

Should English Instruction survive on New Term Tourism Classes? Bilingual Perspectives

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Abstract

In support of bilingual practice in Universitas Hamzanwadi, the tourism department has successfully made use of English instruction for three particular courses. Tourismpreneur, as an excellent core of the tourism study program, campaigned to enable students (college students) to stay connected with English academics and business. Furthermore, this research entails a qualitative content of new term colleagues' opinions on how English is fully implemented for learning instruction. Using reliable questionnaires, statements recording needs and challenges through Google form have been distributed to elicit their perspectives on English instruction trial policy in the context of tourism classes. We investigated 82 college students from the stratified uneven semester (semester one, three) with an online survey design for three tourism classes. Our results extend well-established findings in agreement that English instruction should maintain courses in the classroom. Yet, few claim it is unnecessary and should be in all courses. The most apparent comments have been to shape English-lingua Franca as survival communicative skills required by tourism students to better work positions after graduation. Barriers in classroom learning are discussed.

Keywords

Bilingual; tourism; need; challenge



I. Introduction

To improve the quality of cultured, superior and competent human resources, the Indonesian government makes various adaptive education programs that can create flexibility, innovation, not limiting in learning and following the needs of students (Prahani et al., 2020). Human Resources (HR) is the most important component in a company or organization to run the business it does. Organization must have a goal to be achieved by the organizational members (Niati et al., 2021). Development is a change towards improvement. Changes towards improvement require the mobilization of all human resources and reason to realize what is aspired (Shah et al, 2020). The development of human resources is a process of changing the human resources who belong to an organization, from one situation to another, which is better to prepare a future responsibility in achieving organizational goals (Werdhiastutie et al, 2020). Kampus Merdeka is one of the breakthrough programs in education with the needs of the modern world. Through the minister of education and culture, the program "Merdeka Belajar – Kampus Merdeka" (Lhutfi & Mardiani, 2020) was launched in January 2020 to create a generation ready for global competition. The concept of the program encourages

Indonesian campuses to focus on students (student-centered learning), emphasizing freedom and flexibility (Zulfikar and Vitria, 2021), which provides the amplest opportunity to develop creativity (Wathoni and Basri, 2021), innovation, personality, and needs (Purwanti, 2021). Permendikbud No. 3 of 2020 Article 15 Paragraph 1 mandates, among others, internships/work practices, teaching assistance in education units, humanitarian projects, entrepreneurial activities, research, student exchanges, building actual thematic work villages/ lectures, and independent project studies. In general, students are directed to an experimental-based learning model by providing room for staying outside the college (Krishnapatria, 2021). Students must certainly be prepared with communication skills, one of which is English.

English users from day to day show positive trends. Technology support enables students to study anywhere using electronics (Suwastini, Nalantha and Dantes, 2021). At the same time, the trend is increasingly influenced by the needs of majors and the flow of displacement for business reasons. People learn the culture, to tourism businesses that have opened space to learn foreign languages, which becomes an essential element (Elfiondri, Zaitul and Rina, 2021). English is the demand (Arias-Contreras and Moore, 2022) of globalization and how to adapt to the development of science and technology and cultural, political, and economic changes (Zein et al., 2020). English refers to health, supporting national tourism and developing global human resources (Sasaki, Akimoto and Nakahira, 2018), and even personal contact among groups or individuals from around the world (Al-Tarawneh and Osam, 2019) for improved quality of life. Mastering English allows people to have a more incredible opportunity in a career because of the ease of access to information (Tulung, 2020). When carrying out activities globally, English must be a must to communicate with others (Niyozova Aziza Ilyosovna, 2020). English proficiency becomes increasingly crucial as support for development and encourages people to learn it (Anis and Anwar, 2020).

Furthermore, Universitas Hamzanwadi, in carrying the tagline of free learning, has tried to adapt to socio-cultural changes and the world of work. Innovative programs have been spread across a wide range of study programs with the motive of encouraging students to think and behave globally. At the same time, English becomes a vital requirement both to continue their studies and in the world of work. Recognizing its importance, Universitas Hamzanwadi periodically holds English course training at the beginning of the academic period. In addition, Universitas Hamzanwadi encourages teaching and learning activities in study programs using English language instruction. Universitas Hamzanwadi applies English in certain subjects using English in full, for example, in tourism programs. The programs are expected to increase students' interest in improving their English language skills to respond to global social and industrial change.

On the other hand, learning a new language is often an arduous task (Suswanto, 2021), being an avoidable subject even though the lesson is mandatory. Students and teachers find difficulties that make them reluctant to pursue it. English proficiency takes time and perseverance to become proficient in it as a foreign language because it is not used in everyday life. Hence, students have relatively little time to practice. A lack of confidence can influence a lack of time in English, and the mastery of vocabulary is still sorely lacking as a basis for developing other skills (Janebi Enayat and Derakhshan, 2021). In particular, each skill in English has a different level of difficulty and requires a different method of learning. Reading, for example, needs decoding, analogy and reading my prediction to comprehend the text (Qrgez and Rashid, 2017). In terms of writing, many students consider it a complex skill. Difficulty in writing can be caused by a variety of

social reasons, such as impolite manner toward the language, lack of motivation and inadequate learning facilities (Klimova, 2014).

But all the skills in English are related to each other; speaking skills are closely related to hearing patterns (Nushi and Orouji, 2020). So that the balance of English skills development is essential, non-native speakers can learn one skill and are indirectly encouraged to use methods that vary according to the skills learned in English. For instance, mastery of good lexical resources can help students in other skills. On the other hand, insufficient vocabulary leads to poor listening and speaking, which is also influenced by a lack of understanding of grammar. The challenge can be sourced both internally and externally. Lack of reading and writing skills and being caused by vocabularies can also be caused by a lack of motivation and support of the surrounding environment.

Many studies have examined the use of English in various fields. But a little research that examines English as the language of instruction courses in the department of tourism at Universitas Hamzanwadi will then try to describe how English policy as the language of instruction courses run in odd semester tourism classes. The focus of the study answers two formulations of the research statement summarized on how students respond to the study program policy towards the use of English as a language of Instruction, whether it needs to be maintained as a need or discontinued. The student's response to the obstacles that arise in the classroom is also the consensus of this study.

II. Review of Literature

2.1 English for Tourism Class

It will be difficult for non-native speakers to master a new language, mainly English, due to differences in structure and variations of vocabularies that they are not used to hearing and using (Aizawa et al., 2020). This is very common for beginners facing various difficulties mastering English skills (Alzamil, 2021), especially in cross-study programs (tourism). On the other hand, students' difficulties in tourism study programs cannot be considered trivial. Many students spend a lot of time pursuing a language, but they cannot reach their targets by expectations (Suryanto and Sari, 2021).

2.2. Challenge for non-English study

a. Environmental challenge

The environment exerts a vast influence on the interest in learning (Abrar-ul-Hassan and Nassaji, 2021). It allows for a more significant influence on tourism majors if they do not master it. The environment includes not only spaces and classrooms, but also friends, social and cultural. Environmental situations that are not familiar with English tendencies will make students, especially tourism, study even harder. These circumstances will force them to look for methods, learn media, and have difficulty finding the right friends in practicing. Particularly in speaking, the most important thing to improve speaking ability is to practice using the language itself. Support from a good environment can encourage students to start practicing (Kim, Kim and Kweon, 2018). According to (Osterman, 2014), EFL students are not actively communicating due to the environment in Japan. The study also conveyed three reasons (1) most students are weak in approach and unfamiliar with the topic to be discussed, (2) new interaction models and have no experience, (3) participation interest is still weak and has an effect on the classroom atmosphere. A tourism program is where English should be a liability because it touches directly with industry and the world of work. This reason becomes the basis that global communication tools are necessary.

The environment, in this case, refers to three areas, classroom environment, school/campus and family environment. Learning supported by the immediate environment will allow English to no longer be a foreign language and provide better academic results (Tavakoli, Pahlavannezhad and Ghonsooly, 2017). Furthermore, an environment that provides space for students to improve their English in everyday life will increase student motivation in learning. However, (Mohamad Ahmad Saleem Khasawneh, 2022) showed the low ability of students due to low support from the environment.

In the context of English users in non-English majors, some studies discuss that a decisive factor that influences English acceptance is the environment. This context is very appropriate when it comes to tourism. The statement from (Al-Hoorie, 2017) can add to our insight into the importance of the environment (Goodrich et al. 2021). Studies by (Ozfidan L. and Demir, 2014) confirm that environment and friends could influence. Internal factors, such as biological, cognitive, and affective, are demanded (Luque and Morgan-Short, 2021).

b. Learning drives

Their motivation drives a person's behavior in learning to do something and being encouraged to do it continuously (Subekti, 2018). Learning motivation is an integral part of learning (Irgatoğlu, 2021) or influence of circumstances and personality which encourages doing something. High motivation will influence students' learning patterns (Roshandel, Ghonsooly and Ghanizadeh, 2018). The efforts made by students in understanding the material and developing their abilities represent the form of motivation they have (Tsao et al., 2021). In the study of (Dewi et al., 2021), researchers found the positive impact of having high motivation; the impact is because they are more interested in participating.

2.3 Confidence

Trust always goes hand in hand with high motivation. A confident attitude in developing English skills is needed to speak without awkwardness (Rajitha and Alamelu, 2020). Many people learn English for a long time, but the increase is not significant, especially in speaking skills, often hampered by a lack of confidence in practicing these skills. Complexities of the English language can make students anxious (Shirvan et al., 2016). So that confidence must be adequately maintained to become a driver in beautifying the skills needed to be developed. Lack of confidence will have an impact on slow understanding. Fear of practicing or not caring is the main factor inhibiting development. It will affect their willingness to practice their writing skill (Bulqiyah, Mahbub and Nugraheni, 2021).

III. Research Method

This research is an online survey designed for the odd semester 2021/2022 tourism class at Universitas Hamzanwadi. The selection of this method is thought to be appropriate because the distribution of head-to-head questionnaires is still hindered by the covid-19 outbreak that demands online learning activities instead of offline. The data collection key instrument uses a questionnaire distributed through a google form. The content contains two important things to capture students' opinions on the new policy of tourism study programs where English becomes the language of lectures in several courses (introduction to tourism, eco-tourism, agrotourism). The first component contains seven statements that relate directly to how strongly English is referred to as the need for the learning process as a language of Instruction. Second, the constructed questionnaire records students' opinions

about difficulties and what factors play an essential role when English is used in the classroom.

The sampling technique adopted is purposive sampling by taking only four classes; two classes in semester one and the following two classes in semester three. The number of participants who were the object of the study targeted 115 out of two odd semesters, but only 82 active students responded to the questionnaire distributed. The finalizing data is analyzed by calculating the number of participants' responses in percentages and described descriptively.

IV. Result and Discussion

The total number of participants was 82 students out of 115 targeted. This data is taken from students majoring in tourism semesters one and three who use English as Instruction in some courses. The application of English as a language of Instruction across departments (Tourism) is new at Universitas Hamzanwadi, so it requires a study to find out the response and impact of the policy in terms of students' perception. Overall, both questionnaires lead to the need and challenge of developing English skills and correlating Universitas Hamzanwadi rules that fully enforce English in specific courses. All the students' responses to both students' needs and challenges are presented in tables 1 and 2.

All collected data is retrieved using questionnaires shared using google forms. The data retrieval process lasts for three days. In addition, questionnaires are divided into two types: (1) English as their need, and (2) the challenge of using English. The first type aims to determine how students perceive their needs to learn English. The question amounted to seven statements about their view of whether English as the language of course instruction should be maintained or should be stopped. Furthermore, the second questionnaire discusses obstacles to implementing the policy. In this section, the number of questions asked is the same, namely seven statements associated with general difficulty learning English and influencing factors.

Table 1. Students need in learning English

No	Questions	Students' response		Percentage	
		Yes	No	Yes	No
	Do you think learning English is important?	82	0	100%	0%
	Are you studying English in your current major?	81	1	98.8%	1.2%
	Does English have anything to do with your major?	82	0	100%	0%
	Should English as the language of Instruction in your major be maintained?	80	2	97.6%	2.4%
	Do you think all subjects in your major need to use English as the language of Instruction?	39	43	47.6%	52.4%
	Can mastering English help your Career better?	82	0	100%	0%
	According to you; Will English be used more and more in different fields?	67	15	81.7%	18.3%
Respondents: 82					

Questions at points 1, 2 and 3 refer to their general view of English. After data collection, this section represents that the needs of English across majors (Tourism) are categorized as high. The students studied were the majority who were studying English in their major. Respondents say learning English is vital with a total percentage of 100%. In addition, all students studied showed that English became a vital part or directly correlated with their major.

The next question analyzes students' perception of the application of English as a language of Instruction. Point no. 4 revealed that most students agreed with the establishment of English as the language of Instruction in certain subjects with a total percentage of 97.6% and 1.2% disapproving or amounting to 2 people. However, there is a strong consideration of the point that says "will English as the language of instruction be applied to all subjects?". Student perception, in this case, leads to balance with a relatively minimal difference in points. A total of 47.6% of students and 52.4% disagreed (39 to 43). Although this point the majority of students do not agree with lead to question 4, showing the trend of students' need in mastering English is relatively high.

The trend of English language needs in tourism departments is also increasingly strengthened by the results of the next point. Respondents assume that mastering English can help their careers better; all students mention it. Finally, most students believe that English will also be more often used in different fields. Of the 82 respondents, 67 said yes, or 81.7% and the rest said no.

Table 2. Students' challenge in learning English

Challenge									
No	Questions	Students' response				Percentage			
1	Do you think English is easy?	Difficult		Easy		Adequate		Percentage	
		44	23	15	53.7%	28%	18.3%		
2	Which skills do you think are the most difficult of the four basic English skills (listening, reading, speaking, and writing)?	L	R	S	w	L	R	S	W
		30	6	31	15	36.6%	7.3%	37.8%	18.3%
3	Which skills are you most good at of the four basic English skills (listening, reading, speaking, and writing)?	L	R	S	W	L	R	S	W
		7	29	37	9	8.5%	35.4%	45.1%	11%
4	Is grammar a severe problem of your English language?	68 (Yes)		14 (No)		82.9% (Yes)		17.1% (No)	
5	Does your classroom environment support the use of English?	51 (Yes)		31 (No)		62.2% (Yes)		37.8% (No)	
6	Do you have trouble finding a practice friend speaking English?	60 (Yes)		22 (No)		73.2% (Yes)		26.8% (No)	
7	Can the involvement of lecturers using English help you use English?	73 (Yes)		9 (No)		89% (Yes)		11% (No)	

On the other hand, English has become a complex subject for students. Tourism students who are respondents, most state that English is difficult. Referring to statement no. 1 in table 2 concluded that 53.7% of students have difficulty speaking English, 28% are easy, and the rest say they are mediocre. Furthermore, the students' difficulties were made clear by the next question. The question provides a clear view related to skills in English. Of the four essential skills, 31 students, or 37.8%, said speaking was the most difficult, followed by listening skills 36.6%, 18.3% said writing skills were the most challenging and 7.3% or six people thought reading. At the same time, there is a close relationship between students' difficulty in using English and grammar. Most respondents think that grammar is becoming a severe problem for improving their English. Sixty-eight of them revealed grammar to be a problem in their English, and 14 students responded no problem.

However, students claim that the most challenging skill is speaking, but on the other hand, some of them state that speaking becomes the most mastered skill with a total of 37 respondents then, followed by reading skills as many as 29 people. While respondents who said their writing skills were most mastered amounted to 9 people or equivalent to 11%, while 8.5% said writing. Based on points 2 and 3, students' assumption about speaking skills is complicated and their dominant skill mastered. In this context, the assumption of mastery and difficulty speaking skills is still balanced, so it requires further research.

Referring to the environment as an essential factor that can affect students' learning patterns and knowledge, classrooms provide support in the use of English. 62.2% of respondents said their classrooms had provided support in English use, while 37.2% or 31% of people said that their classroom environment did not support or underpin the use of English. Although most respondents reveal that their environment supports the use of English, the thing that should be noted is the full use of English in certain subjects and on cross-study programs only runs as a trial or start. At the same time, although the response of the majority of students said that the classroom supports the use of English, students still have difficulty finding a partner to practice their English. Respondents who claimed to have difficulty finding practicing friends as many as 60 students and 22 students said they had no trouble finding practicing friends. The number of students who have difficulty finding a practicing friend is even greater than that of students who say their classroom environment supports the use of English (see points 5 and 6). Based on the student response, we concluded that implementing English as an introductory language program in some courses has not significantly impacted students' ability to communicate using English. So, further studies on the program's impact need to be done.

Regardless of how effective the English program is as a language of Instruction, students respond positively. The involvement of lecturers using English in the classroom has helped students improve their English skills. This was revealed by 73 respondents who said not only 11%.

Discussion

The core of the questions asked in this study refers to the needs and challenges of students in learning English. Based on data collected, tourism students are very needy to bind all students responding to "yes" and English as subjects related to their fields. The full use of English as a language of Instruction reinforces the students' English skills. Some of the subjects set are Eco-Tourism, Introduction to Tourism, and Agro-Tourism. The program may still be far from students' readiness considering students who still consider English as a complex subject; however, it is supported by students (see table 1), so we analyze that students have a high desire to learn English. However, English as the language

of Instruction in all subjects does not get full support from students, but the percentage of students who want full use of English is relatively high (see table 1).

Their perception influences their high interest that mastering English can help them make a better career. In addition, the average student said English is likely to be used more and more in different fields in the future, and a minority of students say "no". Career and distribution of English is a strong reason why the interest in mastering English is high. This finding can be a reference that the interest in learning English is increasing, this regard also mentioned by (Tamimi Sa'd, 2018), says "English internationally increased significantly during the last 20–30".

English is a challenge for students with a high interest in learning. The diversity of English and different versions also make students confused and difficult to understand (Matsuda, 2018). Most students revealed that English subjects were complex despite difficulty with different skills. English proficiency becomes an essential asset for tourism students. But they consider speaking skills the most difficult skills, and most consider them the hardest. Ironically speaking, skills are also the most mastered (see points 2 and 3-table 2). Lack of confidence is one of the many factors that hinder the development of speaking skills (Boonkit, 2010).

Furthermore, there is a close correlation to English difficulties with the mastery of grammar students. Most of the students said that grammar became a severe problem. It means speaking cannot stand alone; it must be developed along with other skills.

The involvement of lecturers using English is beneficial for students in developing their English. The majority of respondents express this. Respondents also revealed that their classroom environment also supports the use of English. We realize that the most effective method in developing speaking skills is by practicing (Dogancay-Aktuna and Hardman, 2018), and lecturers should give more space considering they have difficulty finding practical friends. This reality is a challenge for both parties; They must think harder. Lecturers are required to adapt to the conditions faced by students.

In contrast, students must study harder to understand the material delivered by lecturers using English. But lecturers must take more roles and responsibilities to determine the teaching and learning process. In this case, Good classroom management and motivation are necessary. Effective classroom management can improve liveliness and sensibility, increase classroom participation, more positive behavior and relationships between them (Gaias et al., 2019) and motivation which can be an encouragement to practice their English skills to encourage them to speak. Specifically, collaborative learning can be applied as a solution because students can control the classroom completely or half to develop their ideas more broadly and play a more active role (Supriyadi, 2021). It can be applied according to the needs of students, and lecturers can act as assistants. Full use of English in the classroom, in this case, has not fully provided space for students to practice their English. However, it can help students develop their English.

V. Conclusion

The application of English as a language of Instruction in some courses is responded to positively by students. The students admit it helps them develop their English. A full English instruction policy in the classroom can motivate students to use their English more actively and use it as a lingua franca. Consequently, although students agree with applying English in some courses (introduction to tourism, eco-tourism, agro-tourism), some factors are complained about, such as mastery of grammar and support of lecturer participation in

English communication. Important notes of this policy then affect the mastery of the content of teaching materials delivered by lecturers because of misunderstandings. This must be a strong understanding so that students can understand the subject matter intact so that it will not leave the impression of improving English but missing the main point of the subject matter.

The tourism study program is recommended to facilitate students with previous English enrichment programs to be optimal when English becomes the language of Instruction. It is also essential to update teaching methods by adopting English content to create habituation. Teaching methods with classroom management are more adaptive to English-speaking students' needs to encourage them to interact more actively. Students should be encouraged to understand the obstacles and weaknesses in learning. They can find appropriate solutions to a problem that hinders the development of their skills, which can increase the intensity of practicing both inside and outside the classroom. The participation of active English lecturers becomes a substantial capital for the success of English as a language of Instruction in the classroom. This factor is crucial because it will be a role model for students. This research has given us an understanding of how English policy as a language of Instruction is welcomed positively.

But on the other hand, there are limitations of the study, especially in participant size. We encourage the subsequent researchers to examine what needs to be done for the tourism study program regarding language practice in the classroom. Pre-language programs for enrichment preparation should highly be the priority to better English practice in the class.

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