

ABSTRACT

In order to promote the enhancement of the tourism services in Indonesia, the English mastery of the personnel involved in tourism services is badly needed since English is often used to communicate with foreigners. However, most of the personnel may still find difficulties in using English for communication because English remains a difficult subject for them. Therefore, an effort should be made to develop the english competence of the personnel in order that they are able to communicate better with foreigners.

Based on this situation, I attempted to carry out a research concerning the effectiveness of English language programme for tourism personnel. The main problem discussed in this research was concerned with the effect of the language programme on the learners' productive competence. Meanwhile, the second problem was focused on the programme design.

The objective of the research was to identify the effect of the language programme on the learners' productive competence. This research was also meant to identify the learners' needs in learning and to find out a set of instructional materials for the learning-teaching process. Besides, this research was aimed at analyzing the input competence and the output competence of the learners, and to implement the learning-teaching process.

Based on the research problems and objectives, the research hypothesis was formulated. I hypothesized that after English for Tourism Personnel (ETP) had been administered, the learners' productive competence would be higher than their productive competence before they were given ETP course.

In order to achieve the objectives, I developed an

English language programme for tourism personnel in association with the Yogyakarta Tourism Department and the Staff of Prambanan District. There were some steps taken in developing the language programme. Firstly, I conducted needs analysis. The needs analysis was meant to identify the learners' needs in learning. Secondly, I attempted to measure the learners' competence. The third step was implementing the learning-teaching process. Finally, at the end of the instruction the learners' output competence was identified.

Based on the statistical computation using nonindependent t test, it was concluded that the hypothesis was verified. Based on the hypothesis verification, a conclusion was drawn that the language programme was effective for it could increase the learners' productive competence.

Since it was proved that the language programme was effective, I considered that a follow-up study needs to be developed for the improvement of the language programme.