Needs Analysis of English for Tourism in Penyengat Island as a Heritage Trail

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Abstract

This study seeks to investigate the needs and problems of tourism workers and students of English Education Department in using English for Tourism in Penyengat Island as a heritage trail. In this study, 13 respondents comprising university students, tourist guides and merchandise vendors were asked about their needs and problems with using the English for tourism. To collect the data, we distributed questionnaires related to the two indicators in need analysis; needs and interviews to collect the problems faced by tourism players. Then, the data were analyzed based on its medium and standard deviation. The results showed that most of the participants value speaking as the utmost important skill in tourism. Another skill viewed critical is listening. While reading, and writing were deemed as an additional skill that might boost their competitive values. The three most important purposes of the English language were to provide information, services, and assistance. Inappropriate words and idioms, a limited vocabulary, and a lack of grammar expertise were among the issues with English use.

Keywords: English for tourism, needs analysis, Penyengat Island

1. Introduction

Tourism is a cornerstone of economic and cultural development, often serving as a vital contributor to the progress of nations. As highlighted by Che Hassan and Ong Lok Tik (2019), the tourism industry not only fosters economic growth but also promotes cultural exchange and international cooperation. The rapid increase in global tourism necessitates a higher level of communication skills to bridge linguistic and cultural gaps, enabling seamless interaction between tourists and local stakeholders (Mantra et al., 2020). Language plays a pivotal role in this process, as it serves as the primary medium for sharing information, delivering services, and building connections.

The interconnection between language and tourism is particularly significant in destinations that attract international visitors. These encounters often involve interactions between people who speak different languages, requiring a common linguistic platform to ensure effective communication (Nomnian et al., 2020). In this context, English has emerged as the global lingua franca, playing a central role in the tourism industry. As Prachanant (2012) points out, English enables tourism employees to communicate, negotiate, and facilitate transactions with tourists, making it an indispensable skill for professionals in the field.

Penyengat Island, located in Indonesia's Riau Archipelago, is a prime example of a destination where the interplay between language and tourism is evident. Renowned for its rich cultural heritage, Penyengat Island is a popular heritage trail destination, attracting both domestic and international visitors interested in its historical significance with a total visitor of 17.070 in one week in 2024 (hariankepri.com, 2024), including the iconic Sultan Riau Grand Mosque and the legacy of Malay culture. As a site deeply tied to history, culture, and tourism, effective communication is vital for promoting its unique identity and enhancing the visitor experience. However, local vendors, guides, and service providers on the island often face challenges in using English to engage with foreign tourists, which can limit their ability to showcase the island's cultural richness.

The role of English in such destinations is multifaceted. It not only facilitates basic interactions, such as providing directions or answering inquiries, but also enables the transmission of cultural narratives, which is crucial for a heritage destination like Penyengat Island. Effective use of English allows local stakeholders to articulate the historical and cultural significance of the island's landmarks, thus enriching the experience for international visitors and fostering cross-cultural understanding. Personnel with language skills are needed as local agents of tourism organization doing domestic tour business (Al-saadi, 2015). Most of the time, only individuals with a good knowledge of the English language are given preference for their career in tourism workplaces (Chumphong, 2020). Kholidi et al., (2022) asserts that as the tourism industry focuses on service, the human factor is essential.

Despite its importance, the English proficiency of many individuals involved in the tourism sector on Penyengat Island remains limited. Vendors and local guides often rely on simple phrases or non-verbal gestures, which restrict their ability to engage tourists fully. This challenge underscores the need for targeted language training and capacity building to empower local stakeholders. As global tourism continues to grow, particularly in heritage destinations, addressing language barriers is crucial for ensuring inclusivity and maximizing the economic and cultural benefits of tourism. This research seeks to examine these language-related needs, problems and challenges, focusing on English communication in a heritage trail destination.

1.1. Research question

1) What are participants' needs in English for Tourism especially at Penyengat Island?
2) What are participants' problems in the use of English for Tourism especially at Penyengat Island?

1.2. Literature review

1.2.1. Needs analysis

The field of English for Specific Purposes (ESP) underlines the need for English instruction that is contextualized to meet the practical demands of specific sectors (Hutchinson & Waters, 1987). In designing an English for Specific Purposes (ESP) materials, a need analysis should be carried out. Needs analysis involves exploring and interpreting information about the needs of students and has become an integral part of the English for special purpose program Needs analysis involves exploring and interpreting information about the needs of students and has become an integral part of the English for special purpose program (Malini et al., 2022).

Typically, a need analysis gathers data on the task's general focus and objectives, how frequently it is performed, and its characteristics (participants, channel, topic, spatial setting, psychosocial environment, rules of interaction, non-verbal aspects, etc.), the language, abilities, and competencies required to complete the task, the procedure steps and sequences, the factors influencing task complexity (e.g. A. accessible planning time, level of logic needed), and the causes of the challenges (e.g. A. the performance criteria that can be applied to evaluate the task outcome, and the absence of linguistic or material resources (Malicka and associates. 2019).

This highlights the importance of acquiring the language sub-skills in advance prior to acquiring the specific skill of a particular industry. Without good linguistics skills, acquiring other industry specific hard skills would be a challenge. Within tourism, English courses that focus on functional language—such as guiding, handling inquiries, and providing tourist information—have been shown to improve communication efficiency and visitor satisfaction (Hall & Sharples, 2003). For instance, research in Thailand's tourism industry demonstrated

that tour guides with targeted English training were more effective in delivering informative and culturally sensitive tours (Kaewpet, 2009).

1.2.2. English for tourism

The importance and difficulties of communicating in English in the tourism industry have been thoroughly examined in a number of studies, which emphasize how important it is for staff members and foreign visitors to have productive interactions. Hassan and Tik (2019) found that in addition to general communication issues, employees face significant challenges in understanding foreign accents and maintaining proper English grammar. Given that misinterpretations resulting from accents or grammatical errors can detract from the overall tourist experience, these findings highlight the significance of linguistic training for tourism professionals. The study's respondents underlined how important English is for enabling seamless communication, especially when answering questions about travel and other requirements. This implies that being able to communicate in English improves service quality and strengthens the destination's standing as a tourist destination.

Likewise, Mee, Pek, et al. (2019) found that multilingual interactions occur when visitors to Malaysian attractions speak to staff in both their native tongues and English. This research emphasizes the need for multilingual proficiency in tourism environments, where staff frequently switch between languages to accommodate a range of visitor needs. Employees can offer more individualized services and increase international visitors' satisfaction and loyalty by implementing a multilingual approach.

According to a related study, Thai students studying tourism and hospitality had favorable opinions about the value of English in the field. Speaking and listening were cited by the respondents as the two most difficult components of professional English communication (Lertchalermtipakoon et al. 2021). These difficulties highlight the need for hands-on training programs that prioritize real-world conversational scenarios in order to better prepare students for the demands of the workplace. Speaking and listening are especially important in the tourism industry since they serve as the foundation for comprehending visitors' concerns and providing timely, relevant responses.

Research from the Czech Republic supports this viewpoint by strongly recommending that tourism professionals improve their speaking and listening abilities in order to promote efficient communication (Kacetl, 2018). In order to improve travelers' overall travel experiences, it is essential to be able to listen intently and reply clearly so that visitors feel appreciated and understood. Additionally, Erazo et al. (2019) came to the conclusion that foreign visitors' satisfaction with their travel experiences is greatly influenced by one's capacity for effective communication. This emphasizes the wider economic ramifications because satisfied tourists have a direct impact on return business, favorable reviews, and a destination's ability to compete globally. Therefore, it is not only a professional requirement

but also a competitive advantage for the tourism sector to invest in language competency for staff members.

1.2.3. Heritage trails

The idea of heritage trails is now widely accepted. Although they can be defined more precisely, they are frequently used interchangeably with paths or routes (Swensen, 2019). Literary, culinary, craft, maritime, and other thematic routes can all be connected to heritage trails, and others also blend cultural heritage with natural elements (Timothy and 20 Boyd 2015; Boyd 2017). Boyd (2017) noted that it is now recognized that tourist destinations are frequently divided into areas, lines, or points. But "they can involve a mix of all three, shaped around clusters of activities, in many cases" (2017, 417). The routes frequently traveled by foreign visitors, such as the arrival gate, past the vendors, and up to the cemetery complex, are referred to in this paper as Penyengat Island's heritage trails. Therefore, this study included all participants in the tourism industry, including tour guides, merchandise vendors, and students.

2. Method

2.1. Participants

The participants of this study were selected through a purposive sampling method to represent key stakeholders involved in the tourism activities at Penyengat Island. A total of 13 participants were involved, comprising three tour guides, seven students from the English Education Department at Institut Agama Islam Miftahul Ulum Tanjungpinang, and three local merchandise vendors. The tour guides selected were those who regularly accompany foreign tourists to Penyengat Island and have over ten years of professional experience in the field. Their long-standing involvement provided valuable insights into real-life communication with international visitors. The participating students had previously taken part in a field trip to Penyengat Island as part of their English for Tourism course, which allowed them to directly experience tourism-related communication in an authentic setting. Meanwhile, the merchandise vendors selected were individuals who sell local souvenirs, crafts, and traditional snacks, and who frequently interact with both domestic and international tourists in day-to-day transactions. The level of English proficiency of the tour guides and students was identified through questionnaires that measured their self-assessed abilities in speaking, listening, reading, and writing. In contrast, the English proficiency of the merchandise vendors was not assessed via questionnaire; instead, their input was gathered through interviews focusing on their communication experiences with foreign tourists. This selection approach ensured that the study encompassed diverse perspectives from those actively engaged in the tourism sector on Penyengat Island. Below is their level of English proficiency based on the questionnaires with the exception of the merchandise vendors as they were interviewed.

Table 1. Participants' English proficiency levels

Proficiency Level	Number of Respondents	Percentage (%)
Intermediate (B1)	8	80%
Beginner/Elementary (A1/A0)	1	10%
Pre-Intermediate (A2)	1	10%

The data above provides an overview of the English proficiency levels among respondents, categorized using the CEFR framework. A significant majority, 80% (8 respondents), fall under the Intermediate (B1) level. This indicates that most respondents possess a functional command of English, enabling them to engage in everyday conversations, understand straightforward texts, and interact with confidence in familiar situations. Meanwhile, Beginner/Elementary (A1/A0) and Pre-Intermediate (A2) proficiency levels each account for 10% of the respondents, with one individual in each category. Those at the A1/A0 level likely have very basic English skills, capable of understanding and using simple expressions, while individuals at the A2 level can handle simple, routine tasks and communicate basic information. Overall, the data suggests that most respondents have a sufficient foundation in English for professional or everyday communication, with a small portion requiring further language development.

2.2. Instrument

The research instrument was a set of questionnaires and interview which was used to gather data concerning the needs and problems of English use in tourism industry. The questionnaire included four parts, namely participants basic information, survey on their needs on English for tourism in Penyengat Island, survey on their English-speaking skills needs, survey on their English reading skills needs, and survey on checklist, their English writing skills. The questionnaires used a 5-rating scale (5: the highest needs, 4: high need, 3: moderate need, 2: low need, 1: the lowest need). In addition, the last part of the questionnaire asked for suggestion on what to include if they were provided with an English for Tourism module.

2.3. Data collection

The researcher distributed the questionnaires to the target subjects in Penyengat Island and via WhatsApp group. The data collection was carried out by the researcher with the help of two students. The questionnaire was administered to the target group from September to November 2024.

2.4. Data analysis

After checking the completion of each questionnaire, the Statistical Package for the Social Sciences (SPSS) was used to analyze the data. The statistical devices employed in this study were as follows:

1) A 5-point Likert scale was used to score the levels of the English language needs of tourism employees based on the following criteria:

Scale	Mean range	Need level
5	4.50-5.00	The highest need
4	3.50-4.49	High need
3	2.50-3.49	Moderate need
2	1.50-2.49	Low need
1	1.00-1.49	The lowest need

2) Mean (x) and Standard Deviation (S.D.) were used to calculate the average level of English skill needs of tourism employees. The highest mean score (x) reflected the more needs in English for tourism employees. By the same token, the lowest mean score showed the needs for that activity. The standard deviation (S.D.) depicted the spread or dispersion of the scores of the respondents within the group.

3. Finding and Discussion

3.1. Participants' needs

The following table reveals participants' general perception towards the Importance of English skills for Tourism. Through questionnaires, the following data were revealed:

Table 2. Participants' perception on the importance of English skills for tourism

Descriptive Statistics		
Skills	Mean	Standard Deviation
Speaking	0.84	1.03
Writing	1.8	0.6
Listening	1.6	1.07
Reading	1.5	0.8

Based on the above table, respondents consistently rated listening and writing as more critical than speaking and reading, highlighting a need for targeted support in these areas. In the meantime, the following table illustrates participants' needs and wants in terms of listening skill at Penyengat Island when communicating with foreign tourists.

Table 3. Survey on participants' listening needs

Items	Mean	Standard Deviation
Listening to face-to-face conversations	4.1	0.52
Understanding what clients want	4.6	0.51
Listening to verbal instructions	4.4	0.7
Listening to telephone conversations	4.3	0.67
Getting personal details of clients	4.2	0.78

The above table indicates the perceived levels of need for various listening-related tasks. The task of listening to face-to-face conversations has a mean score of 4.1, placing it in the "High need" category. This suggests that respondents consider this skill important in their context. The standard deviation (SD) of 0.52 indicates that there is low variability in responses, meaning most individuals agree on the significance of this need. For understanding what clients want, the mean score is 4.6, falling into the "The highest need" category. This highlights that respondents view this as a critical skill or requirement. With an SD of 0.51, there is minimal variation in responses, showing strong agreement on the importance of this task.

The task of listening to verbal instructions has a mean score of 4.4, which is also categorized as a "High need." This reflects its recognized importance, although not at the highest priority level. The SD of 0.7 suggests a slightly higher variability in responses, indicating some differences in how respondents perceive the need for this skill. Listening to telephone conversations has a mean score of 4.3, which, like the previous task, falls under the "High need" category. The SD of 0.67 shows moderate consistency in responses, with a small range of differing opinions among respondents.

Finally, the task of getting personal details of clients scores a mean of 4.2, also indicating a "High need." The SD of 0.78 suggests there is more variability in how respondents rated this task, which may reflect differing roles or contexts where this skill is more or less critical. In summary, while all these tasks are perceived as either "High need" or "The highest need," understanding what clients want is prioritized above the others. The variability in responses, as indicated by the standard deviations, provides additional insights into the consensus or diversity of opinions regarding these tasks.

In the meantime, the following table illustrates participants' needs and wants in terms of speaking skill at Penyengat Island as tour guides and students who are going to be tourism players.

Table 4. Survey on participants' speaking needs

Items	Mean	Standard Deviation
Inquiring clients' needs and decisions	3.9	0.73
Negotiating for mutual understanding	4.2	0.91
Asking for information from clients	4	0.94
Explaining pricing	4.1	0.73
Suggesting travel information (eg; information about tourist)	4.4	0.7
Giving clients directions	4.3	0.48
Giving details about transportation	4.3	0.48

Providing information about travel plans (eg; itineraries, tour programmes)	4.5	0.52
Conducting telephone conversations with clients	4.3	0.48

The above table illustrates that the task of inquiring about clients' needs and decisions has a mean score of 3.9, categorizing it within the "High need" level. This suggests that this task is considered an important aspect of professional practice, though not the most critical. The standard deviation (SD) of 0.73 indicates a moderate level of variability in responses, suggesting some diversity in opinions regarding its necessity. Negotiating for mutual understanding has a mean score of 4.2, which also falls under the "High need" category. This highlights its significant relevance in the context under consideration. However, the relatively high SD of 0.91 reflects greater variability in responses, indicating that its importance may vary across roles or situations.

The task of asking for information from clients has a mean score of 4.0, indicating a "High need." This task is perceived as essential, though not of the utmost priority. An SD of 0.94 signifies a relatively wide range of responses, pointing to differing perspectives on its criticality. Explaining pricing achieves a mean score of 4.1, which is consistent with the "High need" category. This demonstrates its recognized importance in professional communication. The SD of 0.73 suggests moderate variability, indicating general agreement with some deviations in ratings.

Suggesting travel information, such as tourist-related details, has a mean score of 4.4, placing it near the boundary of "The highest need" category. This underscores its high relevance to respondents. The SD of 0.7 reveals a moderate level of agreement, suggesting relatively consistent perceptions. Both giving clients directions and giving details about transportation have a mean score of 4.3, categorizing them as "High need" tasks. These tasks are evidently significant, and their identical SD of 0.48 indicates low variability, reflecting a strong consensus among respondents.

Providing information about travel plans, such as itineraries or tour programs, scores a mean of 4.5, which categorizes it as "The highest need." This task is perceived as one of the most critical. The SD of 0.52 demonstrates minimal variability, suggesting high agreement on its importance. Lastly, the task of conducting telephone conversations with clients has a mean score of 4.3, also falling under the "High need" category. With an SD of 0.48, responses are highly consistent, reinforcing the shared perception of its importance.

In summary, while all the tasks are considered necessary, providing travel-related information (itineraries and plans) is perceived as the most critical, with high consistency in responses. Tasks such as negotiating and asking for client information, however, show greater variability in perceived importance, potentially reflecting contextual differences.

The following table illustrates participants' needs and wants in terms of reading skill.

Table 5. Survey on participants' reading needs

Items	Mean	Standard Deviation
Reading information from the Internet, E-mails	3.9	0.56
Reading written documents related to the tourism industry	4	0.81
Getting detailed information of tourist documents	4.1	0.56
Reading news related to tourism	3.9	0.73
Reading articles from travel magazines	3.7	0.67
Reading brochures or tourist leaflets	3.9	0.73
Reading business letters	3.4	0.84

Based on the provided data and scale, the following insights analyze the importance of various reading tasks within the tourism industry:

The task of reading information from the Internet and emails has a mean score of 3.9, indicating a "High need." This suggests that respondents consider this skill important for their professional responsibilities. The standard deviation (SD) of 0.56 reflects low variability, indicating a relatively consistent agreement on its importance. For reading written documents related to the tourism industry, the mean score is 4.0, placing it within the "High need" category. This task is deemed essential for effective performance in this field. The SD of 0.81, however, shows moderate variability in responses, suggesting some differences in how respondents perceive its necessity.

The task of getting detailed information from tourist documents scores a mean of 4.1, also categorized as a "High need." This highlights its significant relevance. With an SD of 0.56, there is minimal variability in responses, indicating a strong consensus on its importance. Reading news related to tourism has a mean score of 3.9, placing it in the "High need" category. This suggests that staying informed about industry developments is considered an important aspect of professional practice. The SD of 0.73 indicates moderate variability in responses, reflecting some differences in individual perceptions.

Reading articles from travel magazines achieves a mean score of 3.7, also categorized as a "High need," though it is slightly lower in perceived importance compared to other tasks. The SD of 0.67 reflects moderate variability in responses, suggesting differing perspectives on its relevance. The task of reading brochures or tourist leaflets has a mean score of 3.9, consistent with the "High need" category. This emphasizes its role in providing relevant and concise information. An SD of 0.73 shows moderate variability, indicating differing levels of agreement on its criticality.

Lastly, reading business letters scored a mean of 3.4, placing it in the "moderate need" category—this indicates that, while considered relevant, the task is not as crucial as other

reading activities. The standard deviation of 0.84 reflects considerable variability in responses, suggesting that participants held quite different views on its importance. This aligns closely with other tourism-focused studies. In a survey of 50 Malaysian tourism employees, mundane reading tasks—especially business letters—received a mean score of 3.32 (SD = 1.28), similarly categorized as moderate need and characterized by high variability (Khalidi, et. al, 2022). Notably, the study's overall mean for reading tasks was 3.59 (SD = 1.10), confirming that while reading remains valuable, its sub-skills hold varying levels of importance.

The wide SD observed in both studies points to diverse individual circumstances—such as differing job responsibilities, exposure to written correspondence, or organizational demands—that influence how critical participants perceive business letter reading to be. Thus, although reading business letters is a recognized and valuable skill, it does not command universal priority. For English-for-Tourism curriculum designers, this suggests the need for flexible, modular instruction: include business letter reading as an optional or supplementary component, while emphasizing reading tasks deemed essential for the majority of learners.

In summary, most reading-related tasks are considered "High need," with minimal variability in perceived importance for tasks like reading information from the Internet or tourist documents. However, tasks such as reading business letters and travel magazine articles show lower scores and greater variability, indicating that their importance may vary depending on specific roles or contexts within the tourism industry.

The following table 6 illustrates participants' needs and wants in terms of reading skill.

Table 6. Survey on participants' writing needs

Items	Mean	Standard Deviation
Writing e-mails	3.7	0.82
Writing texts for giving information	4.2	0.63
Writing travel plans	4.2	0.78
Taking telephone message	4.1	0.56
Writing advertisements	3.9	0.73
Producing tourist leaflets or brochures	3.9	0.73
Writing travel timetables	4.3	0.82
Producing letters in a proper format	4.1	0.87

Based on the data above, the following analysis explores the perceived importance of various writing-related tasks in the tourism industry:

The task of writing e-mails has a mean score of 3.7, placing it within the "High need" category. This suggests that writing e-mails is regarded as an important skill, though not

among the highest priorities. The standard deviation (SD) of 0.82 indicates moderate variability, reflecting differing perspectives on its criticality. Writing texts for giving information scores a mean of 4.2, placing it firmly in the "High need" category. This task is recognized as highly relevant for effective communication in the tourism context. The SD of 0.63 reflects relatively consistent agreement among respondents on its importance.

Similarly, writing travel plans also achieves a mean score of 4.2, indicating a "High need." This highlights its essential role in the tourism industry. The SD of 0.78 suggests moderate variability in responses, indicating some differences in perceptions of its necessity. The task of taking telephone messages has a mean score of 4.1, also categorized as a "High need." This implies that accurately recording messages is a significant aspect of professional practice. The SD of 0.56 reflects low variability, indicating a strong consensus on its importance. Writing advertisements scores a mean of 3.9, falling under the "High need" category. This suggests that creating promotional content is an important task, though slightly lower in priority than some others. The SD of 0.73 shows moderate variability, indicating some diversity in opinions on its importance.

Producing tourist leaflets or brochures also scores a mean of 3.9, aligning it with the "High need" category. This underscores its significance in providing clients with informative materials. The SD of 0.73 reflects moderate variability, similar to that of writing advertisements. Writing travel timetables achieves a mean score of 4.3, placing it in the "High need" category and among the highest-priority tasks in this dataset. The SD of 0.82 indicates moderate variability, suggesting differences in the degree of emphasis placed on this skill by respondents. Finally, producing letters in a proper format has a mean score of 4.1, indicating a "High need." This task is considered important for maintaining professional standards in communication. The SD of 0.87 reflects relatively high variability, suggesting varied perceptions regarding its importance.

In summary, writing tasks such as travel timetables, texts for giving information, and travel plans are perceived as particularly critical, with mean scores in the upper "High need" range. Recent studies emphasize the significance of effective communication in the tourism sector, noting that clear and concise information can enhance customer satisfaction and operational efficiency Walelign, A. (2019). Tasks such as e-mails, advertisements, and brochures are also deemed important but slightly lower in priority. According to research by Edwin, et. al. (2019), clarity of information in travel-related documents often take precedence in decision-making processes.

The variability in responses, as shown by the standard deviations, highlights differing perceptions of importance depending on the context or roles within the tourism industry. Understanding these differences is crucial for developing targeted training programs that address the specific writing needs of various stakeholders in the tourism sector.

3.2. Participants' problems encountered in using English

To answer research questions no. 2 regarding the problems of using English in Penyengat Island, interviews were conducted to three sample of merchandise vendors. The findings from interviews with three merchandise vendors reveal notable challenges in their ability to communicate effectively with foreign visitors due to limited English proficiency. These challenges primarily revolve around initiating conversations and describing their products in detail, both of which are essential for attracting and engaging potential buyers.

One vendor expressed difficulty in initiating interactions with guests, relying on simple, repetitive phrases such as "hello, buy some drum-drum, otak-otak," without being able to build a more engaging conversation. This indicates a lack of confidence and proficiency in using English beyond basic greetings and product mentions.

Similarly, the second vendor highlighted her hesitation to invite foreign visitors into her stall. This reluctance stems from her inability to describe her products in detail, as evidenced by her statement:

> *I feel that I only know some phrases like, want to buy, this is the price, this is otak otak from fish, this is coconut water, etc.*

Another vendor revealed that, she tends to use hand gestures whenever she has a buyer who try to ask for the price. This can be seen in the following interview excerpt:

> *I like to use my hand gesture to indicate the price of my products whenever the foreign visitors try to buy my products. After that I say thank you.*

This vendor's response reveals that her English vocabulary is limited to rudimentary expressions related to pricing and basic product descriptions. She lacks the linguistic tools to provide more comprehensive information or to respond to potential inquiries, which likely hinders her ability to build rapport with international customers. From these excerpts, it is clear that both vendors face significant communication barriers. Their limited vocabulary and lack of confidence in speaking English restrict their ability to effectively market their products and engage foreign tourists. This findings are in line with (Soepriyanti & Waluyo, 2024) where the limited vocabulary that many street vendors possess not only frustrates customers but also diminishes the vendors' ability to build rapport and trust.

The findings across the four areas listening, reading, writing, and verbal communication skills provide valuable insights into the perceived needs of professionals in the tourism industry. These results reflect a clear prioritization of tasks that directly impact client interaction and service delivery, with notable variations in the perceived importance and variability of specific tasks. Listening skills emerged as crucial, with most tasks categorized under "High need" or "The highest need." Tasks like understanding what clients want and listening to telephone conversations are deemed highly critical, as they directly impact client

satisfaction and service accuracy. The low standard deviations for most listening tasks indicate strong consensus on their importance. These findings highlight the industry's emphasis on active listening as a foundational competency, critical for meeting client expectations and facilitating effective communication.

The reading tasks reveal a focus on processing and interpreting industry-specific documents, such as tourist documents and travel-related news, which were rated in the "High need" category. The slightly lower mean scores for tasks like reading business letters and travel magazine articles suggest that these are less universally important, possibly reflecting differences in job roles. The moderate variability in tasks like reading news and brochures indicates that their relevance may depend on individual responsibilities, emphasizing the need for role-specific training in reading comprehension. Writing tasks demonstrated significant importance, with several, such as writing travel plans and texts for giving information, receiving high mean scores. These results underscore the industry's reliance on clear, accurate, and professional written communication. Tasks like writing e-mails and advertisements, while still categorized as "High need," had slightly lower scores, potentially reflecting their varied frequency or context-specific use. The higher variability in some tasks, such as writing timetables, suggests that while critical in some roles, their importance may not be universal across all positions within the industry.

The analysis of verbal communication tasks shows a consistent emphasis on facilitating clear, direct communication with clients. Tasks such as suggesting travel information and giving travel-related directions were rated highly, indicating their essential role in providing quality service. The strong agreement, reflected in low standard deviations, points to their universal applicability. However, tasks with higher variability, such as negotiating for mutual understanding, suggest that the need for these skills might depend more heavily on specific contexts or client interactions. English language proficiency is particularly vital, with oral communication slightly more important than written in business tourism practice (Bobanović & Gržinić, 2011).

Across all four areas, tasks directly tied to client service—such as understanding client needs, providing travel information, and producing written materials—are consistently rated as critical. Non-verbal skills are considered high importance-high performance, while written and oral skills are low importance-low performance (Čuić, et al., 2023). The findings suggest that professionals in the tourism industry need a balanced skill set, with listening and verbal communication taking precedence, followed by writing and reading. Variability in the responses for some tasks, especially in reading and writing, highlights the diversity of roles within the industry and the potential for tailoring training programs to specific responsibilities.

These results underscore the importance of targeted skill development to enhance efficiency and effectiveness in tourism-related roles. Listening and verbal communication

training, along with task-specific writing and reading skills, should be prioritized to align with industry demands and client expectations. Additionally, recognizing variability in perceived needs can help create flexible, role-specific training programs that address the unique demands of different positions within the industry.

4. Conclusion

The findings highlight the critical role of communication skills—listening, reading, writing, and verbal communication—in the tourism industry, emphasizing their importance for effective client interaction and service delivery. Research indicates that tourism professionals must possess strong communication abilities to enhance service quality and ensure customer satisfaction (Čuić et al., 2023). Tasks directly tied to understanding and meeting client needs, such as listening to verbal instructions, writing travel plans, and providing travel information, are consistently rated as "High need" or "The highest need." These results underscore the industry's reliance on clear, accurate, and professional communication to ensure client satisfaction. The variability observed in the perceived importance of certain tasks, particularly in reading and writing, reflects the diverse roles and responsibilities within the tourism sector. This suggests the need for tailored training programs that focus on developing role-specific competencies. Studies have shown that effective training programs in the tourism sector can significantly enhance employee performance and service delivery (Obaid, 2015). Overall, the data reinforces the necessity of a balanced skill set for tourism professionals, with listening and verbal communication emerging as top priorities, supported by strong reading and writing abilities. By addressing these needs through targeted skill development, the industry can better equip its workforce to meet the dynamic demands of modern tourism. Research emphasizes that tailored training programs are essential for developing these competencies, leading to improved service quality and customer satisfaction (Satoko et al., 2022).

However, this study has several limitations. It is restricted by its focus on a specific set of communication tasks within the tourism industry, which may not fully represent the breadth of communication requirements across various tourism contexts and regions. The data is drawn from a particular sample, which may not capture the diversity of communication needs present in different cultural settings or specialized tourism sectors such as eco-tourism, adventure tourism, or medical tourism. Additionally, the study centers on the perceived importance of communication tasks without thoroughly assessing the actual proficiency levels of tourism professionals. Factors such as the impact of technological advancements, including AI-driven customer service tools and multilingual communication platforms, were not deeply explored, despite their growing significance in the tourism field.

Future research should aim to broaden the scope to include more diverse tourism sectors and cultural backgrounds to enhance the applicability of the findings. Longitudinal studies are recommended to track how communication skill requirements evolve over time,

particularly in response to technological changes. Further studies could also incorporate performance-based assessments to evaluate both the importance and the actual skill levels of tourism professionals. Moreover, investigating the role of digital communication, social media proficiency, and technology-assisted interactions in enhancing customer satisfaction would provide valuable insights into the modern competencies required in the tourism industry. These future directions will contribute to a more comprehensive understanding of communication demands and inform more effective training and development strategies for tourism professionals.

Acknowledgements

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