

Textbook Analysis of 'Basic English for Tourism' using Tomlinson's Theory

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Abstract: *This study analyzes the textbook "Basic English for Tourism" based on Tomlinson's criteria and Littlejohn's Three Levels of Analysis. The findings show that the textbook fulfills several important criteria for effective language learning, such as providing relevant and practical materials, improving language confidence and fluency, and incorporating various learning methods. The book offers a variety of activities, including dialogs, text analysis, writing tasks and grammar lessons, which suit different learning styles and encourage interactive and communicative language use. Although the absence of pictures may be considered a limitation, the content and overall approach of this textbook make a significant contribution in improving English language skills for students in the tourism industry. Therefore, this study provides valuable insights for practitioners and policy makers in the field of English language education, emphasizing the importance of selecting textbooks that match the practical needs and learning objectives of the students.*

Keywords: *English For Tourism, English language, Text book analysis*

Abstrak: Penelitian ini menganalisis buku teks "Basic English for Tourism" berdasarkan kriteria Tomlinson dan Tiga Tingkat Analisis Littlejohn. Temuan menunjukkan bahwa buku teks tersebut memenuhi beberapa kriteria penting untuk pembelajaran bahasa yang efektif, seperti menyediakan materi yang relevan dan praktis, meningkatkan kepercayaan diri dan kelancaran berbahasa, dan menggabungkan berbagai metode pembelajaran. Buku ini menawarkan beragam aktivitas, termasuk dialog, analisis teks, tugas menulis, dan pelajaran tata bahasa, yang sesuai dengan gaya belajar yang berbeda dan mendorong penggunaan bahasa yang interaktif dan komunikatif. Meskipun ketiadaan gambar mungkin dianggap sebagai keterbatasan, konten dan pendekatan keseluruhan buku teks ini memberikan kontribusi yang signifikan dalam meningkatkan keterampilan bahasa Inggris bagi siswa di industri pariwisata. Oleh karena itu, penelitian ini memberikan wawasan berharga bagi praktisi dan pembuat kebijakan di bidang pendidikan bahasa Inggris, menekankan pentingnya memilih buku teks yang sesuai dengan kebutuhan praktis dan tujuan pembelajaran para siswa.

Kata kunci: Analisis buku teks, Bahasa Inggris, Bahasa Inggris untuk pariwisata.

BACKGROUND

The ESP approach has been used extensively in Indonesia to teach English at secondary and higher education levels. especially for students majoring in non-English (Arifin et al, 2022). The explanation is also supported by (Oktarin et al, 2019) which says to support the tourism development program, the government must develop the English language in the secondary and higher education levels. Support tourism development the government must develop human resources and the tourism industry, tourism students as industry players in the future tourism industry players need to master English language skills (Dina, 2022). Tourism industry players in the future need to master this language to interact effectively with tourists from different parts of the world, with tourists from various parts of the world, with travelers from various parts of the world. Textbooks, as one of the teaching aids teaching aids plays an

important role in shaping language proficiency. In this context, "Basic English for Tourism" written by I Nyoman Kanca and I Wayan Nurjaya is of interest in this study.

This study aims to analyze whether the textbook conforms to the Tomlinson criteria. The focus of the analysis will be placed on the structure of the book, the material presented, and its relevance to practical needs in the tourism industry but the content is analyzed according to the approach of Brian Tomlinson. Since English for Tourism is almost always in a multilingual and multicultural environment, the Inner Circle model of English language teaching, which is based on a multilingual and multicultural context, will be analyzed. Based on a multilingual and multicultural context, the Inner Circle model of English teaching, which prioritizes the English language teaching, which prioritizes so-called standard English, focuses on developing proficiency, and prefers textbooks. Proficiency, and preferring Circle-oriented textbooks, may no longer be appropriate. Circle, may no longer be appropriate (Namtapi, 2022). Thus, the importance of this research lies not only in its contribution to our understanding of the role of textbooks in language teaching, but also how well the textbooks fit the criteria. books are and how well they fit the criteria. By understanding more deeply how such books can promote proficiency, we can better understand the role of textbooks in language teaching (Maican, 2014).

By understanding more deeply how the book can advance students' English language proficiency, we can identify ways to improve the quality of teaching in this context. This study will use a qualitative approach by applying content analysis on "Basic English for Tourism". Through this in-depth analysis, it is expected to be able to reveal the strengths and weaknesses of this textbook in support the development of English language skills.

Hence, the knowledge and understanding of English for tourism are very need to be learnt by students that to be able to form students into what they want to reach for, can gain the knowledge of English for tourism, also can improve their potential then can help students' communication particularly as a purpose to communicate easily with other peoples whether communicate with the tourists or local tourists and also to improve the development of each students itself

In addition, with a better understanding of the contributions of this book, it is hoped that this study can provide valuable input and practical insights for practitioners and policy makers in the field of English language education (Anam et al, 2020), the development of communication in the English language needs to be mandatory for every tourism student, before they enter the world of work (Yosintha et al., 2023).

Therefore, it is essential for students to acquire knowledge and comprehension of English in the context of tourism. This proficiency enables students to achieve their desired goals, gain insight into English for tourism, enhance their capabilities, and facilitate effective communication with both tourists and locals. Several investigations are currently underway, all at the research phase, indicating the indispensability of utilizing and advancing foreign languages, particularly English, in the progress of tourism (Jakob et al., 2014). Furthermore, it contributes to the overall personal development of students (Putri et al., 2023).

THEORETICAL STUDY

English has become the lingua franca in a lot of areas, including tourism industry (Kacatl, 2018). Tomlinson's theory underlies the analysis of technical books, which focuses on the criteria required to classify a book as a good book. Tomlinson's criteria include aspects such as physical quality, accessories, content and topics, exercises, and delays and material analysis. This theory covers how to make an effective material analysis to identify the quality of educational materials. Material analysis uses criteria such as relevance, appropriateness, and content quality. This theory is in line with previous research conducted by Kholidi and Nurin (2022), who argue that detailed action is needed by analyzing and determining the needs of English language use among tourism employees. Then reaffirmed by Mantra et al (2020), many countries have taken tourism seriously in recent years and made tourism a major sector in foreign exchange. recent years and have made tourism a major sector in terms of foreign exchange income, job creation, and poverty alleviation. tourism English material delivered by lecturers or teachers using English textbooks and in the form of a compilation of material packaged in a practical learning module prepared by the lecturer (Rahman et al,2022). With the theory and previous research, it can be concluded that the need to analyze tourism-related books due to the large role of English in the world of tourism. The purpose of a needs analysis for each language program may differ from one another as it relates to who is being targeted. as it relates to who is being targeted, whether English for academic purposes or English for special purposes (Ijabah & Gadrina, 2023). And students' English language needs tourism students for their future profession (Aysu & Fatma, 2021).

RESEARCH METHOD

The type of research conducted by the author is descriptive research. The author's aim is to describe whether the English textbook entitled Basic english for Tourism is appropriate for tourism student. The object of this research is the English textbook material used for tourism student. The object of this study is the English textbook material entitled English Language

used for tourism student vocational High School. This book was published by CV. Eureka Media Aksara in 2021. The data of this study is the content of the English textbook entitled Basic English for tourism. The population in this study was the researcher himself. The instrument used in this research is Tomlinson's book (1998), which contains his theory regarding good book standards. The book is a pdf document. The author collected the data through procedure as follows: 1) searching the textbook, 2) observing the materials in the textbook, and 3) matching the materials with Tomlinson's theory. The analysis was conducted using the Three Levels of Analysis by Littlejohn (2011). They are: 1) Level 1 Analysis: 'What Exists' (Purpose Description), 2) Level 2 Analysis: 'What Users Need' (Subjective Analysis), and 3) Level 3 Analysis: 'What is Implied' (Subjective Inference).

RESULT AND DISCUSSION

Tomlinson (1998: 7-21) gives good criteria of textbook. They are:

1. Materials should achieve impact

The impact that can be achieved when entering new material is varied and presented with interesting content. The novelty of the textbook "Basic English for Tourism" is evidenced by 16-units that have different themes. The chapters are: 1) Receiving/welcoming Guest in a Hotel, 2) Describing the Object, 3) Comparison, 4) Make a Report, 5) Direct and Indirect Question, 6) Planning a Program, 7) Markets, 8) Events, 9) Promotion, 10) Prices, 11) Spelling Systems, 12) Handling the Telephone Call, 13) The Timetables or Schedule, 14) Ask for Repetition of Utterance, 15) Transport Information System, 16) Letters. These topics are related to existing tourism.

2. Materials should help learners to feel at ease

English for Tourism is different from English general (Meilani et al, 2022). The material can help students feel comfortable by providing dialogue and examples in explaining an object/material. Dialogues are found in units 1, 4, 9, 10, 13, 14, and 15. As for the part explaining an object / material contained in units 2, 3, 5, 6, 7, 8, 11, 12, and 16. Therefore, this textbook meets the existing criteria.

3. Materials should help learners to develop confidence

Many students feel confident if they think the material they learn is not too difficult. In *Basic English for Tourism*, there are many easy activities. In addition, this textbook uses simple language to stimulate students to practice conversations commonly used when facing tourists from various countries.

4. What is being taught should be perceived by learners as relevant and useful

Relevant material will be useful for students' careers and lives. In the book *Basic English for Tourism* provides material related to the topic. Unit 1 on Receiving/Welcoming Guest in Hotel is useful for students as it emphasizes important skills in serving guests in hotels. Focused on welcoming guests in a friendly and professional manner, this material gives students direct direction on what they need to learn and master to succeed in the hospitality industry. Units 2, 3, and 4 direct students to develop an understanding of objects, make comparisons, and compile reports. Through detailed descriptions, comparative analysis, and report preparation, students improve analytical skills, written communication, and mastery of material that are essential in learning. Units 5, 6, 7, 8, 9, and 10 lead students in providing students with a comprehensive understanding of key concepts in business and marketing. "*Planning a Program*" guides students in planning and implementing programs effectively. "*Markets*" introduces them to market operations and consumer behavior. "*Events*" and "*Promotion*" provide insight into effective event planning and promotion strategies. "*Prices*" teaches about pricing and strategies that are relevant in a business environment. This helps students prepare for industry challenges and develop strong marketing skills.

Units 11, 12, 13, 14, and 15 provide a solid foundation for students to interact effectively in an English-speaking tourism environment. First, an understanding of *Spelling Systems* is important because it helps students acquire basic skills in spelling words commonly used in the tourism industry, ensuring clear and error-free communication. Then, the ability to *handle the telephone call* becomes key in carrying out administrative functions and providing good customer service, where students learn how to speak politely, listen well, and convey information clearly over the phone. On the other hand, an understanding of *The Timetables or Schedule* allows students to read and understand the schedule or time precisely, important in providing direction or recommendations to travelers about their travel times. Furthermore, the ability to *Ask for Repetition of Utterance* is an important strategy in overcoming communication barriers, ensuring that students can ask for clarification or repetition when they do not understand something, improving their ability to communicate well. Lastly, an understanding of *the Transport Information System* allows students to provide information about transportation clearly and accurately to travelers, helping them plan their trips smoothly. By understanding and mastering these topics, students will be prepared to interact confidently in diverse tourism situations, strengthening their English skills while enhancing the tourist experience. Unit 16 provides

students with the understanding to be able to write personal letters and business letters. This is very relevant for students to be able to write letters in personal as well as business forms.

5. Materials should require and facilitate learner self-investment

These criteria can be achieved by giving students a choice of focus and activity, giving students control of the topic, and engaging students in learner-centered discovery activities. *Basic English for Tourism* offers a variety of activities and focus in each unit. There are sixteen units in the textbook. The textbook also provides controlled exercises in each unit. In addition, textbooks also adopt a scientific approach in the teaching-learning process. Thus, textbooks meet this criterion.

6. Learners must be ready to acquire the points being taught

The material in *Basic English for Tourism* creates student readiness by focusing attention on linguistic or grammatical characteristics relevant to the tourism industry. Grammar reviews are an integral part of textbooks, helping students understand and master the language skills necessary for effective communication with customers, colleagues, and others in the tourism industry.

7. Materials should expose the learners to language in authentic use

This book *Basic English for Tourism* provides dialogues and texts for analysis that reflect communication situations in the tourism industry. Tasks requiring learners to write based on given situations help them apply language in real contexts. Nonetheless, the book also addresses the important aspect of grammar learning. Thus, the provided material helps learners understand and use English practically in the tourism industry.

8. The learners' attention should be drawn to linguistic features of the input

This book *Basic English for Tourism* presents various important components of language learning. Its dialogues allow practice in speaking within the context of tourism, while the texts provided for analysis aid in understanding sentence structures and vocabulary. Exercises in writing from given situations strengthen writing skills, while the grammar section provides essential basics for the tourism context. With a focus on linguistic features, real-world practice, and integrated grammar teaching, this book becomes an effective learning resource for those interested in the tourism industry.

9. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes

In the book, the materials are provided the students to be more interactive and communicative. It is proven by the existence of dialogues in Unit 1, 4, 9, 10, 13, 14, and Unit 15 and by the existence of giving opportunity for students in explaining something in

Unit 2, 7, 8, and Unit 12. The description of the book also said "The book on the title Basic English for Tourism is specially designed to develop students' fluency and confidence in using English for communication in Tourism industry"

10. Materials should take into account that the positive effects of instruction are usually delayed

The materials in the book train the learners several grammars that is used for communicate in tourism industry. In Unit 3, the learners are being taught about comparison, unit 6 teaches the learners about Future tense for planning a program, and unit 13 teaches about using simple present to explain time-table or schedule.

11. Materials should take into account that learners differ in learning styles

The book offers a variety of learning materials including practice dialogues, texts for analysis, writing activities, and grammar lessons, catering to different learning styles. These diverse resources allow learners to engage with the content in ways that suit their preferences and needs, aligning with the principle of accommodating various learning styles.

12. Materials should take into account that learners differ in affective attitudes

The materials are English for tourism industry, therefore the materials should be about communicate with tourists. Every material should be able to use in daily life. In Unit 1, it is about receiving/welcoming guest in a hotel and it has to be done when welcoming guest. it has an example from the book "good afternoon, sir! Welcome to our hotel! May I help you?"

13. Materials should permit a silent period at the beginning of instructions

This book is using several learning methods. The first method is role playing method. Role playing method is a learning method that designed to make students play a role. it is usually can be practiced by doing conversation. in Unit 1, 4, 9, 10, 13, 14, and unit 15 have been provide a dialogue to make the students play a role. Second, case study method. this method is used in Unit 2 where the students should be able to explain the location, background, and facilities by reading the text. and the third is demonstration method. this method is used in Unit 16. The students should be able to make a personal letter by giving a situation to the students.

14. Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left-brain activities

This book does not provide pictures. pictures in a textbook are crucial "While at indicators 7 stating that concrete things accompanied tangible objects and images made it

easier to implement the learning process" the writers state that in a book that they studied is using images made the lesson easier to implement the learning process.

15. Materials should not rely too much on controlled practice

The book has different activities like dialogues, analyzing texts, writing tasks, and grammar lessons. It does not focus too much on structured exercises. Instead, it lets students practice English in real-life situations, like starting a conversation in class. This helps students learn English more naturally and effectively because Teaching material is an important aspect in the teaching and learning process, because it has a significant impact on the achievement of learning objectives (Sholichah & Ristati, 2020).

significant impact on the achievement of learning objectives.

16. Materials should provide opportunities for outcome feedback

students can understand the target language after they read the implementation in the reading, listening, or other skills section (Reswari, 2018). The book helps improve English skills for tourism. It has dialogues for practicing conversations used in tourism. There are also texts to analyze, which help to understand how to use English correctly in tourism situations. Writing activities in the book let the students practice what they have learned by making their own scenarios. It also teaches grammar that is important for tourism communication. These materials give students a chance to get feedback on their English skills for tourism, so they can improve better.

CONCLUSION AND SUGGESTIONS

The research thoroughly analyzed the textbook "Basic English for Tourism" based on Tomlinson's criteria and Littlejohn's Three Levels of Analysis. The findings indicate that the textbook meets several crucial criteria for effective language learning, such as providing relevant and practical material, fostering confidence and fluency, and incorporating various learning methods. It offers a wide range of activities, including dialogues, texts analysis, writing tasks, and grammar lessons, which cater to different learning styles and encourage interactive and communicative language use. While the absence of images might be considered a limitation, the overall content and approach of the textbook contribute significantly to improving English language skills for students in the tourism industry. Therefore, this research provides valuable insights for practitioners and policymakers in the field of English language education, emphasizing the importance of selecting textbooks that align with the practical needs and learning objectives of learners.

ACKNOWLEDGMENTS

We would like to extend our sincere gratitude to all parties who have supported the completion of this research. We thank the authors for their contributions in compiling and analyzing this manuscript diligently. We also express our gratitude to all individuals and institutions who have provided access and resources necessary to carry out this research. The support from various parties has been invaluable to the success of this study. We hope that the findings of this research will provide significant benefits for the development of English language education in the tourism industry and contribute meaningfully to the advancement of knowledge. Thank you for all the assistance and support.

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