Analysis of Productive and Receptive Skill Languages on The Common ASEAN Tourism Curriculum (CATC) Toolboxes For Vocational Students Hospitals Study Program

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ARTICLE INFO	ABSTRACT
	The Common ASEAN Tourism (CATC) curriculum is one of the key elements of the tourism development framework in ASEAN countries in the MEA era. Common ASEAN Tourism (CATC) is designed to provide a practical model for delivering vocational training covering 32 skills across six occupational areas in the hotel and travel sector. The general objective of this study is to identify and analyze the skills and knowledge of the Common ASEAN Tourism Curriculum (CATC) toolbox productive and receptive language skills for vocational students in tourism universities. For this reason, the specific purpose of this study was to analyze and identify Productive and Receptive Language skills in the Common ASEAN Tourism Curriculum (CATC) toolbox for vocational students in the hospitality program. Based on the analysis results, it was found that in the receptive skills in the Toolboxes Common ASEAN Tourism Curriculum (CATC), five specific competencies provide knowledge and learning related to language skills. Modules in the Common ASEAN Tourism Curriculum (CATC) Toolboxes discussed that language skills are mostly aimed at work areas such as front office and Food Beverage, Travel, and tour operations, suitable to language and communication skills.
Keywords:	

1. Introduction

Tourism has been chosen to be one of the areas of cooperation within the framework of ASEAN economic cooperation (Cheang, 2013). In addition, at the core of the MEA's vision, the mobility of tourism professionals across the region is considered important. The Common ASEAN Tourism (CATC) curriculum, one of the key elements of this framework, is designed to provide a practical model for delivering vocational training covering 32 skills across six occupational areas in the hotel and travel sector. The six work areas include the front office, housekeeping, food, and beverage service (F&B), food production, travel agency, and tour operation (ASEAN, 2013). The CATC outlines competency standards for

qualifications that promote uniformity and consistency of tourism and hospitality training programs for all ASEAN member countries. CATC combines a vocational training model with qualifications spanning five certificate levels.

In line with these competencies, improving the quality of human resources is the key to success in facing the free market in the AEC (Asian Economic Community) era. One of the efforts to improve human resources is the ability to speak English, especially English. English education is important in educational institutions, especially educational institutions with graduates in the tourism sector. As an institution that produces human resources in the field of tourism, the College of Tourism pays special attention to the English language skills of its graduates.

Common ASEAN Tourism Curriculum (CATC) is a general approved curriculum for ASEAN Tourism Professionalism which the ASEAN Tourism Ministers mutually agree upon recommendation by ASEAN NTOs. The curriculum is designed to be industry-based, structured, and flexible. This curriculum is designed to meet the needs of the knowledge and skills in tourism from several countries. This curriculum is based on various competencies agreed upon and adopted by all countries in ASEAN. It uses the ACCSTP (ASEAN Common Competency Standards for Tourism Professional) competency units to create relevant and useful qualifications for students and the tourism industry.

CATC is based on competency-based training, where competency-based training is a globally recognized approach as the most effective way to provide vocational training. CBT is a training that provides participants with the skills, knowledge, and attitudes needed to demonstrate the competencies that have been obtained to comply with the Industry Competency Standards that have been determined and approved. This training concept is used for tourism where 'attitude' is a very important element in the work situation in tourism, namely service situations and customer-contact situations.

CATC is based on the concept of competency learning - knowledge, attitudes, and skills. With this concept, individuals are expected to have or acquire the competencies needed to work effectively in the workplace.

Competence, in this case, is all about learning output results in the form of knowledge and skills that can be demonstrated in the workplace in the CATC. The competencies possessed by each individual are the minimum standards required and demonstrated in the workplace.

The competency framework consists of three basic units. First, the industry determines the unit of competence and content based on industry. The student's qualifications will match the needs of the industry and have qualifications that are relevant and useful to students and the industry. Second, on a flexible basis, stakeholders (institutions and professional workforce providers in the tourism sector) can individually change, flexibly change, add and combine the required qualification units tailored to the situation and needs. Third, well structured. Competencies have a logical flow between qualifications. This facilitates learners' progress through qualifications, enabling students to gain higher-level managerial qualifications while maintaining a practical and operational focus.

The curriculum development process takes the model of an instructional curriculum development system and has been widely used in vocational education settings (Chappell et al., 2000). As McGrath (2007) proposed, the curriculum development and training approach are community-based, where knowledge of curriculum content is embedded in the needs and culture of the local community. The usual languages must be strengthened in cultural learning tasks in a holistic approach. McGrath (2007) suggests that vocational programs should be adapted and contextualized to the needs of learners. In competency-based training, competence is defined as the knowledge and skills required by the industry. Therefore, the industry emphasizes immediate needs, often not identical to individual workers or industries (McKay. 2004). In contrast, internationalization focuses on a future where contextual learning in a dynamically changing context has been developed (Tran & Nyland. 2013).

Rodriguez (2015) explains the approach to teaching hospitality by incorporating the constructivist learning model theory. The learning domain in the hospitality context is psychomotor, cognitive, and attitude. Rodriguez argues that, first, hospitality students should be introduced to learning operational skills in the psychomotor domain: talents, physical skills, and abilities, how to perform. Furthermore, theory must be applied to stimulate learning in the cognitive domain. Finally, learning must occur in the affective domain, where students learn how to incorporate professional behavior, attitudes, and presentations (Rodriguez, 2015).

The four communication skills taught in English classes are speaking, writing, reading, and listening. These four different language skills are also often referred to as productive and receptive skills.

Speaking and writing are productive skills because they require language output, while reading and listening are receptive skills. Alternatively, you can also find productive skills referred to as active skills and receptive skills referred to as passive skills. Receptive skills refer to understanding language through reading and listening. Messages are understood and interpreted ihe ricorrectlythey are properly translated.

Previous research on the implementation of the hospitality curriculum has often focused on higher levels of education. Moreover, despite the importance of tourism, several previous studies have investigated the identification of language skills and CATC competencies in vocational hospitality education and training. However, research has been done with the analyst analyzation of skills and knowledge of CATC. Foreign language lecturers who will teach English have difficulty applying the Common ASEAN Tourism Curriculum (CATC). This is because the CATC toolbox contains skills and competencies in all fields of tourism. For this reason, it is necessary to conduct an analysis related to productive and receptive language skills from the Common ASEAN Tourism Curriculum (CATC) toolbox to assist in planning the preparation of language competencies and skills.

The general objective of this study is to identify and analyze the skills and knowledge of the Common ASEAN Tourism Curriculum (CATC) toolbox productive and receptive language skills for vocational students in tourism universities. For this reason, the specific objectives of this study are to identify Productive Language skills in the Common ASEAN Tourism Curriculum (CATC) toolbox for vocational students for hospitality programs and to find out Receptive Language skills in the Common ASEAN Tourism Curriculum (CATC) toolbox for vocational students.

This research is very important considering that CATC in Indonesia has been implemented, and vocational students at tourism universities must have English language skills, especially students in vocational colleges. In addition, the results of this study can be used as a basis for developing English learning to be defeated by the characters and competencies needed by tourism students, especially those in Mataram, West Nusa Tenggara.

2. Research Method

This study used a qualitative descriptive approach. The data were obtained by using interviews, observation, and documentation techniques. The evaluation model used is a model

that examines two components of language skills, namely productive and receptive skills. This study includes an analysis and evaluation of the toolbox on CATC. Identification is carried out on language skills, namely speaking, listening, writing, and reading, by identifying data collected through documentation studies using developed instruments. The identification process uses certain characteristics, namely productive language skills and receptive skills. This study, this study used an in-depth interview data collection method h participants. Interviews were conducted to identify the productive and receptive skills of the CATC toolbox. Notebooks and electronic recorders are used to record conversations. This research consists of three stages: the first stage is where the researcher prepares everything needed to carry out the research. The second stage is data collection, in which researchers make observations apply to teach and provide instruments. In the third stage, the researcher analyzes the data obtained based on the facts in the field and the data obtained from the instruments given. The following steps were carried out To obtain data. First, study the CATC toolbox in notes (descriptive) based on the criteria used. Researchers will examine and identify several aspects of the criteria for the toolbox that will be used.

3. Research Findings and Discussion

Research Findings

The Common ASEAN Tourism Curriculum (CATC) Toolboxes curriculum is designed to be industry-based, well structured, and flexible to meet tourism personnel's needs in ASEAN countries. The Common ASEAN Tourism Curriculum (CATC) Toolboxes are based on competencies agreed upon by ASEAN members and use the agreed Competency Units to be appropriate and relevant to qualifications and useful for students and the tourism industry workforce. The Common ASEAN Tourism Curriculum Toolboxes consist of five (5) qualification levels across the six divisions of the tourism workforce.

Table 1 Qualification Level and Tourism Workforce

Division Division	Cert II	Cert III	Cert IV	Diploma	Advanced Diploma	Total
Housekeeping	1	1	1	1	1	5
Front Office	1	1	1	1	1	5
Food Production	2	3	3	1	1	10
Food Beverage	2	2	3	1	1	9
Travel Agencies	3	3	3	1	1	11
Tour Operation	2	3	4	2	1	12

Receptive Skills

Receptive skill is the ability to listen to and read skills. This ability or skill is said to be receptive because the language learner does not need to produce language; the language learner just accepts and understands it. These abilities are sometimes known as passive skills, contrary to productive skills or active speaking and writing. Often in learning a new language, the learner begins with a receptive understanding of the new item, then moves on to productive use. Below are the results of the analysis of the receptive skills of the Common ASEAN Tourism Curriculum (CATC) Toolboxes.

Table 2 Receptive Skill Analysis Language Competence Toolboxes

Listening Skill Competence	Description Elements of Language Ability
Communicate Effectively in English on a Telephone	Listen to caller's answer by phone.
	Listen to greeting for the time of day.
	Listen and identify indicators of informal expressions in English.
	Listen about the name and company name.
	Listen to customers' needs.
	Listen to customer's requests or orders
	Listen to the customer's name and address
	Listen to details of bookings, requests, or orders.
	Listen to state the purpose of the call.
	Listen to terms and conditions.
	Listen to the customer's complaint.
	Listen to the customer's reason for calling.
	Listen about a problem or situation.
Converse in English at a Basic Operational Level	Listen to familiar topics.
	Listen and understand a past event.
	Understanding of supervisor's instructions or requests

	Understanding of repetition or clarification of instructions or requests
	Understanding the polite forms of simple requests
	Listen and understand about li cases and dislikes of familiar topics and situations.
Deliver a Short Oral Presentation in English	Listen to the ideas and information.
	Understanding of past, present, and future tense
	Understanding of feedback
Respond Effectively To Instructions Given In English	Listen to a set of instructions given in the workplace.
	Listen to confirm your understanding
	.Listen to clarification of instructions or requests
	Understanding of contingency instructions
	Listen to routine procedures.
Use oral English to convey a complex exchange of ideas	Listen to Agree or disagree expression
	Listen related to cross-cultural understanding.
	Listen and understand concepts such as beliefs, values, and attitudes.
	Listen to the expression of opinions.

Based on the results of the analysis, it was found that in the receptive skills in the Common ASEAN Tourism Curriculum (CATC) Toolboxes consisted of five specific competencies provide knowledge and learning related to language skills, namely communicate effectively in English on a telephone, converse in English at a basic operational level, deliver a short oral presentation in English, respond effectively to instructions given in English, and use oral English to convey a complex exchange of ideas. on competencies related to communicate effectively in English on a telephone, listen to caller answer by phone there

are several sub-elements of language skills which are specifically described, namely competencies related to listen greeting for the time of day, listen and identify indicators of informal expressions in English, listen about name and/or company name, listen customer's needs, listen about customer's requests or orders, listen customer name and address, listen about details of bookings, requests or orders, listen state purpose of the call, listen about terms and conditions, listen about to the customer's complaint, listen customer's reason for calling, and listen about a problem or situation.

The competency related to Deliver a Short Oral Presentation in English consists of three sub-elements of receptive skills: Listening to the ideas and information understanding and the past, present, future tense, understanding, and feedback. As for the receptive listening skill in Respond Effectively to Instructions Given In English, there are five elements, listening to a set of instructions given in the workplace, Listening to confirming, understanding to clarification of instructions or requests, and understanding of contingency instructions, listening about routine procedures. Competencies relate ed to *using oral English to convey a complex exchange of ideas* have four receptive skills in the listening skill category. Namely, listening about agreement or disagree expression related to cross-cultural understand in listening and understanding concepts such as beliefs, values , and attitudes, and listening to the expression of opinion.

Productive Skills

The ability or productive skills in the language is the ability to speak and write because learners do this necessary to produce language. They are also known as active skills. Compared to the receptive skills of listening and reading. Language learners spend time practicing correct and correct *pronunciation* and mastering several structures of pronunciation in the form of sentences. The results of the analysis of the productive skills of the Common ASEAN Tourism Curriculum (CATC) Toolboxes are shown in table 3 below.

Table 3 Productive Skill Analysis Language Competence Toolboxes

Competency Speaking Skill	Description Elements of Language Ability
Communicate Effectively in	Answer the phone in response to the caller
	Give appropriate greetings for the time of day
	State own name and/or company name

English on a Telephone	Use clear diction
	Ask questions to establish customer needs
	Confirm customer requests or orders
	ask the customer to spell name and address
	Reconfirm details of bookings, requests, or orders
	Thank the customer and say goodbye politely
	Identify self and state purpose of the call
	Agree to terms and conditions
	Respond to the complaint
	Identify self and reason for calling
	State facts about a problem or situation
Converse in English at a Basic Operational Level	Use and respond appropriately to opening comments
	Comment on familiar topics
	Talk about a past event
	Use closing remarks appropriately to end the conversation
	Confirm understanding of supervisor's instructions or requests
	Request repetition or clarification of instructions or requests
	Use polite forms to make simple requests
	Thank the person responding to your request
	Explain a sequence of events in carrying out a routine job
	Describe exceptions to routine procedures
	Make suggestions on how to improve routine procedures
	Talk about likes and dislikes of familiar topics and situations
	Discuss preferences and give reasons
	Communicating ideas and information

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Deliver a Short Oral Presentation in English	Use past, present, and future tense
	Speaking, audibly, having correct pronunciation
	Respond to feedback
Respond Effectively To Instructions Given In English	respond positively to a set of instructions given in the workplace
	Ask questions to confirm understanding
	Confirm understanding of supervisor's instructions
	Request repetition or clarification of instructions or requests
	Confirm understanding of contingency instructions
	Explain exceptions to routine procedures
	4Discuss ways to improve routine procedures
Use oral English to convey a complex exchange of ideas	Give Suggestions or solutions to overcome problems or barriers
	Agree or disagree with suggestions
	Discuss potential benefits of change
	Discuss issues related to cross-cultural understanding
	Demonstrate understanding of concepts such as beliefs, values , and attitudes
	Discuss the impact of culture on guests' expectations and perceptions
	Express and support opinions
	Discuss alternative opinions

Table 4 Analysis of Productive Skills Language Competencies Toolboxes

Competence Writing Skills	Description Elements of Language Skills
Prepare a Business Letter in Advanced English (I)	Construct a formal sentence
	Write appropriate format for a business letter
	Use an appropriate friendly and professional tone when writing a business letter in English

	Write a response to a business letter
	Write Correct spelling, punctuation, and grammar for a business letter
Write A Short Message In English III	Write a concise, clear message from oral input
	all abbreviations are clear to the reader
	Use correct spelling of names and addresses
	Use polite forms when requesting someone to carry out a set of instructions
	Write a short message of thanks and apology to develop and maintain good working relationships
	Write a short message explaining a temporary absence
	Use appropriate expressions to start and finish the message
	Use accurate grammar and vocabulary to express ideas

Discussion

Effective implementation of CATC must begin with developing training programs carried out by vocational schools at the level of vocational high schools and universities. Many tourism universities in Indonesia, especially members of the Indonesian Tourism Colleges, state that CACT covers the English language competencies needed in the tourism industry. Most the universities recognize that CATC is very important to support the curriculum in the field of tourism, especially for hospitality and tourism study programs (Krisnawati, 2020). However, the curriculum design mechanism is delivered by following the National Higher Education Standards (SNPT).

From the perspective of graduate users and industry, the focus is more on graduate qualification standards in the work process. Most of the people who have worked in hotels have little information about MRA and CATC. Standards of qualification and English language competence of graduates from a university are very important consideration when

recruiting new staff in hotels. The interviews showed that academia and industry have a positive perception of CATC related to improving students' qualifications and competency standards in higher education.

Several modules in the Common ASEAN Tourism Curriculum (CATC) Toolboxes that discuss language skills are mostly aimed at work areas such as front office and Food Beverage, Travel, and tour operations. This is to the needs of the field of work that uses more language and communication skills. The need for standardization of the tourism training system is also the main reason for implementing the CATC. Variations in tourism training standards and toolboxes are one of the challenges in tourism human development. Therefore, the study program must pay attention to the curriculum review process based on the above mechanism.

The basic requirements for recruiting tourism education graduates are attitude, language, and experience. However, as the industry is shifting regardless of whether universities implement CATC in their curriculum, specific competencies are required, such as teamwork, critical thinking, and operating certain software or digital tools.

4. Conclusion

Common ASEAN Tourism Curriculum (CATC) Toolboxes are based on competencies agreed upon by ASEAN members and use agreed Competency Units to be appropriate and relevant to qualifications and useful for students and the tourism industry workforce. The Common ASEAN Tourism Curriculum Toolboxes consist of five (5) qualification levels in the six divisions of the tourism workforce. Given that many lecturers do not have industry experience and are experienced, training and certification should be provided to teachers on routine work in the hotel. The Toolboxes Common ASEAN Tourism Curriculum (CATC) of language skills focuses on work areas such as front office and Food Beverage, Travel, and tour operations. The college should increase the frequency of inviting practitioners from the industry as guest lecturers or even teaching some practicum courses to address the gap between the obsolete and current state of knowledge and other related language skills use.

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