

The Development of Learning Material of English for Tourism for Tourism Personnel in Labuan Bajo

Saptina Retnawati¹⁾, Tito Dimas Atmawijaya²⁾, Laksmi Ady Kusumoriny³⁾

¹Economic Education Study Program, Pamulang University, Indonesia
email: dosen01536@unpam.ac.id

²English Literature Study Program, Universitas Pamulang, Indonesia
email: dosen00772@unpam.ac.id

³English Literature Study Program Universitas Pamulang, Indonesia
email: dosen02078@unpam.ac.id

Abstract:

Since the establishment of Labuan Bajo as a premium tourist destination in Indonesia, the number of tourists visiting Labuan Bajo has increased. Not only local tourists but foreign tourists are also increasing in number. This was the starting point for major changes in infrastructure and tourism management there. The use of English is important because proper English is needed when foreign tourists visit. Tourism personnel consisting of tour guides, hotel receptionists, supermarket cashiers, restaurant waiters and everyone related to tourism management really need to have proper English language skills. To address the issue of low English proficiency among tourism personnel in Labuan Bajo, Indonesia, this research and development study aimed to produce an effective English e-learning module. Following the Borg and Gall procedure, the study collected qualitative data (validator suggestions, observations, interviews) and quantitative data (pre-test and post-test scores). The post-test results showed a 37% increase in participant scores, proving the module's effectiveness in improving English language skills. Validators also assessed the module as meeting the criteria of content and presentation feasibility, indicating the quality and suitability of the learning resource for enhancing the English proficiency of tourism personnel in Labuan Bajo.

Keywords: *Labuan Bajo, E-learning material, English for tourism, tourism personnel*

1. INTRODUCTION

Labuan Bajo, East Nusa Tenggara is currently known as a new tourist destination in Indonesia. It becomes one of the super priority tourist areas that has been set by the government for the development of the tourism industry. In fact, Indonesian government has prioritized four destinations to be "New Bali" and one of them is Labuan Bajo (Thio, 2020). The superiority of Labuan Bajo is the Komodo island which has Komodo, the last ancient animal in the world. This attracts local and international tourist to visit Labuan Bajo. Since the number of international tourists has arisen quickly, the use of English is highly recommended in order to welcome international tourists. Therefore, it is expected that local people especially tourism personnels can use English as a means of communication with international tourists. However, based on our initial observation to a number of local people there, it was found that they have low level of English. They also rarely acquire the skills to improve their English competence. It was also found that there

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was a desire from the local government since to prepare human resources who are reliable and fluent in English, actively and communicatively to all elements of society cannot be separated from the role of the government in issuing program and training policies to improve people's ability to speak English (Suprayogi, S., & Budi Eko, 2020). To support tourism development the government must develop human resources and the tourism industry, tourism students as industry players in the future tourism industry players need to master English language skills (Syahid, 2024a).

In order to promote the area to become an international destination, qualified Human Resources (HR) are certainly needed. One indicator that can be seen is how they can master English for Tourism as their capital in order to be able to communicate with tourists from abroad (Al Rajafi & Wahyuingsih, 2022). Moreover, communication is one of five fundamental competencies that need to be acquired by all labors in tourism industry (Anam, M., & Rachmadian, 2020). Although the role and function of English is very important, the mastery of English in Indonesia is still relatively low (R. Kurniawan, 2019). This is also in line with the results of interviews with a number of local residents in Labuan Bajo. They stated that they wanted to improve their English skills, but they had difficulty finding time to study. This is the reason why this study was conducted. Researchers provide solutions for local residents, especially tour guides to be able to improve their English skills with flexible time.

One of solutions that can be done to overcome this problem is learning English using online learning. Online learning is a learning system where participants can access material anywhere and anytime using current technologies such as laptop, mobile phone, tablet, etc. E-learning has three characteristics; 1) Utilizing electronic technology, computer networks, and digital media, 2) Using independent teaching materials and stored on computers or smartphones that can be accessed by lecturers and students anytimeanywhere, 3) utilizing lecture administration either schedule, curriculum, learning progress, to be viewed at any time on a computer or smartphone (Allagui, 2014). Online learning allows participants to collapse time and space (however, the learning materials must be designed properly to engage the learner and promote learning (Cole in Anderson :2011). For learners, online learning knows no time zones, and location and distance are not issues (Anderson, 2011).

In addition, the benefit of online learning is that it saves on learning costs, especially transportation and meal costs. Students can easily add insight by surfing the internet. But online learning is also not without weaknesses. The most prominent weakness is the lack of interaction between teachers and students in the learning process. Student activity is considered less than in the offline learning process. In addition, another weakness is the lack of supervision in the learning process. Purwanto in Harahap, (2020) mentioned several obstacles of online learning experienced by students; lack of mastery technology; the cost of internet is quite expensive; communication and socialization between students and teachers is decreasing. Amin, Muhamad, (2022) mentioned that problems which often occur when online learning are, the material delivered by lecturers isn't optimally taught due to lack of use good learning media. However, these weaknesses do not reduce the essence of the solution for learning in this study. All programs in e-learning must be implemented as well as possible. The material taught in e-learning is responded to based on different levels of understanding, depending on the ability of the user. Hollister, et al (2022) conducted a study which surveyed the online learning experience of undergraduate students and resulted that a majority of students reported that they struggled with staying connected to their peers and instructors and managing the pace of coursework. Students

had positive impressions, however, of their instructional staff. They added that majorities of students also felt more comfortable asking and answering questions in online classes, suggesting that there might be features of learning online to which students are receptive, and which may also benefit in-person classes. Some people may be able to grasp material more quickly just by reading, but there are also those who need more time to really understand. Material in online learning must also be arranged as well as possible so that it can be understood by students.

To select the most appropriate instructional strategies, the online developer must know the different approaches to learning. Strategies should be selected to motivate learners, facilitate deep processing, build the whole person, cater to individual differences, promote meaningful learning, encourage interaction, provide relevant feedback, facilitate contextual learning, and provide support during the learning process (Aisyah et al., 2021). The e-learning material in this study was created based on the needs of tourism actors in Labuan Bajo that is about tourism in English. The material provided is in the form of English for tourism. Learning English for tourism purposes is crucial for those who are working in guest-host relation section such as hotels, travel agencies, restaurants, information centers, and tourist attractions (Kurniawan et al, 2023). Therefore, learning material design needs to be adjusted based on the needs of those who work for tourism sectors.

English for tourism is included in the category of English for Specific Purposes (ESP) where the main objectives of learning are adjusted to the learning objectives of students. Richards, J. C. & Rodger, (2001) saw ESP as a movement that seeks to serve the language needs of learners who need English in order to carry out specific roles. Douglas, (2000) divided ESP into three main features; authentic material, purpose related orientation, and self-direction. Authentic materials means the the original material, self-authentic one. While purpose related orientation is the tasks within material which targeted the students' expectation. Self direction is actually the independence of students in learning. The primary goal of ESP is to equip learners with the language skills and vocabulary that are directly relevant to their area of interest or work (Paltidge and Eld in Syahid, 2024b)

Teaching ESP has many challenges. Some lecturers found that teaching ESP is more difficult than teaching English in general. Nur Fitria, (2023) conducted a study related to this and she found that some lecturers had difficulty in finding ESP textbooks, selecting and using appropriate learning methods. Some others have difficulty in making syllabi and lesson plans.

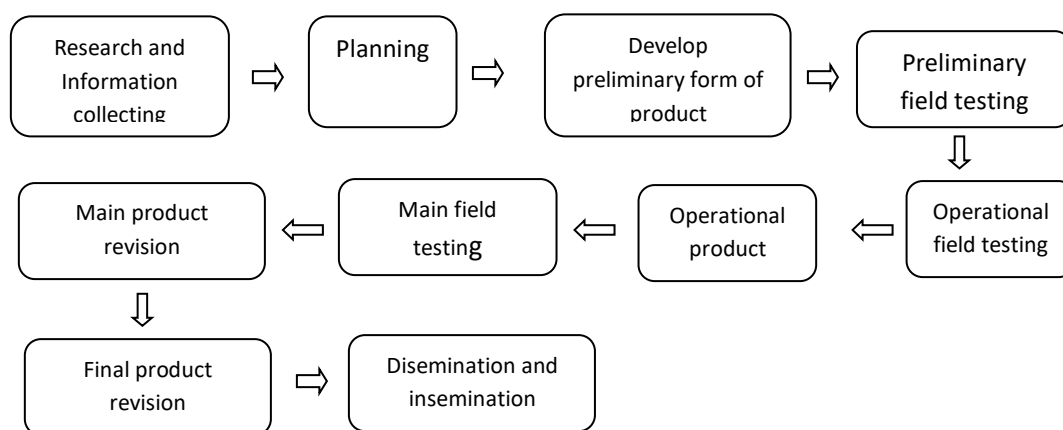
Researchers have made need analysis so that 14 chapters of English for tourism material were obtained. Those are Modes of Transportation, At a Hotel, At a Restaurant, Reservations, Hospitality, Travel Agent, City Tours, Food and Beverages, Cruise Ships, Culture Festival, Pink Beach, Komodo Island, Souvenirs, Local Language and Wisdom. The materials are completed with pretest, exercise and also post test to measure the student's initial and final abilities. In addition, the material is also equipped with learning videos related to all chapters so that students get pictures and sounds of conversations in English in order to get complete experience during learning process.

2. METHOD

This study is a developmental study or Research and Development (R&D). Research and Development (R&D) is the research method used to produce a particular product and test the effectiveness of the product. According to Sugiyono, (2012), development research or in English Research and Development is a research method used to produce certain products and test the effectiveness of certain products. While Borg and Gall states that

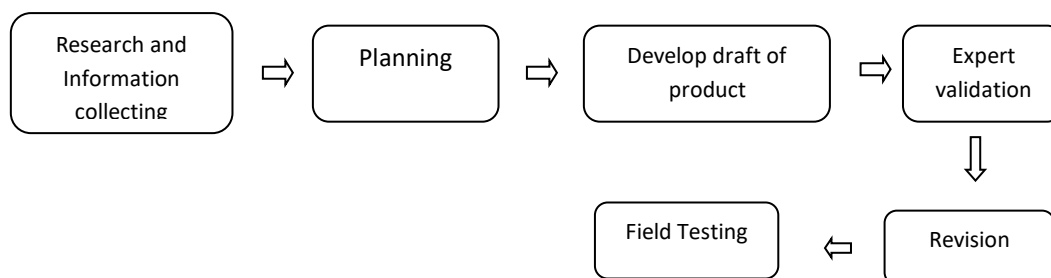
research and development is a process used to develop and validate education products. In other words, developmental study is an activity that produces a product which is then examined for the effectiveness and feasibility of the product. The research and development carried out in this study is to produce products in the form of modules used in e-learning. This research design refers to the development research procedure by Borg and Gall, (1983). The research procedure by Borg and Gall is presented in the following chart.

Figure 1: *Borg and Gall Developmental Procedure*



Due to time, effort and cost limitations, the researcher did not use the entire series of procedures. Therefore, the process carried out in this study included research and information collecting, planning, developing preliminary form of product, expert validation, revision, and the last was field testing. It is shown in the following chart.

Figure 2: *Eliminated Step of Borg and Gals' Developmental Procedure*



In the first step of the study, research and information collecting, the researcher carried out data collection including needs analysis and study of literature. The first thing to do was literature study. Literature study (literature review) is a literature search that originates from books, media, experts or from the results of other people's research which aims to compile the theoretical basis that we use in conducting research. After the researcher obtained a theoretical basis, the next step was to carry out a needs analysis. Needs analysis plays an important role in developing material. According to Otilia, S. M., & Brancusi, (2015), instructors must first understand the language requirements of the specific context in which their students will be using English. This step includes identifying the key vocabulary, grammar structures, and communication skills necessary for success in that field. Researchers went directly to several tourist sites in Labuan Bajo such as the Komodo National Park, Pink beach, Goa Batu Cermin and the Labuan Bajo city area. The

researcher conducted semi-structured interviews with tourism actors in the tourist area so that the researcher obtained an overview of the data and situations experienced by tourism personnel regarding the experience of learning English for tourism. From the results of the needs analysis, it was found that most of their English skills were still low, there was a lack of English language training in the tourism area, and it was difficult to find flexible time to learn English.

The next step was to create product planning. It includes formulating skills and expertise regarding the problem of the research, formulating objectives of each stage, and designing research steps and necessary feasibility study (Borg and Gall). The product produced in this study was an English for Tourism learning module for online learning. In planning the product in this study, the researcher designs the product's objectives, determines the users of the product, creates product components, and finally determines the subject material for the product. After that, researchers created a preliminary form of the product. Borg and Gall, (1983) stated that in this step, the preliminary educational product is developed by preparing and evaluating the supporting components, and its guidelines and manuals. The drafting of this product is based on the needs of the tourism personnel obtained from the results of the needs analysis. Then the draft was developed into the final product in the form of an English for tourism module

A product will not be valuable if it is not evaluated. It is expected that a product can meet certain standards; effective, efficient and quality. Effective is a measurement of product excellence in achieving objective. Efficient means that the product being developed can deliver in guarantee that in terms of time, cost and effort required to achieve certain objectives shorter, cheaper and easier when compared to the previous product. While qualified is that the product being developed must comply industry/education standards from various aspects. Therefore, after the English for Tourism module had been completed, the next step was the product validation process as part of the evaluation so that this module was considered as efficient, effective and have good quality. Researchers used expert validation, especially media experts and material experts in validating this module.

In this study, the instrument used was a content/material feasibility assessment sheet and presentation feasibility of the 14 materials that had been prepared. The following is a content feasibility instrument according to BSNP (in Urip P, 2008) which is used as reference in this study.

Table 1. *Content feasibility and presentment feasibility by BSNP*

No	Aspects	Indicator
1.	Content of feasibility	Comprehensiveness of material
		Extensiveness of material
		Material depth
		Concept and definition accuracy
		Fact and data accuracy
		Example and case accuracy
		Pictures, diagram, and illustration accuracy
		Term accuracy
		Notation, symbol, and icon accuracy
		Reference accuracy
		Compatibility of the material with english for tourism development
		Use examples and cases in daily life
		Reference update
		Encourage curiosity
2.	Presentment feasibility	Concept coherence
		Daily life examples
		Questions and answer keys are available
		Feedback of questions
		Introduction
		Glosarium
		Reference
		Summary
		Involvement of students
		The relation between material
		Integral meaning in learning activities

The two aspects above were then used as indicators to validate the module by the experts. Revision was needed after the researcher got the result from the experts. The instruments used in developing this module are observation, interviews, questionnaires, and tests. Then lastly, the field testing was made after revision completed.

3. FINDINGS AND DISCUSSION

As this study used research procedure by Borg and Gall mentioned above, the findings on this study were also based on the development research procedure used consisting of collecting data, planning, product draft development, expert validation, revision, and field test.

Result on Research and Information Collecting

The researcher conducted semi-structured interviews with tourism actors in the tourist areas in Labuan Bajo, such as Labuan Bajo city area, Komodo National Park, Pink Beach, etc. the researcher met directly the tourism personnels there in order to obtain an overview of the data and situations experienced by tourism personnel regarding the experience of learning English for tourism. It was found that most of their English skills were still low,

there was a lack of English language training in the tourism area, and it was difficult to find flexible time to learn English.

Result on Planning

In planning the product, the researcher used the results of the needs analysis taken. There were some steps in planning the product; designed the product's objectives, determines the users of the product, creates product components, and finally determines the subject material for the product. In order to make planning the product, the researcher summed up all the steps into the following table.

Table 2. *Steps of Product Planning*

No.	Steps	Information
1.	Product's objectives	To enhance reader's skill in English, especially english for Tourism.
2.	The users of the product	Tourism personnels in Labuan Bajo area
3.	Product components	Learning Objectives Introduction Material (Main Material, Practice, Grammar Focus, Vocabulary Shot) Exercise References
4.	Subject material of the products	Modes of Transportation At a hotel At a Restaurant Reservations Hospitality Travel Agent City Tours Food and Beverages Cruise Ships Culture Festival Pink Beach Komodo Island Souvenirs Local Language and Wisdom

Results on Draft of Product Development

In this phase, researchers developed module material based on references from the planning step. There are 14 materials that were closely related to tourism in Labuan Bajo. Researchers created these materials based on the results of the needs analysis of tourism personnel in Labuan Bajo. Listening skills expected by tourism personnel are also added to each material which can be accessed on the elearning page, before each presentation of the material.

Result on Expert Validation

Expert validation is used to assess whether the product produced is in accordance with the criteria and indicators used. The experts assessed the module in this research are media and materials experts who are competent in their fields. Researchers used content

feasibility and material feasibility instruments according to BSNP. Based on the results from the validator, the module in this research has met all the criteria in all the indicators, both in content feasibility and in presentation feasibility.

Result on Revision

Revisions are made if the product being developed does not meet the criteria. Researchers revised the module based on the results from material experts, but there were only minor revisions in the concept coherence and daily life examples sections. After revisions were made and checked again by material experts, the module in this research was declared to have met all the criteria.

Result on Field Test

The field test aims to see how practical and effective the module. Apart from that, the field test is used to determine whether the product being developed is valid or invalid. The field test was carried out on 75 tourism personnels spread across several tourism spots in Labuan Bajo. They were given access to online learning included the material in the modules in this study. Before accessing the module, participants have taken the pretest on each chapter and then after reading the material, they needed to do the posttest to measure the participants' abilities. From the results of the pre-test and post-test, it was shown that there was an increase of 37 percent. This indicates that the use of the module is effective in improving participants' English language skills

4. CONCLUSION

The development of module of English for Tourism must be adapted to the needs of tourism personnels. Suitability of the needs intended by the tourism personnels in Labuan Bajo includes material that suits the background of them as tourism personnels, English language skills needed, as well as flexible learning time to access the the module. In this study, the module of English for tourism that has been created has met all the needs of tourism personnels in Labuan Bajo. This was proven by the results of achieving the module criteria for the specified indicators. Likewise, the results of the posttest scores increased by 37 percent from the average results of the 75 tourism personnels.

The future suggestion for other researchers are to pay attention to the background of the users of the product. It is hoped that the product is suitable with capability, skills needed, and time flexibility of the users in order to improve their language skills to support their job as tourism personnels.

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