

## **CHAPTER I**

### **INTRODUCTION**

This chapter consists of six sub chapters, they are: research context, research focus, objective of the research, significances of the research, definition of key terms, and theoretical framework.

#### **1.1 Research Context**

Tourism sector is industry that has wide scope and the person who works in this sector needs good skill of language. The skill is needed because the purpose of tourism is giving good service to the clients. The employees of tourism industry must be able to master international language, such as English, to minimize complaint and make sure that they work professionally. It is important because they are the persons that have direct communication with the tourists (Ulfa, 2015).

To meet the good quality of the employees, a tourism developer tends to recruit employees from tourism academy. However, the fact shows that not all of the tourism employees come from tourism academy, sometimes some of them are from language or educational program. Regarding to this fact, the language or education program in university offers English for Specific Purposes (ESP). The ESP programs offered such as English tourism and English hotel can be taken by the students as their elective subject. As cited in some university websites ([untidar.ac.id](http://untidar.ac.id) and [fkip.unhamka.ac.id](http://fkip.unhamka.ac.id)), these two programs provided by the universities with some purposes, they are: (1) equipping the students with English

proficiency especially for tourism industry, (2) giving opportunity to the students to have direct interaction with the native speakers during the field trip practice, and (3) developing the students' potential skills besides the academic competence.

By providing tourism as the elective subject, the university provides place for the students who want to get knowledge related to specific field. It is in line with the statement of Chang (2009) and Tsao (2011) who state that ESP is recommended to the learners who are required to meet the essential, specific and precise needs to respond to the considerable demands in vocational or academic situations in English. In other words it can be said that tourism subject is provided to enrich the students' knowledge about English for tourism as the branch of ESP. Paralleled with this goal, the appropriate textbook has to be used in teaching learning process of ESP and the appropriateness of the book can be reached by doing product validation. Due to the fact that a valid book is needed, the collaboration with the subject specialist is important in conducting material (Trisyanti, 2011).

In teaching ESP one of the important things that must be considered is the material. The existence of the materials in teaching ESP cannot be denied and it holds crucial role. This importance of the material since in some cases where English becomes foreign language, the ESP subject may be almost the only source of English (Dorda, 2008). As the result of the limited sources, the general English course book becomes an alternative to be used. However, the course book does not usually fulfill the range of levels of knowledge or ability that exists in most classes (Topler, 2016). Beside the general English material, the other alternative is

adapting the foreign ESP course books. The second choice is more appropriate, but in some conditions its authenticity is also questioned. Not all of the materials adapted have relationship with the students' real life. For example the material about the restaurant. The text used is about restaurant in the other country, not from the students' own country. It can be a little bit difficulty for the students to imagine the context of the text and expression because the context is unfamiliar for them. In other condition, this alternative would have some effect with the previous and cannot reflect the purpose of ESP.

Due to the fact that ESP concerns with a particular field, the material must reflect the real workplace situation because it is related to the functions of ESP to develop the competencies needed which is related to function in a discipline, profession, or workplace (Basturkmen, 2006). ESP students need a material that represents the real situation around the students, so they can practice the theory gotten. Moreover, the material must be developed by paying attention to the elements of developing material (Widodo, 2016) and students' competence (Rahmawati & Husna, 2015). One of the elements is context of the material. In other words, the material should be related to the real context of ESP aspect.

To know the material needs of the students to improve their proficiency, need analysis is needed to be conducted. Thus, need analysis is used to minimize useless material and to avoid an 'out of topic' material. Conducting need analysis is necessary because one of the factors that influence the lack material development is the lack of need analysis (Kusni, 2013). Due to the fact that need

analysis is pivotal, the material must be developed based on the students' need, so it should have a high surrender value (Edwards, 2000).

Needs Analysis (NA) holds key role in developing material. It is important as formative stage to be consider prior to, during, or after a language program (Fadel & Elyas, 2015). Need Analysis is the foundation to meet the students' needs before developing program or material. It is used to analyze the aspects that can be used as the basic information in developing material. The aspects can be in the term of the appearance of the material or the content of the material. During the implementation, need analysis can also be conducted to analyze how far the material or the program can reach the goal. It can also be used to investigate whether the goal is still in line with the students' need or not. The need analysis can also be conducted in the end of a program. It is used as the checker for the previous program and as the starting point for the next plan. Those reasons strengthen the statement of Prachanant (2012), Sareem, Hamidi, and Mahmoudi (2013) and Kurniati (2016) about the importance of conducting need analysis before developing English for tourism material. In the previous research mentioned, the Need Analysis is only focused on the needs of materials and skills while this research is also completed with the needs of the local wisdom to be learnt by the students

In developing English for tourism material, the result of need analysis can be used as the basic knowledge of the concept of an authentic content. The authenticity of the content is used to make the students interested in the material and provide opportunity for them to learn something through English. Involving

an authentic content in developing material has some advantages. By using authentic content the students' motivation to learn is increased and the content of authentic material bring them the real-life situation so it can reduce the artificial barrier between the students and the situation in the outside of the classroom (Cunningsworth, 1995; Topler, 2014). Moreover, the authenticity of the material enhances the value of English through showing how English can give access to information and knowledge (Cunningsworth: 144, 1995). In fact, the students were provided with the breakdown of the topic and they could use any references they want. This condition reveals negative and positive effect. In one side by using various sources the students can enrich their knowledge toward the topic given. On the other hand, there is no guarantee that the material they got is meaningful and authentic. Sometime the material can be too much or less, so it is inadequate for them.

Regarding to the importance of authentic content, the basic knowledge must be known before developing material for English for tourism is the factors that have relationship with the specific field of the subject itself. It will give parameter for the material developer to determine which part of the factors that can be explored and inserted to the English material. So it can make the material to be more authentic and valuable. The factors of the specific field can be in the term of social and culture value. Based on the results of the preliminary study had been conducted at Kadiri Islamic University and State Islamic Institute Tulungagung on October to November 2019, almost all of the participants suggest local wisdom to be inserted in textbook of tourism. In their opinion, local wisdom

is important to be learnt in order to upgrade their knowledge about their own country. The participants' opinion is paralleled with the fact that English for tourism has strong relationship with tourism industry, so the material of a tourism subject must cover the knowledge of environment, society, and technology as the supporting factors. All of these three factors should be in a harmonious cooperation with English language to reach the purpose of tourism subject. All the forms of harmony is under the concept of local wisdom. Local wisdom is not only about the concrete things but it also can be defined as the ideas, wise views that full of wisdom and good values that is embedded and followed by the people in that community (Darmadi, 2018; Kartika, 2016). Related to that, there are five factors of local wisdom which cover the complex elements namely natural environment, environment orientation and outlook on life, environment cognition, environment behavior, and environment as the final product. Those five explain that local wisdom has large dimension and all of them has relationship with tourism industry.

Inserting local wisdom or local content in developing material is supported by some previous studies. The previous studies show that by influencing local wisdom in developing material giving some beneficial. Basalama (2018) had a study about speaking and local culture. The result shows that the integration of EFL learners' local culture tradition in speaking classroom has significantly influenced EFL learners' motivation to speak English. It also shows, by inserting local content, the learners' learning autonomy is continued although they have

challenges and difficulties in learning and teaching context where English has been hardly used both outside and inside the classrooms.

Moreover, Arifani (2016) states that textbook which is involving local content sorted into good category according to the experts. On the other hand, Anggraini and Kusniarti (2017) conducted local wisdom-based instruction model in Bahasa Indonesia subject. The result of the study shows that the character and local wisdom-based instructional model of Bahasa Indonesia could enrich the students' mindfulness. The study definitely informed that by inserting local wisdom could strengthened the students' characters. The result of the other previous research show that inserting local content in developing material is necessary for the students (Nurliana, 2019; Rahmiani, et.at, 2018; Anggraini & Kusniarti; 2017).

In addition, the result of preliminary study shows that the previous material is inadequate and the students need a book with several criteria. The criteria based on the students opinion are: 1) covering integrated skills, 2) using language that related with real social situation, 3) providing material that is related to the real socio cultural situation, 4) entering the reference section that can be learnt by the students (for further reading), and 5) inserting local wisdom as pure value of their country. Regarded to the condition where some items in developing English tourism material i.e. the relevancy between the materials with the real condition and the use of local content that are missed, the research and development for the English tourism material based on the Local Wisdom is needed to be conducted. The material developed is addressed to the undergraduate

students in educational program that offers English tourism as one of elective subject.

### **1.2 Research Focus**

The research focus of this study is formulated as following:

1. What kinds of material (textbook/module) do the students need for English tourism?
2. How is the process of developing for English tourism based on the local wisdom?

### **1.3 Objective of the Research**

The objectives of this research are:

1. To analyze the kinds of tourism material needed by the students
2. To describe the process of developing material for English tourism based on the local wisdom.

### **1.4 Significances of the Research**

Practically, this research is expected to propose new material of tourism that can be used in teaching students of tourism subject. It is hoped that this research can give advantages theoretically and practically to the readers. Theoretically, it gives the new knowledge about the development of material for English tourism based on the local wisdom.

### **1.5 Definition of Key terms**

The researcher provides this item to facilitate the readers in understanding this research. It is made to build same perception about English for Specific



Purposes (ESP), English for Tourism, local wisdom, Need Analysis, and material for English tourism based on the local wisdom.

1. English for Specific Purposes (ESP)

English for Specific Purposes or in the next chapter mentioned as ESP defined as the teaching or studying English for particular career such as law, medicine, tourism, etc. ESP has functioned to help language learners cope with the features of language or to develop the competencies needed to function in a discipline, profession, or workplace.

2. English for Tourism

English for Tourism is defined as the branch of ESP that focuses in the field of tourism industry.

3. Local Wisdom

Local wisdom is part of culture which is defined as traditional culture element that is related to human resources, source of culture, economic, security and laws (Geertz, 1973). It can be understood as a local idea that is wise, full of wisdom, good-value, which is ingrained and observed by the people. The local wisdom is also explained as the wealth of culture, tradition and nature of a region. It can be in the term of traditional food, music instrument, dance, tourism place, clothes, tradition, custom, etc. Yet, the local wisdom addressed in this research is related to tourism place, tradition, and also local food. The area of the region is delimited in Java. So, the local wisdom (tourism place, tradition, and also local food) are explained in this research belongs to Javanese.

#### 4. Need Analysis (NA)

Need analysis or will be called by NA is the procedure to conduct preliminary study. It is used to gather prior data as the basic for developing material. NA done by conducted some instruments such as questionnaire and interview guide. The components analyzed during NA is about the criteria of good book. The criteria is adopted from Cunningsworth theory. The criteria are: (1) aims and approach; (2) design and organization; (3) language content; (4) skills; and (5) topic.

#### 5. Material for English Tourism based on the Local Wisdom

The material for English tourism based on the local wisdom in this research is defined as the material that is arranged based on the real environment and the potency of the region (local wisdom). The value of local wisdom will be placed in the text of the material. (1) doing need assessment (need analysis); (2) identifying specific skills, procedures, and learning tasks for reaching the goal; (3) identifying the characters of the setting; (4) planning the material; (5) developing the material; (6) validating product by the expert; (7) validating by the users; (8) revising the product; and (9) final product.

#### 6. Process of Developing Material

The process of developing English tourism material includes several steps. The steps are planning the material, developing the material, and expert validation. Planning the material is the process to prepare the material will be developed. In this step there is the step to create prototype of the material. Meanwhile, the process of developing is the process to develop the prototype

into the material. The last step is expert validation. This step is the part to get the validation of the product developed from the prototype.

### **1.6 Theoretical Framework**

Material is all sources that can be used to help students study a lesson and it has important role in determining the result of teaching and learning process. In formal way, a material is also defined as knowledge, skill and attitude must be mastered by the learners to accomplish the competence standard (Depdiknas, 2008:3). There are several forms of a material such as facts, concepts, principles, procedures, and attitudes. Related to the physical form it can be in the form of textbook (Harsono, 2007), module, handout, etc.

Teaching material for ESP is different from the teaching material for general English (Cunningsworth: 132, 1995). The differences is caused by some reasons. The first, ESP focuses on a content and each branch of ESP has different content. Because of this content, the vocabularies and language used in every single branch is also different. The second, the content of ESP branch is unfamiliar for the language teacher. This condition happens because the teacher of the language has limit knowledge of the content. The third, there is different role of the teachers and learners in the design of the materials. These factors can be used as additional considerations in selecting material for ESP.

Related to the fact that ESP material is different with general English, developing English for tourism material that focuses on the content is necessary. The development of the material is intended to gain the language result which

matches with the goal of ESP. Moreover, the development is beneficial to make the material to be more authentic, so it can be applied in real workplace.

The authenticity of the content is the soul of developing English material for tourism because the language will be used in real situation for real purpose. More than being the core of the English material, the authentic content is also being the bridge of the language with the social and cultural values as 'hidden curriculum' in English material. The values of social and cultural will help students relate the language used to real social context.

The social and cultural value can be related to the local wisdom which is embedded and followed by the community. The local wisdom is defined as harmonious relationship between man, nature and the built environment in an area that is also influenced by its culture (Dahlani, 2015). Because of this concept, local wisdom is appropriate to be called as the source of authentic content. So, inserting local content in developing material is necessary for the students (Nurliana, 2019; Rahmiani, et.al, 2018; Anggraini & Kusniarti; 2017).

In developing English for tourism material, there are several procedures that must be followed by the material developer. The procedures are analyzing the students' need (Cunningsworth, 1995; Tomlinson, 2013; Latief, 2017), exploration of the need, contextual realization of material, pedagogical realization of the material, production of the material, students use of material, evaluation of material against agreed objectives (Tomlinson, 2013; Latief, 2017), and publishing final product (Latief, 2017). On the other hand, Borg and Gall (2003) states that there are nine steps in developing material namely (1) need assessment

(need analysis); (2) identifying specific skills, procedures, and learning tasks for reaching the goal; (3) identifying the characters of the setting; (4) planning the material; (5) developing the material; (6) expert validation; (7) try out; (8) revise the product; and (9) final product. Although the steps proposed by Borg and Gall looks different, the essential of the steps is same with the other expert. The students' need is the foundation to determine what appropriate material can be developed. To know the students' need about the material, a need analysis must be conducted. A need analysis must be conducted because it is used to explore important needs in ESP and other potential of graduating students from the target institution (Poedjiastutie & Oliver, 2017). In conclusion, need analysis is used as preliminary to gain basic information about the needs and the target will be reached.