	<p style="text-align: center;">International Conference on Islam, Law, and Society (INCOILS) 2021 Conference Proceedings Vol.1 No.1 (2021), pp.185-190</p>
Article	
Students' Voices on the Criteria of English Tourism Material	
Lia SAFITRI¹, Erna IFTANTI² & Susanto² ¹ UIN Sayyid Ali Rahmatullah Tulungagung Indonesia, ² Universitas Malang Indonesia	
<p>ABSTRACT: Need Analysis is one of the pivotal parts in developing material. It has great role in determining the material for the learners. This research intends to collect the information about the students' opinions on the criteria of a good material and to explore the students' perception about the use of local wisdom in developing English Tourism material. Qualitative approach was used as the design. This research was conducted at a private Islamic university and a state Islamic institute in Kediri and Tulungagung, Indonesia. The participants were 89 students, consisting of 24 males and 65 female students of English for Tourism. The data of lecturers' suggestion was collected through interview. Meanwhile, the questionnaire was carried out to collect the data about students' need on the criteria of good book. The result showed that there are five aspects which must be considered in developing material, namely aims of tourism subject; design and organization related of the lay out and material order; language content such as grammar, language style, convention and structure of language; four skills (reading, speaking, writing, and listening); relevant topic with tourism; and local wisdom. This finding is hopefully able to enrich students' knowledge and experience about their own country.</p> <p>Key words: Need Analysis (NA), English for Tourism material, Local Wisdom</p>	
<p>To cite this article: SAFITRI, Lia, Erna IFTANTI, and Susanto, 'Students' Voices on the Criteria of English Tourism Material', in <i>International Conference on Islam, Law, and Society (INCOILS)</i>, 2021, pp. 185–190</p>	

INTRODUCTION

English for Tourism as the branch of English Specific Purposes becomes a trend along with the tourism development in Indonesia. It grows up to support the quality of the employees that work in tourism sector related to the language skill. To be skillful in foreign language skills is necessary for people who work in the tourism and hospitality sector (Leslie & Russell, 2006) because they are the persons that have direct communication with the tourists (Ulfa, 2015). This subject included as a favorite optional subject among the university students. It can be seen from the fact that the faculty offers English for Tourism as one of the optional subjects can be taken by the students.

Related to the development of the tourism subject, development of the material also becomes one point must be noticed. It is crucial to be concerned because it holds pivotal role in teaching and learning process. The aspects of a good material such as goals (aims) and approaches, design and organization; content of language; skill; and topic (Cunningsworth, 1995, p.2-5) become an important thing in developing material.

These great roles become the main reasons because the material in ESP is different with the material of common English.

A material must be developed as well as possible based on the students' need to support the function of ESP and to help language learners managing the features of language or to develop the competencies needed to function in a discipline, profession, or workplace (Basturkmen, 2006). Moreover, ESP subject is one of subjects that is suggested 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 (Chang, 2009; Tsao, 2011). Because of these two, need analysis of a good English for Tourism material, it is suggested to be considered in developing material (Prachanant, N., 2012; Sareem, S.N., et.al.,2013; Kurniati,2016).

Beside the terms of the students' need, the use of local wisdom is also useful to identify because it is related to the real practice of tourism in students' real life. It is one of several parts used as the additional knowledge in developing material. This part is needed to be explored because the material of English tourism must explore the relationship between people, nature, and environment to make the material more authentic to be practiced. Due to the fact that the local wisdom is one of the aspects that is needed by students, inserting local wisdom in developing material is needed (Anggraini, P. & Kusniarti, T.,2017; Rahmiani, N., et.al,2018; Sari, F. & Atmanegara, Y.,2018; Nurliana,2019).

In the application, the role of need analysis is sometimes ignored and used only as formality to develop material. It only has little role in the process of developing material. It is one of the mistakes because the material developed cannot cover the students' need. Moreover, the value of local wisdom is also ignored in developing material. It makes the material for the students cannot be implemented directly in the students' daily life. This condition shows that in developing material the principle of authenticity is ignored.

According to the preliminary interview conducted with the students of English for Tourism, some facts were obtained. First, there was not enough material for English for Tourism. They got several topics to be presented and they could find free sources to do it. Second, there is no guide book to lead them in determining the aspect to discuss. They can choose free guide book as they want. It makes them confused because they are worried to determine their idea. They worried whether the aspects which will be discussed is appropriate or not. Third, they said that only a bit of Indonesian values presented. Based on their opinion, Indonesian value must be inserted to the material because the goal of tourism subject is to promote tourism in Indonesia.

Accordingly, it is significant to conduct a study about students' voices on what good English instructional is like. The goal of this research is then to collect the information about the students' needs toward the criteria of a good material and to explore their perception about the use of local wisdom in developing material. This research is expected to be able to be used by further researchers to develop an English for tourism material appropriate with the students' needs.

METHODS

The method employed in carrying out this research is qualitative. The method is employed because the purpose of this research is to gain respondents' perception related to criteria of good book.

RESPONDENTS

The participants of this research were 89 students of English for Tourism subject. There were 24 male and 65 female students. They were seventh semester students. The lecturer of English tourism subject also asked to give suggestion related to the criteria of good book. The research was conducted in Kediri and Tulungagung. It was conducted in private Islamic university and state Islamic institute. The location of the institution has been mentioned at those two places.

INSTRUMENTS

The instrument used were questionnaire and interview guide. The questionnaire consists of two parts, closed questionnaire and open-ended questionnaire. There were 25 statements must be responded by the participants related to the criteria of good book. The criteria were adapted from Cunningsworth theory. There were five options of answer provided, they were: strongly agree (5), agree (4), enough (3), disagree (2), and strongly disagree (1). The statements number 1-5 were related to the goals (aims) and approaches, 6-11 about design and organization, 12-16 about content of the language, 17-22 were related to skills, and 23-25 were about the topic.

Meanwhile, there were three questions for open-ended questionnaire related to writing material, speaking material, and the use of local wisdom. To minimize the program of ambiguity and misinterpretation, the questionnaire was written in Indonesian. The questionnaire also had been consulted with the English instructor. Interview guide was the instrument used to ask lecturer's opinion and suggestion related to the good book.

PROCEDURES

In conducting the research, the first step done were asking permission to the institution, the chief of the program, and the lecturer. After got the permission, the researchers administered the questionnaire accompanied by the lecturer of the subject. Then, the data of closed questionnaire was analyzed by using Microsoft excel to know the percentage of the result. To count the percentage of the data the formula applied in excel was:

$$\text{Percentage} = \frac{\sum xi}{\sum x} \times 100\%$$

Note:

$\sum xi$ = total number of validation score

$\sum x$ = total number of highest scores

Meanwhile, the data from open-ended questionnaire was displayed and analyzed qualitatively to know the students' perception. The data from the lecturer was also added to strengthen the criteria of the good book. The data were collected from October to November.

Body text and all the subheadings will be Garamond, centred, 12 pts, single space.

Do not indent the first line of first paragraphs; second and other paragraphs. The paragraph setting for first line (indentation) should be set to .5 inch (rather than using the tab key).

RESULTS

This part explains the result of the study. The explanation was divided into two, the criteria of good book and the material expected in a tourism book based on the respondents' voices.

The Criteria of Good Book

The criteria of good book according to the students was collected through the questionnaire. The summary of the results is displayed as follows:

Statement 1-5: aims and approaches. The finding shows that students agree if the course book should be consistent with the aim of tourism subject to prepare students' ability related to tourism. The course book should match with the teaching learning situation both inside the classroom or outside. The course book is expected to be comprehensive, cover all students need and flexible. It can be seen from the data that almost of the students answered strongly agree and agree. For about 50% students choose strongly agree and more than 30% students selected agree. Rest of the students chose enough. Only less than 5% of the students chose disagree.

Statement 6-11: design and organization. The design of the course book is expected to be organized sequentially. It should be reflected appropriate grading and progression for the learners. It must be completed with several components such as workbook, audio, reference section to support individual study, etc. The lay out of the course book is also important to be noticed. The result of this research shows about 60% students selected strongly agree and about 25% students chose agree related to the criteria of the design and organization.

Statement 12-16: language content. Language content consists of grammar, vocabulary, pronunciation, language use and appropriateness. The course book should cover the main grammar items which suitable to each level. It must provide adequate material for vocabulary, pronunciation, language and structure. It also expected to have suitable language style for social situation. It is proven by the result that shows 46% to 60% students strongly agree if the book consists of these aspects. 30% to 40% students agree about it and rest of them chose enough and less than 4% chose disagree.

Statement 17-22: skills. The course book should cover all integrated skills. The material delivered must be suitable with real life interaction, real interest and completed with adequate information. The result of these statements shows that for about 45% to 56% students strongly agree if the book covers all integrated skills. 33% to 44% agree with those statements and less than 20% students not sure about it.

Statement 23-25: topic. The students agree if the topic served must be various, expand their awareness, enrich their experience, and related to social and cultural situation. It was supported by the questionnaire result that showed the answer of these statements were dominated by strongly agree and agree (more than 80%).

From the result it can be found that almost of the students expect the English course book used for their English for tourism instructional material should be in line with the aims and approaches of learning English which correspond to the teaching program and students' needs; matched the teaching-learning situation; comprehensive; cover all students' need; and flexible. The course book must be completed with some components (audio, workbook, etc.). Its grade and progression must be suitable with the learners. It also can be used as the reference for individual study, so the content must be in good organization and completed with the reference section. The lay out of the book expected more attractive and support the course book.

The course book is expected to be able to cover appropriate grammar material and adequate material for vocabulary teaching. Pronunciation, structuring ad convention of language use are pivotal aspect must be considered. The utility of the language related to social situation is also one of the important things. Moreover, the course book must cover all integrated skills. The topic offered must be various, expand awareness, enrich experience, and can be related to socio-cultural context.

Additional Suggestion

Based on the result of open – ended questionnaire there were several suggestions of the material addressed by the students. The resume of the material is presented in table 1, 2 and 3.

The material suggested for either writing & speaking by the respondents are related in each other. The highlights of the materials are: promoting tourism object and product, reviewing a tourism object or product, and promoting to be a good tour guide. The other material such as conversation, correspondence, managing travel agency, and being a good promoter are also suggested.

There is a suggestion about inserting local wisdom in tourism course book material. The students state that local wisdom is important thing to be inserted in the material of tourism. According to them (see table 3), local wisdom must be inserted because it is related to their own country. They want to promote their local tourism place, tourism product, language, culture, tradition, and custom to the tourists. By learning about local wisdom, they expect that they could manage local tourism so it can be known by the other people. This suggestion also supported by the lecturer who said that local wisdom is important to be inserted. The type of local wisdom that can be inserted are local tourism place, product (food, clothes, souvenir, etc.), and culture such as dance.

Table 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 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 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

DISCUSSION AND CONCLUSION

This part explains the discussion and conclusion of the result. The explanation was divided into two, the criteria of good book and the material expected in a tourism book based on the respondents' voices.

The Criteria of Good Book

There are five important aspects found in developing English for Tourism material. The aspects namely: goals (aims) and approaches; design and organization; content of the language; skill and topic. The students expect that the course book must correspond to the teaching program and their need. It must be suited to the teaching-learning situation; comprehensive; cover all students' need; and it is also flexible. It must cover grammar, vocabulary, pronunciation, language use, and all skills. The topic in a course book must be various, expand their awareness, enrich their experience, and related to social and cultural situation.

This result is paralleled to Cunningsworth (1995) he states that the course book is developed on the basis of the objective of the course. It will relate with 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 good order. It also must be completed with the reference to help students learning individually. The language content must cover the material of grammar, vocabulary, pronunciation, language use, and appropriateness. The course book must cover all integrated skills and has various topics that can expand students' awareness and enrich experience related to socio-cultural situation.

Additional Suggestion

The result of the open-ended questionnaire showed students' suggestions of the material could be inserted in English for Tourism. There were some suggestions related to writing, speaking, and the value of local wisdom.

The writing material can be inserted such as making poster, reviewing tourism object or product, announcement, application letter, correspondence, promoting via social media, and making itinerary. Meanwhile, the material can be developed in speaking material are conversation, review, how to be a tour guide, promoting tourism object or product, and how to be good promoter. The topics on local wisdom such as local tourism place; product; history; language; tradition; custom; and culture such as dance need to be taken into account as topics in English for tourism book.

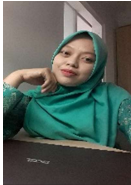


This result of this research is in line with the previous research stating that local wisdom is one of the aspects that is needed by students, so inserting local wisdom in developing material is needed (Angraini, P. & Kusniarti, T.:2017; Rahmiani, N., et.al.:2018; Sari, F. & Atmanegara, Y.:2018; Nurliana:2019). It is both theoretically and practically important which directly affect the students' real life.

The findings of this research can be used to develop English for tourism material. The value of local wisdom can be inserted as unique knowledge to enrich students' experience. The developer suggested to explore more about the general area (such as the material) to develop the material.

REFERENCES

- Angraini, P. & Kusniarti, T. (2017). Character and Local Wisdom-Based Instructional Model of Bahasa Indonesia in Vocational High Schools. *Journal of Education and Practice*. Vol.8, No.5, pp. 23-29.
- Basturkmen, H. (2006). *Ideas and Options in English for Specific Purposes*. London: Lawrence Erlbaum Associates Publisher.
- Chang, W. Y. (2009). A Needs Analysis of Applying an ESP Program for Hotel Employees. *Yu Da Academic Journal*, 21, 1-16.
- Kurniati. (2016). An English Syllabus Design for the Tenth Grade Students of Tourism (Hotel Accommodation Departement). *SMART Journal* Vol. 2 (1), pp: 42-51. <http://ejournal.stkipmpringsewu-lpg.ac.id/index.php/smart>

- Leslie, D., & Russell, H. (2006). The Importance of Foreign Language Skills in the Tourism Sector: A Comparative Study of Student Perceptions in The UK and Continental Europe. *Tourism Management*, 27(6), 1397-1407. <https://researchgate.net>, 8/1/2018. 10.22 p.m.
- Nurliana. (2019). Developing a Model of Supplementary English Materials Based on Local Content. *Journal of English Language Studies*, Volume 4 No. 1, pp. 86-100. <http://jurnal.untirta.ac.id/index.php/JELS>.
- Prachanant, N. (2012). Needs Analysis on English Language Use in Tourism Industry. Elsevier: *Social and Behavioral Sciences* 66, pp. 117 – 125.
- Rahmiani, N., et.al. (2018). Developing a Supplementary Material of Malay Tourism for Vocational Students in Pontianak West Kalimantan. *Script Journal: Journal of Linguistic and English Teaching*, Vol. 3 (2), pp: 128-145
- Sarem, S.N, et.al. (2013). A Critical Look at Course book Evaluation: A Case Study of Evaluating an ESP Course-Book: English for International Tourism. *International Research Journal of Applied and Basic Sciences*, Vol. 4 (2), pp: 372-380. www.irjabs.com
- Sari, F. & Atmanegara, Y. (2018). Developing ESP Reading Materials for Accounting Students. *Advances in Language and Literary Studies*, Vol. 9 (5), pp: 1-10.
- Tsao, C. H. (2011). English for Specific Purposes in The EFL Context: A Survey of Student And Faculty Perceptions. *Asian ESP Journal*, 7(2), 126-149.
- Ulfa, K. (2015). Designing ESP Materials for Tourism Students of Akademi Pariwisata Medan. *Pelita Informatika Budi Darma*, Vol. IX, No. 2: pp. 69-7

Biodata of Authors	
 <p>Lia Safitri, M.Pd. was born in Kediri, East Java, Indonesia on April, 08 1993. She obtained her Master Degree in English Education from the Master Program of Graduate School of State Islamic Institute Tulungagung–Indonesia.</p> <p>She is an English Tutor at English Massive Kediri, East Java, Indonesia. She is a principal of MTs. Ma'arif NU Insan Cendekia. Her current research interest is in classroom instruction. Email. lias46432@gmail.com.</p>	 <p>Dr. Erna Iftanti, S.S., M.Pd. was born in Kendal, Central Java, Indonesia. She obtained her Doctor Degree in English Language Education from the Doctor Program of The State University of Malang – Indonesia.</p> <p>She is a Lecturer in English Education Department of State Islamic University of Sayyid Ali Rahmatullah Tulungagung, East Java, Indonesia. Email. ernataufic72@gmail.com</p>
 <p>Dr. Susanto, M.Pd. was born in Tulungagung, East Java, Indonesia. He obtained his Doctor Degree in English Language Education from the Doctor Program of The State University of Malang – Indonesia.</p> <p>He is a Lecturer in Islamic Education Department of State Islamic University of Sayyid Ali Rahmatullah Tulungagung, East Java, Indonesia. He is the head of English Language Department, Faculty of Tarbiyah and Teacher Science, IAIN Tulungagung. Email. damarsusanto53@yahoo.co.id</p>	