

Material Development for English Tourism Subject Based on the Local Wisdom

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Abstract

This article aimed to review the development of English Tourism subject by involving local wisdom. This article discusses about the definition of material development, the principles in material development and need analysis for material development. It also defined local wisdom as one the points in material development. The next discussion explains about the procedures of material development and discusses material development for English Tourism subject based on the local wisdom. Based on the review, this article also gives recommendations how to involve local wisdom in material development and how to develop meaningful material for English Tourism subject.

Keywords: *material development, local wisdom, English for Tourism*

Introduction

English for Specific Purposes (ESP) is one of the current issues in educational department. ESP courses focuses in the particular field such as technical English, medical English, business English, English for tourism and other (Pinelopi, 2015). Related with the field of English for tourism, English skills and competencies are important point must be mastered. It is important because foreign languages competence is one of the key skills in industry (Dabic). Moreover, being skillful in foreign language skills is necessary for people working in the tourism and hospitality sector (Leslie & Russell, 2006) because they are the persons that have direct communication with the tourists and it is also important when they doing job training in tourism field (Ulfa, 2015).

To build a sustainable tourism sector, beside the language there are some issues must be considered. At least there are three issues that have strong relationship with tourism sectors namely nature, humans and technology and all of them should result in harmony (Flame-Jasper, 2000). The combination of those three issues can be categorized as local wisdom. It is related with definition of local wisdom as local idea that is wise, full of wisdom, good-value, which is ingrained and observed by the people (Antariksa, 2009). Local idea can be indicated from the human behavior and also the technology applied. Meanwhile, good value can be identified from the interaction between the human with their community or the environment.

Regarding with the relationship between language and also local wisdom, a need analysis is needed to compose the authentic material that will be used in teaching English for tourism. An authentic material is needed because the function of ESP curriculum design in learning tasks and activities is to develop the competencies needed to function in a discipline, profession, or workplace (Basturkmen, 2006), so it should have a high surrender value (Edwards, 2000).

Related with the gap between the material and the element of local wisdom, this article aims to give overview about the definition of definition of material development, the principles in material development, need analysis for material development, local wisdom as one the points in material development, procedures of material development and material development for English Tourism subject based on the local wisdom.

Literature Review

Material has important role in teaching and learning process. Material is defined as all of the sources that are used by learners to learn about material. Harsono (2007) defined material as anything which is used to help to teach language learners and it can be in the form of textbook. On the other hand, material (also called as instructional material) is defined as knowledge, skill and attitude must be mastered by the learners to accomplish the competence standard (Depdiknas, 2008:3). It can be in the form of facts, concepts, principles, procedures, and attitudes.

In line with the definition of material, there are seven elements of ESP material (Widodo, 2016) must be known by the material developer. They are authenticity, topics/themes, texts and contexts, knowledge and language, tasks or activities, representations of participants and social practices, and pedagogical prompts. Authentic in ESP means that the material given should be relevant to students' specialized/disciplinary knowledge, social practices, and discourses in order to make the students easy to link the material given with their real life. The topic chosen should be interesting and valuable to the students. On the other, the texts and contexts of the texts given must be considered by the teacher. The texts must be has relation with the real context of the ESP domains.

Knowledge and language is one of the crucial parts in developing material. They cannot be separated each other because language is always integrated with knowledge as content. It also presents and shapes knowledge as content and organizes texts, which comprise the knowledge. The next element is task or

activities. This element is used to measure how much students engage with the text and activities, so it must be well planned in developing material.

Representations of participants and social practices must be covered in the material. It can be included in the context of the text. It makes the language becomes context specific to the students. The last element is pedagogical prompts. It refers to instructive information that guides or enables students to perform learning tasks. The students need clear instruction in doing the task, so instructive information must be considered by material developer.

Principles in Material Development

To develop a material, there are some principles that must be considered in developing materials. According to Tomlison (2010) the material should: (1) prioritise the potential for engagement by, (2) make use of activities which get the learners to think about what they read or listen to and to respond to it personally, (3) make use of activities which get learners to think and feel, (4) contain interesting, relevant and enjoyable texts and tasks, (5) set achievable challenges, (6) stimulate emotive responses through the use of music, song, literature, art etc, (7) make use of activities which get learners to visualise and/or use inner speech, (8) make use of activities which help the learners to reflect on their mental activity, (9) use an experiential approach in which the learners are first of all provided with an experience which engages them holistically, (10) provide many opportunities for the learners to produce language in order to achieve intended outcomes, (11) make sure that the output activities are designed so that the

learners are using language rather than just practising specified features of it, (12) have output that help learners to develop their ability to communicate fluently, accurately, appropriately and effectively, (13) have a contextualized output as the responds to authentic stimulus, and (14) give opportunities to meaningful feedback.

On the other hand, according to Indonesian Educational Department (2016) there are three principles of material development. The principles are relevancy, consistency, and adequacy. Relevancy means the material provided must be relevant with the standard competence and basic competence. Consistency deals with the scope of the material and adequacy means that the material given to the learners must be in a proportional composition. The material cannot be too less or too much.

Need Analysis

To develop an ESP material, the Needs Analysis (NA) should be taken into consideration prior to, during, or after a language program (Fadel & Elyas, 2015) because one of the factors that influence the lack material development is the lack of need analysis (Kusni, 2013). Need Analysis is used to investigate the students need in ESP. It is used to explore important needs in ESP and other potential needs of graduating students from the target institution (Poedjiastutie & Oliver, 2017).

Need Analysis (NA) is defined as is a reflection of necessities, wants (Fadel & Elyas, 2015) and needs (Tomlinson, 2010; Fadel & Elyas; 2015) of

learners in their subject area. On the other hand, some experts as cited in Prachanant (2012) define needs into four terms. The first, it is considered as the learners' study or job requirements. It is goal oriented because it focuses in what thing will be achieve by the learners. The second, it refers to what the learners has to actually do to acquire the language. It is also called by process oriented and related with transitional behavior. Third, what the learners themselves would like to gain from the language course. This definition refers to the learners' personal aim in learning language. The last, need may be interpreted as lacks, that is, what the learners do not know or cannot do in English.

In brief, the Need Analysis (NA) is a formative stage should be done to investigate students', teachers' and also stakeholders' needs. Needs may refer to the requirements or something that the learners' do not know or cannot do in English. Need Analysis (NA) is an important factor in material development that cannot be ignored. It has big role in determining valuable and meaningful material for the learners.

Local Wisdom

Regarding with the subject of English tourism, the relationship between people, nature, and environment is important to be concerned. It should be concerned because it is the tourism field. The existence of people, nature, and environment cannot be separated from local wisdom. Local wisdom is defined as harmonious relationship between man, nature and the built environment in an area that is also influenced by its culture. (Dahliani:2015). In addition, Rachmawati

and Mapanjaya (2012) define local wisdom as the local idea which is wise, full of wisdom, and good-valued, which is embedded and followed by the members of the community.

To sum up local wisdom is defined as all of the aspect in an area related with the human, nature, environment and architecture that banded in harmony by local idea which is wise, full of wisdom, and good valued.

Method

Procedures of Material Development

To develop a material there are some procedures must be done. According to Sugiyono as cited in Nurliana (2019) there are nine steps of developing material. The steps are need assessment, data analysis, reference of the research, development of a material model, expert validation, revision, and try out of the model, revision, and final product.

Meanwhile, Basalama (2018) and Harsono (2017) have different perspective about the procedures. According to Basalama and Harsono there are four steps in developing material. The steps are pre-implementation (Basalama, 2018), design (Harsono, 2017), implementation, and evaluation (Basalama, 2018; Harsono, 2017). Pre- implementation contains of the process of Need Analysis. It is to analyze learners' needs about the material. Design deals with the formulation of the first draft of the learning materials which have considered the syllabus, the target needs, the choice of the suitable nature of learning materials, and the principles of developing learning materials. The implementation is the way of

implementing the completed draft of material to the real situation. During the implementation, the weaknesses of the material are also observed. After finished the implementation, the step is continued to evaluation. In evaluation the material is revised based on the result of implementation.

Discussions

Material Development for English Tourism Subject Based on the Local Wisdom

To develop an English for tourism material there are some considerations must be concerned. One of the considerations is the local wisdom. By involving the local content the students are more motivated to learn English. It is supported by Basalama (2018). The result of her study shows that the integration of EFL learners' local culture tradition in speaking classroom has significantly influenced EFL learners' motivation to speak English. The result also shows that local content reveals that autonomy learning of the learners persists although challenges and difficulties experienced by learners and teachers in their learning and teaching context where English has been hardly used both outside and inside their classrooms. Moreover, Arifani (2016) also states that textbook which is involving local content sorted into good category according to the experts.

On the other hand the use of local wisdom in developing material is also supported by the study of Anggraini and Kusniarti (2017). They conducted local wisdom-based instruction model in Bahasa Indonesia subject. The results show that the character and local wisdom-based instructional model of Bahasa

Indonesia could enrich the students' mindfulness regarding the local wisdom in addition to being able to strengthen the students' characters. From that finding, it can be said that inserting local wisdom in language material give beneficial not only in cognitive but also in character. This indicator can be applied in the different language study such as English for tourism.

The beneficial of local content is in line with the purpose of PERMENDIKBUD No. 79 Year 2014 as quoted in Nurliana (2019). According to the PERMENDIKBUD the integration of local content in teaching-learning process is to make students: a) know and love natural, social, cultural, and spiritual environment in their region; b) preserve and develop excellence and wisdom of their region which are useful for themselves and their environment in order to support national development.

To develop English for tourism material there are some steps adapted from Sugiyono. The steps are need assessment, data analysis, reference of the research, development of a material model, expert validation, revision, and try out of the model, revision, and final product. The need assessment is used to analyze the students', lecturers' and stakeholders' needs in tourism industry. After that the data gotten is analyzed to determine the next step. In referencing of the material, there activities are about collecting suitable reference and determining the aspects of local wisdom will be implemented in the material. The next step is developing the material and continued by expert validation to know whether the material is appropriate or not to be implemented. Try out the model is the next step after

expert validation. The result of the try out is used to revise the material model and the last step is producing the final product.

Conclusion

Material is the important thing in teaching and learning process. Material can be in the term of fact, concept, principle, procedure, and attitude. It also has some elements such as authenticity, topics/themes, texts and contexts, knowledge and language, tasks or activities, representations of participants and social practices, and pedagogical prompts. To develop material there are some principles, but the major point of principle is addressed to authentic and real practice. A material must help the English for tourism learners to get knowledge and be able to apply it in the real life, especially in workplace.

Need Analysis is one of the important factors in developing material. It is used to investigate the needs so the material produced is suitable with the purpose. The other factor that influences the material development is the involvement of local wisdom. It makes the material more appropriate with the real life because local wisdom directly related with the learners' life.

To develop an English for tourism material there are some steps must be done. From the reviews there is a summary about the steps of material development. The steps are need assessment, data analysis, reference of the research, development of a material model, expert validation, revision, try out of the model, revision, and final product.

About the Writer

Lia safitri has recently completed her Master's Degree at Institut Agama Islam Negeri (IAIN) Tulungagung majoring in English Education program. She has been teaching both at formal and non-formal education settings. Her research interests are in curriculum and material evaluation.

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