

French Tourism and Hospitality Teaching At College of Tourism: How does it work ?

Wahyu Indrayatti*, Ida Zulaeha, Tommi Yuniawan, Diah Vivi Widayanti

S3 Ilmu Pendidikan Bahasa Pascasarja, Universitas Negeri Semarang, Jl.Kelud Utara III, Petompon, Gajah Mungkur, Semarang 50237, Indonesia

*Corresponding Author: wahyu_indrayatti@students.unnes.ac.id

Abstract. French is one of the foreign languages studied by students from the College of Tourism (STP) to support the professionalism of prospective workers in tourism and hospitality. This study aims to describe the French Tourism and Hospitality courses at the College of Tourism, covering four aspects of perception, lecture motivation, and evaluation. The data collection technique in this study was a questionnaire. The discussion concluded that implementing FSP lectures at the College of Tourism had not fulfilled the provisions in the performance of foreign language learning with professional goals. This statement is known from the learning objectives that have not led to FSP learning, learning materials in which general French still dominates, learning activities that have not shown professional competence developers in the field of Tourism and Hospitality, and the assessments carried out have not touched on the competencies that students should have achieved. The benefits of research can be used as a reference in improving the curriculum and process of French language lectures at the College of Tourism.

Keywords: french tourism and hospitality; French teaching; college of tourism; french for special purpose

INTRODUCTION

Indonesia's nature and cultural diversity have made the tourism sector one of the targets for accelerating and expanding the Indonesian economy (Akbari, 2018). This reason has attracted the attention of the College of Tourism as an institution that offers professional graduates in the field of tourism and hospitality by preparing a curriculum according to the needs of tourism professionals. Proficient skills in tourism must be supported by good communication skills in foreign languages (Božinović & Sindik, 2013) (Bilodid & Vorobel, 2022). Adequate mastery of foreign languages can help full service, give an impression and a good image, and increase the Indonesian tourism industry (Setyanto, 2014). Leslie in (Arsiyana, 2019) Foreign languages or guest languages are also a marketing strategy and win a competition in tourism promotion.

French Special Purpose (FSP) or *Français sur Objectif Spécifique* teaching has particular characteristics by taking into account the needs of the learner subject through the stages of requirements analysis to fulfill the specific French language competencies expected by learners in the professional field (Hanak, 2014)(Boukhannouche, 2018). The specificity of FSP provides a big challenge for lecturers. Problems often arise because FSP learners not only want to master the language but also have professional competence. (Edung & Udung, 2008) Revealed that teaching FOS requires a

particular strategy because students are required to be able to speak as professionals in their field of expertise in a foreign language that is different from their mother tongue. (Qotb et al., 2019) explained that foreign language teaching with particular objectives must consider special needs, limited learning duration, specific learning evaluations, and learner professional motivation.

The involvement of students as learning actors is an essential factor in the learning process. Learning will not run effectively and be fun without the participation of students. Individual perceptions strongly influence student engagement. According to Robbins & Judges (2008:124), that perception is the process of organizing and interpreting the stimuli received by individuals. Perception is the process of receiving stimulation through the five senses, which begins with attention so that individuals can know, analyze, and appreciate the object being observed inside and outside the individual. Perceptions can be positive perceptions and negative perceptions if they do not match the individual's personality. Perception interprets the stimulus the five senses receive into understanding and will move students to organize and manage themselves in learning. Student perceptions are crucial in supporting the lecture process to run optimally (Hendriyani & Effendi, 2015)(Mamahit, 2021). Knowledge about perception becomes the input for teachers in creating a learning atmosphere that is in line with expectations and encourages students to learn.

The Researcher conducted this research to describe Tourism and Hospitality French courses at the College of Tourism, covering several aspects, namely perception, motivation, learning process, and evaluation. Students are beginner learners who have never studied French before. Knowing these aspects is expected to be an illustration for French language lecturers to improve the quality of learning French. Hence, learning French is very useful in supporting students' professional competence.

METHODS

This research is descriptive. Data collection was carried out using a questionnaire technique. This research involved 49 Sahid Surakarta Tourism College students with three majors: Culinary, Travel Business, and Hospitality. Students fill out the questionnaire comprising 16 questions about perceptions, motivation, teaching, and evaluation. Data analysis was done using the Miles & Huberman model (1992). The Researcher collected data available in tables, then carried out data reduction to simplify the data by classifying the data, presenting the data, and finally figuring out the conclusions.

RESULTS AND DISCUSSION

The questionnaire in this study was a mixed questionnaire consisting of open and closed questions. The questions consisted of three questions on the perception aspect, two on the motivational aspect, eight on the lecture aspect, and three on the assessment aspect. The first aspect consists of closed and open questions. Most students gave positive answers that French needs to be learned by students at the College of Tourism. As many as 47 (95.6%) students answered yes, and 2 (4.2%) answered no. Students' positive perceptions of learning French at the College of Tourism align with the answers to the second question. 47 (95.6%) students believe that French language skills can support careers as professionals in the Tourism and Hospitality sector, while 2 (4.2%) students answer no. Tourism and Hospitality Program students receive English courses, the most important international languages to master, and French, Japanese, and Mandarin as additional foreign language skills. (Davies, 2000) states that French is one of the European languages that must be mastered by tourism workers besides German and Spanish. This perception aligns with

previous studies (Božinović & Sindik, 2013; Dilnoza, 2022). Working in the tourism sector is close to global jobs. Foreign language skills and good cultural understanding can support a successful career in the tourism and hospitality industry. Language skills rank highest in the world of tourism and hospitality work. (Yuan et al., 2006) in his research questioned the importance of foreign language skills, the attributes of hospitality graduates that were perceived differently by managers, hoteliers, recruiters, and students

The second aspect is related to motivation. Motivation is a condition within the individual that encourages him to carry out certain activities to achieve a goal that is actualized in behaviour to get targets (Daayah & Yulinar, 2018). In the context of language learners, the motivation to learn a foreign language is observed from the encouragement in students to the emergence of the urge to learn independently by using various media and existing learning resources (Gilakjani et al., 2012). Student motivation is observed from the initiative to increase learning resources in books and media for independent study outside the classroom. Most university students do not have books to support lectures on French. 2 students had to keep books for learning French, in the form of French Indonesian dictionaries and easy ways to learn French, and the remaining 47 students did not have supporting books for French lectures. Most did not have text books; 13 students downloaded an application on their device in the form of a French Indonesian dictionary, and 36 students had never downloaded a French learning application.

The third aspect is related to learning French. Forty-nine students chose to speak French as a skill mastered by students at the College of Tourism compared to writing skills. Learning is oriented to speaking skills. Both speaking and writing skills are productive skills, but if you pay attention to the order in which language skills are acquired, speaking skills come first and are more easily mastered by language learners (Mulyati, 2015). Lecture activities carried out in lectures include lectures explaining the material, speaking practice, practicing pronunciation, working on grammar, writing French sentences, and playing games. Fourteen students stated that lecture time was insufficient, and the remaining 35 said 4 x 50 minutes was sufficient time to learn French. Online lecture applications are various applications familiar to students: Google Meet, Zoom, and WhatsApp.

The learning media used most often is Powerpoint slides and occasionally in the form of videos. French teaching material is still dominated by general French material such as introductions, vocabulary, and grammar. They do not use any textbook. Teaching material is provided by compiling from various sources and presented with PowerPoint slides.

French language courses with particular objectives, or FSP, have specific purposes according to the learner's professional field. FOS requires a particular strategy because learners are needed to be able to speak as professionals in their field of expertise in a foreign language that is very much different from their mother tongue. (Abu H, 2014) (Hajoubi, 2022) explained that foreign language teaching with particular objectives must consider special needs, the limited duration of learning, specific learning evaluations, and the learner's professional motivation. To prepare teaching materials, a needs analysis must be carried out (Arsiyana & Amalia, 2021; Arsiyana & Hernadi, 2020).

In the last aspect, Assessment, the assignments the teacher gave varied by making video conversations, making conversation comics, and singing. Assessments were carried out with exams, making speaking and writing practice videos doing grammar. As many as 15 students expressed satisfaction with the scores achieved, and the remaining 34 students voiced dissatisfaction. The lecturer arranges varied, leading to differentiation learning (Baecher et al., 2012). The Assessment of language competence for French with particular purposes is carried out by examining various competencies that learners of French must master with specific goals (Qotb et al., 2019).

CONCLUSION

The Tourism and Hospitality French course is a part of French with a particular purpose or FSP. Because of these specific objectives, FSP learning must consider several things, including special needs, limited learning duration, exhaustive learning evaluations, and learner professional motivation. Needs analysis is a crucial stage before conducting learning. This study aims to photograph French language learning at the Tourism High School, covering aspects of perception, motivation, learning, and Assessment. The discussion concluded that the implementation of FSP lectures at the College of Tourism had not fulfilled the provisions in the

performance of foreign language learning with professional goals. This statement is known from the learning objectives that have not led to FSP learning, learning materials in which general French still dominates, learning activities that have not shown professional competence developers in the field of Tourism and Hospitality, and the assessments carried out have not touched on the competencies that students should have achieved.

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