

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research. It covers seven parts. They are the background of the problem, setting of the problem, limitation of the problem, formulation of the problem, the purpose of the research, significance of the research, and definition of key terms of the research. This chapter gives the general reason why the researcher chooses this topic.

A. Background of the Research

English language performs a completely essential function because the principal device for communicating withinside the international community. Nowadays, it's miles essential for tourism enterprise as a method to communicate, negotiate, and execute transactions with travelers via way of means of tourism employees. Today, the role of English is important to the tourism industry as a means of communication, negotiation and carrying out transactions with tourists by tourism agents. As's tourism industry is one of the fastest growing businesses in Indonesia, it plays an important role in Indonesia's economic sector.

In recent years, Employers with facilities excellent English communication skills have become increasingly important. The demands of communication in today's workplace, especially in the tourism industry, are demanding. This good communication is essential to the tourism industry to avoid misunderstandings, confusion, and mistakes. Indonesian in that sense, working directly in the tourism industry English needs to be improved, especially the language used in the tourism industry, to become good tourism officers. Furthermore, The role of tourism in generating income and creating jobs is expected to increase.

Riau is one province in Indonesia. It is located on the central-eastern coast of Sumatra along the Strait of Malacca. Until 2004 the province included the offshore Riau Islands, a large group of small islands (of which the principal islands are Batam and Bintan) located east of Sumatra Island and south of Singapore, before these islands were split off as a province in July 2004. The provincial capital and the largest city of Riau is Pekanbaru. Riau has 12 districts, including the Rokan Hulu district.

The Rokan Hulu Regency is one of the provinces in Riau, Indonesia, known as "The Land of a Thousand Suruks". The capital of Rokan Hulu is Pasir Pengaraian with a district population of 561,385 in 2020 and an area of 7,588.13 km², 85% of which is land and 15% of water and wetlands. One of the most famous attractions in Rohru is the Madani Islamic Center Grand Mosque. The Rokan Hulu Mosque Large Islamic Madani Center has building area 15,800 square meters on 22 hectares and can accommodate between 15,000 and 20,000 congregations.

Masjid Agung Madani Islamic Center was voted It was voted the best masjid in Indonesia in 2015 among 509 mosques in 33 provinces. A lot of tourists from home and abroad Please visit this mosque, all these are supported by the Rokan Hulu Regency Department of Tourism and Culture. As a result, Rokan Hulu's tourism will gradually improve, attracting more foreign Tourists to Rokan Hulu, and tourism should go further expanded. Moreover, The role of tourism in generating income and employment is likely to gain. Rokan Hulu employees who are directly involved in the tourism business need to improve their English to be good hosts. There is especially I need to improve my English language use in the

hospitality industry and tour services that interact directly with foreign tourists. Therefore, in the future, people working in tourism, business, and public services will need English (Richards, 2001). Knowing English as the international language plays an important role for those working in the Rokan Hulu tourism industry. English has already become the language of the world because spoken by more people than any other language. Knowing English as the international language plays an important role for those working in the Rokan Hulu tourism industry.

Needs analysis is a technique for gathering and evaluating relevant information to develop a learning design. This is a process of continuous evaluation and modification to shape the content and methods of the learning process to make this possible to be done effectively later on (Erfiani, Sukarsih, Wardhana & Lindawati, 2021). A needs using analytics, The program should conduct a comparison of the results of the analysis with the goals and objectives of the program. Additionally, a needs assessment may be part of the Program to help improve the various components of the Program to meet learner needs (Yamin & Sahrul, 2021).

Based on the explanation, researchers conclude that needs analysis is about defects or problems, identifying causes and solutions. It can be thought of as the process of identifying gaps in what should be happening what is going on and what is causing these gaps. This study was chosen because the authors believe that this field of work (tourism) is one of the most important areas where English is widely spoken. Sightseeing now officials People working in the Ministry of

Culture and Tourism have more opportunities to speak English due to a large number of foreign visitors.

The second reason is specific needs assessment information regarding the use of English in tourism. Needs analysis aims to identify the needs and problems of Rokan Hulu Tourism Staff Department of Tourism and Culture. as a result research will help improve the English skills of travel staff and help increase the number of tourists who come to Rokan Hulu. According to the experience of researchers, English is very important for staff. Especially tour guides, as a tour guide I need to communicate with tourists who come to Rokan Hulu. It's like explaining Rokan Hulu's story and all the details of Rokan Hulu, providing schedules for tour guides, and recommending places to visit when you arrive at Rokan Hul Provides traffic information that tourists can use within Rokan Hulu. Know all this, especially the staff tour guides are required to read the information in the book provided by Rokan Hulu Culture and Tourism.

B. Setting of the Research

Based on the problems described above, the employees of the Tourism and Culture Office of Rokan Hulu have difficulty using English. There were several important components in the use of English. First, English language skills are still low. So, they are quite difficult to speak English well by standards are English. Second, Lack of use of English which is the main grammatical component of the use of English.

C. Limitation of the Research

This research only focused on English Language Needs Analysis research utilization of tourism energy in Rokan Hulu. The approach was to see how the two

components of the analysis of the use of English in the tourism industry can be answered.

The population of this research was the head of the department and all employees at the Department of Tourism and Culture of Rokan Hulu Regency. Respondents who work in the agency will fill out a questionnaire. The author took 25 respondents for this study.

D. Formulation of the Research

Researchers will take the trust of the head of service and employees who work at the Department of Tourism and Culture of Rokan Hulu Regency in absorbing the use of English as an object of research. For research purposes, this study provides :

1. What are the needs of tourism employees in the English language used in the Department of Tourism and Culture in Rokan Hulu? What problems do employees when using
2. English language skills in their job at the Department of Tourism and Culture in Rokan Hulu?

E. Purpose of the Research

By the problems written above, the writer of this thesis reset some Purpose which concerns the problems of the study, as follows:

1. To find out the needs of tourism employees in English language using in Department of Tourism and Culture in Rokan Hulu.
2. To find out the problems of the employees in the Department of Tourism and Culture in Rokan Hulu.

F. Significance of the Research

This survey aimed to provide some information to our readers. At this point, This study aimed to investigate English needs and tourism issues. An employee working at the Ministry of Tourism and Culture of Rokan Hulu. also, The results of this study are expected to help:

1. Employees of the Tourism and Culture Office of Rokan Hulu

It is usually recommended that these studies be beneficial for all tourism personnel in particular on the Rokan Hulu Tourism and Culture Office to enhance their English abilities and to electrify travelers with the offerings and if perhaps, they could convince or sell to their buddies or own circle of relatives via way of means of telling approximately the top-notch enjoy that they'd after they visited Rokan Hulu so that it'd appeal to them to return to Rokan Hulu.

2. Pasir Pengaraian University English Faculty Student

The results of this study also seem to be useful for college students in Pasir Pengaliam University English Department as a reference book Bachelor thesis on the topic of needs analysis. This study is also expected to do so for students. Recognizing the importance of using English as a requirement of the work world, Students can improve their English proficiency before entering the global job market.

G. Defenition of the Key Terms

1. English Language

Language is our primary source of communication. It is the method through which we share our ideas and thoughts with others. There are thousands of languages in the world, Ilyosovna (2020:22). Every country has its national

language in addition to a variety of local languages spoken and understood by their people in different regions some languages are spoken by millions of people, and others by only a few thousand. In the global world, the importance of English cannot be denied and ignored since English is the most common language spoken everywhere. English is one of the most used languages in the world.

2. English for Specific Purpose

The development of English for Specific Purpose (ESP) comes from the urgent need in mastering English as a communication tool. Nunan (2004:7) shows the emergence of ESP is because of the specific needs of the learners. These particular learners need English as a communication tool rather than as sets of lexical and grammatical items. Moreover, Richards (2001:32) explains that the development of the ESP approach began because there is a need for non-English background students to study at American and British universities in the 1950s, the need to design materials for students who mastered general English but needed English for the specific condition in the employment, the need for materials for people who need English.

3. Need Analysis

Needs Analysis is a formal, systematic process of identifying and evaluating training that should be done, or specific needs of an individual or group of employees, customers, suppliers, etc, Betti (2021:1). Needs are often referred to as "gaps," or the difference between what is currently done and what should be performed (Al-Seady, 1998a: 88; Betti, 1990: 91; Igaab, 2010a: 13). Needs analysis is the systematic data collection and examining of all subjective and objective information required to describe and validate curriculum goals that

support the language learning needs of learners within the context of the institutions that affect the learning and teaching situation (Al-Seady, 1998b: 61; Betti, 1993: 104; Igaab, 2010b: 152).

4. Department Tourism and Culture

The Department of Tourism and Culture as an institution as part of the state's duties certainly has an important role in providing satisfaction to the community, but in its implementation, there are often obstacles both from the government and from the community itself, such as a lack of seriousness. Government in carrying out its duties and lack of public awareness in terms of dealing with the government (Satria, Yogia, Zainal, Wedayanti, Rahman, Purwati, 2020:294). Researchers conclude The Department of tourism and culture is one of the agencies that oversee cultural and tourism issues in Rokan Hulu.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher puts some theories related to the need analysis of English language use in the department of tourism and culture in ryokan Hulu in this research paper among several research results that took the simple present tense or writing descriptive text as their variables of the research. The conceptual framework is also part of this chapter.

A. Review of Related Theories

1. English Language

a. Definition of English Language

Language is our primary source of communication. It is the method through which we share our ideas and thoughts with others. There are thousands of languages in the world, Ilyosovna (2020:22). Every country has its national language in addition to a variety of local languages spoken and understood by their people in different regions some languages are spoken by millions of people, and others by only a few thousand. In the global world, the importance of English cannot be denied and ignored since English is the most common language spoken everywhere. English is one of the most used languages in the world.

Language learning is a long and complicated journey. Language learning is a step in maximizing a learner's ability to think, feel and act. Furthermore, remember that language learning is not a series of simple steps that can be programmed into a simple kit. A successful learning process requires regular training. Regarding learning, teaching describes as a process that guides and

facilitates learning. Teaching also enables learners to learn and sets the conditions for learning.

Teaching also enables the learners to learn and sets the condition for learning. It implies that teaching cannot be separated from learning. The teachers' understanding of what learning will determine his or her understanding of what teaching is. Teachers' understanding of how students learn will determine the teacher's philosophy of education, teaching style, approaches, methods, and the classroom techniques. The approach, the methods, and the techniques that are used in the classroom depend on the teacher's understanding of what learning is. In other words, the concept of teaching is interpreted in line with the concept of learning.

2. English for Specific Purpose (ESP)

The development of English for Specific Purposes (ESP) stems from the urgent need to master English as a means of communication. Nunan (2004:7) shows the emergences of ESP is because of the specific needs of the learners. These particular learners need English as a communication tool rather than as sets of lexical and grammatical items. Moreover, Richards (2001:32) explain that the development of ESP approach began because there is a need for non-English background students to study at America and British universities from the 1950s, the need to design materials for students who mastered general English but needed English for the specific condition in the employment, the need for materials for people who need English for another specific purpose such as business purposes, and the last is the need to teach immigrants the language they need in facing with job situations in the new places.

There are some description about English for Specific Purpose. ESP as stated by Hutchinson & Waters (1987), "is an approach to language teaching which aims to meet the needs of particular learners". Furthermore, the key feature of ESP are the materials and objectives of the lesson. They were built based on the needs of the learners Paltridge & Starfield (2014:133). In short, ESP provide a proper language learning activity that meets the demand of the learner.

English for Specific Purposes (ESP) can be defined as the teaching and learning of English as a second or foreign language for use in a specific field. Since the 1960s, ESP has become a distinctive part of teaching English as a Foreign Language (TEFL). Its importance stems from the fact that English has become the modern lingua franca. Thus, the growing demand for English as a medium of communication and the introduction of governmental mass educational programs in which English was the first or even the only language contributed to the rapid expansion in English for Academic Purposes (EAP) to which ESP belonged initially.

The communicative trend in teaching and learning English has resulted in different reasons for acquiring this language proficiency: daily communication, academic or business purposes and English for Specific Purposes was created with all these in view. There are various definitions of ESP: According to Harmer it refers to, "situations where the student has some specific reasons to learn a language".

Hutchinson et al. He is more specific when he states that ESP is "an approach to language teaching in which all decisions about content and method are grounded in reason for learning." Strevens also supports the same idea.

Because, as he puts it, "ESP is a special case of the general category of purpose-built language training. The same principles apply regardless of the language you learn or teach". Ten years later, Dudley-Evans et al. A similar definition of ESP and both authors collaborated to provide absolute and variable features of ESP. Most researchers seem to agree on two traits of his:

- a. ESP is based on a specific context.
- b. ESP is based on the specific needs of the learner.

3. Need analysis

Needs Analysis is a formal, systematic process of identifying and evaluating training that should be done, or specific needs of an individual or group of employees, customers, suppliers, etc. Needs are often referred to as "gaps," or the difference between what is currently done and what should be performed (Al-Seady, 1998a: 88; Betti, 1990: 91; Igaab, 2010a: 13).

A needs analysis is all the subjective and objective information necessary to describe and validate curricular goals that support a learner's language learning needs in the context of an institution that influences the learning and teaching context. (Al-Seady, 1998b:61; Betty, 1993:104; Igerb, 2010b:152).A needs analysis is an objective view of what the learner needs to do with the language, i.e. all parties involved (not just the learner himself, but B. the organization/payment of the course), the learner's current capacity, and available resources (Betti, 2021e:91).

Needs analysis involves doing some kind of activity with a learner in order to find out what their learning needs are (Betti, 2021b: 3). On the first day with a new group, the teacher gives the proposed syllabus aims for the course, and asks

learners to priorities them in relation to the contexts that they will need to use language in (Al-Seady, 1995: 78 ; Betti, 1990: 91; Igaab, 2010b: 152; Betti, 2021c: 5). Needs analysis is an important means of conducting research prior to designing and evaluating lessons/materials/syllabus and it helps draw a profile of students/course in order to determine and prioritize the needs for which students require English (Richards et al. 1992; (Betti, 2021d: 15).

Needs analysis is a process of determining what items should be included in a course based on an objective consideration of what the learner has to do in the language, the "wants" of all stakeholders (the learners themselves but also eg the people organizing/paying for the course), the learner's current competence and the means available (Betti, 2021e: 91). The information may be found out by eg questionnaires or interviews with any of the stakeholders, analysis of documentation (eg exam specifications, the learner's previous work, the type of discourse s/he is expected to produce, textbooks used previously), formal testing and various other tools (Al-Seady, 2002a: 19 ; Betti, 1996: 39; Igaab, 2010b: 152).

In addition, Hutchinson and Waters (1989) also classified the types of needs into two categories. The need for goals and the need for learning. A goal need is what a learner needs to do in a goal situation, and a learning need is what a learner needs to do in order to learn. They divided the situations covered by him into three terms. Necessities, scarcity and desire. A need is a type of need determined by the demands of the target situation. What learners need to know to function effectively in the target situation. A deficiency is a gap between a desired ability and a learner's existing ability. Wants, from the learner's perspective, are also called learner needs.

The Importance of a Training Needs Analysis. A Training Needs Analysis is a critical part of identifying the root causes of operational issues and sets the foundation for generating solutions. A well-done Training Needs Analysis helps identify knowledge and performance gaps before they become bigger problems and uncovers approaches to training that you may not have considered before. It also helps avoid costly mistakes by (Ulum, 2015; Betti, 2021f: 77): Providing insight to make training more effective

1. Ensuring training is focused on the right areas
2. Prioritizing training needs
3. Streamlining solution development

(Betti, 2021g: 51)

A Training Needs Analysis is part of the discovery process in a project's life cycle that can transform an organization's approach to learning (Betti, 2021h: 8). Without a Training Needs Analysis, a huge step would be missing in the initiation and developmental stages of project planning (Betti, 2021i: 17).

No one wants a training program that doesn't produce results. With a Training Needs Analysis, you can ensure that your learners are equipped with the skills and knowledge they need to succeed and ensure that future learners won't make the same mistakes (Al-Seady, 2002b: 72 ; Betti, 1998: 1; Igaab, 2010b: 152). 3. Types of Needs Analyses

1. Organizational Analysis. An analysis of the business needs or other reasons the training is desired. ...
2. Person Analysis. ...
3. Work analysis / Task Analysis. ...

4. Performance Analysis. ...
5. Content Analysis. ...
6. Training Suitability Analysis. ...
7. Cost-Benefit Analysis.

(Betti, 2021j: 42)

<https://roundtablelearning.com/the-4-steps-to-conduct-an-effectivetraining-needs-analysis/>

The processes of Training Needs Assessment can be divided into five steps (Betti, 2002a: 12) :

- i. identify problem and needs;
- ii. determine design of needs assessment;
- iii. collect data;
- iv. analyze data; and
- v. provide feedback.

Four Steps To Conduct An Effective Training Needs. Analysis A Training Needs Analysis determines the needed skills of employees related to the objectives of the business (Betti, 2002b: 35). The goal is to identify the gaps between the current skill level and what is required to achieve and sustain business objectives. When partnering with Roundtable Learning, your Training Needs Analysis will be conducted in the following four phases (Rostami & Zafarghandi, 2014):

Phase 1: Understand Short and Long-Term Business Goals

Phase 2: Identify the Desired Performance Outcomes

Phase 3: Examine the Current Performance Outcomes and Identify Gaps

Phase 4: Establish and Prioritize a Solution

Needs analysis usually has 4 parts(Otilia, 2015) :

- a. The Target Situation Analysis* : what the learner should be able to do at the end of the course based on his/her objective needs (eg to be able to sell the company's product effectively; to pass IELTS) and the communicative acts that s/he will need to be able to control in order to do so (eg to sell the company's product they will need to introduce themselves and establish rapport with the client, describe the product, emphasize its advantages by eg comparing it with the products of competitors, negotiate price etc etc) (Munby, 1978; Igaab, and AlManhalawey, 2010c: 32).
- b. The Learning Situation Analysis* - what the learner wants. This, as I've said, may sometimes conflict with the results of the TSA. See here for an account of what I did in a situation like this (Betti, 2002b: 98).
- c. The Present Situation Analysis* - what the L. can already do of the items identified in the TSA and what remains to be learnt. This is usually analysed through a diagnostic test (Betti, and Yaseen, 2020: 60; Igaab, 2015a: 140).
- d. The Means Analysis* - what time there is for the course, what facilities, personnel and equipment etc are available. Constraints like lack of time may mean that you can't actually do what you've identified as important in a/b/c and that priorities have to be established and compromises made (Dudley-Evans, and St. John M-J. (1998; Betti, 2002c : 87; Betti, and Hasan, 2020: 63; Betti, 2020d: 9; Igaab, 2015b: 20).

A Training Needs Analysis is a process of understanding the training needs of employees by identifying performance gaps and determining where the gaps can be closed by building skills and knowledge. A Training Needs Analysis often begins by examining performance trends and comparing them to business goals. Common trends we examine include (Robertson, 1981):

Employee Engagement

Turnover/Retention

Sales Growth

Workman's Compensation Claims (Betti, and AlFartoosy, 2019: 101; Igaab and Al-Bdeary, 2016: 16). Using a Training Needs Analysis to identify the gaps between where you are and where you want to help define solutions that are targeted and effective (Betti, and Igaab , 2019: 240).

<https://roundtablelearning.com/the-4-steps-to-conduct-an-effectivetraining-needs-analysis/>

Needs analysis is the preliminary stage of designing courses, syllabuses, materials and the sort of educational activities that take place (Jordan, 1997; Betti, and Al-Jubouri, Fannokh , 2015c: 73). It is a significant factor that should be discovered and negotiated in language teaching programs (Betti, 2002d: 90; Betti and Hashim, 2018: 280). Based on this issue, an English program ought to be set on both checking students' purposes and assessing their needs as well ás Rostami and Zafarghandi (Betti and Igaab, 2018: 44; (Betti, 2020 a: 2). The results of the needs analysis support instructors to define the students' professional needs in terms of language skills, as well as their deficiencies in the area of language skills

(Betti, 2015a: 65; Betti, and Mahdi, 2020: 91). Upon examining the students' needs and specifying the language course objectives, materials meeting the needs of the students might be chosen for instance (Betti, and Igaab, 2015: 22; Betti, Igaab & Al-Ghizzi, 2018: 261). Therefore, needs analysis is the base on which curriculum content, teaching materials and methods are constructed. This gives way to enhancing the students' motivation and achievement as a result (Betti and Al-Jubouri, Fannokh , 2009: 1; Betti, 2020c: 9; Otilia, 2015; Betti, 2013: 7).

Needs analysis has several sub-branches according to the aim and function of the analysis (Betti, and Igaab, 2016:55). It covers target situation analysis, present situation analysis, deficiency analysis, strategy analysis and means analysis, etc. (Betti, and Mahdi, 2021: 51; Jordan, 1997; Betti, 2007: 11). Here in our study we implemented a target situation needs analysis. Target situation needs analysis was designed and implemented by several scholars in the field, one of which is Munby (1978) nd Betti, and Ghadhab (2020: 64).for instance. This approach is based on the students' needs at the end of the course program as well as the target level of the students. At the end of this model, the outcome is the profile of the learners' language needs (Betti, 2006: 72; Jordan, 1997; Betti, 2002e: 98). To sum up, needs analysis is the systematic data collection and examining of all subjective and objective information required to describe and validate curriculum goals that support the language learning needs of learners (Betti, 2020b: 9) within the context of the institutions that affect the learning and teaching situation (Betti and Ulaiwi, 2018: 84; Brown, 2006; Betti, 2003: 2).

4. Department of Tourism and Culture

As an institution within the framework of the national mandate, the Ministry of Tourism and Culture certainly plays an important role in the satisfaction of municipalities, but there are often obstacles in its implementation, both on the part of the government and on the part of local authorities. The municipality itself, such as severity. Government lacks public awareness in carrying out its duties and dealing with it (Satria, Yogia, Zainal, Wedayanti, Rahman, Purwati, 2020:294). Researchers conclude that the Ministry of Tourism and Culture is one of the agencies that oversees RokanHulu's cultural and tourism operations.

a. Definition of tourism

Purnaya, Semara and Saputra (2019:201) states that tourism is an integral part of human life. Today, tourism is not only enjoyed by the relatively wealthy few, but is part of human rights. Still, there are many tourist attractions that do not provide adequate facilities for everyone, especially older and younger tourists. According to his Yoeti (1995) in Selviana (2012) the following factors imply:

1. Travel is temporary.
2. A journey was taken from one place to another.
3. Travel should always be combined with relaxation.
4. If the person making the trip does not intend to make a living or work in the place visited and the purpose of recreation is consumption. Based on Pendit (1999), forms of tourism he divides into three categories.

Based on Pendit (1999) forms of tourism are classified into three catagories, they are:

- a. Based on the origin of tourists

If tourists come from domestic tourists means that only moved temporarily within the territory of his own country for traveling is called domestic tourists. Meanwhile, if the tourists come from abroad its called international tourists.

b. Based on the Impact of Balance of Payments

Tourist that comes from abroad will bring foreign currency. Where foreign exchange revenue has positive effect on the balance of foreign payments of a country that is visited by tourists, this is called active tourism. While the journey of a citizen to abroad will negatively affect the country's balance of foreign payments and its called passive tourism.

c. Based on Period

The arrival of tourists in a region or country are also calculated according to the length of stay in the area or the country that concerned. This raises a term that called the short-term tourists and long-term tourists. d. Based on The Amount of Tourists This form of tourism is distinguished by the number of tourists who come, whether tourists come alone or with a group. So it is appears the term that called single tourism and group tourism. e. Based on instruments measuring used Tourism is divided into air tourism, marine tourism, tourist train and car, depending on travelers using any vehicle.

b. Benefits of Tourism.

Tourism give a positive impact on development sectors, they are:

1. Economy side

Tourism can stimulate economic growth with the growth of some particular economic efforts that support each other, it can expand the basic economy of a country.

2. Maintenance and Utilization of the Environment Side

Development of tourism if developed properly and efficiently and see the effects on the environment so it will make the environment or local tourism good or environmentally friendly. Because tourists who visit the area want the new atmosphere and clean and healthy environment. Conversely, tourism development that has less organized and not efficient will destroying the environment. If it happens, it will have an impact to tourists who want to visit these tourist areas.

3. Cultural Side

One of the factors that tourists visited some area of tourism is to explore or admire the art and culture of the areas visited and satisfy curiosity. d. Expanding job competence The tourism industry is the industry that are labor intensive. When a series of labor in the industry it is supporting tourism industry such as souvenir stores, hotels, handicrafts and so on, then the amount of labor that is absorbed more and more.

4. Extending the values of social life and knowledge

The relationship between visitors and the society around attractions tourism will create new values in the sense of expanding the horizon of personal views on values of other life, fiber absorption of new knowledge. f. Supporting the improvement of health and work performance Perceived busyness of everyday can lead boredom, of course it raises the desire crave a new atmosphere, a new environment even if only for a while. Because people want regardless of saturation.

B. Review of Related Findings

There were some researchers carried out the research about There are some previous studies concerning need analysis in ESP Course. Some researcher had conducted the studies with this researcher, "need analysis of english language used in department of tourism and culture in rokan hulu".

Firstly, Aisy (2018) conducted research entitled "a need analysis of english language use for tourism: a case study of rahmat international wildlife museum & gallery". The results of the analysis is found that the most important English skills that the tourism employees in Rahmat International Wildlife Museum & Gallery are listening and speaking but it is also considered as the most problematic to them. The tourism employees in the museum has fewer problem in reading and writing skills. Meanwhile, the current study analyzed the use of English language in department of tourism and culture in Rokan Hulu. Furthermore, this paper will not only focus on students needs and teachers and curriculum designers needs, but also investigate the employers need.

Secondly, Choi (2017) conducted a study about need analysis of students of Tourism English. The study was conducted to find out what students want to learn in their tourism conversation class. The study revealed that students was lack of knowledge on English grammar and communicative abilities. However, students' motivation to develop their English speaking skill is very strong and they willingly learn communicative English that applied in hotels. The learners also think foreign language ability is one of the important things for jobseekers. Therefore, mastering English language can be an advantage. Meanwhile, the current study analyzed the use of English language in department of tourism and

culture in Rokan Hulu. Furthermore, this paper will not only focus on students needs and teachers and curriculum designers needs, but also investigate the employers need.

Another study was conducted by Hossain (2013) focusing Need Analysis for engineering students. The research result that the needs for effective professional communication in English for engineering students. The study found that students' level of English proficiency was not good. However, their writing skill was better than their speaking skill. In addition, students felt that they need to learn the Business Communication because it can be used in their job in the future. Meanwhile, the current study analyzed the use of English language in department of tourism and culture in Rokan Hulu. Furthermore, this paper will not only focus on students needs and teachers and curriculum designers needs, but also investigate the employers need.

Prachanant (2012) also conducted a needs analysis research on English used by employees in the Tourism industry. This study surveyed the English language needs of employees. The results of the study that speaking is the most important skill among other skills. Some of the problems found were the inability to understand a foreigner's accent, imprecise words and expressions, and a lack of knowledge of grammar. Meanwhile, the current study analyzed the use of English language in department of tourism and culture in Rokan Hulu. Furthermore, this paper will not only focus on students needs and teachers and curriculum designers needs, but also investigate the employers need.

Based on Hutchinson & Waters (1987) types of needs, this study focused on Wants, Lacks, and Necessities. In addition, the current curriculum used in the

tourism institute will be discussed in order to see whether the curriculum has met the needs or not based on the result of the need analysis. As mentioned above, need analysis can be used to analyze and evaluate an existing program.

Passamon Lertchalermtipakoon (2021) also found that the main reason that students of both majors desired to improve their English language skills was to improve their grades. The obstacles faced by the students in these two sample groups in using the English language are not very different, since most of the interviewed people reported that the skills of listening and speaking as being the greatest problems in their communication. Another similarity between the two sample groups was that students of both majors expressed a positive attitude toward their English language learning. Meanwhile, the current study analyzed the use of English language in department of tourism and culture in Rokan Hulu. Furthermore, this paper will not only focus on students needs and teachers and curriculum designers needs, but also investigate the employers need.

Previous studies examined the same theory but there are some differences with this study. this can be seen in the object of research, theory and research results. they use research objects such as listening and speaking English skills. they also use different theories in analyzing the use of English. Meanwhile, the current study analyzed the use of English language in department of tourism and culture in Rokan Hulu. Furthermore, this paper will not only focus on students needs and teachers and curriculum designers needs, but also investigate the employers need.

C. Conceptual Framework

The conceptual framework shows determinates English language use in department of tourism and culture in Rokan Hulu. According to Creswell, (2012), it section will concept the literature in the researcher's mind. In order to clarify the theories that are used in this research, the researchers want to explain about the variable of this research. This research is decriptive qualitative which focuses on analyzing need analysis of english language use in department of tourism and culture in rokan hulu. This the reseacher only uses one variable in this research. To operate the research on the variable, the researcher will work based on following indicator according to some researcher. There were focus English Language Used In Department Of Tourism and Culture in Rokan Hulu.

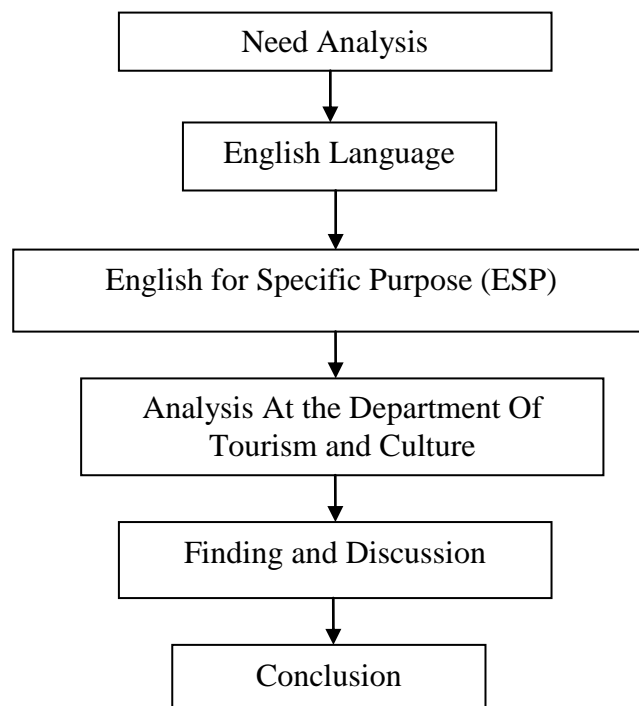


Figure 1. Conceptual Framework of the Research

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the design of the research including the place will be taken for doing the research, the population and sample of the research, and also the technique for collecting and analyzing the data taken at the Department of Tourism and Culture of Rokan Hulu. This chapter explains the direction of this research and also the procedure that would be taken by the researcher in collecting data.

A. Research Design

The research is qualitative. The design of this study is a descriptive and qualitative study. Creswell (2012) states that qualitative research is a form of educational research and research is the use of data to collect data forms containing common pop-up questions, collecting data from word or image data, and few data or pointed out that it consists of collecting data from locations.

Qualitative methods are considered relevant to current research as they concern data collection to analyze language use. In this study, case studies are the study design. To Saeed and Zyngier (2012), Case studies are a Qualitative research approach. We are focusing on school studies as a limited system. Case study design process studies consisted of determining the research question, the role of theory development in case selection, and the conceptual framework of the study.

Based on the explanation above, the researcher concluded that a case study is research to investigate detailed information. A case study is based on an in-depth

investigation of a single individual, group, or event to explore the causes of underlying principles.

B. Setting of the Research

This research was conducted at the Department of Tourism and Culture of Rokan Hulu. This Department is located at Rambah, Rokan Hulu Regency. The research was conducted in June 2022. The participants of this research were the Head and employees at the Department of Tourism and Culture of Rokan Hulu.

C. Population and Sample

The population is the subject of the research if one wants to observe all elements of research; this research is called population research. Arikunto (2010: 22) states that a population is a group of people or items about which information is being collected.

The population for this study was collected from 25 employees at the Department of Tourism and Culture of Rokan Hulu. Respondents who worked in the agency filled out the questionnaire. The author took 25 respondents for this study.

D. Instrumentation

The research instrument is a set of questionnaires and interviews which were used to gather data concerning the needs and problems of English used in the Department of Tourism and Culture of Rokan Hulu. The questionnaire included three parts, namely a checklist and a 5-rating scale. The questionnaire was written in the Indonesian language to minimize the problems related to ambiguity and misinterpretation.

E. Technique of Collecting the Data

In this research, the researcher used two types of techniques in collecting the data. Two types of techniques in collecting the data were Questionnaires and interviews.

1. Questionnaire

The researcher used questionnaires as the first technique of the research. This technique was used to collect data on how English is used in the Department of Tourism and Culture of Rokan Hulu. This technique helped the researcher to get the information that related to the purpose of the research. Creswell (2012) states that the research can ask some closed-ended questions and some that are open-ended.

Questionnaire Guideline:

1. Ease to Access
2. Perceived Usefulness
3. Communication and Interaction
4. Perceive Instruction Delivery
5. Students Satisfaction

2. Interview

After collecting the data from questionnaires the researcher interviewed directly to get the official document and to get the deeper information participant's personal information related to English use in the Department of Tourism and Culture of Rokan Hulu. Interview is a method to collect information from people is referred to as interview. Another precise definition is that occurs when

researchers ask one or more participants general, open-ended questions and record their answer (Creswell, 2012).

For the interview, the researcher use free interview. The free interview do not need to prepare an answer but respondents are free to express their opinion (Sudjana, 2007). It provides for both researcher and the participants to discuss in more free.

- a. What are the need of the Head of Department of Department of Tourism and Culture in Rokan Hulu ?
- b. What kinds of strategies used to covering English Language use problems in Department of Tourism and Culture in Rokan Hulu ?

F. Technique of Analyzing the Data

The researcher analysed the data collection from questionnaire and interview. The first analysis the reseacher analysed questionnaire of how English use in the Department of Tourism and Culture of Rokan Hulu. The second analysis was analyzing the result of how English use in the Department of Tourism and Culture of Rokan Hulu. This analysis was to identify the the data of interview adopted from Creswell (2012), namely:

1. Preparing and Organizing the Data

Organize and prepare the data that was collected this is to be sorted depending on the information from the source. Typing notes, transcribing interviews and scanning materials are all also a part of this step (Creswell, 2014).

2. Exploring and Coding Data

The researcher begin to look at the data collected and see the tone, general ideas, and credibility, the most relevant aspect of this step is sorting out what may

not be needed for the research study. Moreover, this step permits the researcher to reflect on the data's overall meaning.

3. Coding to Built Descriptions and Themes

This is about placing segments, pictures and text data in categories and then labeling them with a term. The description stage is about generating a description of the setting for the people places or events as well as categories for analysis. (Creswell, 2014).

4. Representing and Reporting Qualitative Finding

Represented step goes over how to address the findings from the analysis. (Creswell, 2014).

5. Interpreting the Findings

The interpretation of qualitative research conclusions and results. Here researcher will provide the research findings as well as the information gleaned from all of the research from reviews, personal experiences, history and literature (Creswell, 2014).

6. Validating the Accuracy of the Findings

Qualitative validity means that the researcher for the accuracy of the findings by employing certain procedures. Validity is on of the strengths of qualitative research and is based on determining whether the findings are accurate.