

Need Analysis of Making of Mobile Assisted Language Learning (MALL), an Android Based Application for English for Tourism and Hospitality (Etority), for Vocational Students

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Abstract. This study aims to find out the needs of the students and lecturers of vocational higher education before developing MALL an android-based application for English for Tourism and Hospitality (Etority). The respondents of this research were 40 students and three lecturers of Language Department of the State Polytechnic of Bengkalis. Some questionnaires and interviews were used as instruments to find out the necessity, lack, and wants. The finding revealed that some macro skills of English related to Tourism and Hospitality which students and lecturers need as a necessity in the application were speaking, listening, writing and reading. For lack, the students had difficulties in vocabulary, pronunciation, and structure. Finally, the students wanted Tour and travel, Airport, Hotel and Restaurant, Transportation, Historical Sites, Zoo, City Tour and Beach as the topic or module. In addition, each module was equipped by pictures, audio, and video.

Keywords: Need Analysis, MALL, English for Tourism and Hospitality.

1 Introduction

The ability to communicate in English is essential in the travel and hospitality industries. English is utilized as a medium in this industry to communicate, negotiate, and connect with customers and tourists [8]. Vocational students who are pursuing careers in tourism and hospitality often require specialized language training that addresses the unique vocabulary, communication skills, and cultural awareness needed for success in this industry.

Mobile-assisted language learning (MALL) has emerged as a promising solution for language education. The development of MALL helps teachers and students carry out the teaching and learning process at any time and without the barriers of space and time [9]. In addition, language learning can be done autonomously [5]. Hence, by its flexibility, MALL can encourage ubiquitous learning by fitting into the needs [11]. They offer interactive exercises, multimedia content, and real-world simulations that replicate the language and culture of the tourism and hospitality sectors.

However, based on the researcher's observation, mobile assisted language learning that can be used in the teaching and learning process of English for Tourism and Hospitality and English for Special Purpose (ESP), especially for supplementary material, is still very lacking compared to other fields of science. In the Language Department of the Bengkalis State Polytechnic itself, there are many courses requiring this to support the teaching and learning process more easily, effectively, interestingly, interactively, and meaningfully.

Based on these problems, there is a need analysis before developing Mobile Assisted Language Learning, an android-based application, as supplementary material to support English learning for tourism and hospitality (Etority) for students of the Bengkalis State Polytechnic language department. This aims to recognize learners needs in instruction as well as for curriculum design, text selection, task design, and material development [3]. This need analysis conducts some activity, determining necessity, lack, and wants [4]. Necessity is determined by the needs of the target situation, which the language learner has to master or acquire [4]. Lacks is defined as the gap between need and proficiency of the language learner [4]. Finally, wants are an interpretation of necessity for the language learner. It may vary depending on one's point of view of their needs [4].

2 Research Methods

This research employs mixed methods. Mix methods are combinations of quantitative and qualitative methods used together. This method makes the data obtained more reliable, focused, valid, and objective [10]. The subjects for this research were 40 students from the Language Department at the State Polytechnic of Bengkalis. In this research, questionnaires and interviews were used as instruments to find out the necessity, wants, and lacks in the making of MALL an android-based application for English for Tourism and Hospitality (Etority) for vocational students. In addition, there were 3 lecturers invited as respondents to find the primary data of necessity in the making of mobile assisted language learning in the form of an android-based application for English for Tourism and Hospitality (Etority) for vocational students.

3 Result and Discussion

A needs analysis was conducted to determine the needs of vocational students for learning English for tourism and hospitality using an Android-based application (Etority). This activity is the initial stage in product development so that it can meet the needs, which are divided into necessity, wants, and lacks, of the students. So to find out, researchers distributed questionnaires to students. 23% of male respondents and 77% of female respondents to this research.

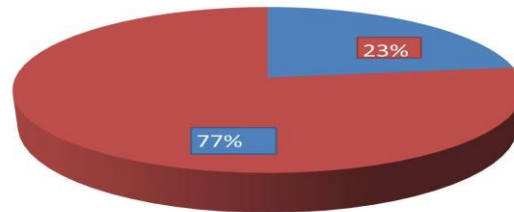


Figure 1. Comparison of the Respondent

The data related to the awareness of students in developing an android-based application for English for Tourism and Hospitality (Etority) are shown in Table 1. The first question, the students were aware of learning English for tourism and hospitality that 22 students (55%) responded agree and 17 students (42.5%) responded strongly agreed. The second question, the students thought of the need to learn English for tourism using Android-based applications to support the learning process. There were 14 students (35%) responded agree, 20 students (50%) responded strongly agreed. The third question, the students expressed the importance of having good skills in English for tourism after they finish; 13 students (32.5%) responded agree, 23 students (57.5%) responded strongly agreed. These responses show that the students are aware of their need to learn English for Tourism and Hospitality by using an android-based application (Etority). If students are aware of their need for English, it will affect what is deemed appropriate as course material and, on the plus side, what opportunities can be taken advantage of [4].

Table 1. the awareness of students in developing Android Based Application for English for Tourism and Hospitality (Etority)

Question	<u>Answer Frequency</u>				Number of Responses
	0	1	2	3	
The students are aware of learning English for tourism and hospitality (%)	0	1	22	17	40
The students think of the need to learn English for tourism using Android-based applications in supporting the learning process(%)	2	4	14	20	40
The Students express the importance of having good skills in English for tourism after they finish(%)	1	3	13	23	40

Then, the data related to the necessity of developing an android-based application for English for Tourism and Hospitality (Etority) are shown in Table 2. The macro skills of English that they need in the application are speaking, listening, writing, and reading. These skills are related to tourism and hospitality..

Table 2. The necessity of the in developing Android Based Application for English for Tourism and Hospitality (Etority)

Respondents	Speaking	Listening	Writing	Reading
Lecturers	Asking information in a travel agency	Guided hours across the Yogyakarta	Writing an online review of a hotel	Reading historical sites/museum
	Reading timetables, information and security checklist	Listening announcement at the airport	Writing an email saying your experience visiting beach	Reading how to book ticket
Students	Asking information in a travel agency	Guided hours across the city	Writing an online review of a hotel	Reading hisorical sites/museum

Lacks are found in learning English for Tourism and Hospitality (Figure 2). It was shown that 55% of students had difficulty understanding tourism vocabulary. It was also found that 57.5% of students had difficulty pronunciation. Finally, there were 42.5% students had difficulties with structure,

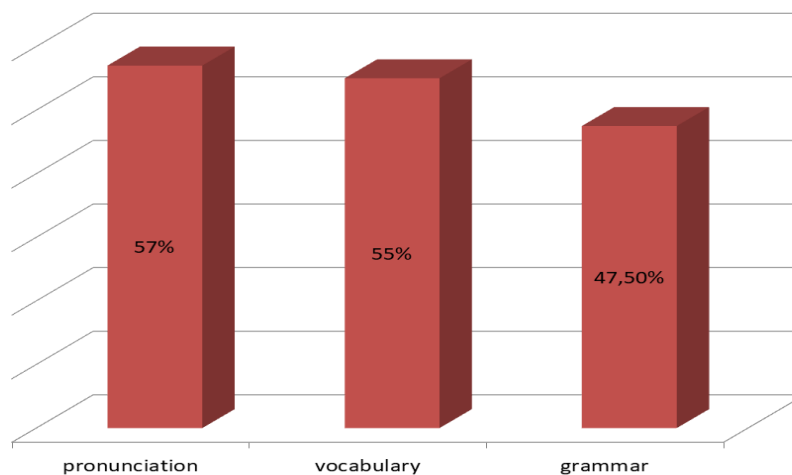


Figure 2. Lack in English for Tourism and Hospitality

The topics that students wanted to learn English for Tourism and Hospitality in the Etority namely Tour and travel (55%), Airport (60%), Hotel and Restaurant (57,5%),

transportation (35%), Historical sites (60%), Zoo (80%), City tour (75%) Beach (65%). See figure 3.

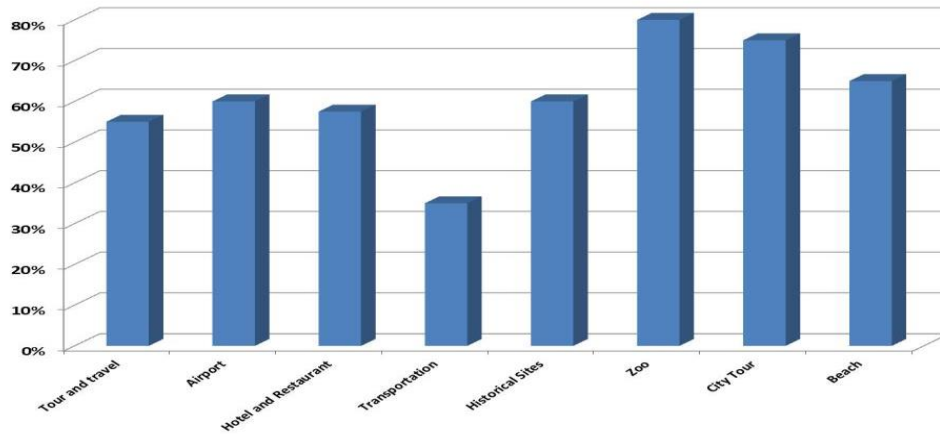


Figure 3. Students' want to learn English for Tourism and Hospitality in Android Based Application for English for Tourism and Hospitality (Etority)

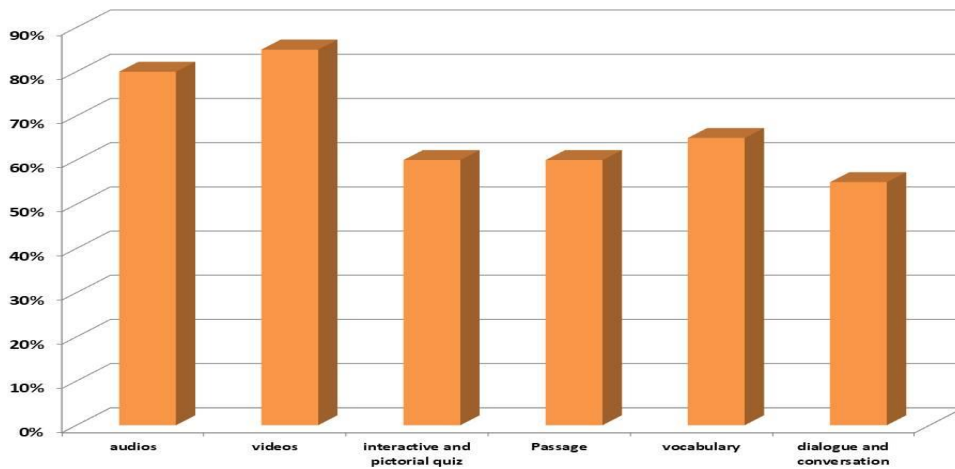


Figure 4. The input which student wants for each module of in Android Based Application for English for Tourism and Hospitality (Etority)

Moreover, based on Figure 4, for each topic or module, 80% of students wanted each lesson or module to have audio to improve their listening skills. Then, 85% of students expected the availability of videos on learning applications to improve listening, speaking, and pronunciation. After that, 60% of students wanted the quiz to be interactive and pictorial. Next, 52.5% of students chose input for learning passages about tourism in a local and global

context. 65% of students wanted enrichment vocabulary about tourism and hospitality. This is supported by the research conducted by Basal dan Selahatin [2] and Wang [12] that shows that learning vocabulary by using an application on a mobile phone has significant effects on the students' performance. Lastly, 55% of students wanted dialogue and conversation. This finding is in line with Oktarin, etc [7]. The students preferred dialogue and conversation to improve their speaking and listening.

4 Conclusion

This study's objective is to determine the need for the development of an Android-based application for English for Tourism and Hospitality (Etority). Vocational students will have access to a thorough and personalized language learning experience by incorporating these findings into the creation of the Android-based application as a solution for English for Tourism and Hospitality. They will be given the tools they need to succeed in the tourism and hospitality industries, including language proficiency, cultural sensitivity, and industry-specific expertise.

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