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| RESEARCH ARTICLE

## Identifying the Language Requirements of English for Tourism at Toraja Christian University of Indonesia

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| ABSTRACT

The purpose of this study is to identify the language requirements associated with English for Tourism. The respondent of the current research were Students in the sixth semester of the English Department at UKI Toraja who have recently completed the English for Tourism course. The researcher employed accidental sampling. Data were collected through interviews. The results of this research show that the language requirements needed in learning English for Tourism pertain to: Tourism knowledge, Accommodation, Culinary Tour [ pa'piong (meat cooked in bamboo), Torajan Culture [tradition, music, and art] tradition: rambutuka' (wedding party) and rambu solo' (funeral ceremony)., art: Ma'badong ( Traditional dance), pompang ( Traditional music). This suggests that the topic for the English for Tourism course should be developed through Torajan culture.

| KEYWORDS

ESP, Tourism in ELT, Tourism in Toraja, Language Requirements/ language need

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### 1. Introduction

English is one of the compulsory subjects taught at all higher education institutions in Indonesia in accordance with paragraph 2 of article 9 of the government regulation No.19/2005, which states that the curriculum in higher education for undergraduate students should include such subjects as religious education, civic education, Indonesian, and English. The special status of English as a global language with wide potential varieties that might serve as models for Indonesia also poses the question as to which one would be right for the country (Lauder, 2008). The growing importance of English as an international language and as a global lingua franca is observable in virtually all countries of the world: from its increasing status in educational curricula to its role as the language of international business, tourism, news broadcasting, etc. (Zacharias, 2003). English is a compulsory course for each department. English as an academic subject is classified as English for General Purposes (EGP) taught in the first and second semesters.

Current pedagogy suggests that there is no universally correct way to learn a language that can be regarded as optimal for every individual (Pearson, 2004). Mastering English language skills is the ultimate goal of English language learners. Therefore the ability to communicate clearly and naturally with native speakers of a language is the end that makes the means of studying and practicing the language worth the effort. Ordinary citizens who speak English as an additional language see it more as a language of communicative necessity than as a symbol of cultural identity (Kumaravadivelu, 2003). Tourism promotion plays a central role in developing, promoting, and reinforcing national identities among both domestic and international visitors (Zhang, Espoir, & Mckercher, 2015). Thus, achieving 'fluency' through foreign language education should focus on the standard spoken and written forms of a language because language is used to communicate with a certain community, and we should strive to use it based on what native speakers know about their language.

To determine what English competencies students require in order to enable them to succeed both in academic and occupational settings accurately, it is imperative to carry out a Needs Analysis (NA). NA is defined as “the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities” (Richards 2001:32). Richards further mentions that different types of students have different language needs and what they are taught should be restricted to what they need. Similarly, Hutchinson and Waters (1987) state that, what is being taught should be relevant to the learners.

Given this information, it is clear that a needs analysis should be conducted before designing the syllabus of an ESP program, as mentioned by Jordan (1997). The Needs analysis should be the starting point in devising the syllabus, courses, materials, instructional approach, and learning objectives. In addition, Basturkmen (2006:17) states that “A key feature of ESP course design is that the syllabus is based on an analysis of the needs of the students”. As the syllabus is based upon established needs, the learners are likely to be motivated as they see the obvious relevance of what they are studying. Curtain and Dahlberg, cited in (Musthafa, 2010), claim that effective language instruction builds on topics and contexts that are relevant to the learners. Thus the task of the ESP course developer is to identify the needs of the learners and design a course around them.

Some studies (from inside and outside of Indonesia) have confirmed that a needs analysis can best be implemented in course design development and provide a positive impact on teaching quality. Boshier and Smalkowski (2002) conducted a needs analysis and developed a course called “Speaking and Listening in a Health-Care Setting” to assist struggling English as a Second Language (ESL) students attempting to enter health-care programs at a private college in Minneapolis, Minnesota. The lack of academic success for ESL students enrolled in the nursing program at the College of St. Catherine led to an in-depth needs analysis indicating that a communication course was required to help these students. In their study, the needs analysis consisted of interviews with a director and faculty in the nursing program and students in first-year courses; questionnaires asking students about the difficulties they were experiencing in the health-care program; and observations of ESL students at different stages of the program in the lab and clinical settings. Based on the findings of the needs analysis, the researchers concluded that different forms of communication were the greatest concern (e.g., understanding clients, understanding instructors’ directions, communicating clearly and effectively, and listening carefully to client information). As a result, the course “Speaking and listening in a Health-Care Setting” was designed. The course materials and methods were selected based on the findings of the needs analysis. The course had evolved over three years since a pilot course was offered in Spring 1998 in response to assessments of the course’s effectiveness. Boshier and Smalkowski (2002) reported that the course has been very successful in helping students learn how to communicate effectively in health-care settings.

Similarly, Cowling (2007) conducted a needs analysis and designed a syllabus for an intensive English language course for the Japanese industrial firm Mitsubishi Heavy Industry (MHI) in Japan. The company has many plant buildings and maintenance contracts overseas. Therefore, English was important for engineers who needed to converse with foreign clients and suppliers. The target group of learners consisted of first to third-year employees who would be assigned to the field or department in their fourth year. The course was run for three days, three times a year, for a period of three years. Thus, all new employees would complete a total of nine three-day intensive courses during their first three years at MHI.

Needs analysis in language teaching has a vital role to play in the process of designing and developing any language course, whether it is an English for Specific Purposes (ESP) or a General English (GE) course to meet the learning needs of a particular group of learners. In line with this idea, Benesch (1996) explains that English for Academic Purposes and English for Specific Purposes curriculum development is guided by learner needs. Needs analysis combines target situation analysis with present situation analysis (Boshier & Smalkowski, 2002). It is the first essential step in course design, and it provides relevancy for all course design activities. It places the learners’ purposes in the central position within its framework. The current study attempts to present an overview of the process of needs analysis and the design of English for Tourism material at UKI Toraja.

### **1.1 Concept of English for Specific Purposes (ESP)**

English for Specific Purposes (ESP) is a major area of study around the world today. In the current technology-driven environment, the role of the ESP e-learning teacher (tutor) is multidimensional and challenging, as there is a great demand for new tools and learner-centered learning approaches (Kucirkova, Yu, Dinara, & Kalugina, 2017). It is an enterprise that involves educational, training, and practice and draws upon three major realms of knowledge: language, pedagogy, and the participant’s area of interest or specialization. Robinson (1991) states that ESP practitioners need training in ways of describing language and training in designing the language course.

The Council of Europe Modern Language Projects group in the field of ESP (Richterich, 1980) established the formal concept during the 1970s. This group aimed to promote language learning in Europe and offered guidance and support to the many partners for learning by establishing what was necessary for the creation of a coherent and transparent structure for the provision of effective learning according to the needs of the learners and society. As with most developments in human activity, ESP is a phenomenon that grew out of a number of converging trends (Hutchinson and Waters, (1987:6)).

### **1.2 Tourism in ELT**

Tourism can be domestic or international, and international tourism has both incoming and outgoing implications for a country's economy. Today, tourism is a major source of income for many countries and affects the economies of both the source and host countries, in some cases being of vital importance. Over the decades, tourism has experienced continued growth and deepening diversification to become one of the fastest growing economic sectors in the world. Modern tourism is closely linked to development and encompasses a growing number of new destinations. These dynamics have turned tourism into a key driver of socio-economic progress. Today, the business volume of tourism equals or even surpasses that of oil exports, food products, or automobiles. Tourism has become one of the major players in international commerce and represents, at the same time, one of the main income sources for many developing countries. This growth goes hand in hand with increasing diversification and competition among destinations.

Relating to this phenomenon is the need to provide ESP in the field of tourism. In the Education sector, teaching and learning English as a communicative approach have been accepted and used for many years (Tantiwong, n.d.). Bury (2014) reported on a new English for Tourism course developed, designed, tested, and taught to students enrolled in Tourism. This is also supported by (Echtner & Echtner, 2014), saying that implementing existing models of tourism education from the developed world, albeit inexpensive in terms of design costs, can be costly in terms of ineffectiveness. So it is clearly understood that ESP in the tourism sector is needed in ELT.

### **1.3 Tourism in Toraja**

Tana Toraja, or Torajaland, is a kabupaten (regency) located in the Sulawesi Highlands, about 300 kilometers to the north of Makassar, the capital city of South Sulawesi Province. According to Yamashita (1992), Toraja people are traditionally wet-rice cultivators on terraced mountain paddy fields, and now they also plant cash crops such as coffee and cloves. Bordered by mountains, the Toraja region was relatively isolated from the outside world until it became one of the last regions of Indonesia to fall under Dutch control in 1906. Thus scholars have long noted that the Toraja culture may be representative of a prototypical Southeast Asian cultural tradition. It is misleading, however, to portray the Toraja culture as static. Christianity was introduced under Dutch control in 1913, and the pace of social change has quickened as people migrate to urban centers in Indonesia and with the rise of international tourism, especially over the last twenty years.

Adams (1997) states that, since the early 1970s, tourists have been visiting the Toraja Highlands in ever-increasing numbers. In 1994 alone, approximately 53,700 foreign tourists and 205,000 domestic tourists journeyed to the Toraja homeland, lured by guidebook accounts of Toraja's page detailing funeral rituals, haunting burial cliffs, elaborate architecture, and breathtaking scenery. Touristic celebrity has precipitated a number of new issues for Toraja, certain aspects of which have been discussed elsewhere in Adam's writings.

According to Ratu (2016), there are two famous events in Toraja: Rambu Tuka and Rambu Solo. In conducting these events, Christian people in Toraja are still influenced by the old beliefs. They have adopted some rituals from old beliefs in regard to the new Christian beliefs. For example, Torajan people believe that there is a life after death. When someone dies and is kept in a Tongkonan (traditional house), they will be saved in the southern part of the building. Before the funeral ceremony is held, the tomate or deceased person will be kept in that room as a sick person and not as the deceased. They will be treated as a person who is still alive prior to the funeral ceremony. According to the old beliefs, if someone dies, their spirit will go to Puya or Heaven. It is believed that Puya is located in the southern part of the earth.

When the funeral day arrives, all of the family will sacrifice many buffaloes and pigs. Those animals will be considered as stocks (guarantee) for a place in Puya. During the funeral ceremony, many visitors can attend, although they are not explicitly invited. In daily life, the belief is that unexpected or additional guests are a blessing. Hospitality to the uninvited guests is always extended as they are always welcome for the blessings they bring.

The funeral will take place over a period of several days, and the body is taken to the final resting place or Liang. Liang is a family tomb high on a cliff and safe from robbers, as gold and jewels are often interred with the deceased. Outside the tomb, there is a platform or balcony carved into the cliff, and here tau- tau or wooden effigies of the deceased are placed to represent their spirit. At the funeral, bamboo effigies are made in addition to the Tau tau. Monuments to the ancestors in the form of tall spires can be seen in the Rante or in special fields used for large funerals. Thus, Toraja has long been famous around the world for its unique culture.

### **1.4 Concept of Need Analysis**

The term 'needs analysis' has featured prominently in the literature on language teaching in the last twenty years (Hutchinson and Waters, 1987; Robinson, 1980 and 1990; Johnson, 1989). Most of these references have focused on learners' communicative needs, but teachers' needs are treated as a part of the situational analysis that is within the general parameters of a language program.

The questions should deal with those whose needs are being analyzed. Tomlinson (1998:240) examines how 'needs' are defined in the literature in terms of:

1. Ownership (whose needs are they?)
2. Kinds (what kinds of needs are identified?)
3. Sources (what are the sources of the needs?)

Richards (2001) asserts that 'needs' is the term used to refer to "want, desires, demands, expectation, motivations, lacks, constraints, and requirements" (54). It was introduced largely through the ESP movement as "the demand for specialized language programs grew and applied linguistics increasingly began to employ needs analysis procedures in language teaching in the 1960s, then in 1980s. In many parts of the world, a "needs based philosophy" emerged in language teaching, particularly in relation to ESP and vocational oriented program design.

Needs are often described in terms of a linguistic deficiency, describing the difference between what learners can do in a language and what they should be able to do. This means that 'needs' have real objectives and must be identified and analyzed. On the other hand, Brendy (1984) has a different perspective, namely, "Needs is not a thing that exists and might be encountered ready-made on the street" (29). "Needs represent something that is constructed, the center of conceptual networks and the product of a number of epistemological choices" What is identified as a need is dependent on the judgment and reflects the interest and values of those making such a judgment. Teachers, students, employers, and other stakeholders may have different opinions of what needs are.

### **1.5 Research Question(s)**

Based upon the existing literature on the topic and on the specific situation of the English for Tourism curriculum at Toraja Christian University of Indonesia, this study is guided by the following research question:

What are the most appropriate language requirements for English for tourism at UKI Toraja?

## **2. Method**

The current study was conducted in an English Department at Toraja Christian University of Indonesia (UKI-Toraja). The university has a large English department with more than 300 hundred students. In their fifth semester, students are required to complete the English for Tourism course, with two hours of class per week, over a period of 14 weeks. Students in the sixth semester of English at UKI Toraja who have recently completed this course were chosen as participants in the study. The researcher employed accidental sampling in which the students were interviewed face to face until the researcher acquired saturated data, which is a tool employed by qualitative researchers to ensure that adequate data are acquired to support the study. In this case, data saturation was reached when the interviewer no longer received any new information from the interviewees.

This research employed a qualitative research design. Students in the sixth semester of study in the English Department at UKI Toraja were chosen as participants in this research. This research applied a semi-structured interview for the collection of data. Each student was asked to respond to the interview questions (Appendix) individually. Furthermore, in analyzing the data, the researcher employed Miles' and Huberman's model (1984). The elements of their model are: data reduction, data display, and conclusions.

### **2.1 Data Reduction**

Data reduction refers to the process of selecting, specifying, and transforming the data. The interviews yielded a large quantity of data. Therefore, the researcher employed data reduction in the process of data analysis. In this stage, the researcher considered several data points, including; interview transcriptions and field notes. All the data were reduced and categorized. Because the interviews yielded such a large amount of data, the reduction was deemed to be vital in terms of focusing more closely on the specific subjects required.

### **2.2 Data display**

Once the data have been reduced, the next step is to present them in order to enable the researcher to more easily identify and analyze them. This, in turn, assists the researcher in determining what subsequent steps to take. In qualitative research, the presentation of data uses the form of a short description and narrative form.

Data presentation simplifies data analysis for the researcher as it aids in understanding what was happening and in planning for the next activity. Additionally, data display is necessary for the researcher to consider the applicability of the data.

### **2.3 Conclusion**

The final stage of the data analysis for qualitative research consists of a conclusion or verification. The conclusion involves stepping back to consider what the analyzed data mean and assessing their implications for the questions.

### **3. Findings**

Extract 1: General and Local Tourism

Knowledge of tourist objects is important for many visitors because the places and the culture of Tana Toraja can represent a new tourism experience for them. These ideas are supported by the following statements:

S1.2: untuk mengetahui berbagai kepariwisataan.

[the purpose of learning English for tourism is to give valuable information or knowledge about tourism]

S3.2: tujuan saya belajar EFT adalah untuk mengetahui, memperdalam lebih lagi istilahnya tentang budaya-budaya local dan juga apa-apa yang ada dalam daerah kita perlu mempelajarikeadaandisekitarkita. Contohnya hotel dan restaurant.

[the aims of learning English for tourism are to know and to understand my own culture, and also we have to study everything around us, for example, hotel and restaurant. ]

S2.2: kalau saya untuk mempelajari tentang bagaimana cara memperkenalkan budaya kita kepada orang asing atau orang lain.

[I think the purpose of studying English for tourism is to know how to introduce our culture to foreign people.]

S4.2: untuk belajar budaya dan kebiasaan yang dimiliki oleh daerah kita sendiri.

[The purpose of studying English for tourism is to understand our own culture and custom.]

S5.5: tujuan saya belajar English for tourism yaitu membekali saya dengan kemampuan bahasa Inggris terutama yang berhubungan dengan kepariwisataan.

[I think the aim of studying EFT is to help me to be able to talk about tourism in English.]

S7.2: tujuansayabelajar EFT adalah untuk mengenal apa itu kepariwisataan dan bagaimana kita memperkenalkan pariwisata dan budaya kitaToraja kepada orang luar (wisatawan dari luar negeri.)

(I think the purpose of studying EFT is to know what tourism is and how to introduce our tourism and culture to foreign people.)

S8.2: tujuan saya belajar EFT adalah agar kita bisa belajar tentang kepariwisataan dan kebudayaan-kebudayaan khususnyaTanaToraja.

[I think the aim of learning EFT is that we can gain knowledge about tourism and culture, especially in TanaToraja. ]

S9.2: tujuan saya belajar EFT adalah untuk mengetahui berbagai tempat pariwisata yang ada di Toraja dan belajar bagaimana jadi guide.

[I think the aim of learning EFT is to know much about tourism destinations in Toraja and how to be a guide.]

S10.2: tujuan saya belajar EFT adalah untuk mengenal tradisi budaya local, seperti kepariwisataan dan budaya-budayaToraja, setelah itu kita mampu memperkenalkan kepada tourist.

[I think the aim of studying EFT is to know my local cultures, such as tourism and Torajan culture, and then we can be able to introduce to tourists. ]

Based on the ideas above, we can conclude that Torajan locals should learn as much as possible related to tourism in order that they are able to introduce their culture to foreign visitors.

Extract 2: Touring

One of the topics studied by the students of the English Department at UKI Toraja is EFT. This material is suitable for describing local tourism, as indicated by the statements below:

S1.4: kinds of tour,... definition of tour.

[kinds of tour... definition of tour.]

S5.4: topic-topik yang sayapelajariadalah destinations, tour operators...

[ The topics that I learnt are destinations, tour operators...]

S6.4: topic-topik yang sayasudahpelajariadalah ... tour guide.

[Topics that I learnt are... tour guide.]

S7.4: defenisi tour, kinds of tour ...

[Definition of tour, kinds of tour...]

S8.4: tour, tourist, kinds of tour... and tourism object.

[tour, tourist, kinds of tour...and tourism object.]

S9.4: pengertian tour, pengertian tourism dan jenis-jenis tempat pariwisata di Toraja.

[Definition of tour, definition of tourism, and kinds of tourism in Toraja.]

S10.4: tour... danobjekwisata.

[tour...and tourism.]

S11.4: tour.

[tour.]

Based on the ideas above, one can determine that instruction in the topics related to tourism is necessary for conducting tours. Students need to know what a tour is, what is needed for a successful tour, etc. By knowing the appropriate aspects of local tourism, we can more adequately assist foreign visitors in enjoying an authentic and informative experience.

Extract 3: Hotel and Restaurant

Hotels and restaurants are topics that must be learned in English for Tourism. When those leading tours are competent in discussing these topics, visitors have a better experience visiting the area. This concept is supported by the following statements:

S2.4: ada tentang hotel...

[there was about hotel...]

S3.4: yang saya sudah pelajari di EFT adalah...hotel, restoran...

[I learnt of EFT are...hotel, restaurant...]

S4.4: ...seperti hotel dan restaurant.

[ like hotel and restaurant.]

S5.4: ...hotel facilities, foods, and drinks...

[hotel facilities...foods and drinks...]

s6.4: ...hotel facilities...meals and drinks(restaurant.)

[...hotel facilities...meals and drinks (restaurant).]

S7.4: ...hotel dan restaurant...

[...hotel and restaurant...]

S10.4: ...hotel, restaurant...

[...hotel, restaurant...]

S11.4: ...mendeskripsikan fasilitas hotel dan restaurant.

[...describing hotel facilities and restaurants.]

Foreign visitors are understandably concerned about their accommodations when traveling. They can visit an attraction if the tourist object is not too far from the place where they are staying. This place is likely to be a hotel and restaurant. In the hotel and restaurant, we talk about facilities, service, meals, and average prices. The hotel and the restaurant require something like a guidebook for preparing everything for foreign visitors regarding tours and attractions.

#### Extra 4: Torajan Food

Pa'piong is food (rice, meat, chicken, fish) cooked in bamboo by grilling the bamboo until the food inside the bamboo is done. The importance of this cultural component is supported as follows:

S1. 10: Saya kira harus ditambahkan soal makanan special dari Toraja seperti pa'piong... heheheheh

[I think the topic should be added Torajan food that is Pa'piong]

S4.14: Sebenarnya yang paling penting itu adalah rambu tuka', ma' badong dan keunikan lain misalnya to silaga, cara membuat pak piong dan sebagainya.

[Actually, the most important is the funeral ceremony, traditional dance, and the uniqueness such as buffalo fighting and the way to make pa;piong]

S5.10: Jika soal penambahan topic di EFT mungkin lebih bagus jika ditambah lagi tentang kebudayaan- kebudayaan yang ada di Toraja. Makanan khusus Toraja seperti Pa'piong, minuman kususnya juga.

[The additional topic for the English for Tourism course is Torajan culture, special food like pa'piong and special drinks.]

From the statements above, we can conclude that traditional and special food from Toraja should be considered an important part of tourism, which should be introduced to the visitors.

#### Extract 5: Torajan Tradition

The traditions of Toraja are unique and draw many foreign tourists to the area. Among Torajan traditions, music plays an important role. Rambutuka' is music for happy events, and rambu solo' is for sad events. For example:

S5.4: ...tradition.

[...tradition.]

S6.4: ...traditions...

[...traditions...]

S7.4: ...budayaToraja...

[...Torajan culture...]

S8.4: ...budaya-budayaToraja...

[...cultures of Toraja...]

S10.4: ...rambu solo', rambutuka', seni traditional Toraja...

[...rambu solo', rambutuka', traditional art from Toraja...]

By paying attention to the ideas above, one may conclude that tradition is an important aspect of studying English for Tourism. Torajan tradition is very different from other places, and this uniqueness is vital for area tourism. Local traditions are best known and understood by local people, so they are the natural candidates for introducing these traditions to tourists.

#### Extract 6: Torajan Music and Art

Pompang music is played on an instrument from bamboo. Ma'badong is a traditional dance where people stand hand in hand, making a circle and sing songs while moving around with special movements. This dance is only performed at funeral ceremonies.

S4.4: musik pompang...

[pompang music...]

S11.4: ...kesenian tradisional, musik tradisional, rambutuka', rambu solo'...

[...traditional art, traditional music, rambutuka', rambu solo'...]

S4.14: ...ma'badong, keunikan lainnya misalnya tedong silaga, cara membua tpa'piong dan sebagainya.

[...ma'badong, other uniqueness such as buffalo fighting, how to make pa'piong]

Table 1 Data Display for Language Requirements in Learning English for Tourism

No	Language requirements	Identified necessary tourism topics	Students' statement	Source
1	Tourism knowledge	Extract 1: general and local tourism	to give valuable information or knowledge about tourism	S1.2, S3.2, S2.2, S4.2, S5.5, S7.2, S8.2,
		Extra 2: Touring	The topics that I learnt are destinations, tour operators...	S9.2, S10.2
2	Accommodation	Extra 3: hotel and restaurant facilities	describe hotel facilities and restaurant	S1.4, S5.4, S6.4, S7.4, S8.4, S9.4, S10.4, S11.4
3	Culinary Tour	Extract 4: Torajan Food	how to make pa'piong (rice, meat cooked in bamboo)	S1.10, S4.14, S5,10
4	Torajan Culture	Extract 5: Torajan Tradition	rambu solo'(funeral ceremony), rambu tuka' (thanks giving ceremony)	S4.14, S5.4, S6.4, S.11.4
		Extract 6: Torajan Music and Art	pompang music (Traditional music) ma'badong (traditional dance)	S5.4, S6.4, S7.4, S8.4, S10.4, S4.4, S11.4, S4.14

#### 4. Discussion

##### 4.1 Language Requirements for English for Tourism

Tomlinson in McGrath (2006) suggests that local criteria determine the appropriateness of the material for the particular environment in which it is to be used. English for Tourism subjects is taught with the expectation that students at the Christian University of Indonesia Toraja will know and be able to explain many points related to Toraja as a tourist destination. For this reason, the researcher wants to know what specific items or language requirements should be learned. The findings show that there are four main categories related to language to be learned in English for Tourism as an academic subject:

The first topic centers on the nature of tourism; at the present time, tourism is a major source of income for many countries and affects the economy of both the source and host countries, in some cases being of vital importance. Toraja is one of the most famous destinations in Indonesia, which is why it requires well-trained local helpers; as Fornell (1992) asserts, assessing satisfaction can help managers to improve services.



The second topic is accommodation, i.e., hotels and restaurants. This finding showed that accommodations such as hotels and restaurants are also important elements to be studied. Visitors who come from another country need adequate accommodations when they arrive. The students need to know all about hotels and restaurants in order to explain these options to the visitors.

The third major topic is culinary tourism; they are Torajan food. This finding showed that traditional food is also a topic necessary for students' curriculum. As every country has its own special food, Toraja also has traditional food that is pa'piong [food cooked in bamboo]. Students in Toraja need to be able to discuss this traditional food as well as demonstrate the way to cook and when and how to serve it.

The fourth topic is Torajan culture which encompasses Torajan tradition, Torajan music, and Torajan art. This research determined that the students require learning materials that cover the themes of tradition, music, and art. Tradition concerns such elements as rambusolo' (funeral ceremony) and rambutuka' (thanksgiving ceremony and wedding party). As Ratu (2016) notes, there are two famous events in Toraja; they are RambuTuka and Rambu Solo. These events and their descriptions must be studied because foreigners visiting Toraja often want to witness these ceremonies as they are so markedly different from ceremonies in any other country. In this case, as students from Toraja, they should be able to explain these traditions: Torajan music and art, such as music pompang (traditional music) and ma'badong (traditional dance), Pompang (traditional food) sometimes used to entertain the guests at the funeral ceremony or during the thanksgiving ceremony. And ma'badong (traditional dance), which is only performed during the funeral ceremony. Because these traditions are always found in TanaToraja, students should be able to discuss them with and explain them to foreign visitors.

## **5. Conclusion**

Apart from general English, this study is designed to determine the language requirements appropriate to the students in a particular environment, in this case, Toraja. Based on the results of this research, the most pressing elements to be studied in English for Tourism courses are: Tourism knowledge [general and local tourism and Touring], Accommodation [hotel and restaurant facilities], Culinary Tourism [Torajan food: pa'piong (rice, meat, chicken, fish cooked in bamboo)], Torajan Culture [Torajan tradition and music and art], tradition: rambutuka' (thanks giving ceremony and wedding party) and rambu solo' (funeral ceremony), art: Ma'badong (traditional dance), pompang (traditional music).

After determining these language requirements that should be studied in English for Tourism course, it is expected that these materials can be implemented in daily life after students graduate from the English Department.

Implications for future research: The results of the current study introduce a new set of questions related to the introduction of new materials based on its results. And for the next researcher, it is expected to find more information about Toraja and materials that are important to be learnt.

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## APPENDIX

Open item for interview

1. Apa tujuan anda belajar English for tourism?

(What did you study in English for Tourism?)

2. Topik-topik apa saja yang anda sudah pelajari di mata kuliah english for Tourism?

(What topics did you study in the course?)

3. Apakah anda mempelajari topik yang berhubungan dengan Toraja?

(Did you study topics that are related to Toraja?)

4. Jika materi-materi yang anda pelajari di English for Tourism bermuatan Toraja apakah anda setuju? Mengapa?

(Do you agree that the topics you have to study in the course are about Toraja? Why?)

5. Menurut anda masih adakah topic lain yang perlu ditambahkan untuk dipelajari pada mata kuliah ini?( apa saja).

(Do you need additional topics for the subject? What topics do you suggest?)