



A Need Analysis for Local Culture in English for Tour Guide ESP Materials in Bogor Regency

Sari Rejeki and Ni Made Widisanti Swetasurya^(✉)

Pakuan University, Bogor, West Java 16129, Indonesia
sari.rezeki@unpak.ac.id, naira.tasya@gmail.com

Abstract. One of the industries that is adversely affected by the pandemic is tourism. To help the recovery of the tourism sector specifically in Bogor Regency, this study is conducted to seek the need analysis of English for Specific Purposes (ESP) for the target and learning needs for local tour guides in the area. The needs analysis is an initial step for a larger goal to develop an English for Tour Guide materials based on local culture to help tour guides in Bogor Regency function in their professional environment. This research is a descriptive qualitative study, utilizing questionnaires and interview as instruments. The tools help to describe necessities, lacks, wants and learning needs which are parts of the target needs. It also helps to identify the local culture of Bogor Regency. The study presents language function, topics, difficulties faced when learning English, self-evaluation of English skills, preferred teaching technique and materials of Tour Guides in Bogor Regency. This study also reveals, the tourist destination of Bogor Regency and the types of tour guiding activities involved. The study leads to the conclusion that there is a need to develop materials in this particular field based on local culture.

Keywords: English for Specific Purposes (ESP) · Local Culture · Lacks · Learning Needs · Necessities · Wants · Target Needs · Tourism · Tour Guid

1 Introduction

The tourism sector has an important role in a country's economic growth. One significant factor that affects a country's economic growth is the tourism industry. Though the tourism sector is slowly waking up, it is undeniable that the pandemic has caused a major impact. Currently, with the COVID-19 pandemic showing signs of subsiding, Indonesia is seeking to revive its' tourism industry by improving the competency of workers.

The tourism industry deals with diversified sectors. Accommodation and transportation activities are categorized as dominant tourism enterprises. Parts of these large sectors are travel agencies, tourist guides, taxi drivers, bus drivers, airport employees, laundry, gardening, catering, shops and many others [7]. To help increase the skill level of workers in the tourism industry, this study focuses on tourist guides, specifically in the Bogor Regency.

The official forum for tourist guides in Indonesia is officially administered in the Indonesian Tourist Association (*Himpunan Pramuwisata Indonesia* (HPI)). The HPI's main purpose is to group, promote and ensure that tourist guides are recognized as the ambassadors of their country. They are committed to develop national and international training, and improve the quality of guiding through education and training. In an interview with the head of the HPI in Bogor Regency, they are in need of support in terms of training and programs to increase the skills of the members. Currently, activities such as a course for Tour Guide and Hospitality are available but still in need of assistance. Based on this situation, it is evident that there is a need for materials in ESP or more specifically English for Tourism Purposes for tour guides based on local culture.

ESP is an English teaching program which is based on the argument that all language teaching must be designed for the specific learning and language use of identified groups of students. The teaching design is aimed at a particular group of students to cater the purposes of using the target language [12]. Designing a curriculum for ESP courses in the field of ETP (English for Tourism Purposes) help learners able to use what they have learned to perform their jobs more effectively and thus enhance learners' inherent motivation which can aid and support their learning process [18]. What the majority of ESP studies agrees upon is that prior to carrying out any ESP course the following two questions have to be thoroughly studied and analyzed [13]:

1. Why does a particular learner need to learn a foreign language?
2. Which approach to language learning is the most appropriate for a particular learner?

The two questions are answered through needs analysis. Hutchinson and Waters point out, need analysis provide the learner with the capacity to handle communication in the target situation and it is often referred to a key stage and/or as a basis of ESP. As Hutchinson and Waters [18] explained, NA involve describing:

1. Target needs, which is an umbrella term comprising:
 - Necessities; the destination, or what the learner needs to know to function properly in the target situation.
 - Lacks; represents the starting point, or what the learner already knows,
 - Wants, deals with the learners' view as to what their needs are.
2. Learning needs, involves what learners need to do in order to learn.

So then one question arises, why local culture? Local culture is needed so that the task can be applicable for tour guides; a detail description of tour guide activities in a particular tourist destination. The term *culture* can have different meanings. Some language teachers use the term to refer to cultural products for example literary works or works of art. Whereas others use the term to refer to background information, for example facts about the history or geography of countries where the target language is spoken [13]. The form of culture can be classified into ideas, activities and artifacts [1].

Dealing with selecting appropriate teaching materials for students, previous research is conducted by Sari [13]. The paper draws on the data of the needs of the English

Education Department students. It highlights the learners needs in the eyes of students, tourism practitioners and lecturers and discusses the implications of these on the design of the English for Tour and Travel teaching materials. Another research is a study by Ratminingsih, which reports the results of need analysis of English for Specific Purposes (ESP) for local tour guides in two villages in Buleleng regency [12]. This research is different from the previous research as it focuses on the tour guides specifically in the Bogor Regency. It looks into tourist destinations, local tour guiding activities and local culture in a particular tourist destination.

2 Method

This article presents the needs analysis in developing teaching materials of English for Tour Guide based on local culture. This research is a descriptive qualitative study involving tour guides from Bogor Regency. Two instruments are used to obtain data; questionnaire and interview. The stages of data collection include:

1. Literature review
2. Questionnaire
3. Interview

The questionnaire is designed to obtain target needs (necessities, lacks and want) and learning needs. The interview in the form of Focus Group Discussion was conducted to seek further information needed from the questionnaire. It was also carried out to discover the local culture of Bogor Regency, which include tourist destination, real tour guiding experience, local culture such as culinary ikon and other specific culture of Bogor Regency.

Acknowledging the weakness of NA: the fact that too many NAs are carried out by means of questionnaires prepared by people with limited expertise and little knowledge of the field concerned. It is the analyst's job to identify needs. Thus, the implementation of the materials of English for Specific Learners to target learners is crucial. This will be conducted after the completion of this study.

3 Data Analysis and Discussion

There are 3 sections in the data analysis and discussion; background description of informants from HPI, target needs and local culture.

3.1 Background Description of Informants from *Himpunan Pramuwisata Indonesia* (HPI)

36 members from the Indonesia Tourist Guide Association or Himpunan Pramuwisata Indonesia (HPI) from Bogor Regency are involved as informants in this study. Concerning gender, 75,7% are men and the rest are women between the ages of 21- 42. The respondents all reside in Bogor Regency area. The questionnaire also reveals that other

than tour guiding, the respondents are tour leaders and celebgrams. In terms of education, the majority are High School graduate, Diploma and Graduate student but don't have educational background in tourism. The respondents learnt English formally from Elementary to University, but 70,3% still find English difficult to understand and use.

3.2 Target Needs; Necessities, Lacks and Wants and Learning Needs

The target needs; necessities, lacks and wants and learning needs are obtained from the questionnaire and interview. Table 1 and 2 show the results of language function and topics necessary for the materials in English for tour guides. In the questionnaire, respondents were allowed to choose as many answers as they felt necessary. The two questions in Table 1 and 2 are considered target needs; necessities, which is what the learner needs to know to function properly in the target situation.

By examining the respondents' choice, it is conveyed that the Tour Guides in the Bogor Regency mostly need language function in these particular contexts; telephone conversation and asking and giving information, handling complaints, making travel arrangements, and arranging schedules and appointments. The topics that are important for Tour Guides are destination, tour information, tour operators, travel agencies and special interest tour.

Investigating the difficulties when faced with communicating with foreigners, the respondents feel that not knowing the appropriate vocabulary to use and not able to express ideas into sentences are the most challenging. Following that are pronunciation and comprehension.

Table 4 is a self-evaluation of the informant's English skills. The majority of the respondents feels that their English ability are in the pre-intermediate level. This is considered students' lacks. In the target needs, lacks represent the starting point, it describes what the learners already know. Thus, the information of the language skills below can be a starting point of the language level to make the materials; English for Tour Guides.

Table 5 and 6 show what the target needs of wants or learners' perspective as to what their needs are. In order to improve the English skills, the tour guides of Bogor Regency indicate that learning a foreign language is best by working with a partner, and in groups, also by interacting with the teacher. The informants also added that direct practice with native speakers will greatly improve their English ability. Furthermore, dialogue, direct practise and discussion are preferred teaching technique to practice English. As Table 7 shows, pronunciation, dialogue and materials from magazine, newspaper and the internet are preferred materials that would help improve their ability in English.

Table 8 indicates that speaking and listening are the most important skills to use compared to reading and writing. References related with English for Tour Guides have minimum task related with listening activities. To be able to produce a language either orally or in writing, one must be exposed a lot to the language.

3.3 Local Culture

Researching the local culture related with tourist destination, tour guiding activities, culinary icon and arts of Bogor Regency were conducted in two stages; literature review

and interview. After searching for journals related with the tourism sector in Bogor Regency, a Focus Group Discussion with HPI members were administered. The results reveal that;

1. Bogor is famous for its' nature. Gunung Pancar [11], Gunung Geulis and Gunung Sari Pamijahan [8] have high potential for natural tourism. Tourists are interested in the nature, the history and the specific food they can directly consume in the particular area such as '*sayur pakis*'. The tour guiding activities involved are explaining; the route of the tour (for hiking), safety guards, local belief – the do's and don'ts, the unique flora and fauna that exist in the particular area.
2. The tourism tagline for Bogor Regency is 'Sport and Tourism'. According to HPI, popular tourist destinations related with sport tourism are: Paragliding in Puncak, Golf in Bogor Raya, Sentul International Circuit. As a unique local culture related with sports, an association for Indonesian Traditional Sport Forum called Formi

Table 1. Target needs; necessities (language functions for materials in English for Tour Guides)

The language functions which are important to be added in the materials English for Tour Guides:	Respondent's Choice
1. Telephone conversations	23
2. Asking and giving information	23
3. Handling complaints	21
4. Apologising	8
5. Asking for help	10
6. Answering enquiries	8
7. Explaining the dishes /culinary	6
8. Taking and confirming reservation	8
9. Handling checking in and checking out	7
10. Making travel arrangements	15
11. Making travel arrangements	20
12. Asking and making suggestions	11
13. Booking cars/motorbikes	7
14. Welcoming a visitor	7
15. Welcoming a visitor	14
16. Asking permission	9
17. Agreeing and disagreeing	6
18. Describing an object	5
19. Tour guiding	11

Table 2. Target needs; necessities (language topics for materials in English for Tour Guides)

Which topics are important for the materials English for Tour Guides?	Respondent's Choice
1. Destinations	31
2. Hotel Facilities	16
3. Hotel Reservations	8
4. Tour Operators	23
5. Travel Agencies	18
6. Shopping and Sightseeing	13
7. Getting Around	10
8. Eating Out	9
9. Traditions	14
10. Special Interest Tour	16
11. Careers in Tourism	5
12. Art Shop and Gallery	9
13. Car and Motorbike Rentals	5
14. Tour Information	25

Table 3. Target needs; necessities (difficulties faced when using English)

What difficulties do you face when using English?	Respondent's Choice
1. Using the appropriate vocabulary	30
2. Difficulties in pronunciation	15
3. Difficulties in comprehending what foreigners are saying	10
4. Difficulties in expressing meaning into phrases and sentence	22

(*Forum Olahraga Tradisional Masyarakat Indonesia*) is currently promoting traditional local games and sports such as Galaxin, Paulinan, and other traditional games.

- According to HPI, Mulyaharja in the village of Ciharashas and Kebun Wisata Pasir mukti are popular tourist destinations concerning agro-tourism. This type of tourism permits visitors to observe the growth, harvesting, and processing of local food. The specific tour guiding activities are; plowing the rice fields, planting rice, planting and picking fruit and vegetables and fishing. Another tourist destination is Kebun Teh Gunung Mas with the tour guiding activity, explaining; how to pick the best tea and the process of making tea. Bogor Regency has a lot of potential in agro-tourism. Many tourism villages offer tourist destination involving local culture like Taman Buah Mekarsari which is the largest fruit garden in the world. The tour guiding activities include explaining the biodiversity conservation centre of tropical fruits,

Table 4. Target needs; Lacks (Self evaluation)

How do you evaluate your English skills?	Respondent's Choice
1. Beginner-you haven't had any contact with the language or have, but passively.	0
2. Elementary-you can understand basic phrases and can interact in a simple way.	5
3. Pre-intermediate-you have a general idea what is being said but have some difficulties. However, you are able to have a conversation about which are of personal interest	21
4. Intermediate-can interact and be spontaneous but has problems with grammar and vocabulary.	5
6. Advanced-can understand almost everything including idiomatic expressions and can compose complex texts and can use the language for professional or social usage.	5

Table 5. Target needs; wants-student interaction (preferred teaching technique to improve English skills)

What teaching technique do you need in order to improve your English skills in Tour Guiding?	Respondent's Choice
With a partner	26
In groups	15
Working alone	6
Interacting with the teacher	17
Lainnya: Sebutkan Latihan berbicara langsung dengan native	

from all regions. Desa Malasari is also known for its' tourism village. The tour guiding activities include; planting rice, making the unique local food *kolang kaling*, and *aren sugar*.

4. Bogor is famous for its' culinary tourism. Literature reveals Cimory Riverside, Melrimba Garden and street food at At-Ta'awun as tourist destinations for culinary tourism [14]. In the discussion with HPI, the most famous traditional local culinary destination is at Surya Kencana. Visitors usually hunt for food icon of Bogor, such as Tauge Goreng, Soto Bogor, Soto Mie, Doclang, Asinan Bogor, Laksa, Dodongkal, Mie Glosor, Roti Unyil, Lapis Talas and Bajigur. The tour guiding activities involve are; explaining kinds of local food, the history and philosophy of the local food, exemplifying how to eat locally and what it symbolizes.
5. Sindangbarang Cultural Village is a tourist destination rich in local culture and history. According to research, Sindangbarang Cultural Village has the potential to be developed as religious tourism [4]. In the interview with HPI, Sindangbarang

Table 6. Target needs; wants (preferred teaching technique to improve English skills)

What technique help you in learning English?	Respondent's Choice
1. Making drama	0
2. Discussion	17
3. Dialogue	25
4. Interview	5
5. Direct practice	24
6. Games	3
7. Through songs	6
8. Drawing	1

Table 7. Target needs; wants (preferred teaching materials to learn English)

What teaching materials would help improve your English skills?	Respondent's Choice
Articles from a magazine, newspaper, internet, etc.	16
Pictures	7
Recordings	4
Dialogues	25
Grammar	14
Pronunciation	27
Maps	3
Advertising	5
Table or graphs	3

Table 8. Learning needs

What ability/skills do you need most in order to function well in your profession (Tour Guiding)	Respondent's Choice
1. Listening	21
2. Speaking	31
3. Reading	11
4. Reading	9

Cultural Village has more of the characteristics of educational tourism. They do point out that this tourist destination is indeed rich in history as it is the oldest village in the Bogor area. It is also a place where art and cultural performances began and

these traditions continue to be practiced through an annual harvest ceremony and other cultural activities. The tour guide activities include; explaining local Sundanese food, trekking, explaining traditional music and art, making puppets and swords from cassava and dry coconut leaves.

6. According to HPI, the tour guiding activity of '*napak tilas*' to *makam keramat*, or sacred tomb, is also local culture of Bogor Regency. One of the popular tourist destinations related with religious and heritage tourism is Kampung Adat Urug with the tour guiding activities such as explaining; the history of the place, architecture of the traditional houses, the traditional Sundanese family system and leadership.

4 Conclusion

This study looks into English for Specific Purposes need analysis of the target needs; necessities, lacks and wants and learning needs of Tour Guides in Bogor Regency. It looks into tourist destinations, local tour guiding activities and local culture in a particular tourist destination.

36 members of tourist guide from HPI are included in this qualitative study. In terms of target needs of necessities, it can be concluded that the tour guides need language function in these particular contexts; telephone conversation, asking and giving information, handling complaints, making travel arrangements, and arranging schedules and appointments. While, the topics that are important for the materials for Tour Guides are destination, tour information, tour operators, travel agencies and special interest tour. Furthermore, there is a need to learn the appropriate vocabulary in context, and to practice pronunciation, and comprehension. It is also identified that the tour guides English competence are pre-intermediate. This represents lacks, the starting point, of what the learners already know.

In terms of wants, according to the informants, foreign language is best practiced when working with a partner, in groups, and interacting with the teacher. They also added that direct practice with native speakers is a very important factor in improving competence. Tour guides also added the urgent need to improve listening and speaking skills compared to other skills.

In terms of types of tourism Bogor in general have potential in developing its' natural tourism, sport tourism, agro-tourism, culinary tourism, educational tourism, religious and heritage tourism. Thus, the tourist destinations that will be exposed related to these types of tourism are: Gunung Pancar, Gunung Geulis and Gunung Sari Pamijahan, Paragliding in Puncak, Golf in Bogor Raya, Sentul International Circuit, Mulyaharja in the village of Ciharashas, Kebun Wisata Pasir Mukti, Kebun Teh Gunung Mas, Taman Buah Mekarsari, and Sindangbarang Cultural Village. The culinary icon of Bogor such as Tauge Goreng, Soto Bogor, Soto Mie, Doclang, Asinan Bogor, Laksa, Dodongkal, Mie Glosor, Roti Unyil, Lapis Talas and Bajigur will also be incorporated as topics of English for Tour Guides. Sayur pakis, traditional sports; namely kaulinan, galaxin are aspects of local that will be interesting to be included. The tour guiding activities involve the competence of tour guides to use their public speaking skills to explain the uniqueness of Bogor Regency; its' tourist destination and the local culture. The results of the needs analysis in this study is an initial step and will be the basis of reference for a larger goal to develop an English for Tour Guide materials based on local culture.

Acknowledgements. We would like to express our gratitude to the Head of Himpunan Pramuwisata Indonesia (HPI) Kabupaten Bogor, Deni Hamdani and members of (HPI) for generously sharing time and expertise.

We thank our colleagues Imani Satriani and Quote Nuraini who provided insight and expertise that greatly assisted the research.

We would also like to thank you students of the English Department Program; Silvi Sandi Yudha and Aeny Qurrota A'yun for their contributions during data collection.

Authors' Contribution. SR wrote the manuscript.

SR and NMWS collected the data.

All authors reviewed the final manuscript.

References

1. Adji, M., Rijati Sri., & Permadi Y. 2019. What is the Local Teaching Strategy in BIPA Learning?. KEBIPAAAN 2019 Proceeding of the 2nd Konferensi BIPA Ta-hunan by Postgraduate Program of Javanese Literature and Language Educa-tion in Collaboration with Association of Indonesian Language and Literature Lecturers. <https://doi.org/10.4108/eai.9-11-2019.2294957>
2. Anthony, L.(2018). *Introducing English for Specific Purposes*. NY:Routledge.
3. Basturkmen, H.(2010).*Developing Courses in English for Specific Purpos-es*.NY:Palgrave Macmillan.
4. Dimitri,Seruni.[2018].Potensi Pengembangan Wisata Spiritual di Kampung Bu-daya Sindangbarang, Bogor Universitas Bunda Mulia, Jakarta.e-ISSN No:2622–7436
5. Ekasani, K. A., Bhuanaputri, N. K. A. W., Yosephanny, P., & Alberta, F. J. (2020). The Role of Educational Tourism for Indonesian Development. *Journal of Busi-ness on Hospitality and Tourism*, 6(2). <https://doi.org/10.22334/jbhost.v6i2.217>
6. Fitriana, F., Hilman, Y. A., & Triono, B. (2020). Peran Dinas Pariwisata dan Ke-budayaan Dalam Upaya Pelestarian Kesenian Budaya Lokal. *Jurnal Inovasi Ilmu Sosial Dan Politik*, 2(1). <https://doi.org/10.33474/jisop.v2i1.4899>
7. Gonzalez, P.D., & Betancor S.M.G. (2021). Employment in Tourism Industries: Are there Subsectors with a Potentially Higher Level of Income?. *Mathematics*, 9. <https://doi.org/10.3390/math922844>
8. Harsani, P & Aryani. A.A., & Rahmadi T. (2020) *International Journal of Quanti-tative Research and Modeling*. 1(2). <https://journal.rescollacomm.com/index.php/ijqrm/index>
9. Hutchinsons, T.,& Waters, A.(2020). *English for Specific Purposes A Learning-CentredApproach*.AlihBahasa Budiarti.Yoogyakarta:Salma Idea.
10. Islamiyati, D., & Chairy, C. (2021). THE INFLUENCE OF MEMORABLE SOUVENIRS SHOPPING EXPERIENCE AND PLACE IDENTITY ON REVISIT INTENTION (THE CASE OF YOGYAKARTA). *Jurnal Muara Ilmu Ekonomi Dan Bisnis*, 5(1). <https://doi.org/10.24912/jmieb.v5i1.11054>
11. Pambudi, A.L., Daryanto.A & Hartoyo, S.(2014).Development Strategy of Natu-ral Tourism in Pancar Mountain Natural Park.16(27).<https://doi.org/10.9744/jmk.16.1.27-34>.
12. Ratminingsih, N. M., Suardana, M., & Martin, A. A. N. Y. (2018). English for Tour Guide: A Need Analysis of a Contextual-Based Language Teaching. *SHS Web of Conferences*, 42, 12. <https://doi.org/10.1051/shsconf/20184200012>
13. Sari, R.A (2016)., Teaching English for Tourism in Bali Based on Local Culture: What do Students Need? Proceeding of the Fourth International Seminar of English Language and Teaching (ISELT-4), 4(2) <http://ejournal.unp.ac.id/index.php/selt/article/view/6979>

14. Saleh, I., Hermawan, A & Chozin, M.A. (2013).Sustainable Culinary Tourism in Puncak, Bogor. *Jurnal Manajemen & Agribisnis*.10(1).
15. Seliari, T. (2021). Mempertahankan Eksistensi Desa Wisata dengan Kearifan Lokal (Studi kasus : Tracking Terbit Menoreh di Dusun Madigondo, Samigaluh, Kulon Progo). *Khasanah Ilmu - Jurnal Pariwisata Dan Budaya*, 12(2). <https://doi.org/10.31294/khi.v12i2.10124>
16. Setyaningrum, N. D. B. (2018). BUDAYA LOKAL DI ERA GLOBAL. *Ekspresi Seni*, 20(2). <https://doi.org/10.26887/ekse.v20i2.392>
17. Sunaryo, N. A., Putra, I. N. D., & Dewi, M. H. U. (2019). Perkembangan Wisata Belanja “Oleh-Oleh Makanan” di Kota Malang. *Jurnal Master Pariwisata (JUMPA)*. <https://doi.org/10.24843/jumpa.2019.v06.i01.p02>
18. Tonić, A. (2010). Triangulation of Needs Analysis in English for Tourism Purpos-es. *Journal for Foreign Languages*, 2(1–2). <https://doi.org/10.4312/vestnik.2.43-68>
19. Tsartsara, S. I. (2018). Definition of a new type of tourism niche—The geriatric tourism. *International Journal of Tourism Research*, 20(6). <https://doi.org/10.1002/jtr.2232>
20. Vargas-Sánchez, A., & Perano, M. (2018). Halal Tourism through the Lens of Generation Z in a Muslim Majority Country: Implications on Tourist Services. *In-ternational Journal of Business and Management*, 13(9). <https://doi.org/10.5539/ijbm.v13n9p36>
21. Woodrow,L.(2018). *Introducing Course Design in English for Specific Purpos-es*.NY:Routledge.
22. Zahedpisheh, N., B Abu bakar, Z., & Saffari, N. (2017). English for Tourism and Hospitality Purposes (ETP). *English Language Teaching*, 10(9). <https://doi.org/10.5539/elt.v10n9p86>

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter’s Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter’s Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

