengthen their cultural identity.

5. CONCLUSION

The needs analysis used in this study mapped the English language proficiency criteria for tour guides. Twenty-two Malang tour guides participated in this study. Two techniques for obtaining data are focus groups and questionnaires. The results showed that four distinct kinds of English proficiency were needed for tour guides. The respondents stated that communicating with and giving information to international visitors requires proficiency in English. The other two tasks involve translating, interpreting, and comprehending English-language material on tourism attractions. The respondents believe that it is crucial for tour guides to have English language instruction. In addition to individual presentations or learning activities that prioritise speaking abilities, the compulsory learning activities include talks, brainstorming sessions, and discussions.

The Department of Tourism, Indonesian tour guides, and curriculum creators have all been given some recommendations. Given the importance of requirements analysis, it is essential to carry it out before creating a training program in order to gather data about learners' preferences for learning as well as their language proficiency and learning objectives. It enables curriculum designers to create a set of curricula that precisely meets the needs of language learners. Second, the results of this study can be used by the Department of Tourism to create an English course for tour guides who are Indonesian. In addition to enhancing the four English language competency of Indonesian tour guides, this training must to cover the significance of cross-cultural understanding (CCU). As an addition, the institution should actively

promote the importance of English to improve foreign visitors' satisfaction and the national tourism industry in general. The department of tourism should also conduct English course for tourist guide regularly.

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