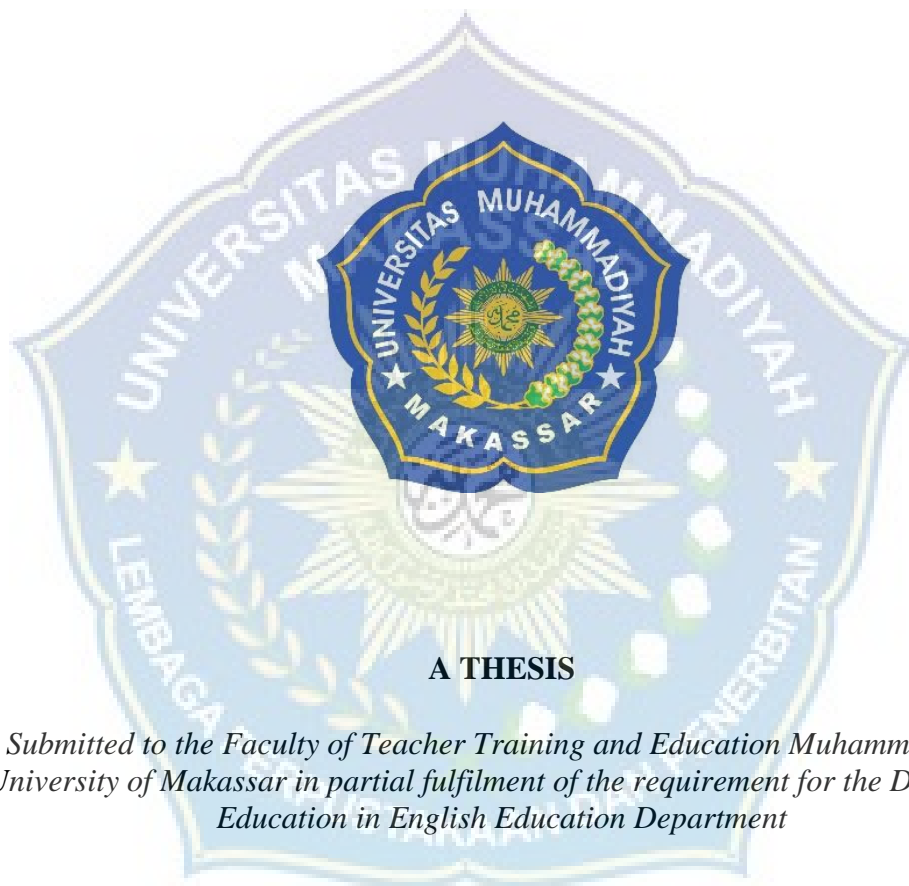


**IDENTIFYING THE NEEDS OF TOURISM INDUSTRY
STUDENTS IN ENGLISH SPEAKING SKILL AT SECOND
GRADE OF SMK 1 GOWA**

(Descriptive Quantitative Research)



A THESIS

*Submitted to the Faculty of Teacher Training and Education Muhammadiyah
University of Makassar in partial fulfilment of the requirement for the Degree of
Education in English Education Department*

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2024



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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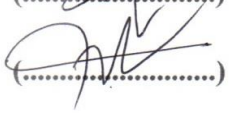
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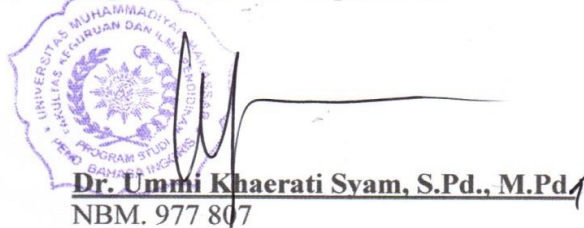
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Tuesday 09 Jan '24	4	Reimprove your findings	h
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Sunday 21 Jan '24		Ok for thesis exam	h

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MOTTO AND DEDICATION

MOTTO

“If you feel like you’re losing everything, remember, trees lose their leaves every year, yet they still stand tall and wait for better days to come”



DEDICATION

a thesis for; my beloved parents and my families

And also, my self

ABSTRACT

MAEI SOARAH. 2024. Identifying The Needs of Tourism Industry Students in English Speaking Skill at Second Grade). Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar (supervised by Ratna Dewi and Awalia Azis)

This research aimed to find out the needs of tourism industry department in English speaking. The method of the research was descriptive qualitative research. The researcher used three instruments in this research were test, questionnaire and interview to students about speaking skill. The subjects of the research were consisted 28 students at the second grade of tourism industry and the English teachers of SMK 1 Gowa.

The needs of students' tourism industry in learning English speaking, classified into general parts related to target needs and learning needs. In target needs, the students need a lot of vocabulary, make note daily especially unknown the meaning, speak with foreigner, making a simulation talk with the tourist, and need topic about tour planning and schedule. In learning needs, the students' needed material about explaining reservation ticket the tourist and explaining destination to tourist, technique of the students needed in learning English speaking is make a conversation with the friends, students need learning English speaking at outdoor class, students needed activities of teaching, learning students most interesting in doing assignment is to work in pairs and the role of the teachers, students needs teachers to facilitate students in learning English to the achieved learning objective.

Keywords: Students' Need, Speaking, Tourism Industry

ABSTRAK

MAEI SOARAH. 2024. Mengidentifikasi Kebutuhan Siswa Industri Pariwisata dalam Berbicara Bahasa Inggris Kelas Dua di SMK 1. Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. (dibimbing oleh Ratna Dewi and Awalia Azis)

Penelitian ini bertujuan untuk mengetahui kebutuhan siswa industry pariwisata dalam berbicara bahasa inggris. Peneliti menggunakan metode deskriptif kualitatif. Peneliti menggunakan tiga instrumen di penelitian ini yaitu tes, kuesioner, dan wawancara. Partisipan dalam penelitian ini terdiri dari 28 siswa kelas dua industry pariwisata dan guru bahasa inggris di SMK 1 Gowa.

Kebutuhan siswa industry pariwisata dalam belajar berbicara bahasa inggris, diklassifikasikan menjadi beberapa bagian umum yang berkaitan dengan kebutuhan target dan kebutuhan pembelajaran. Dalam target kebutuhan, siswa membutuhkan banyak kosa kata, membuat catatan harian terutama kosa kata yang tidak diketahui artinya, berbicara dengan orang asing, membuat simulasi berbicara dengan orang asing, membuat simulasi berbicara dengan tourist dan membutuhkan topik tentang perencanaan dan jadwal perencanaan. Dalam kebutuhan belajar, siswa membutuhkan materi tentang menjelaskan reservasi tiket kepada turis dan menjelaskan tujuan wisata kepada turis. Teknik yang dibuthkan siswa dalam belajar berbicara bahasa inggris adalah membuat percakapan dengan teman, siswa membutuhkan pembelajaran berbicara bahasa inggris di luar kelas, siswa membutuhkan kegiatan belajar mengajar yang paling menarik bagi siswa dalam mengerjakan tugas adalah bekerja secara berpasangan dan peran guru, siswa membutuhkan guru yang dapat memfasilitasi siswa dalam belajar bahasa inggris agar tujuan pembelajaran tercapai.

Keywords: Kebutuhan siswa, Berbicara, Industri Pariwisata.

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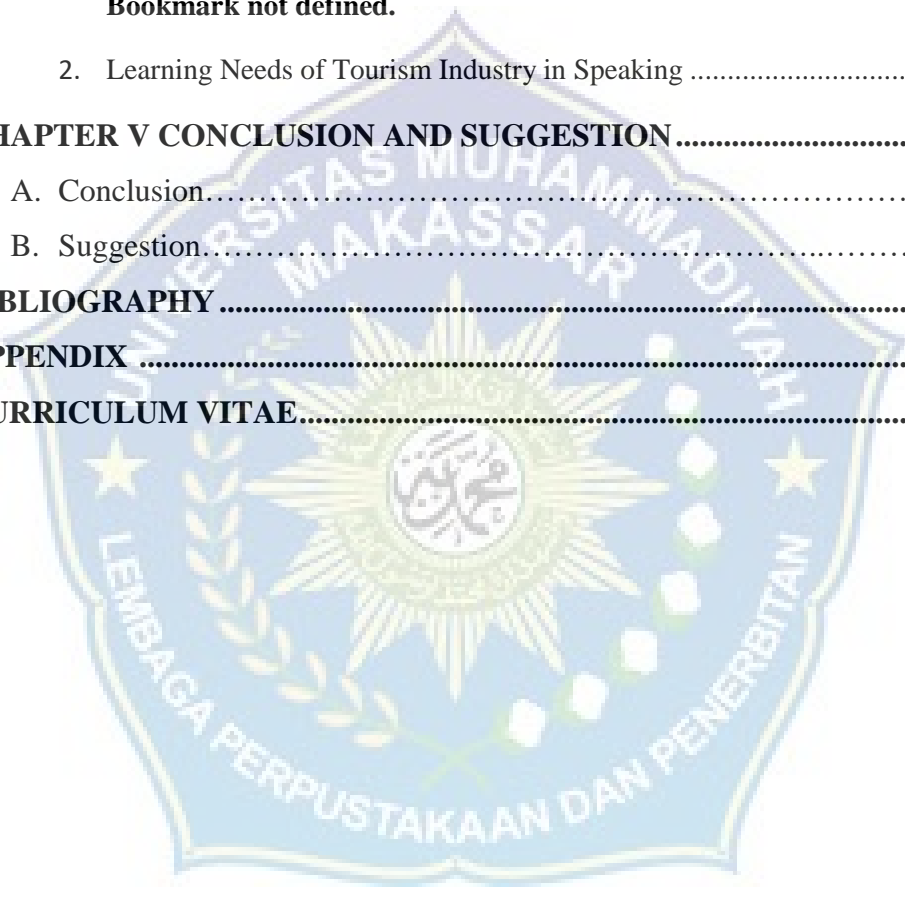
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CHAPTER I

INTRODUCTION

A. Background

Vocational School is one of the schools that prepare students to involve in their profession. So that vocational students are taught foreign languages to use English in doing their jobs based on their major at vocational high school. Regulation of National Education Minister (2006) states that English teaching at the vocational school should aim at equipping the students with English for communicated in the context areas of their expertise. If they are taught English, the English learnt is what used to do their job. So teaching English in vocational education, is categorized English for Specific Purposes program.

SMK 1 Gowa is one of the vocational schools in Gowa, initially had five majors however in 2018/2019 opened one more major, namely Tourism Industry. The tourism department is a department that prepares students to manage a travel business and prepares a professional workforce who are required to have quality skills at work. Student tourism industry must understand that English is very important to help them communicate, especially with foreign tourists. This is also stated by Kusumawardani (2017) who said that students majoring in tourism are closely related to English which allows them to communicate with foreign tourists.

The English material used for tourism program students is very important because the skills provided are not the same as other skills. Students are required

to be able to speak English according to their major. They must be able to communicate in English both oral and written. Students must be able to speak English fluently, because it is closely related to their future work. For example, working in hotels that require English language skills, the reception area or being a tour guide. All of them need English skills. A preliminary study conducted on the tourism industry major at SMK 1 Gowa, by a researcher informed that English was not in accordance with what was needed by students and the material taught for the tourism industry was general English that was not related to the field.

There are several research that already conducted about the needs of tourism in english speaking. The first research by Rahmadani (2019) shows that the English material being taught is not relevant to the work needs of tourism program students at SMK Harapan Massa Depok. The second study by Papatungan, Otoluwa, and Mahmud (2018) explained that students' ability to use English orally still contained several grammatical errors and a lack of vocabulary words so that students could not communicate properly. The latest research by Minkhatunnakriyah and Albiansyah (2020) shows that the practice of speaking English at school has very little effect so that it affects the amount of vocabulary possessed, the accuracy of using grammar, and students' anxiety in using English, therefore their need to improve their speaking ability is an activity in the process of learning English through paired discussions with topics of daily needs and increasing their vocabulary by looking for a few words from thereading text.

Based on the result of the review above, it is explained that the speaking materials

used in the tourism industry did not meet the needs of the student, therefore the writer felt the need to find out what the actual needs of SMK students were related to the jobs they would be involved in later. Based on the explanation above, the researchers conducted research with the title **“Identifying The Needs of Tourism Industry Department Student In English Speaking at Second Grade of SMK 1 Gowa”**

B. Research Statement

Related to the background above, the researcher formulated the research problem is “What are the needs of Tourism Industry department student in English speaking skill at Second Grade of SMK 1 Gowa?”

C. Objective of the Research

Based on the research problem above, the object of this research is “To find out the needs of Tourism Industry department student in English speaking skill”

D. Significance of the Research

The researcher hopes that this research will be beneficial both theoretically and practically in accordance to give some contributions for English Department Study.

1. Benefit for student

Students can find out what they need in their English speaking, so they can use their English to communication.

2. Benefit for teacher

Advantages for teachers, teachers can find out the students needs in their

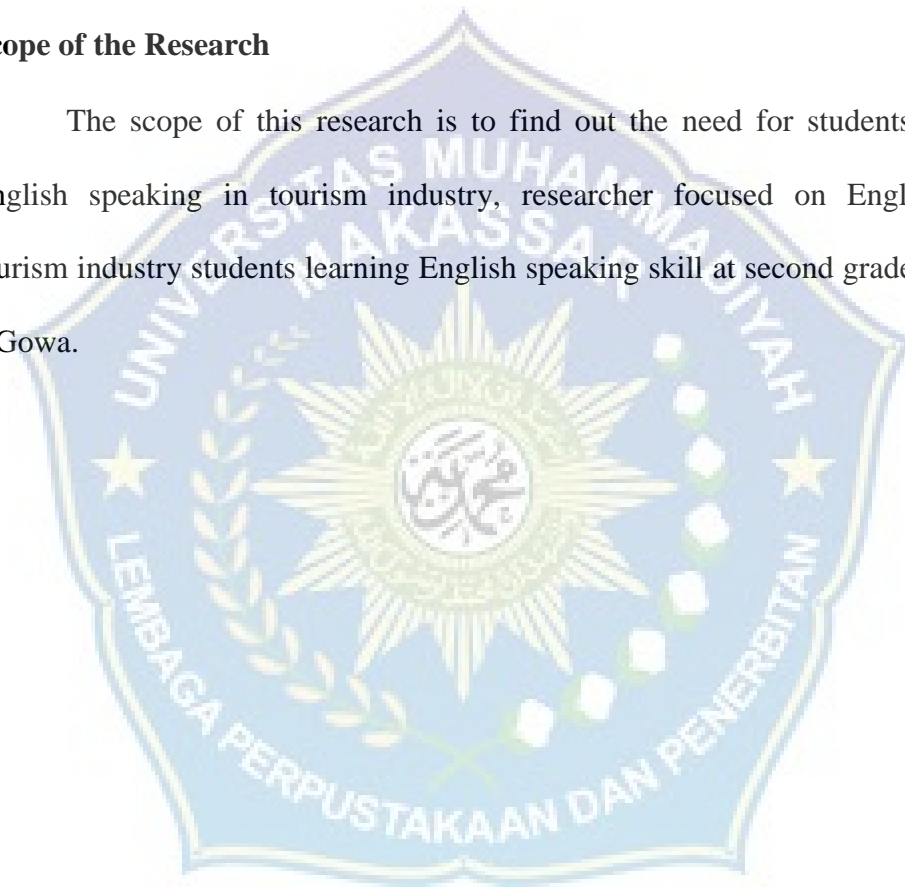
speaking and also teachers can change their approach in teaching to improve students' speaking skills

3. Benefit for the next researcher

For this research can give further researchers references related to this research.

E. Scope of the Research

The scope of this research is to find out the need for students to learn English speaking in tourism industry, researcher focused on English-based tourism industry students learning English speaking skill at second grade of SMK 1 Gowa.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Pertinent Idea

1. Meaning of English for Specific Purposes (ESP)

English for specific purposes is approach in teaching English for a more specific purpose in a particular field such as science, nursing, tourism, etc. There is some definition of ESP according to some expert. According to Hutchinson and Waters (1987) that English for specific purpose is teaching specific course according to the students' subject specialism. According to Tomlinson (2003) English for Specific purposes is a umbrella terms translated English for students who are studying language for specific work or related studies reasons. English Specific purposes involves the teaching and learning or particular skills and the language needed by certain students for certain purposes. In addition, Syamsul Rizal (2017) states that English for Specific purposes (ESP) is an approach in the teaching for specialized fields and studies that meet the needs of English language proficiency and profession the fields of science and profession such as English for law, medicine, mechanical, engineering, economic, maritime, and soon. Syakur (2020) stated that English for specific puoses is an approach to teaching language in which the materials and methods are based on the objectives of the students to learn.

English for Specific Purposes (ESP) is teaching English that is related with the students' area. ESP must be seen correctly not as a product of a specific language but as an approach to language teaching that is directed by specific and clear reasons for learning. ESP course are narrower than ELT course because they focus on analyzing students' needs. It can be also said that ESP courses are more proficient because they have more fractional objectives than general ESL course. Because ESP courses are based on needs analysis, learning goals are more restricted than general ESL course.

There are two main reasons why ESP is important to learn, the first is learning ESP make it students focus to learn English they need in their works, for example the terms in servicing tourist guests. The second, compared to general English which takes a lot of time to learn because of its extensive discussion, learning ESP is more efficient because it is directly related to their discipline. Actually ESP is taught to prepare students according to their needs for fluency in the world of work later.

2. Characteristics of ESP

According to Robinson (1991, pp. 2-5), there are some characteristics of ESP;

- a. ESP courses are based on a specific purpose, meaning that someone learns English not because he wants to know the language as a culture, but wants to master certain English according to his field or profession.
- b. ESP courses are designed and developed based on the concept of needs analysis, this is done to find out the needs of students who are then brought closer and linked to Learning English according to their field.

- c. ESP course is generally intended for adult learners and not children, it is because ESP is taught to those who are at the secondary and professional education levels.

Based on the opinion of Dudley Evans in Basturkmen there are two characteristics in English for Specific Purposes (ESP) is Absolute characteristics and Variable characteristics.

Absolute characteristics ESP;

- 1) ESP is designed to meet the specific needs of learner
- 2) ESP makes use of the underlying methodology and the activities of the discipline it serves.
- 3) ESP is centered on the language, skills, discourse, and genres appropriate to this activity.

Variable characteristics of ESP;

- 1) ESP may be related to or designed for specific discipline;
- 2) ESP may use, in specific teaching situations, a different methodology form that of general English
- 3) ESP is likely designed for adult learners
- 4) ESP is generally used for intermediate or advance learners. Most ESP courses assume basic knowledge of the language system, but it can be used withbeginners.

3. Need Analysis

a. Meaning of Needs Analysis

According to Nunan in Wedyastuti (2019) state the needs analysis is a procedure for collecting information about the needs of learners. Need analysis is to prepare the student to using English specific purposes in the academic environment and the workplace.

Hutchinson and Waters (1987) stated that there are two types of needs that should be analyzed those are target needs and learning needs;

a. Target Needs

According to Hutchinson and Waters (1987:54) target needs is what the learner needs to do in the target situation. Target needs is something of an umbrella term, which in practice hides a number of important distinctions. It is more useful to look at the target situation in terms of necessities, lacks, wants.

1) Necessities

Necessities types of need determined by the demands of the target situation, that is what the learner has to know in order to function effectively in the target situation. For example, a businessman might need to understand business letters, to communicate effectively at sales conferences, to get necessary information from sales catalogues and so on. He or she will also need to know the linguistics features-discourse, functional, structural, lexical which are commonly used in the situations identified.

2) Lacks

To know what learners do not know, so that we can decide which of the necessities the learners lacks. The target proficiency needs to be matched against the exiting proficiency of the learners. The gap between the two can be referred to as the learners lacks.

3) Wants

Wants is perceived of subjective needs of students. wants also means that the students need to know what they want to be learned.

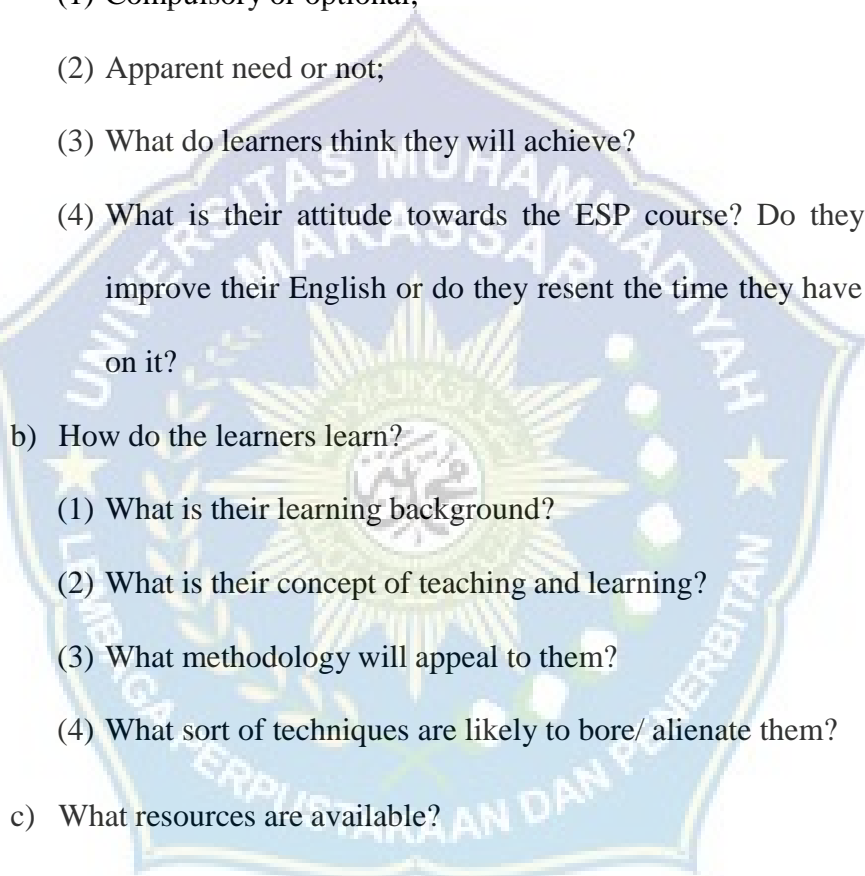
According to Hutchinson and waters (1987) analyzing the target needs involves far more than simply identifying the linguistics features of the target situation. There are a number of ways in gathered about needs. The most frequently use are questionnaires, interviews, observation, data collection e.g., gathering text, informal consultations with sponsors, learners, and others. The simple framework below outlines the kind of information that the course designer needs to gather from an analysis of target needs;

- a) Why is the language needed?
 - (1) for study
 - (2) for work
 - (3) for training
 - (4) for a combination of these
- b) for some others purpose, e.g status, examination, promotion
 - (1) How will the language be used?
 - (2) medium: speaking, writing, reading, etc.;

- (3) channels: e.g. telephone, face to face;
 - (4) types of text or discourse: e.g. academic text, lectures, informal, conversations, technical manuals, catalogues.
- c) What will the content areas be?
- (1) subjects: e.g. medicine, biology, architecture, shipping, commerce, engineering;
 - (2) level: e.g. technician, craftsman, postgraduate, secondary school.
- d) Who will the learners use the language with?
- (1) native speakers or non-native;
 - (2) level of knowledge of receiver: e.g. expert, layman, student;
 - (3) relationship: e.g. colleague, teachers, customers, superior, subordinate
- e) Where will the language be used?
- (1) physical setting: e.g. office, lecture theatre, hotel, workshop, library;
 - (2) human context: e.g. in own country, abroad
- f) When will the language be used?
- (1) concurrently with the ESP course or subsequently;
 - (2) frequently, seldom, in small amounts, in large chunks.
- b. Learning needs

Learning need is the way learners want to learn. Robinson (1991) states that learning need are what the learners need to do to essentially obtain the situation which take into consideration learners. This data can be kept in the form of language objects, abilities, techniques, subject knowledge, and so on.

According to Hutchinson and Waters (1987) also propose a framework for analyzing learning needs. The checklist is presented below:

- 
- a) Why are the learners taking the course?
 - (1) Compulsory or optional;
 - (2) Apparent need or not;
 - (3) What do learners think they will achieve?
 - (4) What is their attitude towards the ESP course? Do they want to improve their English or do they resent the time they have to spend on it?
 - b) How do the learners learn?
 - (1) What is their learning background?
 - (2) What is their concept of teaching and learning?
 - (3) What methodology will appeal to them?
 - (4) What sort of techniques are likely to bore/ alienate them?
 - c) What resources are available?
 - (1) Number and professional competence of teachers;
 - (2) Attitude of teachers of ESP;
 - (3) Teachers knowledge of and attitude to the subject content;
 - (4) Materials;
 - (5) Aids;

- (6) Opportunities for out-of-class activities
- d) Who are the learners?
- (1) Age/sex/nationally;
 - (2) What do they know already about English?
 - (3) What subject knowledge do they have?
 - (4) What are their interests?
 - (5) What is their socio-cultural background?
 - (6) What teaching styles are they used to?
 - (7) What is their attitude to English or to the cultures of the English speaking world?
- e) Where will the ESP Course take place?
- (1) Are the surroundings pleasant, dull, noisy, cold
- f) Where will the ESP course take place?
- (1) Time of day;
 - (2) Everyday/ once a week;
 - (3) Full-time/part-time
 - (4) Concurrent with need of pre-need

According to Nunan (2004, pp.41-70) goals is the vague general intention behind any learning task and provide a link between the task and the broader curriculum. Input (material) refers to what they acquire in learning English, so that they are able to English and achieved the desired goals. Procedure (method) interpreted as a procedure in determining the action on the input by considering the criteria for task selection, refers to what students and teacher expect in carrying out tasks during learning as well as social and interpersonal relationships between participants. Setting refers to the classroom arrangements specified or implied in the task. it also knowing whether students prefer a learning atmosphere outdoor or indoor classroom and how that is either woking on the task.

b. The purposes of Needs Analysis

According to Jack C. Richards (2017) in Rahmadani(2019), there are some purposes of need analysis, those are:

- 1) To find out what is language ability that should bepractice by the students
- 2) To help students to decide which courses that thestudent need
- 3) To form a group of students that are need moretraining.
- 4) To know which students are be able to and studentsneed to be able to.

4. Speaking

a. Definition of Speaking

Speaking is a form of communication with others to convey messages or information. According to Gert and Hans in Efrizal (2012), speaking is speech or utterance which aims to acknowledge the existence of the speaker and receive a statement to know the intent and intention. Meanwhile, Khorashadyzadeh (2014)

speaking is not only to understand the structure of the words, grammar, but also how they comprehend when they speak why they speak, and how the speak.

b. The Importance of Speaking

Speaking is one of the most difficult skills in learning English. The learners should have a better speaking ability to speak with other people, and also need to master the components that include in speaking. The reason why speaking is important is because the students can express their feeling or emotions through talking with their friends, and also share ideas, discuss with their friends. Today, English speakers have become more important because English speakers have more opportunities to get jobs from variety organization. According to Baker and West up, they stated that a person who can speak English well, they are easier for getting better education, finding occupation, and also getting promotion from their jobs.

c. Aspect of Speaking

According to Brown (2001:268-269) there are four aspect of speaking skill:

1) Fluency

Fluency is the ability to speak quickly while remaining understandable to listeners. If the speaker can use the language quickly and confidently, with almost no hesitation or unnatural pauses, false starts, word searches, etc., he can be said to be a fluent speaker (Nunan, 2003)

2) Pronunciation

Pronunciation is the way in which language spoken; the way in which a

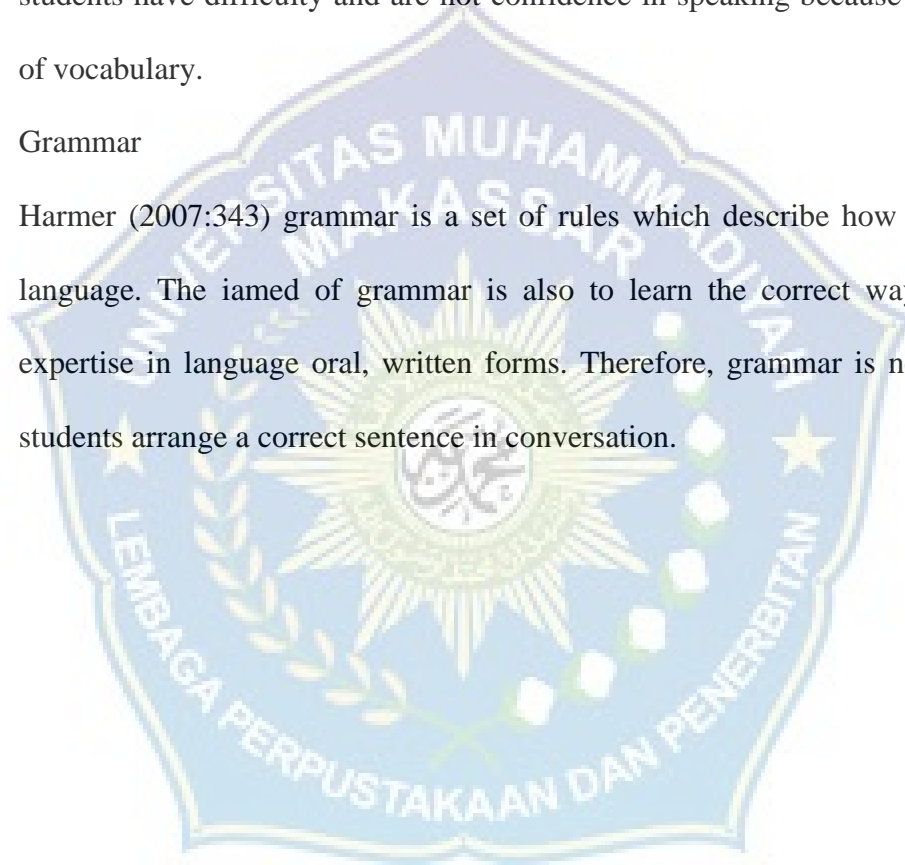
word is pronounced; the way a person speaks the words of language (Hornby, 1987:497).

3) Vocabulary

Linse (2005:121) state that vocabulary is the collection words that an individual knows. We must have a large vocabulary when speaking, usually students have difficulty and are not confidence in speaking because they lack of vocabulary.

4) Grammar

Harmer (2007:343) grammar is a set of rules which describe how we use a language. The iamed of grammar is also to learn the correct way to gain expertise in language oral, written forms. Therefore, grammar is needed for students arrange a correct sentence in conversation.



B. Conceptual of Framework

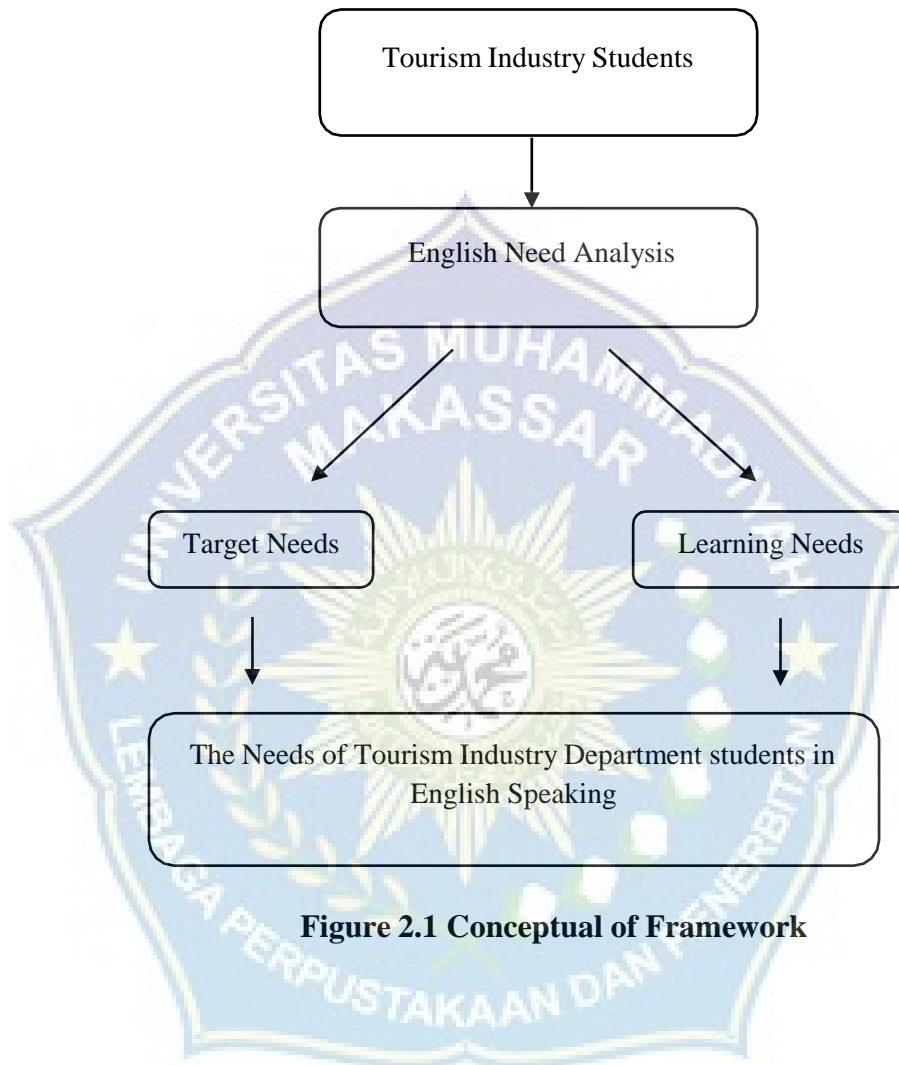
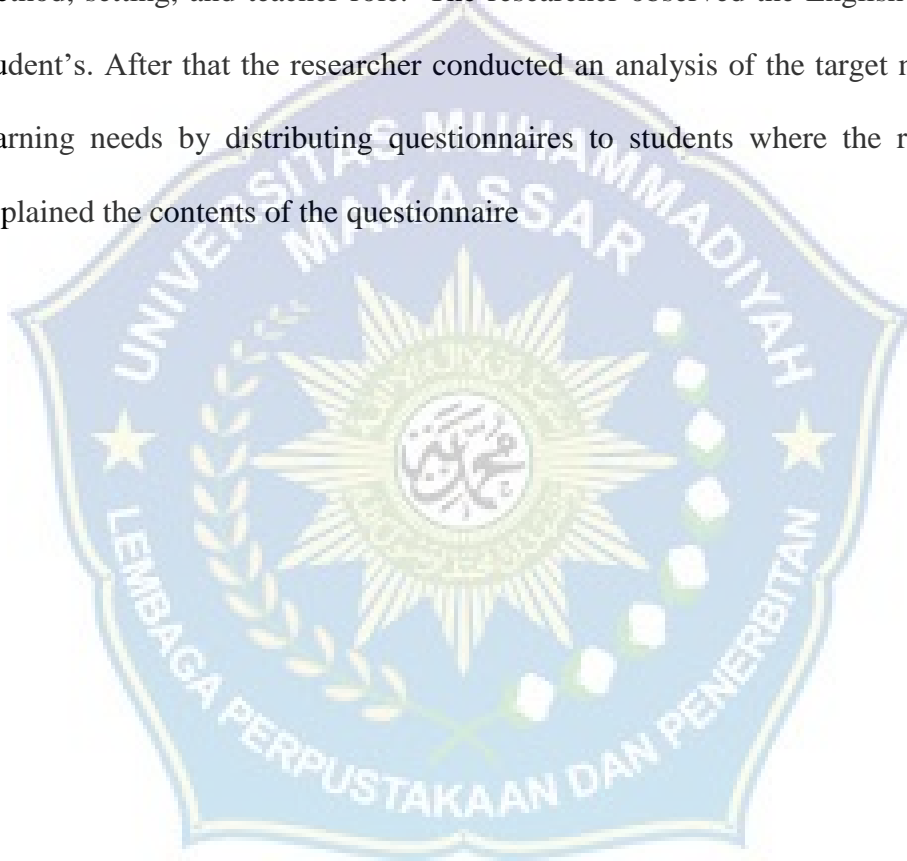


Figure 2.1 Conceptual of Framework

The conceptual framework above describes the stages carried out by researcher. There are two part of need analysis, those are target needs and learning needs. A target need is the needs that related with their skills, and learning needs is the needs that related with their learning in the situation. In target needs, consist of necessities, lacks and wants; where learning needs, consist of material, method, setting, and teacher role. The researcher observed the English speaking student's. After that the researcher conducted an analysis of the target needs and learning needs by distributing questionnaires to students where the researcher explained the contents of the questionnaire



CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

The researcher used descriptive quantitative method. This study to describe the needs of tourism industry students in English Speaking at SMK 1 Gowa.

B. Subject of the Research

The subject of the research are the students majoring tourism industry the second grade student were 28 consisted 22 females, 6 male and English teacher students at SMKN 1 Gowa.

C. Instruments of the Research

In this study, the instruments used by researcher were:

1. Test were used to determine the speaking of the students by using oral presentation technique.
2. Questionnaires were used to identify the needs of students in second grade majoring in the Tourism Industry at SMK 1 Gowa
3. Interview were used to gain information about the students need in learning English speaking.

D. Procedure of Collecting Data

There are several procedures used by researcher in collecting data, namely:

1. Test

The researcher used test to determine the speaking ability of the students by using oral presentation technique. The purpose of test to determine the students English speaking before giving the questionnaire.

The test about students make a simulation to be a guide and explain one tourism object to a tourist. The students present object destination to a tourist in front of the class by themselves. The students exempt to choose they object would be present.

Table 3.1 Scoring Rubric On Speaking

Scoring Rubric Assessment Test Speaking Oral Presentation			
Aspek	Classification	Score	Criteria
Vocabulary	Execllent	86-100	Student use of vocabulary and idioms is virtually that of native speaker
	Good	76-85	Sometimes student use inappriate terms or must rephrase ideas because of lexical inadequacies
	Fair	66-75	Student frequently are wrong words conversation limited because of in adequate vocabulary

	Poor	0-65	Student have limitation vocabulary so extreme as to make conversation Virtually
Pronunciation	Excellent	86-100	Student's pronunciation good enough to understand what every word said was. "Accent" noticeable, but not enough to take away from understanding.
	Good	76-85	Student's pronunciation was understandable with some error. Still difficult to understand, but pronunciation was good enough to understand what he/she was trying to say.
	Pair	66-75	Student's pronunciation made understanding difficult, but with effort, possible to guess what student was trying to say.
	Poor	0-65	Student's pronunciation was incomprehensible, making understanding impossible.
Fluency	Excellent	86-100	Students were able to communicate clearly with no difficulty. Student presentation with almost no hesitation, and no trace of unusually long pauses or hesitation.
	Good	76-85	Student was able to presentation, but with some difficulty. Use of some awkward/unnatural pauses, but overall speech was not difficult to follow.

	Pair	66-75	Student took a long time to presentation. A lot of unnatural pauses and hesitations.
	Poor	0-65	Student was unable to presentation.
Grammar	Excellent	86-100	Accuracy and variety of grammatical structure
	Good	76-85	Some errors in grammatical structures possibly caused by attempt to include a variety.
	Pair	66-75	Frequently grammatical errors even in simple structures that at times obscure meaning
	Poor	0-65	Frequently grammatical errors even in simple structures, meaning is obscured

(Depdikbud 2004, in Misrawati, 2012:32)

2. Questionnaires

The researcher used questionnaires to gain data about the students needs of English speaking related to target needs and learning needs. In target need divided into are three important parts namely necessities, lacks, and wants. While the Learning needs divided into are five parts namely, material, method, setting, role of the teacher. In the concept of questionnaire need analysis, this study refers to the theory of needsassessment by Hutchinson and Waters (1987), Graves (2000), and Nunan (2004)

The researcher gave questionnaire for the students and gave 45 minutes for students to answer the questions based on their knowledge and experiences.

Table. 3.2 Need Analysis Assessment

No	Aspect	Number of items	Purpose of the Questions	References
1	Students give information about personal identity		and about the students' personal identity	Graves : 103
Target Needs				
3	Necessities	1	To find the students' needs in terms of the target situation	Hutchinson and Waters (1987 : 55)
4	Lacks	2-4	To find the gap between existing students' knowledge and the level of knowledge needed	Hutchinson and Waters (1987 : 55)
5	Wants	5-8	To find the students' wants that related with Materials	Hutchinson and Waters (1987 : 55)
Learning Needs				
6	Material	9	To find out the content should be carried out in the designed tasks	Nunan (2004 : 47)
7	Metthode	10	To find out what students should do with the tasks	Nunan (2004 : 52)
8	Setting	11-12	To find how the tasks are carried out (group work, pair work or	Nunan (2004 : 70)

			individually)	
9	Teacher's role	14	To fin out the teachers' role inthe classroom	Nunan (2004 : 64)

3. Interview

The researcher gave four questions for teacher, the researcher asked several questions about students needs to learn English speaking.

E. Technique of Data Analysis

The researcher used technique of data analysis based on Miles (2014), namely:

1. Data Reduction

In data reduction the researcher selecting, focusing, simplifying the available resource data, collecting, and transforming the data has been collected. Resume of data result collected from instrument research is test, questionnaires and interview.

The data from test are analyze using calculating the mean score of students by using the formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} : Mean score

$\sum x$: Sum of all scores

N : Total number of subject

(Gay,1981)

The data from questionnaires are analyzing using percentages with the following formula:

Table. 3.3 Formula of Questionnaire

$$P = \frac{f}{n} \times 100\%$$

Note:

P = Percentage
f = Frequency
n = Total respondents

Arikunto (2015)

2. Data Display

In this research, data display is carried out by complying and paraphrasing the result of the test, questionnaires, and interviews. This process also presents a set of structured information and draw conclusion based on the data obtained during the process quantitative research is usually in narrative form so it requires simplification without reducing its contents.

3. Data Conclusion and Verification

Drawing and Verifying conclusion, to take points that refer to the data that have been analyze relate to this research so that more explicit data are obtain, then verification are carry out by reviewing as much as necessary of the data.



CHAPTER IV

FINDINGS AND DISCUSSION

This part presents the findings of the research and discussion of the research findings. The finding of the research in this part are the answer of research problem which cover the description the needs of Tourism Industry department student in English speaking at Second Grade of SMK 1 Gowa.

A. Research Findings

1. Target Needs of Tourism Industry Students in Speaking

a. Necessities

Necessities refers to things that are needed or need to be known based on the demands of the target situation. This data obtained from questionnaires, interviewed and test.

Table 4.1 The components of English Speaking

Questions	Options	Respond (f)	Percentage %
What are the English Component of the English speaking that important to learning in tourism industry?	Fluency	4	14%
	Vocabulary	12	43%
	Pronunciation	5	18%
	Grammar	7	25%
Total		28	100 %

Table 4.1 states that the order importants English speaking components are from the most is Vocabulary (43%), pronunciation (18%), grammar (25%) and fluency (14%).

This data from interviewed with the teacher. The first questions was about the students' activeness in classroom. The result of this interviewed could be seen below:

“Students less active in class during learning process, they only talk when asked. I also suggested to always active in learning process even though they combine Indonesian-English. Therefore, I also suggested to memorize vocabulary because one of the reason why the students less active in class is the lack of vocabulary”

The result of interviewed above, it could be analyzed that in learning process students was less active in speaking. According to English teacher, reason why students was less active that lack vocabulary.

The second question was about the technique that teachers used in improving English speaking students. The result of this interviewed could be seen below:

“Usually I use dialogue ttechnique. This technique. This technique improved students English speaking skill by asking students to communicate through dialogue in front of the class. Students create dialogues based on the topic that had given and to created conversation dialogues students must have a lot of vocabulary”

The result of interviewed above, it could be analyzed that technique teachers used was a dialogue to improving students English speaking skill and also encourages students to be more confident, they also should master speaking components such as grammar, vocabulary, fluency, and pronunciation.

b. Lacks

Lacks refers to what the learners do not know, what are the lack to the students. This data obtained from questionnaires, interviewed and test.

Table 4.2 Weakness in English Speaking

Questions	Options	Respond (f)	Percentage %
What are the students weaknesses in English Component learn in class room ?	Limited of Vocabulary	10	36%
	pronunciation	8	28%
	Grammar	7	25%
	Fluency	3	11 %
Total		28	100 %

Table 4.2 informs the students biggest until the smallest weakness in the English component learn in classroom are vocabulary (36%), pronunciation (28%), grammar (25%), and fluency (11%)

Table 4.3 The problem Faced by Students

Questions	Options	Respond (f)	Percentage %
What are the Problem Faced by the students?	I'm not confident in speaking English	11	39%
	My Environment doesn't support	7	25 %
	There are no friends to talk	5	18%
	The materials are not suitable with the students needs in English learning	5	18%
Total		28	100 %

Table 4.3 tells that students claimed that not confidence in speaking English (39%), students claimed the environment doesn't support to be the most difficult factor for them in speaking English (7%), students claimed that there are no friends to talk and the materials are not suitable in English learning (5 %.)

Table 4.4 The intensify students practice English

Questions	Options	Respond (f)	Percentage %
How intensify their students practicing in English speaking?	Students less in practice to speaking English	10	36%
	Students less practice speaking English with the friends before 15 minute class begins	3	11 %
	Student less in memorizing vocabulary practice everyday	13	47%
	Students less in practice speaking English with the friends outside classroom	2	7%
Total		28	100 %

Table 4.4, informs the less intensiveness the students in practicing their English are students less intensive in memorizing vocabulary (47%), students less in practice to speak (36%), students less intensive in practicing speaking English with the friends before 15-minute class begins (11%), and students less in practice speaking English with the friends outside classroom (7%).

The third question about the factors problems faced by the students in learning English which related to teachers as the resource of information and caused the students problems. The results of this interviewed could be seen below:

“About problem in teaching and learning process in tourism industry major there are so many problem such as students not enthusiasm in learning English, lack in vocabulary and not notice to the teachers explanation because they are just thinking that English is a lesson not for their need and English is not language but just about the lesson in the class”

From result interviewed above, English as the target language in this need analysis research was so many problems for the teachers because perspective that students were low motivation in learning English.

In addition, the researcher also found lack of students from oral presentation test. The students from oral presentation test are as follows:

4.5 Table Student Scores in Speaking Test

Classification	Score	Frequency	Percentage
Excellent	86 – 100	–	–
Very good	76 – 85	2	7.15%
Fair	66 – 75	7	25%
Poor	0 – 65	19	67.85%

Table 4.5 explain that 2 students are categorize their speaking score as very good (7,15%), 7 students categorized as fair (25%), and 19 students categorized as poor (67,85).

c. Wants

Wants perceived of subjective needs of students. Wants also means that the students need to know what they want to be learned.

Table 4.6 The interesting material for tourism industry students

Questions	Options	Respond (f)	Percentage %
T What materials are interesting to the learn in tourism industry?	English reading in context of Tourism Industry (Reading skill)	4	14%
	How to communicate with the Tourist (Speaking skill)	12	43%
	Make a tour planning and Schedule (Writing Skill)	5	18%
	Management MICE (Meeting, Incentive, Coference, Exhibition)	7	25%
Total		28	100 %

Table 4.6 stated that the order of material in learning from tourism industry chosen by students from the most to less interesting are ‘how to communicate with tourist’ (43%), management MICE,(25%) , make a tour planning and schedule (18%) and English reading in context of Tourism Industry (14%)

Table 4.7 Students Goals of Speaking

Questions	Options	Respond (f)	Percentage %
What is your goals in learning English speaking skill?	Speaking English with foreigner	16	58%
	Speaking for my future career	6	21 %
	Speaking for study abroad	1	3%
	Speaking for daily communication	5	18%
Total		28	100 %

Table 4.7 inform the students goals in learning English speaking are, Speaking English with the foreigners (58%), speaking for future career (21%), speaking for study abroad (3%,) and speaking for daily communication (18%).

Table 4.8 The Types of activities in Learning English

Questions	Options	Respond (f)	Percentage %
What are the types of activities that students need in learning English for tourism industry?	Every English Class, the students must speak in English	7	25%
	Make a group discussion	4	14%
	Teacher gives the topic and students presenting the topic	5	18%
	Making a simulation talk with tourist	12	43%
Total		28	100 %

Table 4.8 state that the order of activities in learning English from tourism industry chosen by students are making a simulation talk with tourist (43%), every English class the students must speak in English (25%), teachers gives the topics and students presenting the topics (18%), and make a group discussion (14%).

Table 4.9 The students in improve English speaking

Questions	Options	Respond (f)	Percentage %
What do you want to improve your English speaking skill?	Make a note everyday, especially the unknown the meaning	18	64%
	Joined English private after school	5	18 %
	Joined in the English club at school	5	18%
	Total	28	100 %

Table 4.9 inform the students, wants to improving their English speaking skill are to make a daily note especially for the unknown vocabulary (64%), join English private after school and to join English club at school (18 %).

2. Learning Needs of Tourism Industry Students in Speaking

a. Material

Material refers to what they acquire in learning English, so that they are able to English and achieved the desired goals.

Table 4.10 Learning Needs Material

Questions	Options	Respond (f)	Percentage %
How are the material learn English speaking?	The text about the way to make a tour planning and schedule	4	14 %
	The text about the way a to do a reservation ticket to tourist	12	43 %

	The text about the destination information to tourist	12	43%
Total		28	100 %

Table 4.10 states that the ways of material in learning English speaking chosen by students are to make English speaking dialogue about tourism industry and to make a simulation to explain the way to do a reservation ticket to tourist and to make a simulation to explain destination to tourist (43 %), to make text about the way to make a tour planning and schedule (14%).

b. Method

Method refers to what students need to do in carried out the task.

Table 4.11 The method in Learning English Speaking

Questions	Options	Respond (f)	Percentage %
What are the method that students want in learning English speaking skill?	Making a conversation with friends	15	53%
	Role playing	5	18 %
	Discussion about a topics and then express opinions related to the topics using English	3	11%
	Practice speaking English with friends at outdoor class	5	18%
Total		28	100 %

Table 4.11 stated that the order of technique in learning English speaking skill chosen by students are making a conversation with friends (53%), discussion about a topics and then express opinions related to the topics using English (11%), role playing and practice speaking English with the friends at outdoor class (18%).

c. Setting

Setting to knowing whether students prefer a learning atmosphere outdoor or indoor classroom, and how that is either working on the task.

Table 4.12 The Best of Place in Learning English Speaking

Questions	Options	Respond (f)	Percentage %
Where are the best places the students need in Teaching and Learning English process?	Classroom	6	22%
	Outdoor class	15	53%
	Library	5	18%
	Laboratory	-	-
	Others opinion: - Home -Bedroom	2	7%
Total		28	100 %

Table 4.12 state that the best place students' needs in teaching and learning are outside classroom like park and school hall (53%), classroom (22%), library (18%) and other opinion at home and bedroom(7 %).

Table 4.13 The most interesting in doing assignment

Questions	Options	Respond (f)	Percentage %
What are the activities of teaching and learning students most interesting in doing assignment?	Individual	8	28,5%
	Pair with classmate	10	36 %
	Small group	8	28,5%
	Large group	2	7%
Total		28	100 %

Table 4.13 state that the activities of teaching and learning in doing assignment are pair up with the classmate (36%), individual and small group (28,5%), large (7 %).

d. The role of the Teachers

The role of the teachers refers to the teacher role during the classroom activities.

Table 4.14 The Roles of the Teachers

Questions	Options	Respond (f)	Percentage %
What is the role of the students you want when the teaching learning process is running?	To facilitating students in learning English to the achieved learning objective	19	68%
	Teachers control all the activities in the classroom	3	11%
	Teachers to create a pleasant atmosphere for students to solve problems and to do their assignments	6	21%
Total		28	100 %

Table 4.14 stated that the role of the teachers in teaching and learning process are determine students in learning English accordance with the objective to be achieved (68%), teachers to create a pleasant atmosphere for students to be active in solving problems and doing assignments (21%), and Teachers some who control all the activities in the classroom (11%).

B. Discussion

This discussion discus the interpretation of the findings obtained for the result of the data analysis.

1. Target Needs of Tourism Industry Students in Speaking

a. Necessities

Based on the result of the questionnaires and interview, findings regarding the necessities about tourism industry needs are the first necessities showed component in English speaking students needs for tourism industry is vocabulary and data from interviewed with the English teacher about the activeness in learning process, teachers stated that students were passive in classroom because their limitation of vocabulary and the teachers suggested to memorized vocabulary. According to the teacher, a lot of vocabulary needed by the students to make them easier to speak. The findings also supported by Sudirman (2017) stated that vocabulary is one of the most obvious components of language and one of the things applied in linguistics.

The second necessities, used dialogue to improved speaking skill, it also encourages students to be confidence and should master the speaking component such as grammar, vocabulary, fluency and pronunciations. It was conducted by Rahman (2022) that the needs of students in speaking activity are exercises.

b. Lacks

Based on the result of the questionnaires, interviewed, and test, findings regarding the lacks about tourism industry are, the first lacks is limited vocabulary, according Rebecca (2010) stated that understanding vocabulary is an important component of speaking, either speak in own language as well as speak in foreign language. The second lacks is student not confident to speak English. Furthermore, the teacher said that the students' difficulty at speaking is because the students are still in lowest level and lack of motivation in learning English.

Based on the result, the students from oral presentation test are 2 (7.15%) students got on very good speaking ability. Students could produce fully understandable speech with sufficient vocabulary and the pronunciations was good enough to understand. They could speech fluently, but something got stuck and felt hesitate while speaking.

There are 7 (25%) students on fair speaking ability. Students pronunciations, are a bit difficult to understand. Students need a lot of time in the presentation and are still hesitant to speak because of the lack of vocabulary the students have.

There are 19 (67.85%) students got on poor speaking ability. Students' have vocabulary limitation and pronunciations is not understandable.

From the data above, the researcher makes conclude that the only 19 students who passed Minimum Mastery Criterion (KKM) in test. They get to average score was above 75. While the average in this class only got 55. It means that the value of speaking in this class is low.

c. Wants

The findings regarding the wants about tourism industry are, the first wants is material. Students want know how to communicate with the tourist. The second one is student have a goal to can speak English with tourist. This is important because students majoring tourism industry must be able to communicate well, especially with tourist. Hendra (2021) stated that the goal of the tourism industry program in learning English speaking is to talk with the foreigners.

The third wants is activity, students want in English speaking is making a simulation to talk with tourist. Albiansyah (2020) stated making a simulation of talking to tourists is one way to improve students' English language skills and also make the students to be confidence to speak English. The fourth students want in improving their English speaking skill is make a note daily especially the unknown the meaning.

2. Learning Needs of Tourism Industry in Speaking

The findings regarding the learning needs about tourism industry are, the first is about the English speaking material needed by the students are to make text about the way to do a reservation ticket to tourist and to make text about the destination information to tourist. In the material provided by teachers, students

are taught how to serve tourists when visiting to destinations from booking ticket to complete travel. Eka (2022) states that the task of a guide is important because they will accompany, guide and provide insight to tourists. Good service can create a good impression of the region, country, nation and culture to the tourist. The second learning needs is about the method, students need in learning English speaking is making a conversation with friends.

The third learning needs is about the setting, students need to learn English speaking at outdoor class. Learning outdoor class can make students more enthusiastic in learning because it has a comfortable atmosphere for students to study. The place of study becomes one factor of the students learning. The outdoor class is one of the effective places for students to learn English speaking.

The fourth learning needs about activities of teaching and learning, students most interesting in doing assignment in pairs. Doing assignment in pairs made students more quickly understand because they can be discussing with their friends and made the learning process more effective. Srivener (2012) stated that doing assignment in pairs prefers to a kind of classroom interaction that involves one students working with another student to do a communicative, giving feedback, and discussing an issue.

The fifth learning needs about the role of the teachers in class, students wants teachers to facilitate students in learning English to the achieved learning objective. Condurta (2012) stated that teachers should be allowed students to determine their learning needs and objectives and made used resources.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consist of two parts. The first one some conclusion based on data analysis. The seconds parts present some suggestions based on the findings and discussion.

A. Conclusion

The needs of students' tourism industry in learning English speaking, classified into general parts related to target needs and learning needs. In target needs, the students needed a lot of vocabulary, make note daily especially unknown the meaning, speak with foreigner, making a simulation talk with the tourist, and needed topic about tour planning and schedule. In the interviewed about students' needs, teachers suggested to increase vocabulary to make them easier to speak, active in learning process and teachers also suggested to use dialogue for improving their English speaking.

In learning needs, the students needed material about explaining reservation ticket the tourist and explaining destination to tourist, technique of the students needed in learning English speaking is make a conversation with the friends, students need learning English speaking at outdoor class, students needed activities of teaching, learning students most interesting in doing assignment is to work in pairs and the role of the teachers, students needs teachers to facilitate students in learning English to the achieved learning objective.

B. Suggestion

Based on the conclusion, the researcher proposes the following suggestion:

1. Suggestion for teachers

It is recommended that speaking material can be developed based on local tourist objects, especially in south Sulawesi so that speaking material is directly related to the students need majoring in Tourism Industry while still paying attention to the English speaking students.

2. Suggestion for students

In addition, classroom learning, students must have their own initiative to be able do develop their English, especially speaking skills related to their field in the Tourism Industry Major.

3. Suggestion for the next research

This is research only focus the needs of the Tourism Industry in English speaking students. This is research can help the other researcher who will examine the needs of the Tourism Industry in English speaking students in the future.

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Appendix 1

The Student Score Through Oral Presentation Test

Sample	Vocabulary	Pronunciation	Fluency	Accuracy	Score	Total	Level
S-1	48	55	55	55	213	53.25	Poor
S-2	49	54	60	61	224	56	Poor
S-3	60	60	50	60	230	57.5	Poor
S-4	61	48	62	54	225	56.25	Poor
S-5	54	50	60	60	224	56	Poor
S-6	62	62	65	68	257	64.25	Poor
S-7	61	60	56	62	239	59.75	Poor
S-8	50	40	56	48	194	48.5	Poor
S-9	51	56	50	54	211	52.75	Poor
S-10	52	60	57	54	223	55.75	Poor
S-11	54	46	58	52	210	52.5	Poor
S-12	45	40	50	48	183	45.75	Poor
S-13	57	62	60	61	240	60	Poor
S-14	58	40	60	56	214	53.5	Poor
S-15	49	40	60	55	204	51	Poor
S-16	70	65	70	72	277	69.25	Fair
S-17	71	62	70	71	274	68.5	Fair
S-18	66	62	70	68	266	66.5	Fair
S-19	62	65	60	63	250	62.5	Poor
S-20	57	65	60	53	235	58.75	Poor
S-21	60	76	70	61	267	66.75	Fair
S-22	79	80	79	80	318	79.5	Very good
S-23	58	48	60	56	222	55.5	Poor
S-24	70	79	72	71	292	73	Fair
S-25	71	76	70	75	292	73	Fair
S-26	60	62	55	61	238	59.5	Poor
S-27	77	76	62	72	287	71.75	Fair
S-28	78	81	79	78	316	79	Very goodd
Mean	60.35714	59.64285714	62	61.75	243.75	60.9375	

Appendix 2

The Result of the Questionnaires Need of Tourism Industry in English Speaking

No	Aspect	Topic	Most Preferences	Percentage
Target Needs				
1.	Necessities	the component in English speaking students needs for tourism industry	Vocabulary	68%
2	Lacks	Weakness in English Speaking	Limited vocabulary	36%
		The problem faced by the students	Not confidence to speaking English	39%
		The intensife students practice English	Students less in memorizing vocabualry practice everyday	47%
3.	Wants	The interesting material for tourism industry students	How to communicate with the tourist (speaking skill)	43%
		The students goals in speaking	Speaking English with forigners	58%
		The types of activities in learning English	Making a situation talk with tourist	43%
		The students in	Make a note daily	64%

		improving English Speaking	especially the unknown the meaning	
Learning Needs				
4.	Material	Materials Preferences	The text about the way to do a reservation ticket to tourist	43%
5.	Method	Technique of the students in learning English speaking	Making a conversation with friends	53%
6.	Setting	Classroom arrangements	Pairs	36 %
			Outdoor class	53%
7.	Teacher Role	The Role of the teachers	To fasilitating students in learning English to the achieved learning objective	68%

**Kuesioner Analisis Kebutuhan Berbicara Bahasa Inggris di Kelas Dua SMK
1Gowa**

Isilah data diri Anda sesuai dengan format sebagai berikut !

Nama Lengkap :

Umur :

Jenis Kelamin : L / P (*lingkari yang sesuai*)

Kelas:

Pilihlah Jawaban dengan memberi tanda (×) sesuai dengan kebutuhan anda, jawaban bisa lebih dari satu. Apabila anda memiliki jawaban berbeda dan tidak terdapat dalam pilihan-pilihan jawaban dalam kuisisioner ini, Anda diperkenankan menulis jawaban secara singkat.

a Necessities

1. Dari komponen bahasa inggris (speaking) mana menurut anda penting untuk dipelajari dalam jurusan pariwisata?
 - a. Kefasihan (Fluency)
 - b. Memiliki perbendaharaan kosa kata yang banyak (Vocabulary)
 - c. Pelafalan/Pengucapan (Pronunciation)
 - d. Berbicara dengan menggunakan struktur grammar yang benar (Grammar)
 - e. Lainnya.....

b Lacks

2. Komponen bahasa inggris (speaking) apa yang membuat anda sulit dalam berbicara bahasa inggris di dalam kelas?
 - a. Kurang memiliki perbendaharaan kata (kosa kata) yang banyak (Vocabulary)
 - b. Kurang tepat dalam pelafalan/pengucapan (Pronunciation)
 - c. Kurang dalam struktur dalam kalimat (Grammar)

d. Kurang dalam fasih dalam berbicara

e. Lainnya.....

3. Kesulitan apa yang dihadapi dalam bahasa inggris (berbicara)

a. Saya kurang percaya diri dalam berbicara bahasa inggris

b. Lingkungan saya tidak mendukung

c. Tidak ada teman untuk di ajak berbicara bahasa inggris

d. Materi yang tidak mendukung dalam belajar bahasa inggris

e. Lainnya

4. Seberapa intensif siswa berlatih dalam bahasa inggris (speaking)?

a. Siswa kurang dalam latihan bahasa inggris

b. Siswa kurang dalam latihan dengan teman, 15 menit sebelum masuk kelas

c. Siswa kurang dalam latihan menghafal kosakata setiap hari

d. Siswa kurang dalam latihan berbicara bahasa inggris dengan teman di luar kelas

e. Lainnya

c Wants

5. Materi apa yang kamu inginkan dalam pembelajaran bahasa inggris (speaking) di jurusan pariwisata?

a. Membaca buku bahasa inggris dalam konteks industry pariwisata

b. Bagaimana berbicara dengan wisatawan

c. Membuat rencana dan jadwal perjalanan wisatawan

d. Pengelolaan MICE (Meeting, Intensive, Conferencess, and Exhibition)

e. Lainnya

6. Untuk apa belajar bahasa inggris berbicara (speaking)

a. Untuk berbicara dengan orang asing

b. Untuk pekerjaan masa depan

c. Untuk belajar di luar negeri

d. Untuk berbicara sehari-hari

e. Lainnya

7. Sebagai jurusan pariwisata, aktivitas apa yang anda butuhkan dalam belajar bahasa inggris (speaking) di dalam kelas?
- Setiap pembelajaran bahasa inggris, siswa harus berbicara bahasa inggris
 - Membuat kelompok diskusi belajar
 - Guru memberikan topik kemudian siswa menjelaskan topik tersebut
 - Membuat simulasi berbicara dengan tourist
 - Lainnya
8. Apa yang kamu inginkan untuk meningkatkan kemampuan bahasa inggris (speaking)?
- Membuat catatan setiap hari khususnya yang tidak diketahui artinya
 - Mengikuti kursus bahasa inggris setelah sekolah
 - Mengikuti klub bahasa inggris di sekolah
 - Lainnya

d Learning Needs

9. Dalam pembelajaran bahasa inggris berbicara (speaking), bentuk materi pembelajaran yang anda inginkan adalah
- Melakukan simulasi menjelaskan kepada wisatawan bagaimana cara memesan dan mereservasi ticket
 - Menjelaskan suatu destinasi kepada wisatawan
 - Merencanakan dan mengelola perjalanan wisata
 - Menerima dan memproses reservasi dan ticketing
 - Lainnya
10. Dalam belajar berbicara bahasa inggris (speaking), metode apa yang anda inginkan?
- Membuat dialog dengan teman
 - Bermain peran (Role-Playing) yaitu meniru karakter perilaku dalam peran
 - Berdiskusi tentang suatu topik kemudian menyampaikan

- pendapat yang berkaitan dengan topik
- d. Mempresentasikan laporan atau hasil diskusi di depan kelas
 - e. Lainnya
11. Kegiatan proses belajar mengajar bahasa inggris yang anda sukai dilaksanakan di
- a. Ruang kelas
 - b. Area luar kelas seperti taman atau aula sekolah
 - c. Perpustakaan
 - d. Laboratorium
 - e. Lainnya
12. Kegiatan proses belajar mengajar bahasa inggris yang anda sukai dalam mengerjakan tugas yaitu secara
- a. Individu
 - b. Berpasangan dengan teman sebangku
 - c. Membentuk kelompok kecil yang terdiri dari 3-4 orang
 - d. Membuat projek belajar menjadi kelompok besar
 - e. Lainnya
13. Bagaimana peran guru dalam kelas seharusnya?
- a. Mendampingi dan memastikan siswa dalam belajar sesuai dengan tujuan yang ingin dicapai
 - b. Guru sebagai seorang yang mengendalikan semua kegiatan dalam kelas
 - c. Teachers to create a pleasant atmosphere for students to solve problems and to do their assignments
 - d. Lainnya.....
14. Kegiatan proses belajar mengajar Bahasa inggris didalam kelas yang anda sukai adalah
- a. Berlatih berbicara bahasa inggris dalam berbagai konteks
 - b. Bervariasi dalam memberikan tugas
 - c. Menggunakan metode game untuk memudahkan memahami materi Bahasa Inggris.

Appendix 3

The result of the interview

No	Pertanyaan	Jawaban
1.	How the activeness student in class during the teaching and learning process?	Students passive in class, they just talk when asked. I also suggest to students to active in class even though they combine the Indonesian-English and susugget to memorize vocabulary, because one of the reasons why students' passive in class is lack of the vocabulary their have.
2.	What is the technique teacher use in improving English speaking skill?	I usually use dialogue technique. This technique can be improving students English speaking skill by asking to communicate through dialogue in front of the class. Students created conversation dialogue based on the topics that have been give and to created conversation dialogue students have a lot of vocabulary.
3.	What is the problems faced by the students in learning English speaking skill?	About the problem in teaching and learning process, in this tourism industry major there are so many problems. Such as the students lowest in speaking skill, because

		<p>they just thinking that English is a lesson not for their need, Students lack in vocabulary and s tudents not enthusiasm in learning English.</p>
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**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

**UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:**

Nama : Maeisoarah
Nim : 105351105517
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	3 %	10 %
2	Bab 2	24 %	25 %
3	Bab 3	3 %	10 %
4	Bab 4	10 %	10 %
5	Bab 5	0 %	5%

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 23 Januari 2024
Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,





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UNIVERSITAS MUHAMMADIYAH MAKASSAR
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Nomor : 15236/FKIP/A.4-II/XII/1445/2023
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama	MAEISOARAH
Stambuk	105351105517
Program Studi	Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir	Enrekang / 07-05-1998
Alamat	Abdesir, Toa Daeng 3 Lorong Mawar No 1

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: *Identifying The Needs of Tourism Industry Students' In English Speaking at Second Grade of SMK T Cowa*

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

*Wassalamu Alaikum
Warahmatullahi
Wabarakatuh.*

Makassar, 6 Jumadal Ula 1441 H
04 Desember 2023 M

Dekan



Erwin Akib, M.Pd., Ph.D.
NBM. 860 934



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

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Nomor : 2919/05/C.4-VIII/XII/1445/2023

17 Jumadil Awal 1445

Lamp : 1 (satu) Rangkap Proposal

30 Nopember 2023 M

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan

di -

Makassar

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 15236/FKIP/A.4-II/XII/1445/2023 tanggal 4 Desember 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : MAEL SOARAH

No. Stambuk : 10535 1105517

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"IDENTIFYING THE NEEDS OF TOURISM INDUSTRY STUDENTS' IN ENGLISH SPEAKING AT SECOND GRADE OF SMK 1 GOWA"

Yang akan dilaksanakan dari tanggal 8 Desember 2023 s/d 8 Februari 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Ketua LP3M,



Muh. Arief Muhsin, M.Pd

NBM 1127761



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

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Nomor	: 30776/S.01/PTSP/2023	Kepada Yth.
Lampiran	: -	Kepala Dinas Pendidikan Prov. Sulawesi Selatan
Perihal	: <u>Izin penelitian</u>	

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 2919/05/C.4-VIII/XII/1445/2023 tanggal 30 November 2023 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a	: MAEI SOARAH
Nomor Pokok	: 105351105517
Program Studi	: Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	: Mahasiswa (S1)
Alamat	: Jl. Sultan Alauddin No. 259 Makassar PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" IDENTIFYING THE NEEDS OF TOURISM INDUSTRY STUDENTS IN ENGLISH SPEAKING AT SECOND GRADE OF SMK 1 GOWA "

Yang akan dilaksanakan dari : Tgl. **05 Desember 2023 s/d 05 Januari 2024**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 05 Desember 2023

**KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN**



ASRUL SANI, S.H., M.Si.
Pangkat : PEMBINA TINGKAT I
Nip : 19750321 200312 1 008

Tembusan Yth
1. Ketua LP3M UNISMUH Makassar di Makassar;
2. *Pertinggal.*





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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN



Nama Mahasiswa : MAELI SOARAH
 NIM : 1065351106517
 Judul Penelitian : *Identifying The Needs of Tourism Industry Students in English Speaking at Second Grade of SMK 1 Gowa*
 Tanggal Ujian Proposal : 11 NOVEMBER 2023
 Tempat/Lokasi Penelitian : SMKN 1 GOWA

No	Hari/tanggal	Kegiatan Penelitian	Nama Dosen/terkait	Paraf Dosen/terkait
1	Rabu/ 6 Desember 2023	Permohonan izin Penelitian	Muchlis Jufri, S.Pd	
2	Kamis/ 7 Desember 2023	Pelaksanaan Penelitian	Asnidar, S.Pd	
3	Jum'at/ 8 Desember 2023	Pelaksanaan Penelitian	Asnidar, S.Pd	
4	Senin/ 11 Desember 2023	Pelaksanaan Penelitian	Asnidar, S.Pd	

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5	Selasa/ 12 Desember 2023	Pelaksanaan Penelitian	Asnidar, S.Pd	
6	Rabu/ 13 Desember 2023	Pemandatangan Ke terangan Selesai Meneliti	Muchlis Jufri, S.Pd	

Gowa, 13 Desember 2023

Mengetahui,

Ketua Program Studi,
 FKIP Unismuh Makassar



Dr. Umni Khaerati Syam, S.Pd., M.Pd
 NBM. 977 807

Pimpinan Kapalasa Sekolah



NIP. 1983090120007011021



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN WILAYAH II GOWA
UPT SMK NEGERI 1 GOWA

Alamat : Jl. Pramuka No 3 Limbung Kab. Gowa Telp. (0411) 842195, KP. 92152,
 E-mail : smkn_01limbung@yahoo.co.id

SURAT KETERANGAN PENELITIAN

Nomor: 421.5/609./UPT-SMKN.1/GOWA/2023

Yang bertanda tangan ini dibawah ini, Kepala UPT SMK Negeri 1 Gowa Provinsi Sulawesi Selatan, Menerangkan bahwa :

Nama : **MAEI SOARAH**
 NIM : 105351105517
 Program Studi : Pendidikan Bahasa Inggris
 Pekerjaan / Lembaga : Mahasiswa (S1) Universitas Muhammadiyah Makassar
 Alamat : Kompleks IDI Jl. Dr. Laeimena Tello Baru

Benar telah melakukan penelitian dalam rangka penyusunan Skripsi dengan judul "Identifying The Needs of Tourism Industry Students in English Speaking at Second Grade of SMK 1 Gowa".

Demikianlah surat keterangan ini di buat untuk dipergunakan sebagaimana mestinya

Limbung, 13 Desember 2023

Kepala UPT SMK Negeri 1 Gowa



MUCHLIS JUFRI, S.Pd
 NIP. 19770612 200701 1 021



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LETTER OF ACCEPTANCE
0876/BG-FKIP/LOA/B/I/1445/2024

Dear MAEI SOARAH

It is our pleasure to inform you that, after review your paper:
IDENTIFYING THE NEEDS OF TOURISM INDUSTRY STUDENTS IN
ENGLISH SPEAKING AT SECOND GRADE OF SMK 1 GOWA
The manuscript ID: 1396

Detail checklist:

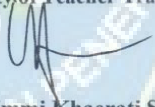
Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Journal of English for Specific Purposes**, ISSN (paper) *in process* ISSN (online) *in process*. We appreciate your contribution.

We will let you know if you have to make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at jefsp@bg.unismuhmakassar.ac.id

Makassar, 27 January 2024 M
15 Rajab 1445 H

Head of English Education Department
Faculty of Teacher Training and Education


Dr. Umni Khaerati Svam, S.Pd., M.Pd.
NBM. 977 807

Appendix 4

Documentation

Data collection process, fill the questionnaire by the students





Interview with the English Teacher



CURRICULUM VITAE



Maei Soarah is the second child of Alm. Jupri Muda and Nurjaya, she was born on May 7 1998 in Enrekang, South Sulawesi. She lives in Desa Cendana village. She has one brothers and she has one sister . She started her education at SDK 155 Baba in 2005 to 2011. Then she continued her education at SMP Negeri 3 Enrekang in 2011-2014 afterwards, she continued her study at SMA Negeri 7 Enrekang in 2014-2017. In 2017 she was registered as a student of English Education Department of Teacher Training and Education faculty of Universitas Muhammadiyah Makassar. At the end of her study, she could finish her thesis with the title “Identifying The Needs of Tourism Industry Students in English Speaking skill at Second Grade of SMK 1 Gowa (Descriptive Qualitative Research)”

