

Needs Analysis for Designing English Course for Tourist Police in Mandalika Special Economic Zone

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Abstract: In the era of globalization and increasing international travel, effective communication in English has become a fundamental requirement for individuals working in various professional fields. The objectives of this research are to find out the authentic tasks and authentic texts that needed to be included in designing English for the tourist police in Mandalika Special Economic Zone (Mandalika SEZ), and to know how the design of the English course for tourist police in Mandalika Special Economic Zone (Mandalika SEZ) to improve language skills in their workplace. The subjects of the study are five tourist police officers who are fluent in English from 15 Tourist Police officers who work in the Mandalika Economic Zone. The techniques used to collect the data are observation, interview, questionnaire, and focus group discussion. The data analysis technique follows Miles and Huberman's model (reduction, data display, conclusion drawing/verification, and syllabus design). The syllabus encompasses a total of seven key authentic tasks tailored to enhance the officers' communication and operational capabilities in various scenarios. These tasks include: Communicating During Emergencies, Giving Directions, Conducting Safety Checks, Conflict Resolution, Writing Reports, and Providing Assistance. In conclusion, the English syllabus for tourist police officers in Mandalika SEZ is carefully crafted to meet their needs through practical tasks, relevant materials, and effective assessment methods. This design enhances both language skills and real-life problem-solving abilities, serving as a valuable model for future training and improving the overall service quality and efficiency of the officers.

Keywords: Course, needs, police syllabus, tourist

INTRODUCTION

In the era of globalization and increasing international travel, effective communication in English has become a fundamental requirement for individuals working in various professional fields. In light of the digital and globalization eras, the importance of acquiring English proficiency becomes a pivotal and essential concern for preparing human resources. Sufficient English skills will be a competitive advantage in academic and professional contexts (Samudra et al., 2021). The tourism industry, in particular, necessitates proficient English skills to cater to the needs of diverse visitors from around the world.

The need for English for Specific Purposes (ESP) arises from the unique requirements and contexts in which the tourist police operate (Tomlinson, B. 2011). This is because ESP

emphasizes language usage in specific contexts rather than solely teaching grammar and language structures. (Woodrow, L. 2018). It encompasses a wide range of subjects, ranging from business and medical sciences to tourism and hospitality management (Rahman, 2015). Unlike general English language skills, ESP developing language proficiency in specific occupational or professional domains. In the case of the tourist police, their ESP needs are driven by the necessity to interact with tourists, provide directions, handle emergencies, offer assistance, and ensure effective communication during investigations or legal proceedings Aldohon, H. I. (2014).

Tansrisawat (1991) says the Tourist Police should improve their English skills because they have to provide direct services for foreign visitors and Sanchez (2011) also said that Tourism Police Officers who serve local and foreign

communities need to master English so they can communicate and develop some of their activities and can make tourists feel more comfortable and safe while they are there. On the other hand, tourists also need to communicate with Tourism Police officers to manage and resolve their difficult situations. Teaching English for Specific Purposes (ESP) to Tourist Police will be able to make Tourist Police use English in their duties

From the issue above, it is important to design a syllabus and materials for English for the Tourist Police in an informal education. In designing the syllabus and material for English for Tourist Police in Mandalika Special Economic Zone (Mandalika SEZ), the English issue also needs to be considered. By getting the information needed, a course designer will be able to create a syllabus design that is suitable and effective for the student's needs (Sujana, Fitriana, Apgrianto, & Saputra, 2022).

Therefore, this research aims to design an English syllabus for the Tourist Police in Mandalika Special Economic Zone (Mandalika SEZ) before preparing it into learning materials. The focus of this research is to find out the authentic tasks and texts that need to be included in designing syllabi for focuses on English for tourist police in Mandalika SEZ. In this research, the qualitative method is used to find the authentic tasks and texts used by tourist police officers in the Mandalika Special Economic Zone (Mandalika SEZ). Furthermore, the result of this research is the syllabus English for tourist police officers in Mandalika Special Economic Zone (Mandalika SEZ), which can be used as materials for tourist police in their workplace.

METHOD

The need analysis for English for specific purposes for tourist police in Mandalika Special Economic Zone (Mandalika SEZ) adopted descriptive qualitative method. This research is carried out in Mandalika Special Economic Zone (Mandalika SEZ), Kuta, Pujut District, Central Lombok, West Nusa Tenggara. The sampling technique used here is purposive samplings that are five tourist police officers who are fluent in English from 15 Tourist Police officers.

The systematic way for gathering the research data is called the data collection technique. The technique for collecting the data is important to know because it guides the research to gather reliable data in the research

field. The data collection technique of this research is questioner and triangulation. Triangulation is the combination of observation, interview, Focus Group Discussion (FGD), and document technique (Wallace, C. 1992). Structured questionnaires were administered to the officers to collect the data. The questionnaires consisted of both closed-ended and open-ended questions, aiming to gather information about the officers' language proficiency levels, about the authentic tasks and authentic texts, specific language skills required for their roles, and the challenges they face in their daily interactions with tourists. Secondly, observation is one of the techniques that is used to gain the data which is run by observing the phenomena that are investigated in fieldwork. By doing observation, the data findings are more complete because this technique pays attention directly to the movements of the subjects or participants of the research. In observing, three components should be observed which are place, actor, and activity (Sugiyono, 2008: 229). Thirdly, interview is a conversation that is carried out with a specific purpose (Moleong, 2007: 186). Furthermore, he explains that the conversational activity involved two people, namely the interviewer (who asked the question) and the interviewee (who answered the questions that had been asked). In other words, an interview is a form of data collection that involves two persons or more in conversational activities that have a goal and precede some questions. Fourthly, Focus Group Discussion according to Ibrahim (2015: 101), Focus Group Discussion is a technique for gathering data which is carried out by making small group discussions to discuss a certain and selected issue (research focus). It is in line with Ary, et al.'s (2010: 439) definition that focus Group Discussion is a form of interview that discusses a particular issue to elicit the opinion or views of the group members. Then, it can be concluded that FGD is a group interview that is done by asking the group members about a certain issue or focus of the research to gain valid information. In conducting this technique, recording and taking notes the members' opinions is needed to do either when the activities are running or immediately afterward. Fifthly, document is one of the techniques in collecting the data for this research. Ibrahim (2015: 96) states that a document refers to a source that provides the data, information, and facts in the

form of notes, photos, video recordings, and others that are needed in this research.

The systematic way of examining data acquired through documentation, observation, and interviews is referred to as the data analysis technique. The data was analyzed using a triangulation technique from Miles and Huberman (1984, as cited in Sugiyono, 2008: 246-252). According to Miles and Huberman's model, there are three activities of analyzing data namely data reduction, data display, conclusion drawing/verification, and syllabus design. The results of the syllabus design was evaluated by experts such as ESP lectures of the English Education Department at the University of Mataram and the English Teacher at Central Lombok Tourism Vocational School. The evaluation of the experts were gathered by using a checklist

FINDINGS AND DISCUSSION

Findings

This subsection delves into the analysis of the authentic tasks and texts utilized by tourist police officers in the Mandalika Special Economic Zone (Mandalika SEZ). Understanding these authentic tasks and texts is crucial for designing an effective English syllabus tailored to the specific needs of these officers Gilmore, A. (2007).

When designing an English syllabus for tourist police in Mandalika Special Economic Zone (Mandalika SEZ), the inclusion of authentic tasks and texts is crucial to ensure that the training is practical and relevant to their daily responsibilities. Responsibilities and corresponding tasks for tourist police in Mandalika SEZ. Officers enhance tourist experiences by using brochures to provide information on local attractions and services. For crisis management, they follow emergency protocols and medical procedures. They assist with navigation through public announcements and event notices. Safety is ensured by adhering to local regulations and using safety equipment guidelines. Conflict resolution involves handling feedback and complaints through surveys and forms. Accurate incident documentation is maintained with sample reports. Finally, robust tourist support includes knowledge of local laws, lost property regulations, and language assistance. Therefore, seven authentic tasks and

texts for tourist police in Mandalika SEZ can be analyzed in seven points.

Firstly, The research emphasizes the essential English skills needed for tourist police in Mandalika SEZ to assist visitors effectively. The primary task is to respond to inquiries about local attractions, transportation, and amenities. This involves using English to convey information from brochures detailing local beaches, cultural sites, and transportation options. The English course should focus on helping officers communicate this information clearly, using task-based learning and relevant vocabulary. Secondly, effective communication in emergencies is critical for tourist police in Mandalika SEZ. Officers must use English to follow emergency protocols and provide clear instructions. Key documents, such as the Emergency Response Protocol and Medical Emergency Procedures, guide officers on handling accidents and medical situations. The English course should simulate emergency scenarios to improve officers' ability to manage these situations using precise language.

Thirdly, tourist police need strong English skills to give clear directions in Mandalika SEZ. They use public announcements and event notices to guide visitors. For example, public announcements might provide detour routes due to road closures, while event notices direct traffic during special events. Training should focus on helping officers deliver accurate and concise directions, practicing real-life scenarios to enhance their proficiency. Fourthly, tourist police in Mandalika SEZ must regularly inspect safety equipment and adhere to protocols. The Safety Equipment Guidelines and Safety Protocols Manual outline the procedures for checking gear, conducting drills, and maintaining safety signage. The English course should include training on communicating safety procedures, reporting equipment issues, and managing emergency preparedness effectively.

Fifthly, managing conflicts and resolving complaints are key tasks for tourist police in Mandalika SEZ. Officers use Complaint Forms and Feedback Surveys to document incidents and gather visitor feedback. These tools help in systematically resolving issues and improving the visitor experience. The English course should emphasize skills for documenting conflicts, responding to feedback, and communicating effectively with visitors. Sixthly, accurate incident documentation is crucial for tourist

police in Mandalika SEZ. Officers use Sample Incident Reports to record details such as date, time, and description of incidents. The reports help in managing and following up on cases. The English course should focus on developing clear and structured writing skills, ensuring detailed and precise incident reports.

Seventhly, tourist police in Mandalika SEZ assist with lost property and language support. They must file lost property reports within 24 hours and provide translation assistance to non-native speakers. The Lost Property Regulations and Language Assistance Guidelines guide these tasks. The English course should train officers in documenting lost property and using translation tools, enhancing their ability to support visitors effectively.

Discussion

Interactional Analysis

An interactional analysis of the communicative needs, English competency, and instructional materials for the English course intended for tourist police officers in the Mandalika Special Economic Zone (SEZ) gives critical insights into effective language training design. This investigation looks at how the officers' various professional duties—ranging from managing emergency situations to providing visitors with information and directions—influence their English language needs. Understanding their communication expectations and existing competence levels allows us to better link course content and activities with their real-world requirements. This strategy guarantees that language training is both relevant and practical, providing officers with the skills they need to execute their duties effectively. Additionally, evaluating the materials used in the course helps in refining content to support authentic interactions, thereby enhancing the officers' ability to navigate diverse scenarios confidently and improve their overall effectiveness in serving the international community visiting Mandalika SEZ.

Developing a syllabus for an English language course tailored for tourist police officers in Mandalika Special Economic Zone (SEZ) requires an in-depth understanding of the specific linguistic skills and professional duties that define their roles (Dudley-Evans and St. John 1998). This syllabus must address several critical areas essential for effective communication and

operational efficiency, including emergency response, providing accurate directions, resolving conflicts, and offering various forms of assistance to tourists.

To meet these needs, the course design should incorporate a range of authentic tasks. These include handling tourist inquiries about local attractions and amenities, conducting thorough safety inspections, and writing detailed incident reports. Each task reflects real-world scenarios that officers encounter, ensuring that the course content is directly applicable to their daily responsibilities. Additionally, the syllabus should integrate relevant texts such as emergency protocols, safety regulations, and public announcements. These texts provide a foundation for understanding the standard procedures and official language used in critical situations, reinforcing the officers' ability to communicate clearly and effectively.

By focusing on these specific areas, the course will be meticulously crafted to enhance the officers' linguistic proficiency and improve their ability to navigate complex situations with confidence. This tailored approach aims to increase the officers' effectiveness in their interactions with tourists, contributing to a safer, more welcoming environment in Mandalika SEZ. Ultimately, this strategic focus on developing targeted communication skills will not only boost operational efficiency but also significantly elevate the overall quality of the visitor experience in the region, ensuring that both tourists and the local community benefit from improved service and enhanced safety measures.

The subsequent section focuses on designing a syllabus for English course for tourist police in Mandalika Special Economic Zone (Mandalika SEZ), utilizing the Standpoint Model as the foundational framework. This model outlines a systematic approach to syllabus design, which includes: (1) identifying the target audience, (2) determining the responsibility or authentic tasks, (3) gathering the storylines or authentic texts, (4) translating these responsibility into specific English competencies, (5) developing relevant materials covering language skills and aspects, (6) choosing and refining teaching methods, (7) selecting appropriate media and resources, and (8) designing and implementing assessment strategies.

The comprehensive analysis of communicative needs, English competency, and

materials for the English course designed for tourist police officers in Mandalika Special Economic Zone (SEZ) provides a structured overview of the key elements essential for effective training. The course is meticulously tailored to address a range of responsibilities, starting with enhancing tourist experiences through accurate information delivery about local attractions and services. Officers are expected to use clear and direct language, maintain a courteous demeanor, and represent Mandalika SEZ with high service standards, supported by local attraction brochures that incorporate specific vocabulary, expressions, and grammatical points. Emergency communication skills are another critical focus, with officers needing to understand and apply standard procedures during crises, which involves straightforward and organized information relay, underpinned by emergency response protocol documents featuring relevant vocabulary and grammar. The course also emphasizes mastering navigation and directional assistance for tourists, ensuring announcements and event notices are clear and helpful. Furthermore, safety checks and adherence to local regulations are reinforced through safety equipment guidelines and protocol manuals, enabling officers to implement and understand safety measures effectively. Conflict resolution skills are developed by handling tourist feedback and complaints, utilizing complaint forms and feedback surveys to formulate appropriate responses. Incident documentation is taught through the creation of detailed reports based on observed incidents, and understanding legal aspects related to tourism is covered with regulatory documents and language assistance guidelines. Each component of the syllabus integrates practical tasks and real-world scenarios to ensure that officers are well-prepared to meet the diverse needs of tourists while maintaining high standards of service and safety.

These responsibilities are translated into communicative needs by prefixing them with “How to + V1.” The next step involves converting these communicative needs into English competencies by using the modal “Can + V1.” Based on these competencies, materials are developed, covering vocabulary, expressions, grammar points, and genres.

Additionally, the table indicates that the data is now ready for designing an English course syllabus, which is the final goal of this research. The syllabus includes eight components: (1)

learning outcomes, (2) learning objectives, (3) materials, (4) indicators of achievement, (5) sub-materials/sub-topics, (6) methods, (7) sources and media, and (8) assessments. The detailed syllabus for English Course for Tourist Police in Mandalika Special Economic Zone (Mandalika SEZ).

Designing A Syllabus of English Course for Tourist Police

The design of the English course syllabus for tourist police officers in Mandalika SEZ incorporates various indicators of achievement to ensure effective communication and professional conduct. Essential indicators include the ability to communicate clearly, maintain politeness, and demonstrate professionalism. Officers are expected to use simple and direct language to provide accurate information, exemplify courteous interactions, and uphold high standards of service. For instance, when dealing with brochures on local attractions and transportation, officers must exhibit strong reading comprehension to extract key details and summarize them concisely. The sub-materials for this task include local attractions and transportation information brochures, which serve as primary sources for officers to practice summarizing information and role-playing scenarios. Methods for this task involve thorough reading, summarizing key points, and engaging in role-playing exercises to enhance communication skills. Assessment focuses on scenario-based responses, communication skills evaluation, and comprehension tests to gauge the effectiveness of responses and understanding of the brochures.

Similarly, the course syllabus for handling emergency situations emphasizes different indicators of achievement. These include the ability to provide clear instructions, request assistance, and relay emergency information effectively. Officers are required to comprehend and apply emergency procedures and protocols, ensuring their responses are organized and calm during critical situations. Sub-materials include emergency response protocol documents and medical emergency protocols.

Methods for learning involve studying these protocols and participating in role-play scenarios to practice emergency communication. Sources and media consist of protocol documents and guidelines, while assessment is based on

scenario-based evaluations, communication skills reviews, and comprehension tests to ensure officers can handle emergencies with clarity and efficiency. Overall, the syllabus is designed to equip tourist police officers with the necessary skills and knowledge to manage various situations effectively, from providing assistance to handling emergencies, thereby enhancing their capability to ensure a positive experience for tourists in Mandalika SEZ.

The English training syllabus established for the Tourist Police in the Mandalika Special Economic Zone (SEZ) seeks to provide officers with vital communication skills for their diverse tasks. With an increasing number of visitors traveling, effective and respectful communication is essential. Each learning goal is focused on a certain ability, such as delivering information about local attractions, managing crises, and responding to visitor criticism. The use of practical resources like as brochures and protocol documents, along with active techniques such as role-playing, ensures that officers receive theoretical knowledge as well as practical experience.

An important learning outcome is the capacity to provide thorough information about local attractions and services. This not only improves the guest experience, but also enables officers to represent the tourism industry properly. The syllabus stresses utilizing simple language, keeping a pleasant approach, and meeting high service standards. Officers improve their communication confidence and effectiveness by examining local attraction brochures and practicing summary exercises.

Understanding emergency response methods is also important. The course teaches police how to express precise directives and gently transmit essential information, preparing them for unanticipated scenarios that may emerge in a tourist setting. They learn to respond efficiently by studying protocols and role-playing to ensure visitor safety. Scenario-based assessments, for example, assess their ability to handle real-life catastrophes. Furthermore, the course discusses effective communication for public announcements and critical safety information. This competence has a direct influence on travelers' navigation and overall experiences. Officers can improve visitor confidence by rehearsing announcements and utilizing significant landmarks as reference points. another critical factor. Officers are

educated to understand and apply these rules during inspections, ensuring that safety procedures are followed. Scenario-based assessments give realistic scenarios for showing expertise, reaffirming their role in ensuring a safe environment for visitors. The course also emphasizes managing tourist comments and complaints, promoting a proactive approach to visitor issues. Role-playing and feedback analysis help police improve their capacity to manage concerns efficiently and empathetically, thereby increasing overall tourist satisfaction.

Accurate event recording is also encouraged, including report writing training that improves officers' ability to keep detailed records for investigations. This training instills accountability in their positions. Finally, a thorough awareness of the rules and regulations governing tourism is essential. This understanding enables police to negotiate complicated circumstances and give visitors with clear assistance, guaranteeing compliance with local legal obligations.

CONCLUSION

Based on the comprehensive analysis and discussion of the previous sections, it can be concluded that the design of the English syllabus for tourist police officers in Mandalika SEZ is well-structured to address a range of practical needs and professional skills. The syllabus encompasses a total of seven key authentic tasks tailored to enhance the officers' communication and operational capabilities in various scenarios. These tasks include: Communicating During Emergencies, Giving Directions, Conducting Safety Checks, Conflict Resolution, Writing Reports, and Providing Assistance. Each authentic task is supported by specific indicators of achievement, sub-materials, methods, sources, and media, and assessment strategies. For instance, the task of "Communicating During Emergencies" focuses on clear instructions, requesting assistance, and providing emergency information, using protocols and role-playing scenarios as primary materials. Similarly, "Giving Directions" emphasizes precise language and landmark usage, with public announcements and event notices serving as key texts. The "Conducting Safety Checks" task involves understanding and applying safety regulations, with safety guidelines and mock inspections as core materials. Moreover, the syllabus

incorporates tasks related to conflict resolution, report writing, and assisting, each with its own set of indicators, sub-materials, methods, and assessment criteria. For conflict resolution, the emphasis is on effective mediation and problem-solving language, utilizing complaint forms and feedback surveys. Writing reports focuses on clarity, detail, and proper grammar, with incident report templates as essential tools. In conclusion, the syllabus for English for Tourist Police in Mandalika SEZ is meticulously designed to address the specific needs of the officers by integrating practical tasks with relevant materials and assessment methods. This approach ensures that the training not only enhances their language skills but also improves their ability to handle real-life situations effectively. The course aims to serve as a valuable reference for developing further training materials and courses, ultimately contributing to the improved service quality and operational efficiency of tourist police officers in Mandalika SEZ.

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