English Communicative Needs Analysis for Tourist Guides on Untung Jawa Island

Yanti*, Christine Manara, Ekarina, Engliana
Universitas Katolik Indonesia Atma Jaya, Jakarta
*regina.yanti@atmajaya.ac.id

Abstract

Studies in English for Specific Purposes (ESP) often focus on researching English needs in the context of commercial tourist attraction areas. Little research has been done in addressing the English needs of community-based tourism (CBT). This study aims to investigate the English needs, specifically the English communicative skills of tourist guides on Untung Jawa Island. The investigation is a mixed-method study. Data was collected using a survey questionnaire, interviews, and observation (job shadowing). Twenty-two (22) participants responded to the questionnaire and two tourist guides were interviewed. Job shadowing was also conducted with two tourist guides to record the communicative functions often used in their professional practice. Findings indicated that spoken English communicative function was not an immediate need for the tourist guides considering the little encounter with international tourists. There are some indications that written form of English may be needed in their tourist area. The results imply that the tourist guide needs scripted text that they can use in specific communicative events.

Keywords: English For Specific Purposes (ESP); Communicative Skills; Rural-Community-Based Tourism; Tourist Guides; Untung Jawa Island

Abstrak

*Kajian bahasa inggris untuk tujuan khusus (*English for Specific Purposes*) seringkali berfokus pada penelitian kebutuhan bahasa Inggris dalam konteks kawasan wisata komersial. Penelitian yang menyasar kebutuhan pariwisata berbasis komunitas (CBT) masih terbatas. Studi ini bertujuan untuk meneliti kebutuhan bahasa Inggris, khususnya keterampilan berkomunikasi dalam bahasa Inggris para pemandu wisata di pulau untung jawa. Kajian ini merupakan kajian dengan metode campuran (*mixed method*). Data dikumpulkan dengan menggunakan kuesioner, wawancara, dan observasi (*job shadowing*). Dalam penelitian ini terdapat dua puluh dua (22) peserta yang mengisi kuesioner dan dua orang pemandu wisata yang diwawancarai.* Job Shadowing *dilakukan bersama dua orang pemandu wisata untuk merekam fungsi-fungsi komunikatif bahasa yang digunakan dalam menjalankan tugas mereka. Temuan penelitian menunjukkan bahwa fungsi komunikatif lisan bahasa Inggris bukan merupakan kebutuhan langsung para pemandu wisata karena mereka jarang bertemu dengan wisatawan mancanegara. Ada indikasi bahwa teks bahasa Inggris dalam bentuk tertulis dibutuhkan di kawasan wisata. Hasil ini mengisyaratkan bahwa para pemandu wisata membutuhkan naskah tertulis yang dapat mereka gunakan untuk berkomunikasi.*

Kata Kunci:* English for Specific Purposes (ESP); *Kemampuan Komunikasi Bahasa Inggris; Desa Wisata; Pemandu Wisata; Pulau Untung Jawa

Introduction

Community-based Tourism (CBT) sector in Indonesia has been flourishing in the past decade. CBT is perceived as an approach to empower local communities while preserving cultural and natural resources. Goodwin & Santili (2009) highlighted that

CBT projects should be driven by the local community itself, ensuring that local people have control over their tourism development and its benefits. Gascon & Milano (2024) asserted that CBT could provide significant economic benefits to local communities by creating jobs, generating income, and supporting local businesses. Additionally, CBT, as Salazar (2011) explained, can play a role in preserving local culture and traditions and fostering a sense of pride among local populations. These potentials that CBT management brought to the locals have been enthusiastically embraced by the Indonesian government. Programs have been offered to prepare potential communities that can be developed into CBT both by the Ministry of Tourism and Creative Economy and non-governmental and educational institutions. Most of these programs aim at managerial aspects of CBT such as planning, developing, and managing tourism destinations that target on increasing the local community's economic status (Bagus, Made, Nyoman & Putu, 2019).

Therefore, capacity development of the local community focuses on this goal. Rural tourism industry is expected to be adaptive to the global demands (McAreavey & McDonagh, 2010). In this kind of context, English is commonly believed as an added value to increase the marketability of the local tourism site. English has often been positioned as the language of economic advancement. In fact, English has become one criterion for a rural tourism area to be officially granted a *desa wisata* (CBT site) title by the government (Arida & Pujani, 2017).

In the tourism industry, English serves as a global lingua franca that bridges communication gaps between tourists and service providers worldwide. As the most widely spoken second language, English facilitates interactions in diverse settings, from hotels and restaurants to guided tours and transportation services. Research indicates that English proficiency in tourism significantly impacts the quality of service, fostering a welcoming environment and encouraging repeat visits and positive word-of-mouth promotion (Baker, 2015). Therefore, the ability to use English is not only valued as the language of international communication but also the language of the economy. Sharma (2018) explains this phenomenon of converting English as the language of the economy is a commodification of English. In his article, he explores how English is commodified among tourism workers in the Himalayas, examining its role as a valuable asset in the region's tourism industry. The study critically inquires into how English language skills are not just a means of communication but also a critical resource that can enhance the employability and earning potential of local workers in the Himalayas. In this ethnographic study, he interviewed guides, porters, and other tourism workers. He reveals how English proficiency is often perceived as a marker of professionalism and success. This commodification of English creates social dynamics where those fluent in the language gain a competitive edge, leading to both opportunities and challenges within the local communities. The study features the broader implications of language commodification, including issues of inequality and access, as well as the cultural and economic shifts driven by tourism in the Himalayan region.

In the same vein, Sugiyarto, Blake, & Sinclair (2003) examine the economic impact of tourism in Indonesia within the broader context of globalization. Their study analyses how the rapid expansion of the global tourism industry affects Indonesia's economy, focusing on both the positive and negative consequences. Using economic models, they explore the ways in which tourism contributes to national income, employment, and foreign exchange earnings. The findings reveal that while tourism significantly boosts economic growth and development, it also brings challenges, such as increased dependency on foreign markets, income inequality, and environmental degradation. The study highlights the need for balanced policies that maximize the

economic benefits of tourism while mitigating its potential downsides, ensuring sustainable development in the face of globalization. In light of this commodification of English in the tourism sector, our study aims to investigate the extent of English commodification in the rural tourism sector and to understand the needs of English of tourism workers in the local setting.

Most studies on English for the tourism industry concentrate on tailoring the English language curriculum with the stakeholders demands. Leong & Li (2012) investigate the English competencies of Tourism Management graduates with the stakeholders' needs and wants. In their study, they examine the specific English language skills required in the tourism sector and how well the current curriculum of the university meets these demands. Leong and Li surveyed students from two Faculties of Macau University and interviewed college English teachers and enterprise representatives on the current curriculum and English use. The results show a gap between the current English curriculum and the practical skills the students need in order to participate in the global tourism industry. Therefore, they advocate a more responsive curriculum to the specific industry language practice. Prachanant (2012) conducted a needs analysis to examine the English language requirements within the tourism industry. In this study, the researcher identifies specific language skills that tourism professionals need to effectively perform their duties. Forty tourism employees working at hotels and travel agencies participated in a need analysis survey. The findings indicate that the participants' most needed skill is English communication, more specifically communicative functions of giving information, providing services, and offering help. The results also suggest training in understanding foreigners' accents and developing vocabulary and grammar knowledge.

In Jasso-Aguilar's (1999) study, the English language needs of Waikiki hotel maids are multifaceted and context-dependent. There are significant differences between the maids and the supervisors' perceptions of needs. The findings show that while supervisors prioritized language skills related to customer service and communicative interaction with guests, the maids identified a greater need for English skills to understand written instructions and communicate effectively with coworkers. This shows that language needs have to also take into account of how respondents understand what they consider as needs. Zahedpisheh, Bakar & Saffari's (2017) study on English for the tourism and hospitality industry identifies specific communicative skills essentials for professionals in the industry. Professionals in this industry require a strong command of spoken English in areas such as customer service, handling complaints, and providing detailed information about local services and attractions. Similar to other studies, it also emphasizes the importance of teaching cultural awareness, and the ability to use polite and formal language when interacting with international guests.

In Indonesian contexts, ESP research explored the English needs of tourism university students (Anam & Rachmadian, 2020; Ghany & Latif, 2012; Oktarin, Syarial, & Harahap, 2019). Anam & Rachmadian (2020) analyze the English language needs of university students majoring in tourism. Through surveys and interviews with students, teachers, and industry professionals, they found that there is a significant need for more specialized language training, particularly in areas like customer service, hospitality, and intercultural communication. The study points out the importance of addressing these needs to enhance students' employability and effectiveness in their future careers. Similarly, Oktarin et al. (2019) conducted a needs analysis of English for students in the tourism major at a secondary vocational school in Bengkulu. Using surveys and interviews with students, teachers, and industry practitioners, the findings suggest that students at this level need more focused training in practical English skills, namely customer service communication, tour guiding, and handling inquiries from international

tourists. They also evaluated the current curriculum and found that it still focuses on the teaching of the general foundation of English. Therefore, the study suggests developing an ESP curriculum that addresses the students of tourism major that can better prepare students for their future careers in the tourism industry.

Studies that investigate tourism practitioners also point out the importance of developing specific English skills. Rini & Firdaus' (2022) study evaluates the effectiveness of communication strategies by tour guides when interacting with foreign tourists. It particularly looks at how well tour guides convey information and use language skills to enhance the tourist experience in the tourist site. Through observation and interviews with both tourists and tour guides, they found that while many tour guides are proficient in English, there is still a need for continuous training in both language proficiency and intercultural skills. Ratmaningsih, Suardana, & Martin (2018) investigate the specific English language needs of tour guides in two villages in Buleleng Regency, Bali. The study evaluates the gaps between the local tour guides' English knowledge and the English language skills required in the tourism industry. Data were collected through surveys and interviews with local tour guides and leaders. They identify key areas where language training should be enhanced, particularly in practical communication skills and specific vocabulary related to local cultural products and attractions.

This study emphasizes the importance of aligning language education with the specific context of language use through adopting context-based language teaching. In the same vein, this present study aims to identify the specific English language needs of the tourist guides on Untung Jawa Island. Untung Jawa Island is a 40-hectare island in the Thousand Islands chain, with a population of 2,440. The community comprises Javanese and Betawi ethnic groups, with Indonesian as the primary language. Untung Jawa is a popular destination for urban dwellers and visitors, but foreign tourists prefer resorts like Macan Island. Picture 1 shows the map of Untung Jawa Island, whereas Picture 2 presents the initial sketch of the tourist attractions spread across the island.
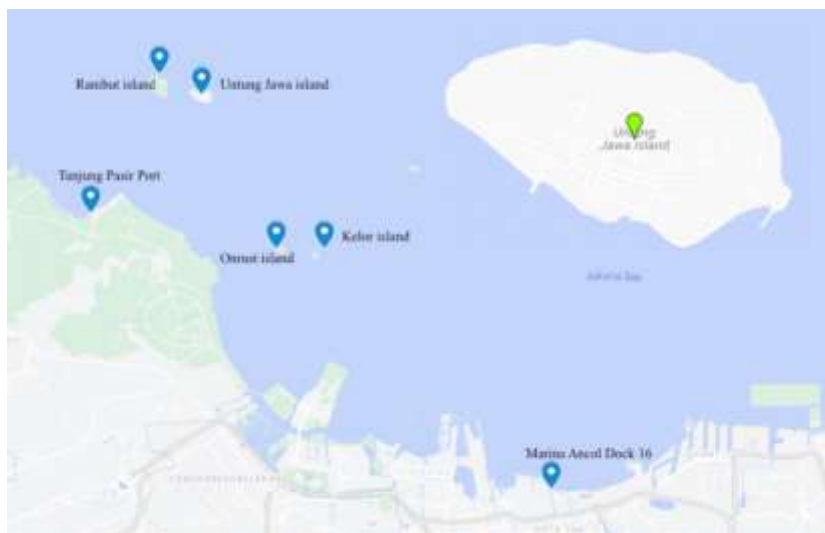
Picture 1. Map of Untung Jawa

Picture 2. Tourist Attraction Sketch on Untung Jawa

Unlike the tourist guides in Buleleng Regency who generally have a good command of English, as reported by Ratmaningsih et al., (2018), the tourist guides on Untung Jawa Island are typically not proficient in the language. This initial observation was derived from a brief virtual discussion with some community members and an online basic English training program conducted before this study (see Yanti & Manara, 2022). What sets this study apart from previous research is its approach, which goes beyond surveys and interviews by incorporating field observations to discover more authentic and contextual language needs of the tourist guides in performing their job. This study, therefore, works within the framework of needs analysis.

Needs analysis is a critical process in curriculum and material development in English for Specific Purposes (ESP). This approach aims to identify the specific linguistic and communicative needs of learners to design effective and accommodative curriculum and instructional materials. Brown (2016) highlights the significance of a thorough needs analysis as a foundation for ESP courses. He emphasizes that understanding learners' needs ensures that language instruction is relevant and practical. Therefore, English needs analysis for tourist guides has become an increasingly relevant area of research as the tourism industry grows. The focus on specific linguistic requirements and competencies that tourist guides need to perform their duties effectively has gained much attention in the tourism industry. A key component of needs analysis is the identification of the primary language skills required by tourist guides. Studies have shown that listening and speaking skills are highly important, as these professionals often engage in face-to-face communication with tourists (Ratmaningsih et al., 2018). Effective listening allows tourist guides to understand tourist inquiries and preferences accurately, while proficient speaking skills enable them to convey information clearly and engagingly.

Additionally, a specialized vocabulary of the tourism industry is also critical areas that need to be identified in the needs analysis for tourist guides. According to Rini & Firdaus (2022), tourist guides require vocabulary related to historical sites, cultural heritage, and local customs to be able to explain these cultural products and insights to international tourists. It is also important for tour guides to be familiar with common expressions used in the tourism industry to facilitate smooth interactions with international tourists. It is through needs analysis that we can identify these specific

linguistic elements, ensuring that language training programs address the unique vocabulary requirements of tourist guides. Basturkmen's (2017) needs analysis becomes the main framework for designing our research and data collection instruments. Basturkmen (2017) sketches out several key components in understanding the English needs of a specific group of learners: (1) Target situation analysis (TSA) examines the situations in which participants will use the language. Researchers have to determine the linguistic demands of the context; (2) Present situation analysis (PSA) assesses participants' current language proficiency and skills to identify gaps between their current abilities and target needs; (3) Learning situation analysis (LSA) finds out the participants' preferences, attitudes, and motivations for language learning; and (4) Means analysis assesses the resources, constraints, and environment of the language program to ensure that the teaching methods and materials are feasible and practical.

Method

This study adopted a mixed method, and thus, both quantitative and qualitative data were collected to obtain contextual information and artifacts to better understand the English needs of the tourism site. The quantitative data were collected using a needs-analysis questionnaire and analysed using basic statistical analysis, while the qualitative data were collected using semi-structured interviews and field observation, including job shadowing and text mapping and sketching. The qualitative data were analyzed using thematic coding. The participants of this study were 22 local community members, including tour guides, merchants, and small business owners aged 18-30, who were selected using convenience sampling.

Results

1. Texts in the Tourism Site

Text mapping results show that each beach attraction area has sufficient signs and signage, mostly location, warning, and information signs and signage, as shown in picture 3. Almost all signage is in Indonesian '*Bahasa Indonesia*'. There is little English signage in the area. The information board contains data on the number of public facilities, types of tourist spots, homestays, restaurants, and other small businesses run by the locals. This indicates that Indonesian literacy awareness of informative signs, location signs, and monument or building signs is quite high.
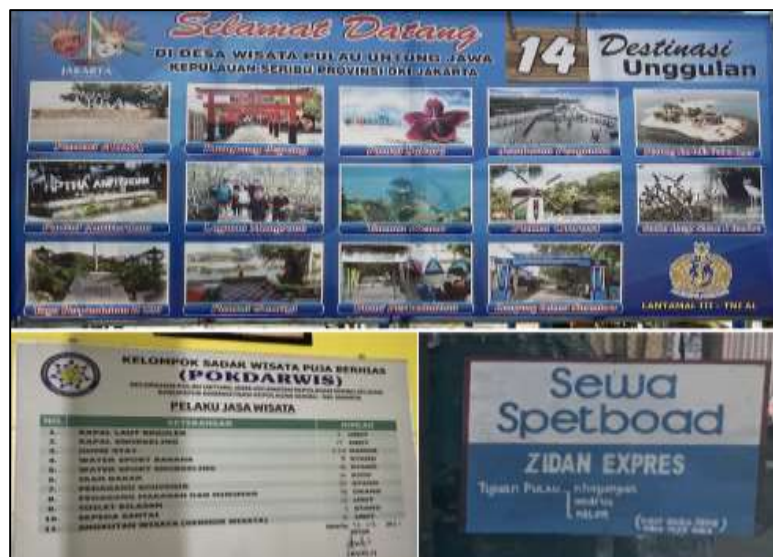
Picture 3. Sample of Billboard, Information Board, Business Sign, and English Signage

While the tourist attractions for Untung Jawa Island include sites on the island itself, as well as surrounding islands such as the nearby Rambut Island with its rare bird habitat, and the historical Onrust and Kelor Islands, there are few signs on the main island indicating the existence and connection to those other tourist areas. As such, island hopping and snorkeling at those other islands are promoted simply by word of mouth. Similarly, on Onrust and Kelor Islands, there are no signs indicating their connection to the main Untung Jawa Island and other attractions available there. This is a missed opportunity as both Onrust and Kelor are much closer to the mainland, and therefore, have much heavier tourist traffic than Untung Jawa.

Tourist guides and guards on those islands are normally the ones who mention the main Untung Jawa Island in passing to visiting tourists. It can be concluded that literacy awareness that binds the different islands as one tourist attraction is still lacking. The tourism site also has an information center that documents local businesses and census results. There are basic announcement boards, statistics boards, official briefs, and a desktop computer to input data, store digital information, and connect to the internet in the information center. In summary, the information center manages data at a very basic level. The staff at the Untung Jawa tourism site depend a lot on the use of cellular phones to get connected to other texts on the internet.

2. Evaluating the English Needs of The Locals

Questionnaire data shows that the participants have quite fair exposure to English. Most participants reported that they have a fair knowledge of English in most English skill areas as shown in Table 1. This result explains the scarcity of English texts in the area. To find out their real proficiency in basic English, we arranged a short English training of basic conversation with the participants. During the short training, we found out that the participants have little knowledge of how to read written English texts and their English pronunciation is often difficult to understand. From their performance during the short training, their English proficiency is at a low beginning level.

Table 1. Self-reported English Proficiency

1.	I Am Able To…	Excellent	Good	Fair	Poor
a	Make A Short Introduction of Myself	3	6	12	1
b	Give Directions to International Tourists	0	3	13	6
c	Explain numbers (e.g. Price, amount, order of things)	0	8	11	3
d	Comprehend tourists' questions	0	5	10	7
e	Comprehend tourists' requests	0	4	8	10
f	Answer tourists' questions	0	3	12	7
g	Respond to Tourists' Complaints	1	1	8	12
h	Negotiate with the Tourists	1	1	9	11
i	Read and comprehend English texts (e.g. Email, text messages, notes)	1	5	11	5
j	Write in English to Communicate Through Emails or Text Messages (e.g. Replying to emails, offering a tour package)	0	5	10	7
k	Write in English to promote attractions through the internet	1	2	11	8
l	Use Vocabularies Related to Tourist Attractions	0	6	13	3

When asked to rate the importance of some communicative language functions, such as introducing oneself and getting to know foreign tourists, explaining tourist attractions, and giving safety precautions and tips to tourists, the participants rated most of the functions from **important** to **very important** as presented in Table 2. These results indicate the participants' high interest in learning and acquiring these language functions. The results are in line with Rini & Firdaus' (2022) findings. When cross-checked with the interview data, participants rarely received any international visitors. There were one or two occasions (visitors from Vietnam and Japan) that they received international visitors. However, these international visitors usually came to the island accompanied by a hired tour guide from outside of the island. When interviewed, several participants explained that they are quite familiar with the use of Google Translate that they used to communicate with foreign visitors. Yet, they also explained that the communication did not run smoothly, even with the help of this app. These little and short encounters with international tourists seemed to be the springboard for the participants wanting to learn English.

Table 2. Participants' Perceived Important English skills

2.	In Performing My Tasks/Roles in My Job, I Think I Need English to	Very Important	Important	Somewhat important	Not Important
	a. Greet and Welcome Foreign Tourists	8	8	6	0
	b. Introduce Myself and Get to Know Foreign Tourists	9	8	5	0
	c. Explain Travel Itineraries	9	7	5	1
	d. Explain Activity Schedules at Tourist Attractions	6	10	6	0
	e. Explain tourist attractions	10	7	5	0
	f. Explain the History and Cultural Background of Tourist Attractions	8	7	6	1
	g. Explain Available Attractions at Tourist Spots	5	8	8	1
	h. Explain Handicraft Products at Tourist Attractions	7	8	7	0
	i. Explain The Process Of Local Handicraft-Making	5	8	8	1
	j. Promote Local Products	7	5	10	0
	k. Explain Cultural Attractions and Activities Available at Tourist Spots	8	6	7	1
	l. Explain Rules and Regulations at Tourist Attractions	8	9	5	0
	m. Socialize or Chit-Chat with Foreign Tourists	5	9	8	0

n. Negotiate with Foreign Tourists (on schedules, prices, etc)	6	7	9	0
o. Explain a solution to administrative problems for foreign tourists	8	4	8	2
p. Give Safety Precautions and Tips to Tourists	12	3	7	0
q. Master Vocabulary Related to Tourism	12	5	5	0

The participants also stated their difficulties in learning English. Most of them expressed their difficulty in conversing in English and reading and pronouncing English words. They also believed that the key to successful learning and English acquisition is vocabulary acquisition. Most of the participants requested the teaching of more English vocabulary first before learning other English skills. These findings echo similar concerns with Prachanant's (2012) and Rini & Firdaus' (2022) studies. When cross-checked in interviews during the short training, the participants stated the same belief that English vocabulary should be taught first and that the way to learn it was through memorization.

Observation data recorded communicative functions that the tour guide produced when leading a tourist group. The data were collected through job shadowing with the tour guide on the island and several trips to the nearby islands (namely Kelor Island and Onrust Island) indicating the following communicative functions at work:

a. Leading a tourist group
b. Offering a tour package
c. Explaining attraction spots
d. Narrating historical events
e. Narrating local myths
f. Explaining public facilities
g. Scheduling an itinerary
h. Arranging accommodations and transportation

To perform these communicative functions successfully, tourist actors need to be familiar with a wide range of vocabulary, including not only things that are immediately related to tourist attractions but also things related to pricing, local history, safety precautions, small talk, and other special needs or requests. Concerning grammar, they must also be able to skillfully use a variety of simple and complex structures, including imperative and modal auxiliaries to lead and explain public facilities, the past tense to narrate historical events and local myths, as well as different politeness forms to offer packages and arrange accommodations, and transportations. During the observation, there were no English communicative events in the tourist guides daily activities since there were no international visitors in the area. However, the information staff and the tourist guides insisted that they needed English in the belief that the use of English would attract more international tourist guides.

Some of them claimed that they had experience meeting with foreigners before and that their problem communicating with them was due to their lack of English proficiencies. During the short initial English training, the participants showed their eagerness and diligence in learning how to pronounce English words. In terms of their learning condition, the participants cannot afford to have regular scheduled study hours for learning English since most of them are tourist guides who have to work from

morning to evening. It is quite a challenge to set a fixed scheduled learning course for the tourist guides. Moreover, we observed that there was no available English learning resource for the participants. Although they have access to the internet through their cellular phone, the connection signal in the area was not very good which made it difficult to stream any online resources on the internet or to access learning resources online.

3. Needs Or Wants

Needs, according to Liu, Chang, Yang, & Sun (2011), are quite complex to determine since they involve scrutinizing the tensions between lacks, present situations, and wants. Data from the interview and observation above indicate that there is no immediate need for English in the tourism sites. *Bahasa Indonesia* and local dialect use are more prominent in the area since this tourist site is more popular to the nearby locals. The types of attractions in the area are mostly beach and water attractions that do not require complicated and lengthy instructions, for example: how to use snorkeling equipment, kayaking, swimming in shallow water for nemo watching, children's playground. A most popular attraction is the banana boat and doughnut boat which require a longer instruction on how to use the life vest, where to sit, how the banana boat ride would go, and what to do when the banana boat flips. Other tourist attractions, namely the mangrove forest, historical monuments (*Tugu Arung Samudra*), and local landmarks (Millenial Park, *Jembatan Pengantin*), in the area require narrative and informative texts. The infrastructure of Untung Jawa Island is also still quite basic in nature. There is no bank in the area. Any banking transaction is usually done through a mobile bank vehicle that comes once a week to the island. There is no currency exchange service. This condition may not be attractive enough for international tourists, hence, there is no immediate need for English. This different perception of needs echoes Jasso-Aguilar's study (1999) which reveals differences in the perception of needs among the participants of the study. Although there is no immediate need for English in this tourist site, participants showed a high interest in learning and acquiring English skills, as shown in table 3.

Table 3. Participants' English wants

English Knowledge That I Need Are:	
a) Reading	20 participants
b) Writing	20 participants
c) Speaking & listening	21 participants
d) Vocabulary	21 participants
e) Accuracy in speaking (Pronunciation)	1 participant

To accommodate the participants' wants, assessments of the current learning conditions were also conducted. These include participants' availability for attending English training, other possibilities of learning activities, learning resources, and learning space. In terms of their availability for a scheduled lesson for English language training, most of the participants stated two hours a lesson and three meetings a week. The participants also stated that they were mostly available in the morning. However, since some of them also own and run small businesses in tourist sites, it is difficult to arrange a fixed schedule for in-person meeting lessons. They need to be on standby in case there are any customers needing something from their small shops or rental facilities.

Another issue at hand was the scarcity of English texts and self-guided learning materials. Although some participants stated that they have access to the internet through their smartphones, using the internet for streaming English learning videos online would

take up much of their internet quota. To them, it is quite an expensive way to learn English. Moreover, the connection may not be stable in the area because the internet signal is not stable. Lastly, there is only one main hall on the island used by the local community for various events. Booking the main hall as the place for the English training can be a challenge. The hall is not equipped with proper partition boards that can be used to form decent rooms for teaching and learning. Therefore, the teaching and learning process cannot be conducted in a traditional form of training (i.e. in a classroom).

Learning from the conditions above, it can be concluded that due to their seasonal (some months are the busiest month) and unfixed working time (owners of local businesses), the English learning approach needs to be flexible in its nature, too. Learning cannot be held in a classroom with a fixed schedule or with a teacher-centered style. These conditions led us to the decision of providing participants with self-guided bilingual learning materials along with audio files to assist participants with the pronunciation of the text. The content of the learning material is tailored to the local narrative texts and communicative functions. The texts are presented in two languages: English and Bahasa Indonesia. Since the most likely participants who will use English are the tour guides, we decided to provide scripted English texts (with the Indonesian translation) for them. The scripted texts were generated from job shadowing data that recorded their language functions while leading a tour to the local tourists. Some narrative texts of historical facts about monuments and local myths were added to accentuate the local culture and history. The scripted texts also provide English vocabulary that describes their local products, customs, myths, and culture. It is, therefore, integrating English vocabulary learning through text. The self-guided learning material was written in two languages: Bahasa Indonesia and English. In this way, the participants can utilize their Indonesian as a bridge in learning the English version of the text. The learning material is also equipped with phonological transcription guidelines to help participants pronounce the English words. The intention of providing such material is to encourage participants to be self-directed learners of English without depending too much on a teacher.

Conclusion

This study investigates the English needs of a community-based tourism site, i.e. Untung Jawa Island with the objective of finding specific English language needs of tourism actors on the island. For this, several methods were utilized by the researchers including questionnaires, semi-structured interviews, text-mapping, and job shadowing. These varied methods proved to be successful in documenting the English language needs of the participants that include not only a wide range of activities around tourist attractions, but also safety precautions, travel preparations, local stories, and reacting to any other unexpected problems or requests that might come up. Most participants show a high interest in learning and acquiring English, especially English vocabulary and communicative skills. The results affirm findings from other similar studies (Prachanant, 2012; Ratmaningsih, et al., 2018; Rini & Firdaus, 2022). Furthermore, English is also perceived as the language of economy by the local participants. They believe that by acquiring English, they can attract international tourists to visit their island. There is also the pressure to keep up with the government's standardization of tour guide competency in which English communication skills are one of the required standards. This positive view towards English is driven by the perspective of English as a valuable commodity that can elevate their economic status (Sharma, 2018). From current assessments though, there are conflicting perceptions (Liu et al., 2011) among the participants between what they want and what they need. The need for English on the island is not deemed urgent as there are very few foreign tourist visits. Moreover, the nature of their jobs makes it

difficult for the tourism actors to focus and dedicate time to English learning. As such, the team has concluded that they would benefit most from self-guided learning materials accompanied with audio samples; this would provide the tourism actors with the flexibility they need to juggle English learning with the reality of their jobs. These materials would also need to be catered specifically to the local context of Untung Jawa Island; thus, learning can be effective and directly useful. The development of these materials would be the next step in this research.

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