Developing Tourism Management Materials For EFL Learners Based on Local Needs

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Abstract. *The teaching material design of Tourism Management should meet the vocational students' needs and be relevant to the workplace milieu. A few coursebooks have recently been offered to fulfill the student's needs. Some books that are usually used are about tourism management materials in general. It needs to meet the student's needs. This study aims to describe the process of developing English Materials for Tourism Management courses and how the development of English materials for Tourism Management courses can help students learn Tourism Management. The method used was Research and Development. There were four steps: Defining, Designing, developing, and disseminating. The finding showed that developing materials follows four steps: define, design, design, and disseminate. In Define showed that EFL learners and lecturers need relevant teaching-learning materials that can instantly be applied in the teaching-learning process. In Desing, steps showed that the result of the design stage is a Tourism Management handout based on problem-based learning. The result of this book design is that it contains ten chapters and 110 pages. In Develop steps is the validity test. The last step is Dissemination; the materials are shared with the EFL Learners and lecturers who taught tourism management classes as a reference. This study had two implications; first, Developing this textbook would improve the lecturer's role in the Tourism Management classroom as a facilitator, motivator, and manager. Second, implementing this textbook into the teaching-learning process in Tourism Management classes can improve students' motivation.*

Keywords: ESP Material, Tourism Management, Local Needs.

INTRODUCTION

The developing ESP materials should meet the students' and workplace needs. This statement coheres with Cunningworth (1995), who says that no course book designed for a general market will absolutely match specific learners. Consequently, the creation of flawless instructiona resources adaptable to any context and EFL learners level remains an unattainable goal. As a consequence, English materials should be more specific based on the students' needs.

Based on the informal interview, it was found that the existing handout was not relevant to the local needs of Madiun City tourism. The materials they had studied on campus did not match the real situations in the workplace. Some of them stated that the practical and theoretical materials they had studied were totally different from the social life and work milieu.

Tourism Management is one of the compulsory courses which must be taken by the

students in the English Department of PNM. Based on the learning outcome of Tourism Management in the English Department, this course has the purpose of preparing the students to be able to apply the concepts and procedures of Tourism Management, which is used in communication, life, language, and texts in the field of tourism and journalism and another field which has relation with this course. Consequently, the lecturer should appropriately prepare the lesson plan and conduct and manage the learning process to meet their specific needs.

Recently, a few course books have been offered to fulfill the students' needs. Some books, which are usually used for Tourism Management materials in general, do not meet the student's needs, especially for the English Department of PNM, which focuses on Journalism and tourism.

Based on the description above, the researcher must propose a possible solution that may bridge the gap between the general Tourism Management they have been learning and the specific needs of students for their careers in journalism and tourism. Therefore, the researcher is going to develop Tourism Management materials for English Department students.

The objective of this research is to describe how the process of developing English Materials for Tourism Management courses is and to describe how the development of English materials for Tourism Management courses can help students learn Tourism Management.

LITERATURE REVIEW

A. English for Specific Purposes

English for Specific Purposes (ESP) or English for special purposes is an approach in language teaching that is oriented to fulfill learners' needs. Furthermore, ESP is used for specific fields and studies that are appropriate to the needs of the field of science and the profession of English language users. ESP is generally used in the teaching of foreign languages for certain uses in specific fields of science and professions. The goal of ESP is to make the students master the English language as a means of oral and written communication related to the field they are studying. For example, hospitality students must understand the English language related to the field of hospitality. Mechanical students must master the English language, which is used in English vocabulary related to the mechanical field. Therefore, ESP has differences in concepts and methods from General English. ESP is an approach to language teaching that is oriented to fulfill the learner's

needs. ESP has different approaches, perceptions, designs, materials, evaluations, and goals (Strevens, 1988).

B. Tourism Management

1. Definition of Tourism Management

Tourism Management refers to everything that is related to the hospitality and travel industries. It provides comprehensive training avenues for managerial roles within the travel, lodging, and culinary sectors. Additionally, opportunities in Tourism Management may encompass employment within organizations or agencies directly engaged in providing tourism-related services

According to Jatu (2016), Tourism Management is the actions of planning, organizing, and controlling to determine and reach the goals that have been determined through human resources and other resources in the field of tourism. Tourism Management is very useful for introducing, developing, and exploring tourism places in every city. Besides, it can help a tourism place create promotion planning.

C. Local Needs

1. Local Needs Definition

Tomlinson (2003, p. 18) claims, "Language learners succeed best if learning is positive, relaxed, and enjoyable." Thus, teachers need to create learning activities in the classroom that are positive, relaxed, and enjoyable. Because textbooks are difficult for students' competence level in remote areas, a teacher must be creative in designing or developing his own materials or in-house materials (Bocanegra, 2010, p. 150). McGrath (2002, p. 84) states that teachers know their students and can 'tunebe ' the material to suit their level, aptitude, interests, and needs, and personalisand e it so tha it spersonalizeore meaningful. Thus, teachers may develop or simplify textbooks by looking at their students' needs. In addition, McGrath (2002, p. 80) writes, "The needs of a specific class can never be perfectly met by a single coursebook, even when the coursebook has been carefully designed to cater to the needs of learners in that context." The existing textbook may not meet the student's needs in the Tourism Management course. Thus, supplementary material may help to fulfill the needs. In remote area schools, a textbook becomes the primary source. It is very limited to have it because of the environmental conditions, limited funds, and incompetent teachers. Not only are the sources limited, but also the teachers have difficulties in selecting suitable textbooks in the market for students. Thus, the teacher may write their own supplementary materials for their students. The needs of students in learning are very important to fulfill. The

learning process will only achieve the goal if the material can fulfill the needs of students. The students cannot learn well and even they need more motivation to study. Because of the importance of the needs, Masuhara (2011, p. 238) defines "needs" as: 1) ownership (whose needs they are), 2) kinds (what kinds of needs are identified), and 3) sources (what the sources for the needs are) (See Table 1). Because the focus of this present study is on the students or learners, the learners' needs will be the core of the writing material that is based on local needs. "Needs" in materials may refer to teachers', learners', and administrators' needs (see Table 1) (Masuhara, 2011, p. 238), the needs of learners and effective in achieving the desired learning outcomes (Dick et al., 2005, p.9), the necessity of meeting the needs of the students (Morrison et al., 2007, p.5), discovering needs (Nation & Macalister, 2010, p.5), the needs that include students' right (Richards, 2005, p.53). The needs of the individual teacher's approach (Litz, 2005, p. 9). In this study, "needs" refers to the needs of the learners, and "local" refers to the remote area school. Thus, the local needs mean here the needs of the students in remote areas. Masuhara (2011) classifies "needs" into personal, learning, and future professional needs. In order to have an acceptable learning process in the classroom, it is important to consider the three kinds of learners' needs. However, because of the limitation of the study, the product in this study will fulfill only learning needs.

Referring to the needs, Al-Mahrooqi and Al-Busaidi (2010, p.113) claim, "Writing in-house can be a rewarding experience. Indeed, the learners' and teachers' local needs can be met more effectively". Al-Busaidi and Tindle (2010, p. 137) highlight that in-house materials on language learning are a success because of the satisfaction of the coursebook. Floris (2008, p. 61) suggests that the teaching materials be designed to better meet the student's needs and institutional requirements". Liepa, Ratniece, and Kaltigina (2012, p. 1513) state, "Materials should stimulate the language use for individual needs." For local culture, Prastiwi (2013, p. 512) and Kristiawan (2012) acknowledge that learning the English language can be a means of learning the culture of the language learners instead of associating with and emphasizing the culture of the target language. Drawing from the above findings, the teaching materials developed from the local needs may have a good impact on learning activities. Many empirical studies recommend that local needs-based materials be included in classroom materials. To fill the gap between the existing materials and the competence (McGrath, 2002, p. 220), the researcher necessarily uses local needs as the design of Tourism Management material. The reason is that Tourism Management is a crucial subject in formal education, and local needs are

good means of developing material where all local contexts will be exploited, including local culture.

D. Material Development

1. Definition

Learning material development is one of the critical factors in most ESL classrooms. Nunan (2003) explained that teaching materials are often the most substantial and observable component of pedagogy. He then stated materials development deals with the selection, adaptation, and creation of teaching materials. Practically, it focused on evaluation, an adaptation of published materials, and creation. Tomlinson (1998) stated that materials development refers to anything that is done by writers, teachers, or learners to provide sources of language input and to make use of those sources in ways that maximize the likelihood of intake: in other words, the supplying information about and or experience of the language in ways designed to promote language learning. In doing so, materials developers, including teachers, may bring pictures or advertisements into the classroom, compose a textbook, design a student worksheet, and read a poem or an article aloud. Therefore, whatever they do to provide input, they also take into account any related principle to make the learner able to learn the language effectively.

2. Principles in Materials Development

There are various points of view from the experts related to the principles of materials development. First, Nunan (1988) explained that there are at least six principles;

a. Materials should be clearly linked to the curriculum they serve
b. Materials should be authentic in terms of text and task
c. Materials should stimulate interaction
d. Materials should allow learners to focus on formal aspects of the language
e. Materials should encourage learners to develop learning skills and skills in learning
f. Materials should encourage learners to apply their developing skills to the world beyond the classroom

Meanwhile, Bell and Gower (2011:142-146) stated that there are 11 principles;

   a. Flexibility
   b. From text to language
   c. Engaging content
   d. Natural language

e. Analytic approach

f. Emphasis on review

g. Personalized practice

h. Integrated skills

i. Balance of approach

j. Learning to learn

k. Professional respect

RESEARCH METHOD(S)

This research was conducted as a research and development in ELT. The purpose of this study is to find the appropriate teaching materials, such as a standard handbook for Tourism Management courses. This research needs to be conducted because there is a problem related to teaching materials that need to meet the student's needs and learning outcomes of the English Department of PNM. This case is found by the lecturer during the teaching-learning process. Borg and Gall (1983:772) define R&D as a process used to develop and validate educational products. The steps of this are to develop and validate educational products. The steps of this process are usually referred to as R & D cycle, which consists of studying research findings pertinent to the product to be developed, developing the product based on the findings, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field testing stage. In the more rigorous program of R&D, this cycle is repeated until the field test data indicate that the product meets its behaviorally defined objectives.

FINDINGS AND DISCUSSION

1. **Define Step**

To define the students' needs, the researcher conducted a needs analysis of 28 students who had learned tourism management and interviewed some lecturers in the tourism management class. Based on the result of the questionnaire spread out to the students, it provided data 0 % of students who were strongly disagreed (STS) and disagreed (TS) if there will be a handout to be developed, 11% students who slightly agreed (CS) if Tourism Management handout was developed, 59% students agree (S), 30% students were strongly agree (SS) if there is a good hand out to be developed to help them learning Tourism Management. As seen in the table below. The options' values vary from 5 for the most

favorable to 1 for the least favorable. The middle point of value, namely, score 3, means that they were in between agreeing and disagreeing.
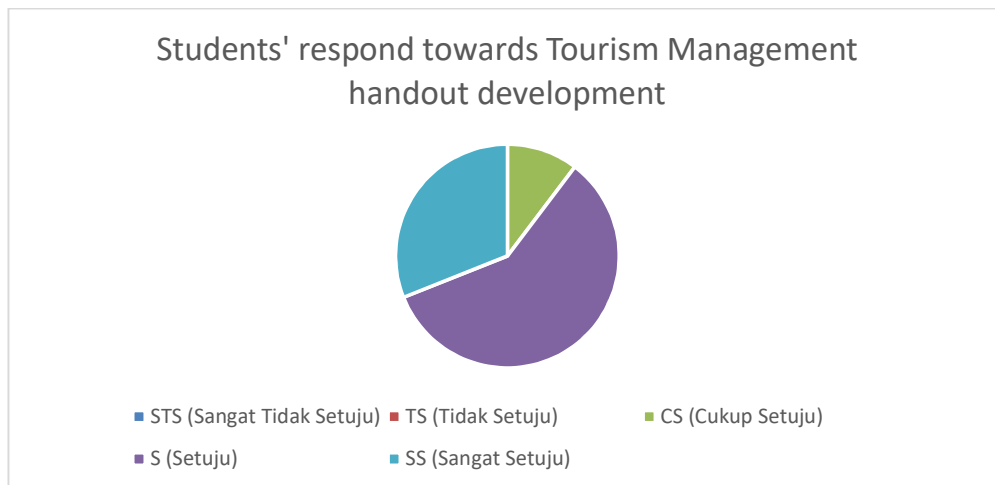
Open-ended questions were asked of tourism management lecturers, and the result shows that they needed help finding a handout that was really relevant to the learning outcome of English departments and tourism management for EFL itself. The availability of materials either for teaching or learning was very limited. Based on the data, materials which can instantly be applied in the teaching-learning process. It is a hand out which was designed based on students need that can help students solve their problem in learning Tourism Management.

2. **Design Step**

The result of the Design stage is a Tourism Management handout based on problem-based learning. The result of this book design contains 10 chapters and 110 pages. Chapter I talked about Understanding the Local Tourism Context, Chapter II discussed Sustainable Tourism Practices in Madiun, and The Future of Tourism in Madiun was discussed in the third Chapter. Then, we will continue to the fourth chapter, which is about the development of urban tourism in Madiun. Chapter V was about Tourism Product Development for Madiun, and Marketing and Promoting Local Tourism in Madiun was in Chapter VI. Chapter VII talked about Managing Tourist Experiences and Expectations. Tourism Policy and Regulations in Madiun will be in Chapter VIII. The next is Chapter IX, which learns about Crisis Management and Resilience in Tourism, and the last Chapter is about Community engagement and empowerment

3. **Development Step**

The result of teaching material development after finishing the design of the book was developing material or textbook by testing the validity. There were some aspects which were tested. Those are the content aspect, material presentation aspect, language use

aspect, and typography aspect. The data was obtained by using a questionnaire. Then it was analyzed by using Pearson (array1;array2) in Excel manually. Questionnaire was shared towards eight respondents from English lecturers and 29 from students as the user of the book developed. Below is the result of the data display.

a. **Validity Test**

1). Content Qualifications of Tourism Management **Textbook Material Aspect**

This book was already verified and validated by an ELT expert and Tourism Management lecturer. The result can be shown below:

No	Statement	Average (r-count)	r-table	Criteria
1	*Preparation of Tourism Management material in accordance with general student needs*	0,785258	0,7067	Valid
2	*Preparation of Tourism Management material according to the context of student life*	0,956124	0,7067	Valid
3	*Preparation of material in accordance with the latest developments in issues regarding Tourism Management*	0,956124	0,7067	Valid
4	*The preparation of the material is in accordance with the vocational skills that students should acquire*	0,956124	0,7067	Valid
5	*Tourism Management material includes knowledge that is useful for students*	0,754116	0,7067	Valid
6	*The material seeks to encourage students'*	0,956124	0,7067	Valid

	ability to communicate across cultures			
7	*The material includes hospitality skills*	0,816311	0,7067	Valid
8	*The material includes matters related to efforts to encourage students to improve their abilities in applying technology to communicate*	0,859862	0,7067	Valid
9	*The material has been linked to the tourism sector as a special characteristic of the study program*	0,754116	0,7067	Valid
10	*The material is prepared based on problem based learning so that it suits the problems faced by students*	0,762497	0,7067	Valid

2). Presentation of TOURISM MANAGEMENT Textbook material Aspect

This book was already verified and validated by an ELT expert and Tourism

Management lecturer. The result can be shown below:

No	Statement	Average(r-count)	r-table	Criteria
1	*The presentation of the material is systematic starting from the introduction, main material and conclusion and questions are presented to check student understanding*	0,714286	0,7067	strongly valid

2	*The presentation of material encourages students to study independently*	*0,887419*	*0,7067*	*strongly valid*
3	*The presentation of material directs students to think analytically*	0,927754	0,7067	strongly valid
4	*In the presentation of the material there is an evaluation that can measure students' understanding of the material*	0,77587	0,7067	strongly valid
5	*The presentation of material is tailored to students' interests and needs based on needs analysis*	0,855344	0,7067	strongly valid
6	*Image illustrations are presented appropriately and support the clarity of the material*	0,800238	0,7067	strongly valid
7	*The table of contents is presented clearly and written in accordance with the contents of the textbook*	0,74819	0,7067	strongly valid
8	*Information is presented in a complete and coherent manner and encourages student interaction (stimulus and response).*	0,819139	0,7067	strongly valid
9	*The presentation of material provides motivation and attracts students' enthusiasm in learning*	0,837419	0,7067	strongly valid
10	*The presentation of the material is equipped with relevant case examples*	0,810087	0,7067	strongly valid

Based on the table above, it can be seen that the average validity test results of Tourism Management textbooks for each statement > 0,7067, which are categorized as valid, so this affects the average overall aspect of the material obtained it is categorized as valid. Thus, the presentation of the Tourism Management Textbook material has met the criteria for the teaching and learning process in the Tourism Management class. Besides that, the respondents also gave a comment to add some relevant figures to make the book more attractive.

3). Language Use of Tourism Management Textbook material Aspect

This book was already verified and validated by ELT expert and Tourism Management lecturer. The result can be shown below:

No	Statement	Average (r-count)	r-table	Criteria
1	*Pemakaian bahasa sudah sesuai dengan level kemampuan mahasiswa*	0,773355	0,7067	Valid
2	*Bahasa yang di gunakan mudah dipahami oleh mahasiswa*	0,983287	0,7067	Valid
3	*Bahasa yang digunakan sudah sesuai dengan kaidah grammar structure yang benar*	0,785314	0,7067	Valid
4	*Tidak terdapat pilihan kata (diction) yang kurang tepat dalam penggunaan bahasa*	0,925899	0,7067	Valid
5	*Penggunaan bahasa efektif dan efisien*	0,856961	0,7067	Valid
6	*Terdapat keterbacaan (readability) dan kejelasan informasi*	0,095783	0,7067	Valid

No	Statement	Average (r-count)	r-table	Criteria
7	*Terdapat koherensi dan keruntutan alur pikir*	0,899371	0,7067	Valid
8	*Menggunakan bahasa yang lugas dan komunikatif*	0,938474	0,7067	Valid
9	*Penyusunan bahasa yang interaktif sebagai bahan ajar mahasiswa*	0,925899	0,7067	Valid
10	*Penulisan sitasi pada penukilan teori sudah sesuai dengan kaidah APA citation 6th edition*	0,744915	0,7067	Valid

Based on the table above, it can be seen that the average validity test results of Tourism Management textbooks seen from the language use aspect for each statement > 0,7067 which are categorized as obviously valid so that this affects the average overall aspect of the material obtained, with criteria valid. Thus, from the aspect of material, Tourism Management textbooks have met the criteria for use in mathematics English lectures.

4). Writing Typography of Tourism Management Textbook material Aspect

This book was already verified and validated by ELT expert and Tourism Management lecturer. The result can be shown below:

No	Statement	Average(r-count)	r-table	Criteria
1	*Ketepatan tipografi isi buku teks dalam penggunaan jenis dan ukuran huruf*	0,824958	0,7067	Valid
2	*Ketepatan penggunaan bold, underline, italic, dan capital dalam pemberian tekanan pada bagian yang penting*	0,816497	0,7067	Valid

3	*Ketepatan lay out atau tata letak topik, sub topik, dan ilustrsi*	0,824958	0,7067	Valid
4	*Kesesuaian semua ilustrasi gambar yang ditampilkan*	0,973729	0,7067	Valid
5	*Kejelasan spasi vertical dan horisontal sehingga bagian satu dan yang lainnya nampak terpisah*	0,973729	0,7067	Valid

Based on the table above, it can be seen that the average validity test results of Tourism Management textbooks seen from writing typography aspect for each statement > 0,7067 which are categorized as obviously valid so that this affects the average overall aspect of the material obtained, with criteria valid. Thus, from the aspect of material, Tourism Management textbooks have met the criteria for use in mathematics English lectures.

b. **Practicality test**

Tourism Management hand out, which was already tested the validity then it was applied towards Tourism Management classroom until five meeting. Then, the practicality test was conducted by sharing the questionnaire via Google form with 28 students who were book users. The result of the data obtained was that 13,8% of students said that it was slightly practical, 58,6% of students stated that the book was practical to be used in learning, and 27,6% of students said that the Tourism Management handout was strongly practical and used as a media of learning. No one said that it was strongly not practical or not practical (0%). As seen in the pie chart below;
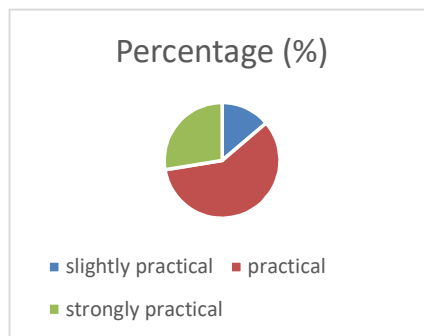
Percentage (%)

■ slightly practical ■ practical
■ strongly practical

Then, to know how well the book can help students understand better, the researcher conducted a pre-test and post-test. A pre-test was conducted after learning tourism management by using the other teaching materials for five meetings (1st meeting, 5th meeting). Then, in the second part of the semester, the students were given a post-test after 5 meetings or from the 6th meeting until the 10th meeting to know the result of learning after using the Tourism Management textbook based on problem-solving skills applied. The table below shows that the average pre-test score(mean) is 73,18, and the average post-test score (mean) is 82,28. There was a significant improvement between the pre-test result and the post-test result. To hide the identity of students the complete name was written innitially. This is due to the privacy of students. Actually, there are 29 students; however, one of them was getting sick, so she was unable to join either pre-test or post-test.

No	NPM	Students Name	Pre Test	Post-test
1	213106082	ASC	70	72
2	213106057	APM	60	77
3	213106026	AC	80	85
4	213106080	AIS	65	70
5	213106061	AF	75	80
6	213106035	AWS	75	78
7	213106088	CRN	80	81
8	213106077	CS	75	80
9	213106006	DSA	78	90
10	213106079	DR	70	76
11	213106025	DNA	85	90
12	213106074	EA	80	85
13	213106016	FAT	78	79
14	213106064	FNW	70	75
15	213106030	FDF	70	78
16	213106017	KAB	85	89
17	213106056	KNA	73	87
18	213106037	LSA	72	90
19	213106012	MI	70	92
20	213106046	MR	76	89
21	213106052	NSH	74	90
22	213106084	NA	68	70
23	213106076	PTP	74	90
24	213106068	RDKS	76	86
25	213106039	RHA	72	80

26	213106032	RM	60	76
27	213106019	SAKR	68	85
28	213106059	UC	70	84
		Rata Rata Kelas (Mean)	**73,1785714**	**82,2857143**

4. **Disseminate stages**

In this stage, the researcher submitted the product in the form of a Tourism Management textbook, which has been ready to copy based on the need. Then, it was registered to the National Library database or Perpustakaan Nasional by the publisher to get the International Serial Book Number (ISBN). After that, the textbook was also registered to the DJKI to get the patent for the product in order that the product will only be copied or spread out with permission or something that is expected in the future. Then, finally, the product would be shared with the students and or the lecturers who teach the Tourism Management lesson or need it as a reference.

CONCLUSION AND RECOMMENDATION

A. Conclusion

Textbooks play important roles, which can be replaced with other things in the teaching-learning process. Based on the findings, some information was gained to develop the Tourism Management textbook draft, which can be implemented as teaching material to get better learning results and help students understand the materials more effectively. Problem-solving skills in teaching Tourism Management were chosen as an approach to be applied in developing the prototype. Then, the researcher conducted a need analysis of the learning outcome both for the English Department and Tourism Management Lecturing itself. Finally, it was concluded that there were ten chapters of discussion in the unit design. Chapter I talked about Understanding the Local Tourism Context, chapter II discussed Sustainable Tourism Practices in Madiun, and The Future of Tourism in Madiun was discussed in the third Chapter. Then, we continue to the fourth chapter, which is about the development of urban tourism in Madiun. Chapter V was about Tourism Product Development for Madiun, and Marketing and Promoting Local Tourism in Madiun was in Chapter VI. Chapter VII talked about Managing Tourist Experiences and Expectations. Tourism Policy and Regulations in Madiun would be in Chapter VIII. The next is Chapter IX, which learns about Crisis Management and Resilience in Tourism, and the last Chapter is about Community Engagement and Empowerment.

After the draft was completed, expert validation was conducted to get some inputs and evaluation and suggestions. They would be used to revise the draft. Based on the expert judgement, the product developed was categorized into excellent and it has fulfilled the criteria of good teaching materials. Some lecturers also appreciated very much for developing this valuable textbook because it will help them in the teaching-learning process.

After thorough expert validation, the draft was implemented in the Tourism Management class. The prototype was tried out to get a better result. It was implemented five times or in 5 meetings in the Tourism Management class. After knowing the result of learning, achievement was better than before. It can be shown by comparing the results of the pre-test and post-test. The result was improved significantly. Then, the product was successfully developed. The last stage was the dissemination of the product. The researcher then contacted the publisher to get the ISBN, and they registered the textbook in the *HKI* to get the patent number. The product was ready to be copied as much as possible in order that it could be shared with the students or users.

Then, to know how well the book can help students understand better, the researcher conducted a pre-test and post-test. A pre-test was conducted after learning tourism management by using the other teaching materials for 5 meetings (1st meeting till 5th meeting). Then, in the second part of the semester, the students were given a post-test after 5 meetings or from the 6th meeting until the 10th meeting to know the result of learning after using the Tourism Management textbook. The table below shows that the average pre-test score(mean) is 73,18, and the average post-test score (mean) is 82,28. There was a significant improvement between the pre-test result and the post-test result.

B. Recommendation

There are some recommendations offered by the researcher based on the research development of Tourism Management materials.

1. Tourism Management Lecturers may use this textbook in the teaching-learning process because it has already met the learning outcomes of the English department and the Tourism Management lecturing itself. So, it can be said that this book can be instantly used as a reference or practical guide to help students understand the materials better.

2. Other researchers who have similar preferences may investigate further and deeper about the materials development in vocational schools or polytechnics. There are

many problems that still need to be covered in this research. We realized that there are so many weaknesses in this research, so the further researcher can make this kind of better research.

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