



DEVELOPMENT OF ENGLISH TOURISM TEACHING MATERIALS BASED ON TOURIST TO IMPROVE THE TOURISM LITERACY CAPABILITY OF STUDENTS IN BLITAR

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Abstract: Many tourist attractions in Blitar are empty of visitors, so there needs to be a real strategy and effort to revive tourism in Blitar. Universities as places where academics gather are expected to be able to find solutions to this situation. As we know, in Blitar there are 2 large campuses that have English education study programs, where these study programs have English for Tourism courses but do not yet have English tourism based tourist for Tourism teaching materials in Blitar. The aim of this research is to develop English tourism based teaching materials for the English Tourism course which will be used in the 6th Semester English Study Program lecture process and to determine the effectiveness of the books created on learning activities and outcomes as well as to increase student literacy. This research model uses a development model or design research called the Plomp model development research. This research procedure is in the form of Preliminary Research, Development or Prototyping Phase and Assessment Phase. During the material development stage, researcher also implemented expert validation, involving experts in their fields, including curriculum and instructional material development and tourism management, to obtain empirical validation. From the validation results carried out by experts, an average validity level of 87.50% was obtained.

INTRODUCTION

English for Tourism is one of the courses in the 6th semester English Education study program. Based on observations at UNU Blitar and UNISBA, it was found that there were no tourism-based English Tourism teaching materials used in lectures, so students had difficulty understanding the English for Tourism material. especially material related to local tourism. Tourism in Blitar has a uniqueness that other regions do not have. Blitar Regency has the potential for natural beauty which can be used as a tourist attraction opportunity. Currently there



are around 104 tourist destinations recorded which are divided into four types, namely historical, natural, artificial and cultural tourism(Pratama & Isbandono, 2023).

In Blitar there is also the largest temple in East Java, namely Penataran Temple. In Blitar there are tombs of kings, inscriptions, Bung Karno's grave, Kampung Cokelat, Tambak Rejo Beach which need attention(Saifudin & Makrifah, 2022). However, tourism in Blitar still has many problems. The diversity of tourism in Blitar is still little known by the local community and domestic and foreign tourists. This is caused by the lack of tourism promotion carried out and the lack of data collection and confirmation of tourist destinations in Blitar Regency(Diella, 2020).

Apart from that, based on observations of 6th semester students of the English Language Education study program regarding the results of speaking practice in the tourism sector, only a few met the minimum score standards. This is caused by a lack of knowledge regarding practices in the tourism sector. Students are active in the teaching and learning process. Meanwhile, teachers apply conventional teaching methods. So the researcher formulated 2 problems that must be solved, namely: 1. what is the process of developing tourism-based English for Tourism teaching materials to improve the tourism literacy skills of students in Blitar? 2. What are the results of developing tourism-based English for Tourism teaching materials to improve the tourism literacy skills of students in Blitar? Therefore, this research is important because the resulting impact is expected to be beneficial for the progress of tourism and campuses in Blitar, especially in the English Language Education Study Program

RESEARCH METHODS

This research uses the design research development method with the Plomp model. Design research is a research approach consisting of design, development and evaluation(Susilahudin Putrawangsa, 2018). This research procedure is in the form of Preliminary Research, Development or Prototyping Phase and Assessment Phase. During the material development stage, researchers also implemented expert validation, involving experts in their fields, including curriculum and instructional material development and tourism management. The flow diagram for this research is as follows:

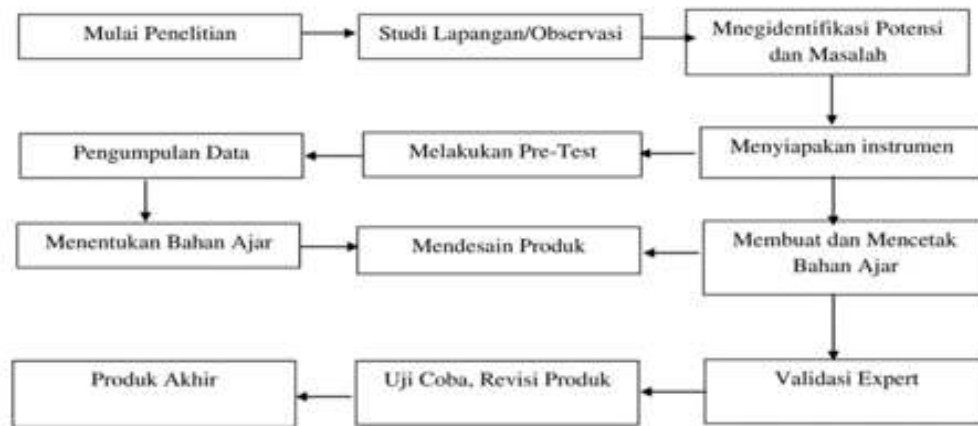


Figure 1. Research flow diagram

This research uses a development model adapted from a model developed by Plomp which is called the Plomp research model. Based on Plomp and Nieveen, there are three stages in research into the development of the Plomp Model, namely:

1. Preliminary analysis phase,
2. Development or Prototyping Phase,
3. Assessment phase which is illustrated in the image below(Akker et al., 2010).

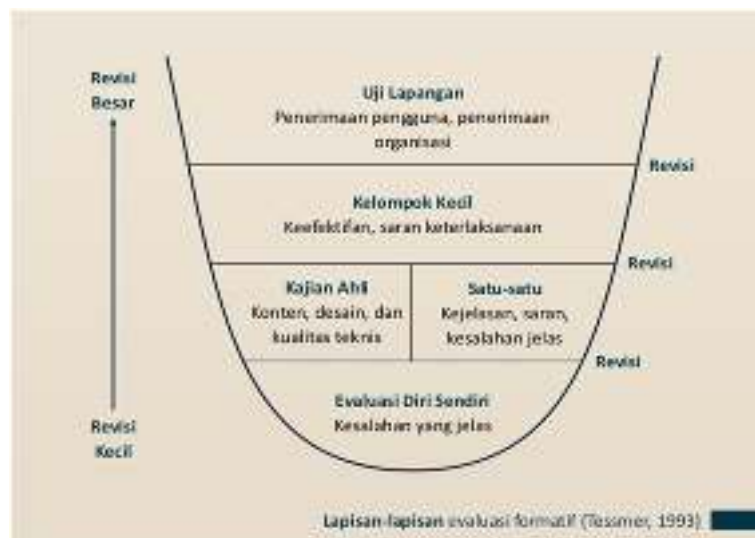


Figure 2. Assessment Phase

Based on the picture above, formative evaluation activities are carried out through self-evaluation; expert assessment (expert review); individual evaluation (one-to-one evaluation) as follows:

1. Self-evaluation (Self-Evaluation)

The researcher checks or evaluates the prototype 1 that has been designed himself. In this examination, the researcher has created a designed prototype which is then checked to see whether the prototype created is in accordance with what is expected or what the students need. After the inspection is carried out, an evaluation is carried out. From the results of the evaluation, it will be known whether the prototype that has been designed is suitable to be given to students or whether revisions are needed. Researchers try to do it objectively.

2. Expert Assessment (Expert Review)

At this stage, experts are asked to evaluate or provide assessments and suggestions on the product design to determine deficiencies in the product design, as well as pay attention to the expected product specifications, namely based on didactic aspects, content aspects, language aspects, and presentation/graphic aspects.

3. Individual Evaluation (One-to-one Evaluation)

This stage is carried out on two students who have different (heterogeneous) abilities. Students were asked to provide comments regarding the practicality of the writing course textbook being developed.

4. Small Group Evaluation (Small Group Evaluation)

This stage was carried out on six students who had heterogeneous abilities. Students learn using textbooks for writing courses in conditions that are set to resemble classroom learning. Students are asked to provide an assessment of the writing course textbook that has been developed.

5. Field test (Field Test)

At this stage, an evaluation of the implementation of learning in a class is carried out, and an assessment is carried out of the English for Tourism course textbook which has been completed but still requires or is possible for final revision.

RESULTS AND DISCUSSION

English for Tourism needs to be developed professionally by looking more closely at local tourism needs (Ulfa & Ridwan, 2018). This research focuses on the teaching materials that will be developed. If the previous research focused on developing English Specific Purpose course products in the form of English specific purpose teaching materials for English Tourism, then in this research the focus is on developing English for Tourism teaching materials based



on local tourism. The type of research that will be carried out is design (Design Research). This research was carried out with the aim of developing and producing a product as a solution to existing problems in the world of education. The product that will be produced in this research is a textbook for the English for Tourism course which will be taught to sixth semester students of the English Language Education Undergraduate Study Program in Blitar for the 2024/2025 academic year. This research is Development Research which is used to develop and validate educational products such as textbooks, syllabi, assessment instruments, and others (Ritonga, 2018).

This research model uses a development model where the steps are carried out systematically in the process of designing and developing textbooks which are realized in the form of diagrams or narratives in collaboration with YouTube social media.

This research produces a product in the form of tourism-based English tourism teaching materials to improve the tourism literacy skills of students in Blitar. The aim of this research is to develop a product that can solve the problems in the English Tourism course. The research model used is the Plomp research model which has 3 stages of development, namely: preliminary research, namely a preliminary analysis; development phase is a phase development or manufacture of prototypes; and the assessment phase, namely the assessment phase.

To determine the level of product validity, researchers validated the product with instrument, material and media experts and also involved experts in the field of tourism management. From the average results of product validation carried out by instrument experts, material experts and media experts, the average was 87.5%. Therefore, from the percentage results obtained, it can be concluded quantitatively that the product is declared valid and suitable or can be used and is expected to be able to solve the problems faced in the English Specific Purpose course, especially in the field of tourism

CONCLUSIONS AND RECOMMENDATION

From the results of this research it can be concluded that the English Tourism textbook is suitable for use. This is proven by the assessment of material experts and media experts with an average score of 87.5%. So it is hoped that this textbook can improve student competence in this course. By creating English Tourism modules or teaching materials with material based on tourism and local culture which is packaged in a contemporary way, it can make students interested and active in participating in it.



With this research, the researcher hopes that this research and product can be useful for lecturers and students, such as making it easier to learn English Tourism based on tourism and local wisdom as well as being an evaluation material for lecturers in developing teaching materials, especially in English Tourism courses, so that in the future it can be better and more perfect. Apart from that, this research and product is expected to provide motivation for students in their lectures and independent learning as well as students' skills and use of learning media.

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