

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of three sub chapters, they are: the kinds of material need by the students, the procedures of developing tourism book, and discussion.

4.1 The Kinds of Material Need by the Students

The data of the students' need were collected through distributing questionnaire. There were two parts of the displayed data namely the criteria of good book and the additional material suggested by the students.

4.1.1 The Criteria of Good Book

The result of the questionnaire showed that there were some main criteria of good books: aim and approaches, design and organization, language content, skills and topic. The result of questionnaire also revealed that the almost all students agreed that the book must contain those criteria. The result of the distributed questionnaire is displayed as follows:

There are five questions proposed to gain the students' responses about the aims and approaches of the book. The questions were related to the goal of the subject, learning situation, comprehensibility, students' need, and flexibility of the course book. The data showed 62% of the students choose strongly agree and 33% of them choose agree that he goals of the course book to be consistent with the aims of the teaching program and students' need. The book was also expected to be match with the teaching learning situation inside and outside of the classroom, comprehensive, cover all students need and flexible. This data can be seen from the percentage of the questionnaire result that showed more than 50% students

choose strongly agree and 30% students selected agree. Rest of the students chose enough and less than 5% of the students chose disagree.

Questions number 6 to 11 state about design and organization. The questions were related to book's components, grading and progression, the use of book for individual study, content organization, reference section, and lay out of the book. The book is expected to be completed with several components such as teacher's book, student's book, workbook, cassettes, etc. The completeness of the book is addressed to support individual study. Appropriate grading and progression for the learner is also became the criteria must be provided by the course book. The design of the course book is expected to be organized sequentially and provide attractive lay out. The gained data percentage of the criteria about the design and organization of the book showed that 47-62% of the students responded strongly agree, 26-37% agree, and the responses enough and disagree were given by 2-4% of the students.

The next five questions were about the language content of the book. The questions were related to main grammar, vocabulary, pronunciation, language use, and language style in social situation. The grammar items in the book must be suited with each level of competence and there must be adequate portion of materials dealing with vocabulary, pronunciation, language and structure is expected. The language style that is related to the real social situation was expected to be explored. The result showed that 46-60% of students answered strongly agree if the book consisted of the aforementioned components. Up to

40% students chose agree and rest of them chose enough (4-13%) and less than 4% chose disagree.

Question number 17 to 22 were related to the skills needed by the students. The questions were related to four English skills namely reading, writing, listening, and speaking. The result showed that integrated skills is the skills that were demanded by the students. It can be seen from the result of questionnaire that showed 45-56% students strongly agree if the book covers all integrated skills. 33-44% agree with that statements and less than 18% students not sure about it.

The rest three of the questions discussed about the topic provided by the book. The questions were related to students' interest, variety of the topic, and experience. There were some criteria of the topics revealed from the result. The criteria were variation of the topic, the use of the topic to expand students' awareness and enrich their experience, and the relevancy of the book towards social and cultural situation. These data were shown by the percentage of the result of the distributed questionnaire in which majority of the students (more than 80%) answered strongly agree and agree. The detail of the percentage can be seen in the appendix 3.

4.1.2 The Additional Material Suggested by the Students

The second part of the questionnaire was open ended questionnaire. The questions of the second part were related to the additional material suggested by the students. The result showed that the students suggest several additional

material in writing, speaking, and material related to local wisdom. The result of the open ended questionnaire can be seen in the table 4.1, 4.2, and 4.3.

Table 4.1. Material for Writing

Writing Material
Making poster to promote tourism object or product
Review about tourism object or product
Announcement
Application letter
Correspondence
How to promote tourism object or product via social media
How to make itinerary

Table 4.2. Material for Speaking

Speaking Material
Conversation
Review about tourism object or product
How to be a good tour guide
Promoting tourism object or product
How to promote tourism object or product via social media
How to be a good promoter

Table 4.3. Material related to Local Wisdom

Local Wisdom
Culture, Tradition and Custom (dance, music instrument, art, traditional ceremonies)
Tourism object
Language
Local product (food, cloth, handicraft)
History

In the table 4.1., it could be seen that the students suggest several material for writing. The material addressed by the students were poster, review, announcement, application letter, correspondence, written promotion, and writing itinerary. In line with the material of writing, the students also addressed similar

material for speaking skills. Almost of the material in speaking same with writing, only several part such as tour guide and conversation that were different.

There was one more additional material namely local wisdom. The result showed that 55% of students answered strongly agree if the book inserted local wisdom as one of the value. Up to 38% students chose agree and 2% of them chose enough. There was no student chose agree or disagree. There were several kinds of local wisdom they want to learn. They suggested local wisdom that are related to culture, tradition, custom, tourism object, language, local product, and history.

From the presented data, it could be analyzed the needs of the students toward the English for Tourism material. The students needed a book that have same goals with the aims and approaches of the subject, correspond to the teaching program and students' needs, and appropriate with the teaching-learning situation. A comprehensive, flexible and complete book was expected. The grading and progression should be considered as the criteria of a book. Moreover, the students needed a book that have good organization, complete reference section, attractive lay out, and various topics.

4.2 The Procedures of Developing English Tourism Material

This subchapter explains about the procedures of developing English Tourism Material. This subchapter consists of three parts namely planning, prototype and expert validation.

4.2.1 Planning

The step after doing need analysis was planning the prototype. The activities during this step were observing the syllabus, determining the skills, determining the material, and preparing the task will be inserted in the course book. The detail of each part is explained in the following explanation.

After getting the data from need analysis, the criteria that could be used as the foundation of the book development was gotten. The criteria were the appropriateness of the book goals with the subject goals; good and attractive design and organization; adequate and appropriate material; integrated skills; and various topics. To reach the criteria of good book, the result of need analysis was compared with the syllabus. The materials provided in the book that were suitable with the syllabus goals would be used and ones that were not explored yet would be added/completed. The result showed that several materials related to writing, speaking, and local wisdom were expected to be taught for the students. The materials of writing are poster, review, announcement, application letter, correspondence, written promotion, and writing itinerary. In line with the material of writing, the students also addressed similar material for speaking skills including tour guide and conversation.

The result showed that some materials suggested by the students did not exist in the syllabus. To face that situation, it was decided to develop material that suitable with the goal of the subject only. It was not only to face the gap but also to keep in touch with the criteria of good book. The materials taken were review, writing promotion, and writing itinerary. The rest of the suggested materials were

eliminated due to the fact that they are not suitable with the goal of the subject. It was also same with the local wisdom material. The students suggested local wisdom that related to culture, tradition, custom, tourism object, language, local product, and history. Yet, not all of them were relatable with the syllabus. Because of this fact, there were only three suggested materials taken namely tradition, tourism object, and local product.

The next step done was collecting the potential sources. The sources were related to the English skills and components. The skills were about reading, listening, writing, and speaking. Meanwhile, the components related to grammar. During planning step, the value of the local wisdom was also plotted in the material. Local wisdom was inserted in each part of the unit in the term of text, dialogue, or implicitly in the task. The local wisdom was not stand alone, it was also combined with the value of English as international language. In this step, some of video related to tourism in national and international were also observed to get the authentic description of tourism around the world.

The sources were taken from books and internet, but almost of them were taken from internet. The internet was chosen because almost of the material were taken from the real situation that updated in news or articles. It was done to warrant an authentic and relevant material. It was also used to help the students in finding the sources that could be used as the learning sources. All of the information about the sources were listed. After collecting the sources, the prototype planning was done to prepare material development.

4.2.2 Prototype

The prototype is the core of the book developed. It was created before the book developed and made based on the syllabus and the list of material. The prototype was made in the form of table. There were five points of the prototype namely unit title, goals/functions, language points, skills, and notes. The explanation of each part is explained as follows:

The book was developed for one semester term, there were five units offered. The units were: (1) at the hotel; (2) where's the restaurant; (3) a place to visit; (4) grab the package; and (5) the tour guide. The name of each unit reflected the material would be discussed in the unit. "At the Hotel" discussed about the activity that commonly happens in the hotel such as reservation, checking in and out, and the services. "Where's the Restaurant" talked about expression for offering, requesting, and giving direction to the particular place such as hotel, restaurant, tourist resort, or museum. "A Place to Visit" explained the material about recommending, planning, and common expressions that are used in a tourism resort. Meanwhile, "Grab the package" talked about the way of promoting something and the last "The Tour Guide" discussed about the way to be a tour guide.

The next part of the prototype was goals/functions. The goals/functions were taken from the syllabus of the subject. There were twelve goals that are expected. The goals were: (1) students are able to take an online hotel reservation; (2) students are able to do check in and check out in a hotel; (3) students are able to use appropriate expression to request or offer something (formal and informal);

(4) students are able to use appropriate responses to accept or decline a request or an offer (formal and informal); (5) students are able to ask and give information about the location of particular place; (6) students are able to recommend a tourism place to visit; (7) students are able to make a holiday plan; (8) students are able to use appropriate expression for shopping in a resort; (9) students are able to create a leaflet (printed and electronic based) to promote tourism resort/product; (10) students are able to create a brochure (printed and electronic based) to promote tourism resort/product; (11) students are able to promote tourism resort/product; and (12) students are able to be a tour guide.

The language points were consisted of expression, vocabulary, tense, text, and also the pronunciation material. The expressions were related to the unit of the book. For example the first unit was about hotel, so the expressions must be related to the activity in the hotel such as reservation, checking in, checking out, etc. The vocabulary, tense, text, and the pronunciation drilling were also discussed the same content. Because the content of the first unit was about hotel, all of those four must be related to hotel too.

There were four skills in English, but every unit in the book had different skills to be emphasized. Maybe in one unit the four skills could be covered, but in the other unit only two or even one skill that could be emphasized. The skills were chosen based on the goal of the syllabus. For instance: the goal of unit one was students are able to take an online hotel reservation and do check in and check out in a hotel, so the skills could be taken are speaking, listening, and reading. It was different with unit three which expects the students to able to recommend a

tourism place to visit. Unit three would emphasize four skills because to recommend something we need to read the model recommendation, listen to the way of recommending, write the draft of recommendation, and deliver the draft through speaking activity.

The note in the prototype was addressed to give several suggested project that can be done by the students. The project suggested were focused in speaking and writing. The two skills were chosen because they are the productive skills. There were seven project offered namely role play, being a journalist, class survey, reviewing local tourism, brochure/leaflet, promoting local tourism, and being a tour guide. The detail of the prototype could be seen in appendix 11.

The next step was developing English for Tourism book. The book was consisted of the material and also supported by the picture as the illustration to strengthen the intention of the book. There were five units completed with the project site had been finished. In the last, there was sources of references and picture was added.

4.2.3 Expert Validation

After the tourism book had been developed, the next process was getting validation both from the experts and the users. Not only the book, the prototype was also attached to make the validators checked the book easily. The validators were also given the form of validation guidance. It was used to give assessment for the book whether it is suitable with the criteria or not and to gain the feedback that which would be used as the foundation of revision. Meanwhile, the user validator were two lecturers of English Tourism subject. There were twenty six

points that were developed from the criteria of good book in validation guidance. The range of the score was 1 as the lowest and 4 as the highest score. The detail of the validation guidance could be seen in appendix 10.

There were several feedbacks from the experts related to the parts of the book that must be revised or added. The feedback revealed that the content of the book (*At the Hotel, Where's the Restaurant, A Place to Visit, Grab the Package!, The Tour Guide*) may be quite helpful for students who are planning to work in tourism industry. However, when referring to common occupational skills standard in Tourism such as skills related to transportation unfortunately missing in the book. There were two alternative suggested at the first time. The alternatives were combining unit 3 and unit 4 or unit 4 and unit 5 –which are closely related or adding one more unit which talks about Tour Operations (vehicles and transportation in tourism industry). Due to the fact that combining or adding one unit would change the goal of the syllabus, the third alternative was suggested by the experts. The final alternative of inserting the material related to tour operation in the unit 4 and 5 were taken.

The introduction page would inform the readers about course objectives are, to whom the course is intended, and what teachers can expect when they use the book and it would influence how the module is implemented in classroom. The pictures taken from local tourist attractions or local products as the book might motivate learners when they are familiar with the contexts they are dealing with. However, the use of foreign context in material might also challenge the learners, as it would stimulate their curiosity and encourage them to find out more

about it and analyze the cultural differences. Regarding with the situation the balance portion of local and foreign cultures were suggested.

Related to the value of local wisdom, it was suggested to give a sign of each part of local wisdom in the unit. It was purposed to make the users catching the local wisdom value at the first time. Further, the smoothness of the sentence must be noticed to make the instruction clear and easy to understand. Spelling and the use of part of speech was one of the important point to be rechecked. The material of tour guide would be more detail by adding describing things as one of the material.

The data from the experts toward overall content of the book, topics, design and organization, activities, skills, lay out, exercise, project, assessment, and grading revealed that the average scores of these categories were 3,79. The first expert gave 4 score for 19 of 26 criteria and gave 3 score for the rest of the criteria. Meanwhile, the second expert gave 4 score for 22 of 26 criteria and gave 3 score for the rest of the criteria. The average score of each expert were counted to get the final average. The average were calculated through add up the average of each expert and divided it by 2. The detail of the calculation could be seen in table 4.1.

Table 4.4 The Average Score of Expert Validation

	SCORE	CATEGORY
EXPERT 1	3,73	Very Good
EXPERT 2	3,85	Very Good
AVERAGE	3,79	Very Good

The book was also validated by the users. There were two lecturers of English tourism subject as the user validator. There were some feedbacks given by the users. Both of the users focus on the grammatical error, the completeness of the format, and language use. The book would be more appropriate if it is completed with acknowledgement and table of content. The level of the users, the place, and the year of the book production also must be stated in the cover. The variation of the vocabularies was also suggested to be more explored. Grammatical structure of the instruction and explanation was needed to be checked. The revision of those technical terms had been fixed.

The data from the users toward overall content of the book, topics, design and organization, activities, skills, lay out, exercise, project, assessment, and grading revealed that the average scores of these categories were 3,23. The first user gave 4 score for 10 of 26 criteria and gave 3 score for the rest of the criteria. Meanwhile, the second user gave 4 score for 2 of 26 criteria and gave 3 score for the rest of the criteria. The average score of each expert were counted to get the final average. The average were calculated through add up the average of each expert and divided it by 2. The detail of the calculation could be seen in table 4.2.

Table 4.5 The Average Score of User Validation

	SCORE	CATEGORY
USER 1	3,38	Very Good
USER 2	3,08	Good
AVERAGE	3,23	Good

4.3 Discussion

This subchapter explains about the discussion of the result compared with the existing theory. This subchapter consists of two parts namely the criteria of good and the procedures of developing English Tourism material.

4.3.1 The Kinds of Material Need by the Students

This part consists of two discussion. The first discussion is about the criteria of good book and the second is about the suggested material by the students. Each discussion consists of the finding and its comparison with the existing theory.

1. The Criteria of Good Book

From the result of the questionnaire it could be found that almost of the students expect the the course book for their English for tourism instructional material should be paralleled with the aims and approaches of the subject. The book must correspond to the teaching program and students' needs. It also must appropriate with the teaching-learning situation. The next criteria of good book based on the students voices were comprehensibility; flexibility; and the book should cover all students' need. The completeness of the course book such as audio, workbook, etc. must be noticed too. The suitable grade and progression with the learners was the next aspect to be considered. The course book also could be used as the reference for individual study, as the result the content of the book must be organized in a good organization and completed with the reference section. The lay out of the book was expected to be more attractive and support the content of the course book.

The students expect that the book is able to cover appropriate grammar and adequate vocabulary material. Pronunciation, structuring and convention of language use were crucial aspects must be considered. The use of the language which is related to social situation was also one of the important thing. Furthermore, the course book must cover all integrated skills. It is important related to the function of the book as the tool to improve students' ability. The topics were provided in the book must be various to engage students interest. The topics must expand students' awareness, enrich students' experience, and can be related to socio-cultural context.

The result of the questionnaire was paralleled to Cunningsworth theory. Cunningsworth (1995) states that the course book is developed on the basis of the objective of the course. It will relate to the situation, comprehensible, and flexibility. The design and organization of the course book may suitable with the learners if the components of the book, content organization and lay out arranged in appropriate order. It also must be completed with the reference section that can be help students learning individually. The content of the language must cover the material of grammar, vocabulary, pronunciation, language use, and appropriateness. Moreover, the course book must cover all integrated skills and has various topics that can expand students' awareness, enrich experience, and related to socio-cultural situation.

2. The Additional Material Suggested by the Students

From the explanation in point 4.1.2 could be seen that the materials were suggested by the students for writing and speaking are related in each other. The

highlight of the materials are promoting tourism object and product; reviewing a tourism object or product; and being a good tour guide. The other materials were also suggested are conversation, correspondence, managing travel agency, and being a good promoter.

The students also suggested to insert local wisdom in tourism course book. They stated that local wisdom is important thing to be inserted in the material because it is related to their country. The students wanted to implement the material of local wisdom by doing promotion of local tourism place, tourism product, language, culture, tradition, and custom to the tourists. They expected that they could manage local tourism, as the result the local tourism could be known by the other people. This suggestion was also supported by the lecturer's statement. The lecturer said that local wisdom is important to be inserted. The type of local wisdom that could be inserted are local tourism place, product, and culture such as dance.

This result of the open ended questionnaire was paralleled to the previous research which state that local wisdom is one of the aspects that is needed by students, so inserting local wisdom in developing material is needed (Anggraini, P. & Kusniarti, T.:2017; Rahmiani, N., et.al.:2018; Nurliana:2019). It is both theoretically and practically important which directly affect the students' real life.

4.3.2 The Procedures of Developing English Tourism Material

This part consists of three discussion. The discussion is about the planning of the material, prototype of tourism book, and product validation by the expert.

Each discussion consists of the finding and its comparison with the existing theory.

1. Planning

During planning process there were three main activities. The first activity was comparing the result of need analysis and the syllabus. The result showed that there were several materials that must be eliminated. The materials that eliminated were poster, announcement, application letter, and correspondence. In the same case, not all of the local wisdom values could be inserted too. The values of culture, custom, language, and history could not be inserted into the material. Some materials suggested by the students could not be inserted to the material because they were not suitable with the goal of the syllabus. The elimination was done to warrant the material has same goal with the goal of the course and the syllabus. This step was in line with Cunningsworth theory. Cunningsworth (1995) states that the course book is developed on the basis of the objective of the course. It means the aim of the subject is the main guide to develop the material.

The second was collecting potential sources. The result showed that the sources used were books and internet, but internet held dominant role. Internet was chosen as the dominant source because it provides an up to date information. Tourism is a dynamic sector, so the material of tourism material must reflect the real situation. In other words tourism material must be authentic and relevant. It was paralleled to the theory which state that one of the material development principle is relevancy and authenticity (Cunningsworth:1995; Tomlinson:2013).

The third was plotting the local wisdom in material. The values of local wisdom were inserted to help students reach the goal of learning language. The value of local wisdom was inserted in each part of the unit in the term of text, dialogue, or implicitly in the task. Inserting local wisdom in developing material was in line with the theory which states that one of the essential component in learning language is culture (Kuo & Lai: 2006; Golshan & Ranjbar: 2017). This theory proves that local wisdom holds important role in learning language because local wisdom is the part of culture (Geertz: 1973).

Those three activities reflected the theory of developing material procedures. In developing material there are several steps that must be done. The following step after analyzing the result of need analysis are identifying the detail (skills, procedures and the learning tasks) and identifying character of the setting (Borg & Gall: 2003). The process of identifying the detail done through comparison and collecting potential sources, while identifying character of the setting done through plotting the material.

2. Prototype

The prototype was created as the follow up step of planning. It was created based on the need and the result of analysis. The parts of the prototype were made to reach the purpose of the subject. The prototype offered five parts that could be developed into a book. The parts are unit title, goals/functions, language points, skills, and notes. Each part has its own detail to be described. The detail of the part, especially the text, contains of the value of the local wisdom that was suggested by the students and also the lecturer. Moreover, the various topics were

also stated in the prototype to warrant that the topics given are authentic and reflect the real situation faced by the students.

The part of the prototype was paralleled to the theory of good book by Cunningsworth (1995) which states that a good book should cover the aims of the subject and be good in organization. The good book must provide adequate material of language content and cover four English skills. The various topics also must be provided to engage students in learning. The topics should be authentic to bring the students real-life situation. It is needed to reduce the artificial barrier between the students and the situation in the outside of the classroom (Cunningsworth, 1995; Topler, 2014).

Inserting local wisdom in developing material was intentioned to relate the English language skills with the value of Indonesia. It was supported by the theory which states that one of the essential component in learning language is culture (Kuo & Lai: 2006; Golshan & Ranjbar: 2017). Furthermore, local wisdom is one of the aspects that is needed by students, so inserting local wisdom in developing material is needed (Anggraini, P. & Kusniarti, T.:2017; Rahmiani, N., et.al.: 2018; Nurliana:2019). It can be said that inserting local wisdom in developing material is not only theoretically but also practically affect the students' real life.

3. Expert Validation

The validation step was done through gaining the assessment and the opinion from the experts and the users. There were some feedbacks that were obtained through this process. The feedbacks were related to the exploration of the content and the plot of local wisdom value. The grammatical error and the

completeness of the book were also addressed by both of the experts and the users. Language use was also become the point that was noticed to be checked. In the end of the validation, the average of the score from the experts were 3,79. Meanwhile, the average score from users were 3,23.

The result of the validation was confirmed with the table of conversion adopted from Suharto (2006). The score from the experts showed that the book is in very good category because it had 3,79 in average score. When it was confirmed with the conversion table, the score were possessed as $3,25 < 3,79 < 4$. The position of the score was is in very good category because the range of very good category is $3.25 < x < 4$. On the other hand, the score from the users showed that the book is in good category because it had 3,23 in average score. When it was confirmed with the conversion table, the score were possessed as $2,5 < 3,23 < 3,24$. The position of the score was is in good category because the range of good category is $2,5 < x < 3,24$.

Although there were different average score between the experts and the users, the English Tourism book still could be implemented in tourism class. The result of both validations was in appropriate category. This condition was supported by the conversion theory, if the book is labelled into good or very good category it means that the book is relevant to be implemented (Suharto, 2006).