

# Developing English for Tourism and Hospitality Materials Based on Banyuwangi Local Needs

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## Subject Area: Education

### Abstract

The Ministry of Education and Culture stepped up the connect-and-match effort by creating a teaching factory to combine vocational education with the industrial world. The program's goal is to increase the number of graduates from vocational schools who are employed as trained and qualified human resources (HR) to meet the demands of the sector. The suitability and relevance of the material to local needs, especially in the world of tourism in Banyuwangi should be included in the learning materials. In order to establish a link and match, it is required to conduct a thorough examination of the development of learning instruments. The purpose of this study is to develop English for Tourism and Hospitality teaching materials in accordance with the local needs of the tourism industry in Banyuwangi. This research was an R & D (Research and Development) using the ADDIE model. The results showed that the English for Tourism and Hospitality materials that would be applied to the Tourism Business Management Study Program, Banyuwangi State Polytechnic were relatively varied and diverse which was divided into two parts, namely materials that reflect the Banyuwangi local culture such as Gedhogan, Kemiren, Gandrung Sewu, Barong Kemiren, Seblang Dance, Ngopi Sepuluh Ewu, Ijen Blue Fire, Tumpeng Sewu Festival, Red Island, as well as additional materials related to hospitality such as Hotel, Restaurant, and Travel Agent..

**Keywords:** Link and Match, English for Tourism and Hospitality, Teaching Materials, Local Needs

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## Background

The Ministry of Education and Culture launched the link and match program by developing a teaching factory to synergize and collaborate vocational education with industry, business, and the world of work (IDUKA). The aims of link and match program is to increase the absorption of vocational school graduates in order to become skilled and professional human resources which accordance with industry's needs. The link and match policy is considered as the excavation of competencies needed by the job market in the future and it is expected that the educational orientation will no longer be supply minded but become more demand minded (Disas, 2018).

Reported on the page of [www.kemendikbud.go.id](http://www.kemendikbud.go.id) General of Vocational Education stated that there are five requirements for the creation of link and match, namely the creation of a common curriculum to be

synchronized with the industry, the industry must provide guest lecturers at least of 50 hours each semester. The internships for vocational students from jointly designed industries, competency certification, and commitment to absorb vocational school graduates by industry. Furthermore, these five requirements must be properly understood by the institution and also the industry in order to reach the goal of providing professionalism graduates. Walters added that education provides human capital in general, not only specific field study, but also job specific skills for the job market (Walters, 2004).

In this study, the context links and match program are to synergize and collaborate the vocational education and industry in order to increasing the competitiveness of labor and industry (in this case the world of tourism), the English for tourism and hospitality course should be able to provide significant contributions and benefits in providing students with communication skills. Teaching of English for Specific Purposes is an act of examining what students know and ensuring the learning need to be analyzed first in order to make it relevant to the students' needs. Needs analysis is the systematic collection of all information to obtain valid data and it is needed in teaching and learning process. Karomouzian stated that some efforts to implement of English as a special purpose require teaching materials that are in accordance with the industry's needs in order to create a link and match (Karamouzian, 2016). It is undeniable that teaching materials play an important role in determining success in the learning process. Furthermore, Richard stated that teaching materials are a key component in language teaching that is the basis for learners when learning a language (Richard, 2001).

Banyuwangi well known as Sunrise of Java with the slogan Majestic Banyuwangi vigorously maximizes the tourism industry because Banyuwangi has many destinations and tourist attractions. One of example is the traditional village of Kemiren inhabited by the Osing tribe, namely the natives of Banyuwangi. The Osing tribe with their unique culture described how Banyuwangi people life with their culture as the local wisdom. Moreover, the example of tourist attractions in Banyuwangi such as Ijen Blue Fire, Pulau Merah Beach, Alas Purwo National Park, Baluran National Park. The uniqueness and differences of the discussion topic make the tourist destination area has added value than other tourist areas. Therefore, the language used by tourists becomes very special, depending on the area's needs. Based on this phenomenon, it is appropriate that students as potential tourism actors in the future are provided with good knowledge and communication skills of English for tourism and hospitality, in accordance with the local culture where they will work in order to become professional workers in their field.

Based on the field observation and the analysis of learning achievements listed in the English for tourism syllabus, subject has not described the suitability and relevance of the material with local needs, especially the world of tourism in Banyuwangi. Therefore, it is necessary to do an in-depth analysis related to the development of learning tools in order to create a link and match. In addition, English for tourism teaching materials has not been able to meet the demands as contained in the ESP approach. The development of tourism in Indonesia, especially in Banyuwangi requires a professional workforce who can master the English language as a means of communication, both oral and written in order to provide good quality services to the public, especially foreign tourists.

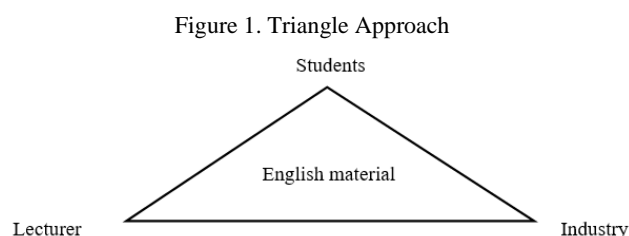
## Literature Review

*English for Specific Purposes* (ESP) or English for special purposes is an approach in the language teaching which is oriented to fulfill learners' needs. Furthermore, ESP is used for specific fields and studies that appropriate to the needs of the field of science and profession of English language users. ESP is generally used in the teaching of foreign languages for certain uses in certain fields of science and professions. The goal of ESP is to make the students master the English language as a means of communication, both oral and written related to the field they are studying. For example, hospitality students must understand the English language related to the field of hospitality. The mechanical students must master the English language which is used English vocabulary related with mechanical field. Therefore, ESP has differences in concepts and methods with General English. ESP is an approach to language teaching which is oriented to fulfill the learner's needs that ESP has different approaches, perceptions, designs, materials, evaluations, and goals (Strevens, 1988).

Teaching materials play an important role in learning innovation. The teaching material which in this case is a textbook is also a central point in learning because the quality of the textbook can serve as a determining factor of high and low quality of language learning (Karamouzian, 2016). Mares explained that five techniques in developing teaching materials, namely adding, removing, simplifying, sorting, and replacing (Tomlinson, 2003). The technical development of teaching materials will be described specifically as follow:

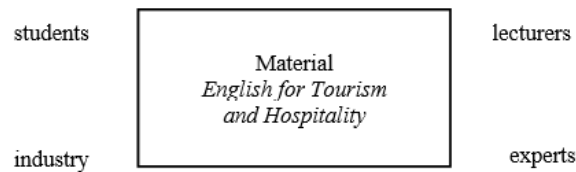
- a. Adding; material designers can add other materials by expanding (referring to quantity) and deepening (referring to quality).
- b. Removing; material designers can discard in two ways, namely discarding certain parts (more quantitative) and eliminating certain parts and focusing attention on other things (more emphasis on quality change).
- c. Simplifying; material designers can reduce the length of the text so that learners are easy to understand
- d. Sorting; material designers can sequence an activity in different ways so as to make learning look more systematic.
- e. Replacing; material designers can replace existing materials for a number of reasons (such as reasons of interest in a particular culture).

Moreover, McDonough stated that to obtain materials or teaching materials that are truly relevant to the needs of students and the world of work (Swales, 1985). The analysis of the needs of ESP teaching materials must use an approach including students, lecturers, and graduate users or industry where they work which TRIANGLE approach can be described as follows:



Furthermore, Robinson et al mentions that the use of square analysis teaching materials would make the materials more complete and relevant to the needs of the world of work (Robinson, Mackey, Gass, & Schmidt, 2013). The following is a model of market needs analysis according to Robinson:

Figure 2. a model of market needs



From the two approaches above, we can conclude that the principle of the preparation of teaching materials to be taught must need analysis and motivate students who will study ESP and emphasize the student learning process (learning process) and not the teaching process. In line with this, Trimble stated that in this way, students will be able to use English for this specific purpose (Olsen, 1986). This shows that ESP teaching is based on student and industry needs.

The Indonesian tourism sector is one of the largest contributors to the country's foreign exchange, almost reaching 20% of the state budget each year. Apart from this, the tourism sector is also a provider of broad and diverse employment opportunities. However, currently, the tourism sector, including the restaurant business, is considered one of the sectors most affected by the Covid-19 pandemic that has hit the entire world, including Indonesia. We must rise together to replenish tourism and hospitality activities to fill this new normal, so that the tourism sector will be victorious again, be able to provide wide and diverse job opportunities, and contribute the second largest foreign exchange for the country of Indonesia. It is important to overcome this condition by conducting research, namely English for Tourism and Hospitality based on the local needs.

In this research, some previous studies related to the development of English for Specific Purposes teaching materials became a reference for researchers in conducting research on the development of English for Tourism and Hospitality. Ginting conducted research entitled Teaching Materials for English Language Courses in Tourism with quasi experimental design posttest that produces English teaching materials for Specific Purposes; Tourism around Lake Toba (Ginting et al., 2008). Another study was conducted by Munir entitled Development of English Teaching Materials for Travel Agents with the method of Research and Development with three steps (Munir, 2014). Therefore, the differences this research with others as the novelty were the method, place of the research, and the result that focus on developing English for Tourism and Hospitality materials based on Banyuwangi local needs.

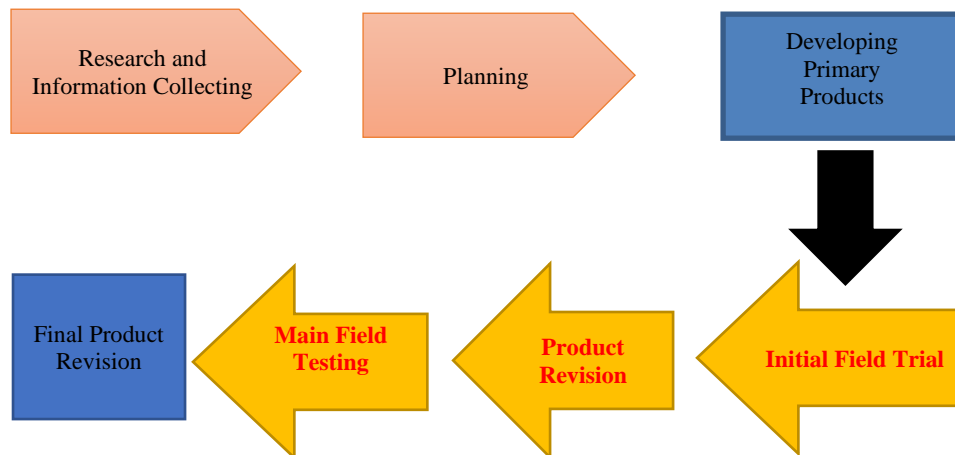
## Methodology

### *Research Model*

This research used a research approach and the development of R & D or Research and Development to develop and validate educational products. In this study, English teaching materials for the profession of

English for Tourism and Hospitality based on local needs would be developed. These teaching materials were expected to improve the quality of English language learning for professions in the world of tourism and hospitality. The research and development steps are generally shown in the figure below (Swales, 1985):

Figure 3. Research and Development (R&D) Model by Borg and Gall



Generally, a series of research processes were conducted into two stages, the first using descriptive methods to obtain materials and design of teaching materials for English for Tourism and Hospitality based on local culture that will be implemented in Banyuwangi. The second stage is the implementation process to determine the effectiveness of teaching materials prepared by testing teaching materials for students of the Tourism Business Management Program of Banyuwangi State Polytechnic. Some of the informants in this study were hotel practitioners in Banyuwangi, tour guides, Banyuwangi culturalists and also some tour owners in Banyuwangi. Meanwhile, the research respondents consisted of hotel practitioners, tour travel practitioners, guides, tourism lecturers, English lecturers of the Tourism Business Management Program of Banyuwangi State Polytechnic who were selected by purposive random sampling.

Specifically, some steps of this study could be described as follow:

- a. *Research and Information Collecting*: In this stage, researchers conducted an initial survey to see the potential and existing problems and literature review to obtain data in the fields needed in this study. At this preliminary stage, the researcher did some activities, such as preparing the documents, selecting the respondents used purposive random sampling, and preparing question items for the interviewer and questionnaire as a data source. In this stage, the needs of English for Tourism and Hospitality teaching materials also need to be analyzed. In other words, the teaching materials were really needed to be developed in order to meet the link and match program.
- b. *Planning*: In the stage, the researcher wrote a teaching material framework based on the results of the needs analysis that has been obtained for English for Tourism and Hospitality teaching materials. Moreover, the result data from interview and questionnaire were used as main indicator in order to develop English for Tourism and Hospitality teaching materials.
- c. *Developing Primary Product*: English teaching materials for Tourism and Hospitality would be developed at this stage in accordance with the framework of teaching materials that have been made

by paying attention to the local needs of the Banyuwangi tourism industry which has been studied in previous stages. The development of this teaching material was adjusted to the results of the questionnaire.

- d. *Initial Field Trial I*: English for Tourism and Hospitality teaching materials that have been developed were implemented in this stage to determine the effectiveness of teaching materials that have been created. The implementation was in form of simulation of teaching materials that have been made to obtain information on whether the teaching materials that have been created were more effective than the old teaching materials by implementing in small group of Tourism and Business Management students in State Polytechnic of Banyuwangi.
- e. *Product Revision*: First of all, the researcher got the data and input obtained from the expert validators in order to revise the materials. Secondly, researcher redesigned the materials to be implemented to determine the effectiveness of teaching materials based on the feedback from expert validators. Finally, the researcher conducted an evaluation for the improvement of teaching materials that were more effectively used on a wider scale.
- f. *Main Field Testing*: In this stage, the test was done to assess whether the teaching material plan was more effective than the old one or not. The purpose of the test was to know whether the teaching materials of English for Tourism and Hospitality suitable with the Banyuwangi local needs and student's need of the Tourism Business Management Program of Banyuwangi State Polytechnic. In this stage, the implementation was done by giving test using Quizziz application that implemented in larger group of Tourism and Business Management students in State Polytechnic of Banyuwangi.
- g. *Final Product Revision*: This stage was final process of research series to answer the research purpose through the results and discussions that have been done. Furthermore, developing English for Tourism and Hospitality teaching materials based on local needs in Banyuwangi need to be revised based on the result of main field testing and input data from validators in order to create a link and match between vocational education and tourism industry. The final product revision was done by providing socialization related to teaching materials that have been made to students as users of teaching materials.

## **Result and Discussion**

### ***Developing English for Tourism and Hospitality Material***

Based on the results of the questionnaire distribution, 49 percent of respondents said that they strongly agree with the topic of discussion that will be included in the English for tourism and hospitality teaching materials based on the local needs of Banyuwangi and 37 percent of the respondents agreed. As many as 11 percent of respondents stated neutral, 2 percent of respondents stated disagree with the topic of discussion that will be included in the teaching materials of English for tourism and hospitality based on Banyuwangi local culture. Based on these results, it could be concluded that the topics of discussion based on Banyuwangi local genius and its surroundings which would be included in the teaching materials of English for Tourism and Hospitality were Gedhogan Kemiren, Gandrung Sewu Festival, Unique Cuisine in

Banyuwangi, Barong Kemiren, Seblang Dance, Ijen Blue Fire, Red Island Beach, Tumpeng Sewu Festival, Ngopi Sepuluh Sewu Festival, Gajah Oling Batik, Art Shop, Travel Agent, At The Hotel, At The Restaurant. The topic would be relevant to the theme and problems of this research which was based on the needs and potential development of local areas based on Banyuwangi local culture and its surroundings. The tourism actors or prospective workers who will enter the world of tourism in the Banyuwangi region in particular, must be able to use the theme or topic of conversation in accordance with existing needs and in accordance with the desires of tourists that reflect the characteristics of Banyuwangi.

The uniqueness and differences of the topics of discussion make the tourist added value with other tourist areas. Hakim et al stated that in the survey of natural tourism visitors to Ijen Crater showed the external motivation namely the uniqueness of Ijen Crater was the reason tourists decide and choose a tourist destination as their vacation spot (Fitroh, Hamid, & Hakim, 2017). Furthermore, some tourist attractions in Banyuwangi, such as Gedhogan Kemiren, Gandrung Sewu Festival, Barong Kemiren, Seblang Dance, Red Island, Tumpeng Sewu Festival, Ngopi Sepuluh Sewu Festival and Gajah Oling Batik which cannot be found in other areas became the uniqueness of Banyuwangi. Thus, the language used by tourists becomes very special depending on the area's needs. Some topics that commonly used for conversation found in tourist areas including Travel Agent, Hotel, Restaurant, and Art Shop.

Some topics discussed above have similarities not only in the meaning of the theme or topic in general, but also have differences in content and details of the theme in question. One example is the topics of travel agents in Banyuwangi have different tour packages. The tourist destinations listed in the tour package in this unit were tourist destinations that have not been discussed separately in the English for tourism and hospitality teaching materials units. Some examples of such tourist destinations were Baluran Park, De Jawatan and Marina Boom Beach. In addition, learners were also provided with the knowledge of how to create urgency so that tourists immediately book tour packages offered with flash sale techniques. Middleton, et al said that tourism operators pay more attention to marketing strategies and the diversity of tour packages (Middleton, 2015).

In terms of language function, the English materials that can be used by tourists were relatively diverse and different. The function of the language including offering help and services on daily conversation, showing and surprising expression when communicating, expressing intention, getting and giving feedback on a daily use, showing or expressing a feeling, showing or expressing an opinion, showing place of interest, talking about the past activities, completing perfect activities, asking and giving for help, expressing compliment and it ways of responding, showing sympathy, handling complaint, and expressing agree and disagree. The function of the language used was also different from the theme or topic of conversation in a gallery or art shop, where the function of the language (persuasive, convincing, and surprising) may be often used in such conversations. The ability of tour operators in serving tourists will be better if supported by the mastery of the theme/function of language that is communicative, relevant and in accordance with the theme of the conversation. In addition, Ginting stated that the form of grammar that they used also becomes specific and typical in accordance with the field of needs (Ginting et al., 2008).

### ***English Teaching Material Plan for Tourism and Hospitality Materials***

The teaching material has a different format and design; it depends on the approach and the experts who design it. The teaching material development model used in this study was Research and Development using ADDIE model developed by Molenda (Molenda & Military, 2003). The ADDIE model uses 5 stages of development, including analysis, design, development, implementation, and evaluation. The first step is analysis where researchers conducted an analysis of lecturers, students and actors in the tourism industry have used alumni of the Tourism Business Management Program of Banyuwangi State Polytechnic. Based on the interviews results between Lecturer of English for Tourism and students, it was found that so far there was no English for tourism and hospitality materials that have been designed to be teaching materials. Therefore, teaching materials were needed to support the teaching and learning process that was guided by the link and match program through developing a teaching factory. The next step is design in order to formulate learning objectives that are SMAR (Specific, Measurable, Applicable, and Realistic). Then, the researcher determines the teaching materials in accordance with the Banyuwangi local needs and surrounding areas based on a questionnaire of several respondents as described previously.

The next step was development as a process to make the design a reality, where the material or topic that has been determined based on the student's needs, and then developed into teaching materials. Finch and Crunkilton stated that the format of teaching materials or complete modules has an introduction, objectives, initial assessment, learning experience, learning resources, and final assessment (Ginting et al., 2008). In this research, the designed teaching materials consisted of general reviews, objectives, orientation, exercises, assessments, and cultural notes. Meanwhile, the implementation English for tourism and hospitality materials based on Banyuwangi local culture to the students of Tourism Business Management Study Program at Banyuwangi State Polytechnic by giving test to the students used Quizizz, then the answer was analysed by SPSS. The student's learning results before using English for Tourism and Hospitality or pre-test teaching materials showed an average score of 78, and post-test was 86.

Table 1. Test results-different pre-test and post test

<b>Paired Samples Statistics</b>					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	78.00	30	5.010	.915
	Post Test	85.27	30	5.765	1.053

<b>Paired Samples Correlations</b>				
		N	Correlation	Sig.
Pair 1	Pre Test & Post Test	30	.797	.000

<b>Paired Samples Test</b>									
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre Test - Post Test	-7.267	3,503	.640	-8.575	-5.959	-11.362	29	.000



Statistical testing with hypothesis as follows:

***H<sub>0</sub>***: There is no difference of ESP-Tourism ability after learning with teaching materials based on local needs with the average ability of ESP-Tourism without learning with teaching materials based on local needs

***H<sub>a</sub>***: There is a difference of ESP-Tourism ability after learning with teaching materials based on local needs with the average ability of ESP-Tourism without learning with teaching materials based on local needs

The results showed that the evidence had a difference in the ability of ESP-Tourism after learning with teaching materials using English for Tourism and Hospitality based on Banyuwangi culture's book with the average ability of ESP-Tourism without learning with teaching materials that have been made. This was evidenced by the different t value in the  $H_0$  rejection region, where t value < t table ( $-11,362 < -1.96$ ). In addition, a significant value (2tailed) <0.05 (0.00 <0.05) interpreted that  $H_0$  was rejected and  $H_a$  was accepted.

The last steps were evaluation, where the results of the evaluation from experts provide input on the format of assessments so that each unit in the teaching materials English for tourism had an assessment focus on language skills (reading, writing, listening, and speaking). Therefore, the assessments in the form of descriptive questions, conversational dialogue, and audio recording by including the Reading Code link would be added in English teaching materials. The result showed that the learning of English for Tourism and Hospitality students through teaching materials related with Banyuwangi local culture had contribution and a significant influence in the learning of English for Tourism and Hospitality. Furthermore, Nasution added that learning through teaching materials should be innovative, relatively new learning and refers to the principle or assumption that each learner has different learning abilities and speeds (Nasution, 2017). Teaching materials should pay attention in principle emphasized on the learning process, and not the teaching process.

## **Conclusion**

The developing English for Tourism and Hospitality materials based on the Banyuwangi local culture through ADDIE model in Research and Development had the goal of realizing a link and match program to develop a teaching factory. Common topics written in English for Tourism and Hospitality materials really characterize the tourist area of Banyuwangi and its surroundings which was not owned by other areas either regionally or nationally. Furthermore, determining the conversation topic as the characteristic of Banyuwangi local culture and surrounding areas based on the results of the distribution of questionnaires to 30 respondents, namely lecturers of tourism and English, students, culturists, travel agents, guides and other tourists who have experience in related fields during at least one year.

The topics listed in the English for Tourism and Hospitality teaching materials based on the Banyuwangi local culture as a local genius and surrounding areas include: Gedhogan Kemiren, Gandrung Sewu Festival, Unique Cuisine in Banyuwangi, Barong Kemiren, Seblang Dance, Ijen Blue Fire, Red Island

Beach, Tumpeng Sewu Festival, Ngopi Sepuluh Sewu Festival, Gajah Oling Batik, Art Shop, Travel Agent, At the Hotel, At the Restaurant. Teaching English for Tourism and Hospitality students through teaching materials in accordance with the Banyuwangi local culture gave contribution and significant influence in the English for Tourism and Hospitality subject. English for Tourism and Hospitality teaching materials based on Banyuwangi local culture were developed with an emphasis on the suitability of vocational school graduates in order to become skilled and professional human resources (HR) in accordance with the industry's needs. The preparation of teaching materials with an approach to the needs of learners and stakeholders or industry in English also makes learning more in line with learning goals and targets.

Furthermore, for further research, it was expected to conduct a Focus Group Discussion (FGD) to synergize with all English for Tourism learning tools. Then, the use of teaching materials which related with the needs of Banyuwangi State Polytechnic Tourism Business Management students in order to create links and match between institutions and industry could be realized. This material would enable the acceleration of English language proficiency for students majoring in Tourism Business Management. If the achievement could reach the industry's local needs, there would be graduates who were professionals in the field of tourism in Banyuwangi, and the goal of the *link and match* program could be well realized.

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