Needs Analysis for Designing English for Tourism Practitioners at Bayan Village Using A Standpoint Model

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Abstract: This study aimed to improve vocabulary and grammar skills for tourism practitioners in Bayan Village and to design teaching English for tourism practitioners using Standpoint Model. A qualitative descriptive research design was employed to explore the specific English language needs of ten tourism practitioners, including chief of tour guides, tour guides, the weavers of Poleng and Londong Abang, souvenir sellers, and Bayan village specialty drink. The research was conducted in Bayan Village, North Lombok. Data collection procedures included observation, interview, and documentation, while the instruments used comprised observation sheets and interview sheets. The results of this research showed that the syllabus was created for tourism practitioners in Bayan Village, the English language learning design was designed using the Standpoint Model, which focuses on the specific needs of tourism practitioners based on their context and work environment by determining authentic tasks and texts used to develop a syllabus designed to meet their needs, this model involves: Needs Analysis, Determining Authentic Tasks and Texts, Designing Learning Objectives, Selecting Content and Methods, and Assessment. English learning can be more relevant and effective in improving the communication skills of tourism practitioners, thus supporting the development of sustainable tourism in Bayan Village.

Keywords: Bayan Village, English for Tourism, Practitioners, Standpoint Model, Qualitative Research.

INTRODUCTION

Tourism is one of the fastest-growing industries in the world and significantly contributes to global economic development. North Lombok, especially Bayan Village, possesses rich cultural heritage and breathtaking natural beauty that make it a prime location for tourism. The village is home to traditional customs, historical sites, and local crafts, making it an attractive destination for domestic and international visitors. However, despite its abundant tourism potential, Bayan Village faces challenges in optimizing its tourism sector, particularly due to the limited English proficiency of local tourism practitioners. Aldohon (2014) stated that the tourism sector can help the country create jobs in the manufacturing and service sectors, as well as help increase government revenue through income tax, hotel tax and other forms of tax.

In the modern tourism industry, English proficiency is a crucial skill that enables local communities to effectively communicate with foreign visitors, promote cultural heritage, and enhance service quality. English teachers are expected to be able to teach general English and English that is relevant to their interests and needs (Arias-Contreras & Moore, 2022). Many tourism practitioners in Bayan Village, including handicraft sellers, cultural guides, and traditional performers, struggle with English communication, limiting their ability to provide accurate and engaging information to tourists. This communication barrier reduces tourist satisfaction and negatively impacts the village's economic opportunities. Previous research has highlighted the importance of English for Specific Purposes (ESP) in various professional fields, including tourism. Yanti & Hariyadi (2019) stated that needs analysis is the key to gathering people's views on ESP and the views of the selected learners are the most important. The Standpoint Model is an English learning design model for English specific purposes (ESP) whose design is based on authentic and structured steps

in carrying out activities as a tourism actor (Sujana et al., 2022). However, studies focusing on needs analysis for tourism practitioners in culturally rich yet economically developing areas like Bayan Village remain limited.

A key research gap lies in the lack of structured and tailored English language training programs designed specifically for Bayan Village tourism practitioners. While there have been general English courses, they fail to address the specific linguistic demands of the tourism industry. Furthermore, previous studies on ESP have primarily focused on urban tourism sectors, neglecting rural communities with unique cultural and linguistic challenges. This study aims to fill this gap by conducting a comprehensive needs analysis to determine the specific English language skills required by tourism practitioners in Bayan Village. By applying the Standpoint Model in ESP course design, this research seeks to develop an English learning program that aligns with the daily tasks and professional interactions of local tourism practitioners. The Standpoint Model emphasizes real-world activities and authentic materials to enhance language acquisition and professional competence. The findings of this study will provide valuable insights for policymakers, educators, and tourism stakeholders in developing effective language training programs that empower local communities and support sustainable tourism development.

Sujana et al. (2022) explain a Standpoint Model (SM) is a model for designing ESP program by identifying professional workers' movement (Standpoint Models) and materials (storylines) in doing their professional jobs. The procedures/steps consist of two main stages: (1) Finding target needs, which includes identifying target group, collecting storylines, and finding out Standpoint Models of professional workers; and (2) Translating the target needs into learning needs, which includes translating English competencies, developing materials, selecting teaching methods, selecting media, and selecting and developing assessment. In terms of target needs, this model will provide authentic tasks and contents in performing professional jobs. In other words, the Standpoint Model will bring real world (target needs) to a classroom (learning needs). Previous studies related to needs analysis for designing English for tourism practitioners at bayan village using a standpoint model have been conducted by several previous researchers.

Previous studies conducted by Aisy's (2018), Saputri (2014), and Trang (2015), the researchers assumed that speaking was the most important skill required by touring employees in their workplace. Related to the explanation above, this research aims to improve the vocabulary and grammar skills for tourism practitioners in Bayan Village and to design teaching English for tourism practitioners using Standpoint Model.

LITERATURE REVIEW

English for Specific Purpose (ESP)

English for Specific Purpose (ESP) is a method of designing English courses based on learner needs (Robinett et al., 1988). This means that the course designer must know the needs of the learners first before designing the course. English for Specific Purposes (ESP) is teaching with the aim of assisting learners in learning or researching specific variations of English that they may needs. Seeing English for Specific Purposes (ESP) as an action that seeks to serve the language needs of learners who needs English to perform a specific role (e.g. learner, doctor, receptionist) and who needs to acquire real-world content and skills through that medium rather than mastering the language for its own sake (Robinett et al., 1988).

English for Business Purposes (EBP): Designed for business communication needs, including presentation, negotiation, and writing of business documents. English for Medical Purposes (EMP): Targets communication needs in a medical context, including patient interactions, medical records, and medical scientific presentations. English for Legal Purposes (ELP): Relates to legal communication needs, such as contract writing, court presentations, and legal document translation. English for Technical Purposes (ETP): Focus on the use of English in technical and scientific fields, involving specialized terminology and concepts. This division ensures that English language learning is appropriate to the specific context and needs of each user group, preparing them to communicate effectively in their professional environment (Robinett et al., 1988). ESP has four pillars. The four pillars are needs analysis, learning objectives, materials and methods, and evaluation. Needs analysis refers to who were taught, in which environment the course were implemented, and what learners want to gain by taking the course. Learning

objectives are the objectives of the course, what learners should be able to do after completing the course. Materials and methods are what are taught and what teaching methods are suitable for use in teaching learners. Evaluation here means the success of the course and the quality of the teacher (Anthony, 2018).

General English teachers equip their learners with grammatical rules, phonemes, morphemes, language history and are simply to be memorized in most cases. ESP teachers focus on communicative needs. ESP is always designed to help students learn English effectively and is always based on the needs of the learner to achieve the goals and objectives in learning English (Dudley-Evans, 1998). English for Occupational Purpose and English for Tourism. According to Zahedphiseh et al. (2017), the English for Occupational Purpose (EOP) program is needed to develop the communicative competence of learners in certain fields such as aviation, business, or tourism. As one of the branches of English for Occupational Purposes (EOP), English for Tourism is a course designed with a focus on learners who work in the tourism industry being able to apply English effectively and correctly in carrying out their daily work. Zahedpisheh et al. (2017) stated that English skills learned in English for Occupational Purposes (EOP) are very similar to English for Specific Purposes (ESP). Teaching English to Tourism has become an important issue because English is widely used as a lingua franca in the context of international tourism. With fluent English skills, those who work in the tourism industry will have a greater chance of getting a job in the international industry. This is because tourism industry employees who master English for Tourism were able to provide good service and communicate effectively with guests.

Needs Analysis

Needs analysis involves assessment, that need is what a students or groups of students may require language. Richter et al. (2018) stated that Election Teaching materials must be based on a systematic analysis of students' needs for target language. The intricate process of needs analysis is typically followed by syllabus design, selection of course materials, teaching or learning a course, and its evaluation. Often students have difficulty defining it what language needs they have and cannot have in distinguish between needs, wants and deficiencies. The application of present situation analysis (do learners with language learned at this point), context analysis (how the environment in which learning will take place), and target situation analysis (the needs of learners with language learned in the future) is part of the needs analysis (Ramdha & Language, 2019).

There are four main steps that must be completed when conducting a needs analysis. The first is needs identification, which involves figuring out what needs to be improved or addressed in a specific context or organization. The second step is data collection, which can be completed by gathering information using a variety of techniques, such as surveys, interviews, or data analysis to understand the current situation and identify specific needs, the third stage is data analysis, carried out to review the data that has been collected to identify patterns, trends and areas of greatest need or urgency, the final stage is developing solutions. Needs analysis is a procedure used to gather information about the needs of learners. A requirements analysis can be carried out in a number of ways. These include identifying target groups, defining professional worker responsibilities, evaluating communicative needs, converting needs into competencies, converting linguistic competencies and other requirements, and choosing instructional strategies to build competencies (Daulay, 2021).

Dudley-Evans & St John (1998) summarized the components of needs analysis from various theories into three, namely: Target Situation Analysis (TSA), Current Situation Analysis (CSA), and Learning Situation Analysis (LSA). Target Situation Analysis (TSA) refers to the things that learners need to master in order to do their job well in the target situation. Current Situation Analysis (CSA) is what learners already know in the first period. Learning Situation Analysis (LSA) refers to the best way learners can learn skills and language. Meanwhile, Robinett et al. (1988) stated that the concept of Needs divide into three; needs, shortcomings, and wants. Needs refer to the abilities that learners must master in order to function effectively in a target situation. Desires are things that learners want to master from the learning process.

Needs Analysis on English for Tourism

English for Tourism is designed to be taught to learners according to their needs which were useful to them while working in the tourism industry. Thus, the needs of learners become the

first thing that a course designer should know before designing a course. Therefore, a needs analysis should be done before designing an English for Tourism course. As explained above, there are several steps in conducting a needs analysis. The main instruments in conducting language needs analysis are questionnaires, structured interviews, observation, analysis of authentic oral and written texts, discussions, and assessments (Evenddy et al., 2020).

Needs analysis is an important step in designing an English for Tourism course. Evenddy et al. (2020) stated that needs analysis is the first important step for any language teaching with specific objectives in terms of course design. Learners, people working in the field, and English for Tourism studies are the main sources for conducting needs analysis. The course designer of English for Tourism should conduct a needs analysis before developing and designing the syllabus, courses, selecting teaching methods to be used and other processes that require needs analysis. The reason is, there are no courses under the auspices of English for Specific Purpose if there is no needs analysis. One of the needs analysis models is the Standpoint Model (SM), which can be used before designing English for Tourism. Standpoint Model (SM) is a needs analysis model that works by identifying authentic tasks and authentic texts used by professional workers in doing their routine work. The Standpoint Model (SM) is expanded based on the fact that every professional worker has a fixed pattern and robot-like activities in doing his routine work (Sujana et al., 2022).

The Standpoint Model (SM) is a development of Responsibility-Based Needs Analysis because it is a model used to conduct needs analysis by determining the Standpoint Model view of professional workers, translating their responsibilities into communicative needs, translating communicative needs into competencies, and translating competencies into learning materials (Sujana M, 2003). Standpoint Model is an ESP design approach based on 'structure or scheme' tourism practitioners routinely carry out their routine tasks (Sujana et al., 2022). A Standpoint Model is a needs analysis model with Identify authentic activities (authentic tasks) and authentic texts/materials (original text) used by job actors in their duties and responsibilities he answered. This model is based on observation and experience as a tour guide that professional workers (e.g. tour guides)

in carrying out his daily work has a repetitive and repetitive level high consistency (fixed patterns and robot-like activity). Another concept that the application of this model is the importance of considering authenticity (texts and assignments) in teaching (Blagojević, 2013).

Authentic Tasks and Texts

Authenticity has gained popularity in the teaching of English for Specific Purposes (ESP). The term "authentic" is widely used in English language teaching (ELT) to describe spoken and written teaching materials. Representing naturally occurring linguistic patterns accurately while taking into account situational and cultural context. Ashraf (2016) stated that authentic materials are materials and texts created with information dissemination in mind rather than language teaching. Authentic text is text that is written (used) not for language teaching purposes, but as information for native speakers of the language (Ahmed, 2017), underlines that ESP materials must meet standards of relevance and usefulness to convince students to participate fully in the learning process. The Standpoint Model is an English language learning design model for special purposes (ESP) whose design is based on authentic and structured steps in carrying out activities as a tourism actor (Sujana et al., 2022). Standpoint Model focuses on the workflow of professional workers as they perform their tasks and the text that should be included in each step or Standpoint Model view.

METHODS

This study employed a qualitative descriptive research and design to improve the vocabulary and grammar skills for tourism practitioners in Bayan Village and to design teaching English for tourism practitioners using Standpoint Model. This research is conducted in Bayan Village which is located in one of the sub-districts in North Lombok Regency, West Nusa Tenggara, Indonesia. North Lombok Regency is a district on Lombok Island which is strategically located near the Lombok Strait for sea transportation and marine tourism. The subjects of this study were 10 tourism practitioners in Bayan Village, namely Chief of Tour Guides or the Traditional Rulers (Pemangku Adat) (1 people), Tour Guides (2 people), Poleng and Londong Abang cloth weavers (3 people), Souvenir Sellers (2 people), and Bayan Village

Specialty Drink (2 people). Data collection in this research was carried out through observation, interviews and documentation. The instrument used in this study were observation sheet and interview sheet. This research uses qualitative descriptive methods, as explained (Creswell, 2007) to develop explanations of social phenomena in this research. The results of this research became the basis for developing ESP-based English syllabus and learning materials.

FINDNGS AND DISCUSSION

Finding

There are 9 main locations in Bayan Village. The first location is the Ancient Mosque of Bayan Beleq which has 7 standpoints namely, Rental Desk, Berugak Registration, Twin Trees, In front of the graves, In front of the Ancient Mosque Door, Beside the Mihrab, In front of the Public Cemetery. The second location is East Bayan Traditional House which has 3 standpoints namely the courtyard of East Bayan Traditional House, Second Staircase, Bale Beleq (main house) and Bale Penyunat. The third location is Grave of Susunan Ratu has 1 standpoint namely In front of the Grave of Susunan Ratu, the fourth location is Bangket Uban Traditional Rice Fields has 1 standpoint namely Bangket Uban Pavilion, the fifth location is Mandala Swimming Pool has 1 standpoint namely In front of Mandala Swimming Pool , the sixth location is Bayan Village Traditional Forest has 1 standpoint namely Jebak Bangket Bayan Traditional Forest, the seventh location is House Selling Typical Drink from Bayan Village has 1 standpoint namely In front of the Typical Drink(Brem), the eighth location is Bayan Village Weaving House has 1 standpoint namely In front of the Loom, the ninth location is Bayan Village Souvenir Shop has 1 standpoint namely Inside Bayan Village Souvenir Shop.

Figure 1. Map Bayan Village

There are a total of seventeen tasks that must be carried out by tourism actors in Bayan village in carrying out their routine work. For the chief of tour guide who guards the Ancient Mosque every day, firstly welcomes the guests and directs them to the Poleng and Londong Abang cloth rental place, then explain the reasons why Poleng Cloth must be worn when entering the Ancient Mosque. Then explain general information about local wisdom in Bayan Village and provide information about tourist destinations around Bayan Village. Once guests have donned their cloths, they will all be directed to the registration section to fill in the guest list. One of the main tasks of tourism practitioners is to welcome guests who come to tourist attractions. This task often involves saying welcome, introducing oneself, and providing initial information needed by tourists.

For tour guides, after guests have completed registration, the tour guide needs to direct guests to start the tour which begins by explaining the history of the Twin Trees and the Ancient Mosque as well as the function of the mihrab, then telling who's graves are located around the Ancient Mosque and how Islam was spread on Lombok Island. The second location, East Bayan Village Traditional House and the tour guide needs to explain the function of each Berugak. Apart from that, the function of Bale Beleq (main house) and Bale Penyunat are also explained. Then, at the third location the tour guide continued the tour to the Grave of Susunan Ratu, to explain the history of the descendants of Bayan Timur's ancestors.

After from the Grave of Susunan Ratu, the tour guide take the guests to visit the fourth location, namely Subak Bangket Uban

Traditional Rice Fields to explain the uniqueness of the irrigation system which uses the subak system, it means that higher rice fields irrigate lower rice fields and explain what crops can be planted. Next, at the fifth location in Mandala Swimming pool, the tour guide explains about the Pengembulan Kali Jawa which has historical value similar to the Ancient Mosque, and inform guests that the water in the Mandala Swimming pool is non-bacterial because it comes from a direct spring. Then, at sixth location namely Traditional Forest, tour guide explaining that there are Prohibitions (Awik-Awik) which apply to local residents or visitors which must not be violated, and explain that trees growing in the Customary Forest can only be used for traditional purposes such as repairing an Ancient Mosque or renovating traditional house, so it cannot be used for personal gain.

At the seventh location, in house selling Typical Drink in Bayan Village, the tour guide explaining the functions and good days of making Brem Bayan, then at the sixth location in Bayan village weaving house, the tour guide explain the functions of Poleng and Londong Abang cloth and when the cloth is used. Before ending the tour, the tour guide take the guests to ninth or the last location, namely Souvenir Shop Bayan Village where they will introduce and provide explanations about the souvenirs sold there. For the seller of Specialty Drink in Bayan Village needs to welcome guests, then explain in more detail the functions of Brem Bayan drinks and tell guests the price of Brem Bayan according to the size of the bottle used, then explain the reasons for what days are allowed and not allowed when making Brem. For the Bayan village weavers needs to welcome guests, then explain the differences between Poleng and Londong Abang cloth and tell guests the complementary parts of Poleng and Londong Abang cloth such as Jong, Lipak, Sampur, and dodot. Lastly, for souvenir sellers needs to welcome guests, then introduce and explain what items are sold in the souvenir shop and the prices offered for each item.

After finding responsibility, the researcher translates that responsibility or tasks into communicative needs. Responsibilities are related to work, whereas communicative needs are related to the use of language by tourism practitioners. The communicative needs which have been set must be translated into several competencies that must be mastered by tourism practitioners in Bayan Village in order to function effectively in the target situation. It can be seen that generally the tourism practitioners at Bayan Village need to have 30 competencies in order to function effectively in the target situation. The last step is translating the competencies into learning materials that must be used in the teaching and learning process.

Syllabus Design of English Language Teaching Program for Tourism Practitioners at Bayan Village

The result of syllabus development after the process of conducting needs analysis and instructional analysis. The syllabus design consisted of learning outcome, text and tasks, learning objectives, materials, achievement indicator, sub material/sub topic, method, media and source, and assessment.

a) Learning Outcomes: the target participants were able to become a professional tourism practitioner in Bayan Village.

b) Learning Objectives
English language practitioners were able to welcome guests, provide information about tourist destinations, direct registration, explain how to use and the reason for using Poleng and Londong Abang cloth, explain the history and function of Twin Trees, Ancient Mosque and Graves, explain public cemeteries, explain the history and the function of all the Berugak in the Traditional House, explaining Bale Beleq and Penyunat in the Traditional House, Explaining about the grave of Susunan Ratu, explaining the Subak Bangket Uban irrigation system and types of plants, explaining the Mendala swimming pool, explaining the Awik-awik and the springs of the Bangket Bayan traditional forest, explaining about the traditional drinks of Bayan village, explaining the weaving of Poleng and Londong Abang cloth, promoting and explaining souvenirs sold in Bayan village.

c) Materials: welcome the guests (leave-taking), provide information about tourist destinations, direct registration, how to use Poleng and Londong Abang cloth, history and function of Twin Trees, Ancient Mosque and Graves, public cemeteries, history and the function of all the Berugak in the Traditional House, Bale Beleq and Penyunat in the Traditional House, the

grave of Susunan Ratu, Subak Bangket Uban irrigation system and types of plants, Mendala swimming pool, Awik-awik and the springs of the Bangket Bayan traditional forest, traditional drinks of Bayan village, weaving of Poleng and Londong Abang cloth, souvenirs sold in Bayan village.

d) Indicator of achievements: Can use leave-taking expression and explain the destinations around Bayan village, can ask the guests to fill out registration and reasons for using Poleng and Londong Abang cloth, can explain the history of Twin Trees, can explain the 6 graves in Ancient Mosque area, can explain the history of Ancient Mosque and history of how Islam was spread on the island of Lombok, can explain the materials and function of Ancient Mosque and Mihrab, can provide information that the public cemetery is intended for local residents, can explain the function of 6 Berugak in East Bayan Traditional House, can explain the functions of Bale Beleq and Penyunat, can explain the grave of Sususnan Ratu, can explain the history and types of plants in Subak Bangket Uban rice fields, can provide information about water in the Mandala swimming pool, can explain the Prohibitions (Awik-awik) and benefits of Bangket Bayan Traditional Forest, can provide the information about Brem Bayan, can explain the differences, functions, when to use, and completeness of Poleng and Londong Abang cloth, can explain various types and prices of souvenirs sold in Bayan village.

e) Sub-materials/sub topics: Greetings of Leave-taking, Past tenses, Simple present tense, Modals, Rent the Poleng and Londong Abang cloth, Fill out the registration, Twin Trees, 6 graves around the Ancient Mosque, Ancient Mosque, Islam, Mihrab, Public Cemetery, 6 Berugak in East Bayan Traditional House, Bale Beleq and Penyunat, grave of Susunan Ratu, Subak Bangket Uban rice fields, Mandala Swimming pool, Bangket Bayan Traditional Forest, Brem Bayan, Poleng and Londong Abang cloth, and souvenirs.

f) Methods: Teacher-Centered, Instruction, Storytelling, Simulation, Pair work, Role Play, Direct Instruction, and Discussion.

g) Sources and media: Module, Power Point, Video Example, Audio, Bayan village calendar, Textbooks, Slidesgo, Canva, Adobe in Desig, Video, Podcast, Duolingo, Quizlet, various types of souvenirs.

h) Assessment: This syllabus uses the target participants, performance to assess them.

Discussion

Several standpoints were found in 9 main locations at Bayan Village when the tour guide was doing their jobs (tasks) and deliver the storylines (texts). The location can be seen in the map. These standpoints were the spots to find out the authentic tasks and texts used by Tourism Practitioners in Bayan Village. The authentic tasks and texts are used to design a syllabus for English for Tourism Practitioners in Bayan Village. There are seventeen points in 9 main location of tour guides where they stand to explain about those objects.

At location 1 namely Ancient Mosque of Bayan Beleq, there are (1) Rental Desk, (2) Berugak Registration, (3) explaining detail information about the Twin Trees, (4) explaining detail information about the graves, (5) explaining detail information about the Ancient Mosque, (6) explaining detail information about the Mihrab, (7) explaining detail information about the public cemetery. At location 2 namely East Bayan Traditional House, there are (8) explaining detail information about the East Bayan traditional house, (9) in second staircase explaining detail information about the Berugak, (10) explaining detail information about the Bale Beleq (main house) and Penyunat. At location 3 namely Grave of Susunan Ratu, there is (11) explaining detail information about the grave of Susunan Ratu. At location 4 namely Bangket Uban Traditional Rice Fields, there is (12) in Bangket Uban pavilion explaining detail information about the irrigation system. At location 5 namely Mandala Swimming Pool, there is (13) In front of the Mandala swimming pool explain about advantages of Mandala swimming pool,

At location 6 namely Bayan Village Traditional Forest, there are (14) in Jebak bangket Bayan explaining detail information about the traditional forest, at location 7 namely

House selling typical drink from Bayan village, there is(15) in front of the typical drink (Brem) explaining detail information about the Brem Bayan, at location 8 namely Bayan village weaving house, there is (16) in front of the loom explaining detail information about the Poleng and Londong Abang cloth, and at locaction 9 namely Souvenir Shop Bayan Villlage, there is (17) Inside Bayan Village Souvenir Shop explaining detail information about the souvenir. That Authentic tasks refer to communication that native speakers use in real life activities that reflect what experts encounter in a particular field. Tour guide communicate or explain content based on actual activities in tourist area (Bayan village) during the tour.

Meanwhile, the storylines (authentic texts) of each Standpoint Model are more than one, there are 31 authentic texts, 1) Details Information about tourism destination in Bayan Village, 2) Information about the reasons for using Poleng and Londong Abang cloth when entering the Ancient Mosque area, 3) The history of Twin Trees in Ancient Mosque, 4) Information about who, when, and why was buried around the Ancient Mosque area, 5) Information on when the ancient mosque was built, 6) Information about the functions of Ancient Mosque, 7) Information about who spread Islam in Lombok, 8) Information about the materials used to build mosque and mihrab in Ancient Mosque, 9) nformation about the function of the mihrab in Ancient Mosque, 10) Information about the reasons why the mihrab faces west. 11) Information about public cemeteries is only provided to all residents of Bayan village, 12) Information about the function of Berugak Agung, Berugak Dasan Bagek, Berugak Lendang Nyambuk, and Berugak Jangan in East Bayan Traditional House, 13) Information about Berugak Santren and Pedangan when there are traditional events in East Bayan Traditional House, 14) Information about the function of Bale Beleq for Traditional Rules (Pamangku Adat) in East Bayan Traditional House, 15) Information about Bale Beleq for cimsurciser (Penyunat) in East Bayan Traditional House.

16) Information about the grave of Susunan Ratu, 17) Information about the descendants of the ancestors of the East Bayan, 18) Information about the irrigation system using the Subak system in Bangket Uban rice fields, 19) Detail information about the plants that can be planted in the Bangket Ubah rice fields, 20)

Information about the history of Pengembulan Kali Jawa in Mandala swimming pool, 21) Detail information about the water used in the Mandala Swimming pools, 22) Information about prohibitions (Awik-Awik) that apply in Bangket Bayan Traditional Forest. 23) Information that the Bangket Bayan Traditional Forest is a water source that irrigates Bayan village, 24) Information about trees in Bangket Bayan Traditional Forest that are only used for traditional purposes, 25) Detail information of typical drink (Brem Bayan) of Bayan village, 26) Information about the prices of Brem Bayan in different bottle sizes, 27) Information about the good times (Wage, Legi, Pon, Pahing) in Bayan village in making Brem Bayan, 28) Information about the differences between Poleng and Londong Abang cloth, 29) Information about the functions of Poleng and Londong Abang cloth, 30) Information on what events to use Poleng and Londong Abang cloth, 31) Detail Information about the complementary parts of Poleng and Londong Abang cloth, 32) Detail Information about the price of each item sold (Brem Bayan, Poleng and Londong Abang cloth, Poleng bag, Sampur, Sapuk, Lipaq, Jong, Dodot and Bayan bracelet).

Furthermore, the result of this study are in accordance with the results of the previous research conducted by Saputri (2014). The previous studies related to this research, there are similarities and difference. The similarity between this research and the second previous research lies in the research focus. They focus on finding English tourism needs while doing their jobs. One of the differences between this research and the second previous research is the needs analysis model used. This research will use a stand point model which focuses on determining authentic tasks and authentic texts of professional workers, in analyzing needs while others do not. This research also needs to be carried out because the ability of tourism practitioners in Bayan Village to require English for their routine work still needs to be improved and they have never conducted an analysis of their English language needs.

CONCLUSION

Based on findings and discussion, it can be interpretated that a syllabus was made for English practitioners in Bayan Village, the English learning design was designed with the Standpoint

Model approach, which focuses on the specific needs of participants based on their context and work environment by determining authentic tasks and texts used to develop a syllabus designed to meet their needs, this model involves: Needs Analysis, Determining Authentic Tasks and Texts, Designing Learning Objectives, Selecting Content and Methods, and Assessment. Further, English learning can be more relevant and effective in improving the communication skills of tourism practitioners, thus supporting the development of sustainable tourism in Bayan Village.

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