ESP COURSE DESIGN: THE NEED ANALYSIS ON TOURISM DEPARTMENT IN INDONESIA VOCATIONAL HIGH SCHOOLS

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Abstract. Centered on the 2013 Curriculum (Indonesia's national curriculum), English subject matter is equated to the high school standard. Both high school and vocational school students receive the same English content, while English is to be differentiated for special purposes for high school and vocational high school students. It is difficult to find an English textbook in a vocational school which fits into the department of the student. Additionally, there is often not enough time for teachers to develop English materials for vocational students. This study aims to explore the content that should be included in SMKN 1 Pangsid Kabupaten Sidenreng Rappang to design English language materials based on needs analysis in the Tourism Program and to find out the response of teachers to the development of English material in the Tourism Programme. Fundamental analysis uses Qualitative Descriptive, and the findings are described in terms. The study results indicate that the content to be included in the English language material in the SMKN 1 Pangsid Kabupaten Sidenreng Rappang tourism program is speaking and pronunciation for language skills and components; media videos and images; and asking questions about teaching techniques. Creation of English language materials consists of several speaking practice presentations, many videos to practice listening, speaking and reading, reading sections and documents, and some information that the Tourism Program learners need to know.

Key word: Vocational schools, materials development, English for specific purposes (ESP), tourism program.

INTRODUCTION

English becomes a universal language because it is spoken not only as a second language or a foreign language in English-speaking countries but also in non-English-speaking countries. Additionally, English is used in various communication styles such as trade, education, and employment. Moreover, in today's classroom, many students don't just study English to obtain their marks. They want to learn both written and spoken English, so they can be interested in English. In addition, most job vacancies require the ability to learn a foreign language, especially English. Therefore, studying English is one of important topics which have been studied many previous researchers (Yusri et al., 2018; Romadloni et al., 2017; Yusri et al., 2018; Mantasiah, 2020).

So, equipping learners with English is important. What people need in English, however, is distinct from each other. Of starters, the secretary must have the ability to correspond; an accountant needs to understand the accounting requirements language, the hotel receptionist should be able to speak English to greet foreign guests, and so on. It clearly demonstrates the need for and advice for different English materials to help people and learners to write and speak English according to their jobs or interests. English teaching has two specifications; General English (GE) and English for Specific Purposes (ESP).

Far (2008) acknowledged that General English refers to a setting in which needs and interests can not be decided, such as a school. In achieving goals such as ESP, it is more considered to offer a variety of grounding rather than comprehensive and selective specifications. English for Specific Purposes articulated to accommodate the different types of learner needs and demands. Therefore, due to the appropriate feedback of choice in language teaching their need will be a significant role in teaching planning. Moreover, ESP focuses more on teaching meaning than grammar instruction and
the fundamental aim is to bring content directly to the real world of students (Unal, 2014). Therefore, according to Hutchinson and Waters (1987: 19), English for Specific Purposes is an approach to language teaching, where content and methods rely heavily on learners’ needs and interests. They have also stated that there is no significant difference between ESP and GE. In the sense that words and sentences are examined, the ESP varies from GE, and the subject matter is all applicable to a particular area. During the meantime, students of GE will study English and even vocabulary widely. Unlike GE, ESP has a special vocabulary for identifying learners’ needs in meeting target needs. Hutchinson and Waters (1987) assert that ESP can not be differentiated from GE by the presence of such needs but by the knowledge of need itself. So, there is little difference in both. GE is primarily taught and hired in high school, and ESP targets those with major professionals such as accounting, engineering, midwives, nurses and many others.

The students of high school learn all of the English skills as their subject. The skills they must learn are not unique. Most learn all of the language skills and components of language. However, students at SMK (Vocational Secondary School) may need specific subjects. We don’t really have to learn all the subjects like high school graduates. We just need to know about the expectations and needs that will help them in finding a job, as most students at vocational school will usually apply for a job after graduation. Such specifications can also help them find jobs, and allow them to do so. Sadly, most of the students were taught in the vocation, General English. Their content is nearly similar to high school students, based on the Curriculum 2013 syllabus (Indonesia’s national curriculum). For vocational students there is no distinction or specification of the content. Applying General English to vocational students may seem inappropriate because of the English content they need to suit their needs and interests.

**RESEARCH METHOD**

Researchers carried out detailed work in this report, using qualitative analysis. Johnson and Christensen (2004) indicate that descriptive qualitative analysis is mainly focused on the compilation of qualitative data (no numerical data, such as words and images). Battacherjee (2012) argues that qualitative analysis relies heavily on the analytical and integrative abilities of researchers as well as on the context with which data are collected. Ary et al. (2010) said qualitative descriptive work is structured to gain knowledge about the current trend. The aim of qualitative descriptive research is to define the current variables, attitudes held, and the continuing process of teaching and learning. Descriptive qualitative research is thus a study designed to explain the things or events that were observed during the course of research.

There are two research instruments used in this study by the researchers. They’re questionnaires and guides to interviews. The questionnaire provides a basis based on an inquiry (Brancauto et al., 2004). It is also useful to collect data for problem number one in Chapter One of the content contained in the material based on an overview of the needs.

Semi-structured Questionnaires includes the union of open and closed questions (Hague, 2006: 137). This type of questionnaire is useful to gather a mixture of qualitative and quantitative data. The researcher gave 13 questions for answering the number one research issue. The first five questions are about what the content students need to learn English in the Tourism Program at a vocational school. The last eight questions are about the content that should be included in the Tourism Program English course material, as this analysis focuses solely on the Tourism Program.

Ary et al. (2010) say interview guides are instruments for getting some people’s information about their feelings, opinions and ideas about something. Interview guides are useful for obtaining knowledge by asking a few questions about their studies that researchers want to learn. 3 Interview sessions were conducted by researchers. The first interview was with Tourism Program of the 10th grade. The interview is also for a Tourism Program English instructor at SMKN 1 Pangsid, before designing English content. Finally, as this is also to learn that the instructor does the researcher write an response to English materials.

Researchers used several instruments in conducting the research, such as semi-structured questionnaires, interview guidelines for vocational students and interview guides for teachers in the Tourism Program. Researchers analyze, describe, and synthesize this field after researching the field (Bogdan and Biklen, 2003). Researchers will complete three stages (Ary et al., 2010), namely: (1) Learning and Organizing,
(2) Coding and Reducing, and (3) Interpreting and Representing.

The first step the researchers must do is familiarize themselves with and coordinate. Investigators would be familiar with the data obtained by reading and re-reading the notes for observation. Some data should be analysed by researchers. There are field notes, audio tapes, video recordings and observations from observers. Transcription can also be used to support researchers in analysing field data (Ary et al., 2010). Research is possible but not advised, without having transcripts.

Researchers in this study read the full results of questionnaires and interviews. The researcher then analyzed the questionnaire and processed the data in order to obtain the results for the material development from the needs analysis. Therefore, researchers did not conduct video recording in interviewing Tourism Program graduates. Instead, he noted on the interview sheet, documenting all that happened during the interview. The researcher made a few remarks, too.

The researcher could start the coding and subtraction process after familiarizing the data and arranging it to facilitate the search. Encoding and subtraction form the basis of qualitative research and provide group definition, patterns, and changes. Ary et al. (2010) said the coding comes from the creation of the unpurified definition of data. Axial encoding, open coding, provisional coding, or temporary coding is the first step of encoding. The best thing to do when analyzing data is to read and re-read all the data and filter it by looking for sense units like words, phrases, sentences, ways of thinking, patterns of behavior and events that tend to be normal and recognizable. When reading without additional information all data should be marked and understood. Coding is designated to label data and enable researchers to analyze data.

This time, researchers collected data and marked it as accurate, accurate, inappropriate and incorrect as possible. Then he reads the less important and unimportant data again and removes the unqualified. This process is called downsizing. In addition, researchers establish and classify the meaning of the quality of all data encoded. Coding is sufficient to help the researcher focus on the most important data that matches the content that should be included in the needs analysis material for the tourism programme. After coding, researchers synthesize material content for the Tourism Program based on analysis of their needs.

Interpretation includes a focus on the study participants’ words and behavior, and an significant theoretical interpretation of them (Ary et al., 2010). Interpretation is about fulfilling its purpose, telling its story, describing it and creating explanations while representations include how data is presented. Researchers can show graphs, photographs, diagrams, drawings, and frameworks while representing the data (Ary et al., 2010). Occasionally, certain findings are nice to be visually reflected, and the new technology provides many ways of displaying qualitative results.

FINDINGS AND DISCUSSION

The findings from this study were obtained through a questionnaire and interview analytics process. The questionnaire was distributed at SMKN 1 Pangsid Kabupaten Sidenreng Rappang to third graders of vocational students in the tourism programme, and interviews were requested from some students and a Tourism Program teacher.

The Analysis of Needs

There are two main questions in the questionnaire. The first five questions are about English in the Tourism Program and the last seven questions regarding the content of English in the Tourism Program for vocational students. The first five Needs Analysis results show the third vocational graders in the Tourism Program at SMKN 1 Pangsid desperately need English for their majors for multiple reasons. In other words: (1) the students of the SMK Tourism Program will certainly ramble people who speak English to interact with each other; (2) English is an international language often spoken not only by English-speaking tourists but also by non-English - speaking tourist countries; (3) English will enable students to work in the future in relation to Tourism; and (4) English is badly spoken by tourists.

In reality, ten graders of Tourism Program vocational students largely agree that the Tourism Program, closely linked to English, helps them to establish ways of communicating with foreign tourists. So the most important language skills that vocational students need to acquire is because the Tourism Program is very difficult for learners to talk a lot. Indeed, SMK 1 Pangsid students have a mandatory program named Guiding for new students. Guiding is a
completed activity in a moving bus and performed by an SMK SMK 1 Pangsid student to tell and describe the place or building along the way. In addition to developing English language materials for the Tourism Program, vocational students must also provide English language resources to meet their needs, desires and demands. The results are consistent with the English Specific Purposes Theories (ESP) where major differences in learning require different special materials. Additionally, a Tourism Program teacher needs to provide well-applied media and relevant majors-related books to support the learning process.

The findings of the last seven questions show that the English material should be to improve the vocational students’ language skills. Speaking to be the best option to grow the expertise. In addition to developing Speaking, the language aspect most frequently chosen is Pronunciation. In addition, teaching strategies that SMK learners learned for requests often ask questions and pose questions. To endorse this approach it would be important to use media in teaching and learning. Tourism program students must have a video player as a means to help them understand the Tourism-related talks and phrases. The video is a good model for learners to practice their speech and speech.

Many of the third graders in the Tourism Program demonstrate that they have learned the forms of text (Descriptive, Narrative, and Speech), tense (Present Tense, Past Tense, and Future Tense), language skills (Listening, Talking, Reading, and Writing) and two of the three language elements (Vocabulary and Grammar / Structure) so far. Researchers ask learners randomly whether the source of the material is derived solely from the book, or whether the teacher gets his material. The findings indicate that teachers relate only to the 2013 Curriculum-based educational authority textbooks.

The most challenging skills they need to learn the most are speaking according to the third graders of SMK students in the Tourism Program. During the interview, the researchers added questions about approaches usually used by the students to develop their speaking abilities. The average student acknowledges that most of them practice and develop their speech skills by watching English movies and listening to music while they are not classy and attempting to practice it while in class with their classmates. However, because few students speak English, the technique of practicing English in the classroom does not help much, as they have reported. Additionally, there are various reasons to choose Speaking as their most demanding ability, namely (1) The Guidance Program requires speaking skills; (2) English is required when communicating with foreigners; and (3) English is highly demanding in the global era.

Most vocational student third graders in the tourism program believe that strong speech will balance speaking ability well. Some learners show they typically do pronunciation exercises by listening to music and listening to conversations with teachers. If the Tourism Program's third graders can pronounce every word correctly, the stranger will understand what they're saying.

Vocational learners require their majors to use various English materials; the 10th grade Tourism Program will also include similar English language materials. Nonetheless, the findings of the interview show that English is less descriptive and largely borrowed from textbooks. The 10th graders need material that suits their desires, preferences, and demands. Even so, others decided it was strong enough to introduce. The learners should be able to work with the learning process as long as the content is understandable.

Learners say English content is more based on the Guides but is still relatively popular, and in the Tourism Program they barely fulfill their needs. Including referring to mandatory textbooks, teachers should check for other outlets that will inspire learners to be more involved in the classroom, so they have plenty of chances to speak. Learners need to learn the ability to speak from the start because they're more used to speaking English sooner. Consequently, the aims needs should be achieved as well as possible.

It can be inferred that SMKN 1 Pangsid Kabupaten Sidenreng Rappang's English language content for the 10th graders of the Tourism Program is a material composed of more speech and pronunciation exercises. Others also demand better and broader English materials as there are various activities in the Tourism Program that learners should do such as tickets, planning, and coaching.

Also, students in the 10th grade expect English material to enable and support their future work, as it is highly recommended to equip themselves with English in the era of global competition. Furthermore, some reported that English content would help learners improve
the ability to interact with strangers through speech. So English material should have a lot of speech and pronunciation practice, and learners need some activity that encourages them to be more active and creative. Andi Rasdiana is a teacher with the SMKN 1 Pangsid Kabupaten Sidenreng Rappang Tourism Program or Travel Business Enterprise. She conducts two grade 10 schools. He explained that English application was well implemented and was associated with the Tourism Programme. Furthermore, if any content is not associated with the Tourism Curriculum, teachers will look for other sources to match Tourism needs.

For example, teachers need to collect some information and background about specific locations where the activities are taking place in a City Tour event where learners can alert and describe cultural, buildings, and historical sites. City Tour activities are mostly carried out in Ajatappareng (Barru regency, Parepare town, Pinrang regency, Sidenreng Rappang regency, and Enrekang regency) are also followed by Guiding. Guiding normally starts at the Sultan Hasanuddin International Airport to the hotel where the visitors live. Tourists may pass certain places in Parepare City during their trip to the hotel, such as Pasar Senggol, Lumpue Beach, Jompie City Forest, and many other places and entertainment venues. The tourist will enjoy the time in some places in Sidrap Regency, for example, the Datae Tourism Center, Pusat Kerajinan Batu Allakkuang, Pusat Kerajinan Besi Massepe. In this scenario, both in Indonesian and English, learners must do their research because visitors are not only domestic citizens, but also foreigners. Additionally, the implementation of the 2013 Curriculum in Tourism Program was well implemented as the teaching and learning process always refers to the 2013 Curriculum syllabus. The teacher states that he typically modifies lesson plans rather than updates the syllabus.

According to the English Specific Purposes Theories (ESP), vocational learners have to have unique, narrow English content. Teachers also said vocational learners should work at school according to their vocation or department. Therefore they need specific English material to assist and support their skills in their future work. Apprentices need proper English content. But sometimes the materials listed in the syllabus are not suitable, and due to learners’ needs. The teachers recommend ordering the right materials and following what the learners learn in the language learning process. There are also some Tourism-related events that help students, namely (1) City Tour; (2) Guidance; and (3) How to Table.

Teachers need wider resources and information about some places that could be the next destination for Guides and City Guides to help with all of these activities. Initially, City Tour and Guiding activities can be performed in a wider area, such as in Kabupaten Toraja. Now, teachers and learners only need to do City Tour and Guiding in South Sulawesi due to education authority policy. Thus, it can be concluded that English material should consist of speaking exercises and language skills and other complementary language components since the 2013 Curriculum uses integrated skills in improving human resources through education.

**Reaction by the teacher to English language content**

The instructor reflected on the job most of them had been thinking about. He said learners are slowly motivated to talk more by making several presentations by speaking, and the Scientific Approach where learners select images to be discussed, find more information, return information well, and convey the outcomes of their discussions. The stuff, on the whole, is really fine. He indicated, however, that it would be best if the assignments were to be rearranged from the easiest to the most difficult, so that learners could study the material well and gradually. Yes, as described in the syllabus, he added that the content should be tailored to the required meeting.

Regarding the second question, teachers strongly accept that in learning English, the production of Descriptive and Speaking materials meets the learners’ needs, desires, desires, and demands. He said both materials were too detailed and fascinating. Even the photographs shown in the course of material creation are eye-catching.

The final question, the teacher, admits that the creation of the Material Definition and Record reflected the needs of the students in the Tourism Program for vocational schools. Much of every chapter’s content creation is closely linked to the Tourism Program. Product development is happening very much in East Java and Indonesia in general which learners need to know. Furthermore, he said, the videos met target needs in all chapters.
Researchers establish a kind of material based on the Needs Assessment by the English Purposes (ESP) theory that vocational learners require basic and limited content (Hutchinson and Waters, 1987). The results showed that SMKN 1 Pangsid Kabupaten Sidenreng Rappang students from class XI Tourism Program agreed to learn English as a compulsory subject to develop English skills. Indeed, they are thinking about the unique talent they ask for the most. In learning English, learners must have unique English resources to suit their needs, desires, and demands. In this end, teachers need to provide learners with media, textbooks, and more advanced learning materials to facilitate the learning process.

As learners state that English should be able to help learners get jobs in the future, more talk and pronunciation activities are required to develop their English skills. Some of the ways learners need to ask questions and submit more in the learning process is also. The student-teacher contact should allow learners to talk more. The teacher shows pictures or videos may be listening and answering questions.

Learners are demanding the type of material because they often have general English material from teachers which is less appropriate for vocational students. They’ve been learning some texts so far, such as Descriptive, Recount, Process and other tenses. The text is still popular, however, and they do not meet their needs as vocational high school Tourism students. Since there will be some Tourism events including Guiding, City Tour, and Table Manner, learners need activities that allow them to talk to other people. Guiding, City Tour, and Table Manner are very demanding competences for good speech. Hence it is critical for teachers to help support their activities by supporting learners like media, textbooks, or other sources.

By contrast, most SMKN 1 Tourism students teach General English at Pangsid Kabupaten Sidenreng Rappang, which is clearly less suitable for their majors. Teachers rely mainly on the Government’s approved compulsory textbooks. In fact the English textbook itself. And those in high school and vocational schools can use the same textbook in English. It can not, in reality, meet the needs, demands and desires of vocational students in English learning. Therefore, if the production of materials for the Tourism Program has met the learners’ requirements, expectations, and desires, it should meet the target needs. Goal needs are circumstances where learners satisfy their learning needs and reach out to what they are looking for (Hutchinson and Waters, 1987). The aim of studying English in the Tourism Program is to get a job through their majors like working in a travel agency and working abroad. The emphasis of the development of English content comes from different sources. Initially, the emphasis for guidance exists only in Surabaya, but equipping learners with some other knowledge of tourism from the wider places in Indonesia and other countries is also relevant.

The category of English content that the SMKN 1 Pangsid Kabupaten Sidenreng Rappang 10th grade Tourism Program consists of the grammar and interpretation of components and skills; and media videos and photos. Researchers are therefore developing English language material that has a lot of talk activities to encourage and enforce learners to say more. Additionally, the strategies that would have been used by the learners and questions answered. The learners will be motivated to speak by offering more feedback and questions. During the production of the content the role of posing and answering questions is given both verbally and semi-written. In addition, the videos are geared to the needs of the Tourism learners. One of his videos depicts an Indonesian archipelago told like a tour guide. Learners are expected to pay attention and learn how the narrator explains the environment for their instruction programme.

Depending on the 2013 curriculum, every subject addressed should be introduced to the learners. There is an summary of the terminology in every chapter of material creation. The language the researcher creates is Descriptive Language and Word Text. That section also displays text examples, accompanied by text structures and language features that are used to write text. The use of English language content to improve speaking skills also complements the pronunciation activities accompanied by the interpretation of each vocabulary. To order to learn how to pronounce and understand the meaning of through vocabulary spoken to the video and written in the text, vocabulary practice is taken from video and conversation. Also, when students listen to a video in Recount Text, they need to complete the missing dialogs that are mentioned in the video. Videos are not only models for the practice of speech but are also used to measure the understanding of learners as they listen. Visual
activities in the process of preparation and completing True-Wrong.

The researchers do not adapt or adopt from any source while writing the dialogue. Alternatively, he puts together the observations, concepts, and evidence contained in the field. In developing the content, the researcher uses the Packaging Knowledge Theory whereby the authors may combine their ideas and put other existing materials through the simplification and adjustment of learners’ needs (Pannen and Purwanto 2001).

A section to read and follow questions is in Descriptive Text and Greeting. For learners to write as their final project for each book, reading comprehension is required as an example. The reading comprehension text is designed to suit the 10th grade’s level of understanding. Furthermore, grammatical angles are necessary to demonstrate the tense patterns used in each text such as Present Tense and Past Tense and accompanied by questions so that tense usage can be applied directly by the learners. In addition, researchers have also added a crossroads culture to provide the learners with new information. As suggested, the researcher placed the Indonesian and United States Manner Table into Descriptive Text. Likewise, researchers put a Crossing Culture called Anglo-American Anglo in the Recount Paper, since the previous task showed a video of two people speaking with different English accents. So, let’s demonstrate the accent better.

According to the results of Needs Analysis the SMKN 1 Pangsid Kabupaten Sidenreng Rappang also requested an picture. There are certain images in Descriptive Text that you would like to describe. The photos are about places, people and objects. Students are supposed to guess by presenting images, explain the image well and say it so that learners can meet the needs of the target.

There is a final writing assignment for the last session of each chapter that the learner will do as illustrated in the 2013 Curriculum syllabus, and a reading exam to test student reading ability. Researchers need to simplify the text in the quiz, as it originally has some odd terms and needs to be translated and condensed into the information of learners. Researchers however also maintain the manuscript’s main purpose. Indeed, multiple-choice quiz-tasks exist. Questions in multiple options are based on UNAS Vision Grid 2015/2016, such as identifying the intent of the text, applying the use of texts, ending texts, defining key ideas, identifying synonyms / antonyms in texts, defining ideas in particular paragraphs and interpreting sentences listed in the text.

There are many reasons why the researchers at SMKN 1 Pangsid Kabupaten Sidenreng Rappang create and incorporate English content for the tourism programme. English textbooks now being used appear less suited to Tourism System learners. Based on the Needs Analysis findings, tourism learners need to have a lot of talking practices that will help them interact well. Practice sources of speech can come from videos or images. Researchers thus put a lot of talk behavior into English content in several exercises. Expected through the results of Needs Analysis, the production of English language materials in the Tourism Program meets the needs, desires and demands of the learners.

The Teacher’s response to the material’s overall development is strong. The teacher comments on some prejudices, assignments, reading comprehension, videos, dialogs, drawings, grammatical angles, and quizzes after reviewing the material. He clarified that it is good to start encouraging learners with these images to identify and sample the conversation, because the most requested skills are talking. Then learners are exposed to the text they’ll know by guessing the image and reading the dialogue. In reality, by illustrating on the next page, learners then review the text and its meanings, goals, structure and features of language. The role is perfect to get the learner to think a lot about too. Comprehension of text reading is fascinating, and it can be a perfect example for learners to write as their final project. The teacher admits that showing the video is really helpful. It's not hard to follow the debate, and very straightforward. Teachers are aware that dialog is not taken from the source but from the researchers' experiences and ideas. Dialog meets target needs as the language is very familiar and learners won't find it hard to interpret and understand its meaning. From the beginning the photos in both chapters are really interesting so they can attract learners. Grammatical angles help learners understand how each text uses tenses. Lastly, the teacher says the text is good for reading but a bit too long for the quiz.
The instructor overall said that the production of the Descriptive and Recount Text content is complete. The content meets learner's needs, desires and demands. In addition, all resources in the Tourism curriculum are closely linked to the needs of the learners. Yet it is easier to reset the job from the easiest to the hardest. In addition, the content has fulfilled the Tourism needs, desires and demands of learners.

CONCLUSION

Based on the findings of the Requirement Review, SMKN 1 Pangsid Kabupaten Sidenreng Rappang's English content in the tourism program will include a lot of speaking activities to improve learners' capacity and willingness to interact with foreigners. Speech lessons are also accompanied by pronunciation practice so that the learners can not only learn to communicate well, but also pronounce well the words. It is more useful to view videos to improve the learner's speaking ability so that learners can develop speaking skills and pronunciation practices through video.

The English materials are built using the findings of Needs Analysis. English content consists of Descriptive and Greeting, which consisted mainly of speech. Through English material's contents are concise and recount customized to the learners' needs such as reading comprehension, practice, listening, video, and conversation. Questions were established in the exercise, based on the 2016 UNAS SMK Grid. In reality, SMKN 1 teachers Pangsid Kabupaten Sidenreng Rappang had Regency having a good answer to English Material Growth. He replied that the development of English language materials has a comprehensive task in learning English to meet the learners needs. Additionally, tasks in the materials expressed the learners' needs.

REFERENCES


