

Developing English for Tourism Materials Course based on Banten Local Wisdom

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Abstract

By examining Banten's local wisdom, this paper intends to investigate the evolution of English for Tourism teaching materials. This article examines the concept of material development, material development principles, material development requirements analysis, and local wisdom as a point in the construction of teaching materials. The following section covers the material development process and analyzes the development of English Tourism course materials based on local knowledge. This article also offers advice on how to incorporate local knowledge into material development and how to create useful materials for an English for Tourism course.

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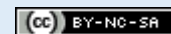
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Introduction

Talking about the tourism sector is certainly not just about tourist destinations. However, it is synergistically related to things such as moving from one place to another, eating and drinking, lodging, socio-cultural conditions, and offering souvenirs at tourist attractions. Based on Sedal Mayanti's study in the book "Development and Development of the Culture and Tourism Industry" (2014), the dynamics of tourism development in Indonesia has been confirmed as an important part of long-term economic development and it is highly dependent on increasing productivity and innovation.

In Banten Province there are many tourist destinations as well as other provinces or regions in Indonesia such as Anyer Beach, Banten Lama, Great Mosque of Banten, and many more. This fact requires fast and appropriate action. Every tourist destination requires proper maintenance, management and handling of good and quality human resources. Not only that, tourism activities will have a wider impact on the community, especially the community and the wider community. For this reason, tourism activities that are developed need to pay attention to the socio-cultural conditions of the local community. In this case, what should not be ignored is the local wisdom of the local society.

In relation to the preceding, students need to be equipped with knowledge about local content or local wisdom where they live or study. So that they are not awkward in socializing in the community where they live and can adapt. In general, the term relevance of education is aptitude or suitability between education and the demands of life (Ministry of Education and Culture, 1997: 24 in Warsiman, n.d.). One aspect is the relationship between education and the environment in which students live. This means that the material provided needs to be related to the real life around students. Example: For students who come from villages and make a living from agriculture, it is appropriate that the teaching materials contain the basics of agriculture. Likewise for students who come from offshore and make a living as fishermen, it is appropriate that the material provided includes marine and fishery material.

In this case, the higher education institution can administer the courses as elective courses, local compulsory courses or local elective courses. Here, elective courses are subjects that are selected according to the situation, condition or talent of the student's interests, while local compulsory courses are compulsory courses that are chosen by students after an examination by the institution/institution whose courses are deemed necessary to be planned (offered) with guidance. and wisdom that is considered important as a provision for students, and local elective courses are courses that are provided and adapted to the area of origin of each student.

Untirta, in this case the Department of English education, provides one of the elective courses offered, namely English for Tourism (EFT) or English for Tourism. In this course, students are equipped with knowledge, attitudes and skills in English in the context of tourism. This is reflected in some of the material in the department's curriculum book. So, not only the ability to speak English in general, but also the ability to speak English in the field of tourism.

However, the materials contained in the teaching materials used are still not based on the needs of students and have not explored the values of local wisdom in Banten. Based on interviews with lecturers, some of the material contained in the current syllabus is less authentic (has not been changed or adapted) which is the first problem of the current situation. 80% of the material is taken from EFT textbooks and the rest from the internet and other sources. Another problem is that the material currently provided to students is based on the teacher's assumptions, such as "...we will maintain that every course should be based on a learner needs analysis" . teacher.

Method

Several methods must be followed in order to develop a substance. There are nine stages of development ingredients, according to Sugiyono, as quoted in Nurliana (2019), need analysis, data analysis, research references, material model building, expert validation, revision, and testing models, revisions, and final products are the steps. Basalama (2018) and Harsono, (2015) have opposing viewpoints on procedures. The material is developed in four processes, according to Basalama and Harsono. Pre-implementation (Basalama, 2018), design (Harsono, 2017), implementation, and evaluation are the processes involved (Basalama, 2018; Harsono, 2017). The Requirements Analysis process is part of the pre-implementation phase. He'll look into the material's requirements for students. Design is concerned with the creation of a first draft of teaching materials that takes into account the curriculum, target needs, selection of relevant learning materials, and teaching material development concepts. Implementation is the process of turning a completed material design into a real-world situation. Material flaws were discovered during the implementation process. The stage then moves on to evaluation after it has completed implementation. The material evaluation was amended based on the implementation findings.

Results

The value of material in the teaching and learning process cannot be overstated. Material refers to all of the sources that students use to learn about information. "Everything that is used to assist in the instruction of language learners, including textbooks," Harsono (2007) defined material. The information, skill, and attitude that learners must master in order to achieve the competency requirement are referred to as material (also known as instructional content) (Depdiknas, 2008:3). It is possible to employ facts, ideas, principles, methods, and attitudes

The content maker must be aware of seven elements of ESP material, according to the definition of material (Widodo, 2016). Among them are texts, topics/themes, and authenticity and settings, language and knowledge, activities or tasks, participant representations and social practices, and pedagogical impulses. Meaningful in ESP refers to information that is relevant to the specialized/disciplinary knowledge of the students, discourses and social practices, making it simpler for them to link the material to their daily lives. The content should be interesting to the children and beneficial to them. The teacher, on the other hand, must consider the texts as well as their contexts. The papers must be relevant to the real-world setting of the ESP contexts.

Language and knowledge are two of the most important aspects of content creation. Language is intrinsically related to knowledge as content, hence they can't be separated. It also organizes and presents content as well as presents and molds content. The next component is the task or practices. This component is employed to determine how interested students are with regard to the text and activities, so this must be taken into account while developing materials.

Concept of Material Development

There are a few principles that must be considered in order to construct a material. As stated by Tomlison (2010), the content should: (1) prioritize the possibility of participation by using activities that get learners to consider what they read or listen and respond to it personally, (2) use tasks that encourage students to think and feel, (3) use activities that get learners to think and feel, (4) texts and tasks that are interesting, relevant, and enjoyable, (5) establish attainable goals, (6) encourage emotional responses elicited by music, song, literature, and art, and so on, and (7) use activities that get learners to think and (9) use an experience technique wherein learners are provided an encounter that engages them holistically at the outset. (11) Ensure that the outcomes activities are organized so that the learners are using language rather than just exercising specific aspects of it, and (10) provide numerous opportunities for students to produce language in order to achieve the desired outcomes. (12) give output that aids learners in enhancing their ability to communicate fluently, accurately, properly, and effectively; (13) provide contextualized output as reactions to meaningful stimuli; and (14) provide chances for relevant responses.

Need Analysis

Since one of the reasons that influences the absence of material production is an absence of requirements analysis (Fadel & Elyas, 2015), it is required to conduct a Needs Analysis (NA) before, during, or after a language program to generate ESP material (Fadel & Elyas, 2015). (Kusni, 2013). In ESP, a needs analysis is performed to look into what pupils need. It is utilized to investigate essential ESP requirements as well as other prospective graduation demands from target institutions (Poedjiastutie & Olive, 2017). NA is characterized as a reflection of a learner's needs, expects (Fadel & Elyas, 2015), and needs (Tomlinson, 2010; Fadel & Elyas, 2015) in their field of study. Some experts, according to Prachanant (2012), divide needs into four categories. The first is, which is regarded as a student's learn or work obligations. It is priority since it concentrates on what pupils will accomplish. Second, it refers to what pupils must do in order to learn a language. This is also referred to as process-oriented behavior, and it is linked to transition behavior. Third, what are the goals of language courses for the students themselves? This definition refers to a learner's motivation for learning a language. Finally, the requirement can be viewed as a deficiency, namely, what? The learner does not know how to accomplish it in English or is unable to do so. In short, Need Analysis (NA) is a stage of formation that must be carried out in order to investigate the needs of students, teachers, and community members. Needs can consider requirements or something that students do not understand or cannot do in English. Need Analysis (NA) is an key factor in the development of materials that cannot be omitted. It has a great role in determining the valuable and substantial material for the students.

Local Wisdom

In general, Indonesia's curriculum structure allows instructors and school teachers to create educational content based on local knowledge, however the phrase used is local content. A local content curriculum is a form of education whose content and media delivery are linked to the natural and cultural environments, as well as regional demands, and which students in the area must study.

When it comes to English for tourism, the interaction between people, nature, and the surroundings is crucial to consider. Because it is in the tourism industry, it should be concerned. Local wisdom is inextricably linked to the people's existence, nature, and the surroundings. Local wisdom is regarded as a healthy interplay between man, nature, and the built surroundings in a culture-influenced area. (Dahlioni:2015). Furthermore, Rachmawati and Mapanjaya (2012) explain local wisdom as a wise, full of wisdom, and well-valued local thought that is entrenched and supported by community members.

To summarize, local wisdom is described as all aspects of a region's human, natural, environmental, and architectural aspects that are grouped in harmony by a local thought that is wise, full of wisdom, and highly appreciated.

Discussion

Material Development for English for Tourism Course Based on the Banten Local Wisdom

Some considerations must be made while developing English for tourism materials. Local wisdom is one of the factors to examine. Students are more enthusiastic about learning English when local material is included. Basalama is in favor of it (2018). Her findings reveal that incorporating the local culture of EFL students' traditions into the speaking classroom has had a substantial impact on the motivation of EFL students to speak English. The results also suggest that learners' autonomy learning remains despite the hurdles and difficulties that learners and teachers face in their learning and teaching contexts, when English is rarely used both outside and within their classrooms. Furthermore, Arifani (2016) claims that textbooks with local content are categorized as good by specialists.

The research of Anggraini and Kusniarti, on the other hand, supports the use of local wisdom in generating content (2017). They used a methodology of local wisdom-based training in Bahasa Indonesia. The findings suggest that the Bahasa Indonesia character and local wisdom-based educational strategy may both deepen students' consciousness of local wisdom and strengthen their characters. As a result of this discovery, it can be concluded that incorporating local wisdom into linguistic materials is good not only in terms of cognition but also in terms of character. This metric can be used in a variety of language studies, such as English for tourism.

Some steps modified from Sugiyono can be used to generate English for tourism material. The procedures are need assessment, data analysis, research reference, material model construction, expert validation, revision, and model try out, revision, and final product. In the tourist sector, the need assessment is used to study the needs of students, lecturers, and stakeholders. The information gathered is then examined to decide the next step. The activities involved in referencing the material include gathering appropriate references and determining which components of local wisdom will be incorporated into the text. The next step is to produce the material, which is followed by expert validation to determine whether the material is suitable for implementation or not. After expert validation, the next step is to put the model to the test. The try-out results are utilized to improve the material model, and the next step is to manufacture the finished product.

Conclusion

In the teaching and learning process, the material is crucial. Facts, concepts, principles, methods, and attitudes can all be used as ingredients. Originality, topic/theme, text and context, knowledge and language, tasks or activities, participant and social representation practice, and pedagogical instructions are among the other elements. There are numerous principles that can be used to construct the material, but the key aspect is that the material should be true and real. A resource should assist English for tourism students in gaining knowledge and being able to apply it in real life, particularly at work. Needs One of the most significant aspects of developing the material is analysis. He used to look into the need for the resulting material to be suitable for its intended function. Engagement with local wisdom is another component that influences material growth. Because local wisdom is intimately tied to the lives of students, it brings the topic closer to reality. There are various procedures that must be completed in order to generate English for tourism products. A description of the material steps developed is included in the evaluation. Needs analysis, data analysis, reference research, material model building, expert validation, revision, trialmodels, revisions, and final products are the steps involved.

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