

CHAPTER II

REVIEWED OF RELATED LITERATURE

This chapter consists of eight sub-chapters, they are; material development, principles of material development, need analysis, local wisdom, English for Tourism, procedures of material development, material development for English tourism subject based on the local wisdom, and previous study.

2.1 Material Development

Material is one of important component in reaching curriculum goal. It became crucial part because it is the bridge between the curriculum goal and teaching and learning process. It can be seen from the position of material in the components of curriculum by Tyler in Suripto (2013). The components are: (1) goal; (2) material; (3) teaching and learning process and; (4) evaluation. Material is mentioned between the goal and teaching-learning process, it is showed that material is pivotal.

Material is also called as the sources that are used to help the learners study the language. It defined as anything which is used to help to teach language learners and it can be in the form of textbook (Harsono, 2007). It also described 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 values.

Fact refers to anything in the form of reality and truth. It can be object's names, historical events, place, symbol, and so on. Concept is about definition as the result of thought. Concept usually in the form of definition, characteristics, or

the core. Principle defined as main thing (something that is very important). It is usually in the form of law, formula, adagium, postulate, paradigm, theorem, and also the relationship of the concepts that described the implication of causal effect.

Procedure is the systematically steps in doing activity and chronological system. Meanwhile, value is the result of learning attitude aspect. It can be in the form of some values such as honesty, affection, mutual help, spirit, and motivation. The forms of value can be reflected in all of the material and all of the subjects.

In developing material, there are several elements that must be considered. According to Widodo (2016) the elements are authenticity, topics/themes, texts and contexts, knowledge and language, tasks or activities, representations of participants and social practices, and pedagogical prompts. Authenticity is defined as the relevancy of the material. It means that the material for the students should be relevant to students' disciplinary knowledge, social practices, and discourses in order to make the students link the material given with their real life easily. The topic served should be interesting and valuable to engage students to learn. The texts chosen by the developer must have relation with the real contexts and can be linked to the real situation.

Language is always integrated with knowledge as content. It presents and shapes knowledge as content and organizes texts, which comprise the knowledge. Knowledge has crucial role and it has strong relationship with authenticity. They have strong relationship because the combination of those two is used to create

meaningful material that triggers students' motivation. To increase students' motivation in learning, the material that brings them the real-life situation is needed to reduce the artificial barrier between the students and the situation in the outside of the classroom (Cunningsworth, 1995; Topler, 2014). The following element is task or activities. Tasks measure how much students engage with the text and activities, so it must be well planned in material development. Meanwhile, activities must be represent the goal of the material to keep the material on the track.

The material served to the students must cover the representations of participants and social practices. It can be included in the context of the text to make the language becomes context specific to the students. It becomes one of the pivotal things in material development because using English to show information about the aspect of real world provides better model of language use than describes an imaginary non-existent construct (Cunningsworth, 1995). The last element is pedagogical prompts. It explained as instructive information that guides or enables students to perform learning tasks. Pedagogical element is pivotal element because the students need clear instruction to do the tasks. So, the instruction in material must be arranged as clear as possible to understand.

2.2 Principles of Material Development

The main element that must be noticed in developing material is the principles of material development. It is important because it has great role in determining the successful of the material goal. There are two principles of material development explained in this article. The first principle is taken from Indonesian

Educational Department. According to Indonesian Educational Department (2016) the principles of material development are relevancy, consistency, and adequacy.

Relevancy means that the material given to the students must be relevant with the goal will be achieved. It must be relevant because the material has to reflect a view of social order and express a value system either implicitly or explicitly (Cunningsworth, 1995). For instance, the standard competence is to understand short functional text and the basic competence is to explain the content of a private letter, so the material must be about the tips to understand the message. It will be irrelevant if the material is about how write a private letter.

Consistency means that the material given to the students must be consistent. If there is four skills must be mastered by the students, so the material must be covered all of those skills. On the other hand, adequacy deals with the material proportion. The material must be adequate to help students achieve the goal. The material cannot be too much or less. If the material less than students' need, it will not help the students to achieve the competence. Meanwhile, if the material is too much, it will constrain the students to achieve the goal. All of the part of consistency are clearly covered by Cunningsworth (1995) in his book entitled by 'Choosing Your Coursebook'.

The second principle is from Tomlinson. Tomlinson (2010) states that the principles of material development are: (1) prioritizing the potential for engagement, (2) making activities which get the learners to think about what they read or listen to and to respond to it personally, (3) making activities which get learners to think and feel, (4) containing interesting, relevant and enjoyable texts

and tasks, (5) setting achievable challenges, (6) stimulating emotive responses through the use of music, song, literature, art, etc, (7) making activities which get learners to visualise and/or use inner speech, (8) making activities which help the learners to reflect on their mental activity, (9) using experiential approach in which the learners are first of all provided with an experience that engages the learners holistically, (10) providing many opportunities for the learners to produce language in order to achieve intended outcomes, (11) making sure that the output activities are designed so that the learners are using language rather than just practising specified features of it, (12) having output that help learners to develop their ability to communicate fluently, accurately, appropriately and effectively, (13) having a contextualized output as the responds to authentic stimulus, and (14) giving opportunities to meaningful feedback.

From the two theories of material development principles, there is one point that mentioned in both of theories. It is about the relevancy. Relevancy is explicitly mentioned in Educational Department's principle. It is also mentioned implicitly in all of Tomlinson's theory. In brief, it can be said that relevancy is main point noticed in developing material. The principle of relevancy is used as the supporting factor to make sure that the material is matched with the syllabus. It is also used as basic consideration to plan the material based on the students' needs.

2.3 Need Analysis

There are some factors influenced the successful material development, one of them is need analysis. It is important to determine whether the material is valuable

or not. Needs Analysis (NA) is important as formative stage to be consider 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 one of the strategies to investigate the needs, both of the students and stakeholders, which can be used as consideration to develop an authentic material. 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. Moreover, it is also used to explore important needs in ESP and other potential needs of graduating students from the target institution (Poedjiastutie & Oliver, 2017).

In brief, Need Analysis (NA) is defined as a formative stage should be done to investigate students', teachers' and also stakeholders' needs. Needs could be formed in the term of 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. The NA will be done through questionnaire distribution to collect students' voices about English tourism material.

2.4 Local Wisdom

Local wisdom is one of the term that is used to define everything that has relationship with the local idea. It can also be said as the between nature, society, culture and architecture. Local wisdom 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). A little bit different but still in the same concept, Geertz (1973) states that 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. In other words, local wisdom can be said as the combination of value, culture, society and environment.

Related to the definition of local wisdom Wagiran (2012) states that local wisdom implies several concepts. The concepts are: (1) the local wisdom is a long experience, which is hastened as a guidance of one's behavior, (2) local wisdom cannot be separated from the owner's environment, and (3) local wisdom is dynamic, flexible, open, and constantly adjust to the times. These concepts strengthen the statement of local wisdom as the harmonious between nature, society, culture and architecture.

Local wisdom has strong relationship with the people's daily life. It can be viewed as a tradition that related to farming activities, livestock, build house, etc. (Geertz, 1973). In line with the previous statement, Dahliani (2015) mentions five factors of local wisdom, they are: (1) the natural environment, (2) environment orientation and outlook on life, (3) environment cognition, (4) environment behavior, and (5) environment as an end product in the form of built environment, houses, farms, and towns.

Local wisdom also holds big role in teaching and learning language. According to Kuo and Lai (2006) the culture must be included outright because it is an essential component of second language teaching and learning. It means that local wisdom has big role in teaching and learning process because local wisdom

is the part of culture. Moreover, they state that to make the students be successful in learning target language, the cultural issues must become an inherent part of the language curriculum and instruction.

In line with the previous statement, Golshan and Ranjbar (2017) also indicate the importance of the culture in classroom activity. Based on the result, the classes in language and culture has purpose at improving someone's understanding of language and the people who speak it. It can be concluded that studying the culture is not an arbitrary but a necessary activity.

To sum up, the role of the local wisdom as the part of culture cannot be separated from teaching and learning language activity. Both of language and culture is in one unit. This concept can be adapted to make the foreign language learners learn the language easily without ignore their own identity.

2.5 English for Tourism

English for Specific Purposes (ESP) has many courses that related to industry. According to Pinelopi (2015) ESP courses include a number of diverse such as technical English, medical English, business English, English for tourism and other. ETP is the study that is focused in tourism industry. Regarding with tourism sector, there are five dimension of tourism. According to Huang (2008) the dimensions are: (1) English for Food and Beverage Services, (2) English for Air Flight Services, (3) English for Hotel Services and (4) English for Tour Managers and Guides. All of the dimension are related each other.

To achieve successful English for tourism subject, there are several features can be used as consideration. According to Zahedpisheh, Abu Bakar, and Saffari

(2017) the features that must be considered in ETP courses are: (1) curriculum designing, (2) organizing course, (3) learning style, (4) selecting material, (5) English efficiency, (6) types of activity with text, and (7) evaluation model. The features mentioned are considered to make sure that the course is suitable with the learners' needs.

The fourth important feature in ETP is about selecting material. The material of tourism subject is different with academic purposes. It must reflect the real situation of tourism sector. Regarding with that purpose, an authentic material is needed. The authentic material will help the students to achieve the purpose of the subject. On the other hand, an authentic material will give stimulation to the students how to apply their material in their real workplace.

2.6 Procedures of Material Development

In developing material, there are some steps from the experts. According to Basalama (2018) and Harsono (2007) there are four steps in developing material. The steps are pre-implementation (Basalama, 2018), design (Harsono, 2007), implementation, and evaluation (Basalama, 2018; Harsono, 2007). Pre-implementation refers to need analysis of the students' need. It consists of classroom observation, students' survey, document analysis, and interviews with teachers.

Design dealt with the process of analyzing and developing the suitable material. After material already developed, the material is implemented to the students in the small scale. The last is about evaluation. This step consists of distribution questionnaires to the students to investigate their perceptions of the

model before and after the implementation process. It is to know about the students perceptions whether they have positive or negative perceptions.

On the other hand, Sugiyono as cited in Nurliana (2019) proposed nine 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. Need assessment is conduct to know what material that the students need. After got the data about the needs, the developer must analyze the needs as the basic to develop the material.

The step is continued by collecting reference to support the material will be developed. The material is developed after collecting the references. After that, it validated by the experts and it is revised before it tried out. During the tried out, the observation is also conducted. The data from try-out is used as feed-back. It is as the basic to conduct revision for the final product of the material.

Meanwhile, Borg and Gall (2003) also propose some steps of material development. The steps are (1) need assessment (need analysis); (2) identify specific skills, procedures, and learning tasks for reaching the goal; (3) identify 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.

To sum up, in material development there are eight procedures must be done. The procedures are (1) need assessment (need analysis); (2) identify specific skills, procedures, and learning tasks for reaching the goal; (3) identify 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.

2.7 Material Development for English Tourism Subject based on the Local Wisdom

The goal of developing material is to make sure that the material is meaningful and valuable. To achieve that purpose, 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 seven 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) trying out; (8) revising the product; and (9) final product.

The procedure of material development in this research is adapted from Borg and Gall (2003) theory. The first step is need analysis to determine the students' needs (the detail of this step had been explained in the previous subchapter). The step is followed by identifying specific skills, procedures, and learning tasks for reaching the goal. This step done through the analysis of the result of NA. After analyzing the result of NA, the characters of the setting is identified to make sure

that the setting is suitable with the condition of the students. The result of the third and the fourth step is used to plan the prototype of the material. During the planning step, all the things needed to support material is collected. When the prototype is ready, the development of the material will be done. If the material has been finished, it will be sent to the expert to get validation. After that the step will be followed by user validation; (8) revising the product; and (9) final product.

To produce a meaningful material the role of local wisdom is important. Due to the fact that local wisdom has big role in teaching and learning language, the culture must be included outright because it is an essential component of second language teaching and learning. Moreover, the success of the students in mastering target language, the cultural issues must become an inherent part of the language curriculum and instruction (Kuo & Lai, 2006). The example of the local wisdom accommodation in ESP is explained by Rahmiani, Salam, and Supardi (2018) in their research. The result of the research showed that value of Malay is needed to be inserted in supplementary material of English tourism. The units of the book consists of introduction; cultural sites; festivals and attractions; arts and crafts; and transportation and accommodation that those parts are covering the content of Malay tourism and supporting facilitation.

2.8 Previous Study

There are some previous studies that support the development of the material based on the local wisdom. The previous studies are displayed in the Table 2.1. The table consists of some information such as the result and the suggestion.

The main differences of the present research with the previous is about the local wisdom that will be inserted in English material given to the students. Although there are some previous studies who inserted local wisdom, the concept of local wisdom in this present research will be different. The local wisdom discussed by some previous research sometime is too small or too large. Some of them only take particular part of local wisdom such as traditional cuisine (Basalama, 2018), music, fables, or traditional weapon (Nurliana, 2019). Meanwhile, the other take national local wisdom that means inserting all of the local wisdom in Indonesia (Arifani, 2016). In this present research, the local wisdom will be focused on the Javanese local wisdom.

The other part that makes this research different from the previous is about the skill will be emphasized. This present research focuses on speaking and writing supporting by reading and listening while almost of the previous research only focus in a particular skill , such as reading skill (Arifani, 2018; Sari & Atmanegara, 2019), writing skill (Friedman, 2018), or speaking skill (Bunjan & Suppastsee, 2017; Basalama, 2018). The present research brings new concept of a material by combining all of the skills to support each other as integrated skills.

The development in this research is also different. In the previous research, the development is only based on the result of Need Analysis in the term of the skills and materials needed. Meanwhile, the development of this research is not only based on the needs and skills, but it also developed based on the needs of the local wisdom to be learnt by the students. The tourism in this research will be

related with the tourism in Indonesia especially in Java. The tourism material is addressed for the students who take tourism subject.

Table 2.1. Previous Study

No	Author(s)	Title	Publisher/Year Published	Focus	Result	Suggested area for the further researcher
1	Nonny Basalama	Motivating EFL Learners to Speak by Embracing Local Culture and Tradition	Asian EFL Journal/2018	<ul style="list-style-type: none"> • Speaking skill • Motivation • Authentic local cuisine • Group work and individual presentation • Junior high school (regular and prestigious) 	The integration of EFL learners' local culture tradition in their speaking classroom has significantly influenced EFL learners' motivation to speak English and reveals that autonomy learning of the learners persists despite 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.	Issues concerning various school types and EFL learners' diversity
2	Dwi Poedjiastutie & Rhonda Oliver	English Learning Needs of ESP Learners: Exploring Stakeholder Perceptions at an Indonesian University	TEFLIN Journal/2017	<ul style="list-style-type: none"> • ESP • Need Analysis (NA) • Stakeholders (Analysis) 	Each group of three groups (stakeholders, teachers, and students) acknowledged the importance of English as a global and international language.	<ul style="list-style-type: none"> • Increasing the number of subject. • Enlarging the area of the research in the other institutions.
3	Gregory	From Authentic	The Asian ESP	<ul style="list-style-type: none"> • Writing 	The results indicated a	The other

No	Author(s)	Title	Publisher/Year Published	Focus	Result	Suggested area for the further researcher
	Friedman	Input to Authentic Output: Assessing the Real World Potential of ESP Tourism Student Writing	Journal/2018	<ul style="list-style-type: none"> • ICT • Tourism communication • Vocabulary (Experimental Research) 	strong preference for the student-written destination descriptions. Ease of comprehension, lack of extraneous detail, and description of concrete experiences were found to be the most important factors in this preference.	English skills
4	Annop Bunjan & Suksan Suppasetserree	The Video Blog Based Role Play Lessons to Enhance English Oral Communication Skills for Tourism Students	Research India Publications/2017	<ul style="list-style-type: none"> • Speaking skill • English for Tourism • Video Blog • Role play (Experimental Research) 	The Video Blog-Based Role Play (VBRP) lessons can enhance English oral communication skills for tourism students at Mae Fah Luang University in Thailand.	The use of blog in learning English for Aviation and English for Hotel Management
5	Yudhi Arifani	Optimizing EFL Learners' Sensitizing Reading Skill: Development of Local Content-Based Textbook	Canadian Center of Science and Education/2016	<ul style="list-style-type: none"> • Sensitizing skills • EFL learners • Local wisdom-based textbook (Research and Development) 	The textbook based on the local content (Local based sensitizing reading textbook) was developed. The book consists of fifteen chapters containing fifteen local reading passages from various famous local tourism objects, famous public figures, cultures, traditional cuisines, and	<ul style="list-style-type: none"> • Experimental research about the effectiveness of the textbook • Utilization of Computer Assisted Language Learning

No	Author(s)	Title	Publisher/Year Published	Focus	Result	Suggested area for the further researcher
					music. The average result of textbook validation was sorted out into 'good' category.	(CALL) especially in assessing reading comprehension, fluency, speed and sensitizing skills <ul style="list-style-type: none"> • Enlarge the sample and university • Consider the background of the students
6	Purwati Anggraini & Tuti Kusniarti	Character and Local Wisdom-Based Instructional Model of Bahasa Indonesia in Vocational High Schools	Journal of Education and Practice/2017	<ul style="list-style-type: none"> • Instructional model • Character • Local wisdom • SMK (Vocational School) • Bahasa Indonesia (Research and Development) 	The results showed that the students were able to identify the local wisdoms and try to present them when the instructional materials were well-suited to the students' daily life. They could follow the instructional activities successfully when the teachers chose appropriate instructional strategies. The	The local wisdom will be inserted to English for Tourism material

No	Author(s)	Title	Publisher/Year Published	Focus	Result	Suggested area for the further researcher
					content of local wisdoms could be inserted into reading texts and strengthen the students' characters.	
7	Zavitri Citra Wardhani & Eugenius Sadtono	Designing The Syllabus of English for Tourism 1 Subject	International Journal of English and Education/2014	<ul style="list-style-type: none"> • ESP • Syllabus design • Materials development • Tourism Subject (Research and Development) 	The proposed syllabus for the subject English for Tourism 1 is developed based on the necessary topics. The topics were gotten from the result of questionnaire.	Extend the sphere of the study to the fields of syllabus design and materials development
8	Ching-Ying Lin, Wei-Hsiung Chang, & Tzu-Yao Lin	The Study on Constructing a Curriculum Model of Hotel English for Undergraduate Hospitality Management in Taiwan	Academy Publisher/2014	<ul style="list-style-type: none"> • Hospitality education • English for Specific Purposes (ESP) • Curriculum design (Research and Development) 	The results showed that two dimensions of ESP curriculum model for hospitality field constructed as well as nine courses contained in the study respectively. It also appears that Taiwan's hospitality educators and practitioners should assist students/learners to strengthen English proficiency.	Material development
9	Nurliana	Developing a Model of Supplementary	Journal of English Language Studies/2019	<ul style="list-style-type: none"> • Local Content • Materials development 	The supplementary English material based on the local content was developed. It	Upgrade the subject into undergraduate

No	Author(s)	Title	Publisher/Year Published	Focus	Result	Suggested area for the further researcher
		English Materials Based on Local Content		<ul style="list-style-type: none"> Supplementary materials 2013 Curriculum (Research and Development) 	consists of three units. The units are descriptive text, recount text, and narrative text.	program and applied the local content in ESP material
10	Nur Rahmiani, Urai Salam, & Iwan Supardi	Developing a Supplementary Material of Malay Tourism for Vocational Students in Pontianak West Kalimantan	Script Journal: Journal of Linguistic and English Teaching/2018	<ul style="list-style-type: none"> Developmental research Malay tourism ESP Vocational education (Research and Development) 	The results of the research was in the form of product. The product consists of five units of learning materials. The units werey introduction; cultural sites; festivals and attractions; arts and crafts; and transportation and accommodation that those parts are covering the content of Malay tourism and supporting facilitation.	Inviting local values of Indonesia in producing supplementary material
11	Kurniati	An English Syllabus Design for The Tenth Grade Students of Tourism (Hotel Accomodation Departement)	SMART Journal/ 2016	<ul style="list-style-type: none"> English syllabus design Need analysis Hotel accommodation department (Research and Development) 	The result indicated that in designing syllabus the students' and stakeholders' needs are necessary to consider. It is important to design syllabus which is related to the workplace.	Developing material based on the students' and stakeholders' needs. Developing material that is related to the workplace.

No	Author(s)	Title	Publisher/Year Published	Focus	Result	Suggested area for the further researcher
12	Farina Sari & Yunani Atmanegara	Developing ESP Reading Materials for Accounting Students	Australian International Academic Centre/2018	<ul style="list-style-type: none"> • Research Development,Material • Development • ESP • Reading Materials • Accounting 	ESP reading materials that is designed based on the students' need had a great learning potential for improving and accelerating the development of students' skill of reading in English for specific purposes.	Developing material for the other ESP branches