

DEVELOPING MATERIAL OF ENGLISH FOR TOUR GUIDING ENRICHED WITH BALINESE LOCAL WISDOM FOR TOURISM STUDENTS

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ABSTRACT

This research aimed at developing material of English for tour guiding enriched with Balinese local wisdom, providing contextual and suit with culture and local wisdom value of Bali Island. This research employed R&D with ADDIE. The syllabus and lesson plan were meticulously checked in analysis phase, teachers and the available teaching-learning situation were involved in this phase. then, the product was formulated into an e-book with Bali local wisdom, in design stage. The utility and validity of the recent product in development stage were assessed by validity tests and practicability tests. Validity tests done by 5 experts confirmed the recent product was in valid category in terms of language, layout, and content. Result of Focus Group Discussion test showed e-book was categorized in good category, respectively score 1.182 (86%) for content, score 1.069 points (89%) for layout, and score 725 points (85%) for language. The study was conducted to accommodate educators in higher education a better teaching material, specifically for the English for Tour Guiding course.

Keywords: English for Specific Purposes, Bali Local Wisdom, Tour Guiding

I. Introduction

One of the fundamental problems in education is the availability of teaching materials meeting students' need (Siahaan, Putriku, Saragih, 2023). This problem also applies to English for Tour Guiding for Cultural Tourism students, where developing teaching materials is essential. Through this development process, educators have the opportunity to set learning objectives, choose material, design learning strategies, and evaluate learning outcomes (Risadi & Lastari, 2023). Moreover, this development not only enhances intellectual capabilities but also aims to apply contextual learning and integrate other educational aspects such as character and cultural values (Atmazaki et al., 2020).

Indonesia, with its rich diversity in religion, culture, race, ethnicity, and social groups, faces significant challenges in shaping the character of its future generations. Given the issues of intolerance, cultural misalignment, and moral degradation in Indonesia, it is crucial for all stakeholders to emphasize the importance of character, particularly by valuing local wisdom. This local wisdom should be integrated into various human activities, including tourism, where it can serve as an attraction (Wesnawa, 2022).

With numerous tourist attractions across various provinces in Indonesia like Uluwatu, Raja Ampat, and Lake Toba, a quick and appropriate response is needed. Each destination requires maintenance, management, and quality human resource handling. Tourism activities not only impact the community but also affect the local society more broadly. Therefore, developing tourism activities must consider the socio-cultural conditions of the local community, where local wisdom is an essential element (Laksmi & Arjawa, 2023).

Tourism students need to be equipped with knowledge about local content or local wisdom in their living or study areas. The goal is to enable them to interact smoothly with their local communities and adapt to their surroundings. The concept of educational relevance, which describes the alignment between educational materials and life demands, is crucial (Evenddy et al., 2022). One aspect of educational relevance is the close relationship between teaching materials and the students' living environments. This indicates that provided materials need to be closely related to the students' real-life contexts.

Higher education institutions can adopt three teaching approaches to address the diversity in student needs: elective courses, mandatory local courses, or local elective courses. Elective courses allow students to choose courses according to their situation, conditions, or interests. Conversely, mandatory local courses are taken by students after being assessed by the institution. Local elective courses are tailored to the students' regional backgrounds. At the State Hindu University of I Gusti Bagus Sugriwa Denpasar, the Cultural Tourism Department offers a mandatory course called English for Tour Guides. In this course, students are not only taught general English speaking skills but also English speaking skills in the context of tourism. Additionally, English for Tour Guides, as a course in the Tourism Department at various public and private universities in Indonesia, plays a central role in appreciating local wisdom (Evenddy et al., 2022).

The State Hindu University of I Gusti Bagus Sugriwa, as a state educational institution, places local wisdom as a key element in its education system. With the motto "Leading in Dharma, Wisdom, and Culture," this university emphasizes the importance of implementing cultural values, including local wisdom and religious values, in all courses, particularly English for Tour Guides in the Cultural Tourism Department. The research team conducted an initial study on the implementation of English for Tour Guides in the Cultural Tourism Department at the Dharma Duta Faculty of the State Hindu University of I Gusti Bagus Sugriwa Denpasar.

Observations were conducted through interviews and document studies. Preliminary study results indicate that the English for Tour Guides course, a mandatory course in the third semester in the Cultural Tourism Department, focuses on enhancing confidence, pronunciation, and vocabulary development through language games, role-playing, and discussions on tourism-related issues in English. The materials cover English vocabulary and sentences related to guiding, tourist attractions, and hospitality/courtesy.

Despite the existence of the English for Tour Guides course, evaluations of teaching materials show that most materials are not based on student needs and do not sufficiently explore local wisdom values, addressing the initial problem of insufficient teaching materials. Interviews with lecturers reveal that most materials in the current syllabus lack authenticity, with about 80% sourced from the textbook "English for Professional Tour Guiding Service" and the rest from the internet and other sources.

The discussion above highlights the importance of integrating English for Tour Guides with local wisdom. Local wisdom in teaching English for Tour Guides at religious-based institutions can be implemented by incorporating these values during the learning process. Therefore, a product design is needed that can integrate local wisdom values into teaching materials. In line with this idea, Nopriyadi (2022) emphasizes that integrating cultural/local wisdom values in learning faces various challenges, such as adapting to student diversity and linking values with teaching materials. However, these challenges can be overcome through well-designed and integrated teaching materials.

Considering the findings from these observations, the proposed solution is to develop teaching materials that can contextually integrate local culture or wisdom into English for Tour Guides learning. The development of specific and relevant teaching materials is expected to benefit teachers, helping them feel more prepared to deliver lessons (Nugaraha & Hasanah, 2021). In turn, this can enhance student satisfaction as a direct impact of effective and structured learning (Tuimur & Chemwei, 2015).

Developing more contextual English for Tour Guides teaching materials, considering students' backgrounds as religious and culturally rich Indonesians, is expected to improve students' analytical skills. By applying cultural values in everyday life, the materials presented can be more relevant and positively impact the learning process.

Based on this understanding, the research team aims to develop English for Tour Guides teaching materials based on local wisdom, presented contextually for Cultural Tourism students at the State Hindu University of I Gusti Bagus Sugriwa Denpasar. This step is expected to positively contribute to the quality of English for Tour Guiding learning, stimulate student interest and engagement, and enhance their understanding and appreciation of local wisdom.

II. Methods

This study employed a R&D approach, with ADDIE for product development. The first stage was an analysis phase, identifying the issues and needs of potential users—educators and students in English for Tour Guiding courses. The subsequent phase, design, focused on creating a content framework and integrating cultural values into specific sections. The materials were developed using a contextual approach as the main guiding principle. During the development phase, the emphasis was on ensuring the product met previously defined objectives and functions. Validation tools, such as checklists, were employed by instructional design experts to assess compliance with these aspects. The testing phase involved students and instructors from the English course to evaluate effectiveness, practicality, and gather feedback for product improvement. Finally, the evaluation phase involved making final refinements based on validation and testing outcomes to enhance the product.

The study also engaged educators who were subjects of the research to test the validity and conducting FGD of the use of e-book. Expert judges included five experts from Bali State Polytechnic, STAHN Mpu Kuturan, and University of Education Ganesha. For focus group discussion, 34 students were invited.

In the quantitative analysis, the Lawshe technique was employed. Five experts evaluated the product's language, content, and language. (1) irrelevant, (2) somewhat relevant, or (3) relevant were given in the form of checklist. The experts marked a check (√) in the appropriate category. The score of validation was calculated by the Content Validity Ratio (CVR), calculated using the formula $CVR = (ne - N/2) / (N/2)$, where ne represents the number of validators who rated an item as relevant, N is the total number of validators, and CVR indicates the level of consensus among experts for each item. This assesses content, presentation, and language validity, with values ranging from -1 to 1. A $CVR > 0$ indicates the item is valid. A $CVR = 0$ suggests the item is not valid and needs improvement, while a $CVR < 0$ indicates the item is invalid and should be rejected.

Table 1. The Criteria of Decision-Making

Score (%)	Description
90-100	Very Good
75-89	Good
65-74	Acceptable
55-64	Bad
0-54	Very Bad

The criteria of decision-making were used to determine the success of this research. Several aspects were considered in evaluating the success of the research development. The primary criterion was the developed e-book must be in valid category given by 5 experts,

covering all the aspects. This e-book was considered valid if the Content Validity Ratio (CVR) of 1 is achieved. The agenda was the focus group discussion results from 34 students at, where good or very good category should be gained. In addition, the data gained from questionnaire serves as additional data for the follow-up activity of the recent e-book. The gap of the study is the insertion of Balinese local wisdom to this book differing than previous studies

III. Findings and Discussion

Findings

The stages began with the analysis stage. In this stage, lesson plans and Syllabi that have been used for teaching English for tour guiding were involved for the examination. The second analysis focuses on the teaching materials that have been used as references for teaching the English for tour guiding subject material. Then, the teaching model applied before the product development was assessed to complete the initial stage. After the initial 3 stages were completely done, the researcher was able to go further in this study. In general, the stages of this study were shown in detailed in the following table.

Table 2. The Stages of ADDIE Model

ANALYZE	DESIGN	DEVELOPMENT	IMPLEMENTATION	EVALUATION
1. Analyzing Lesson Plan and Syllabus 2. Analyzing Teaching Material 3. Analyzing teaching model	1. Designing the draft of English for Tour Guiding enriched with Balinese local wisdom chapter	1. Validating the designed model with experts including the content, layout, and language.	1. Implementing the English for Tour Guiding teaching materials enriched with Balinese local wisdom to students at the State Hindu University IGB Sugriwa Denpasar. 2. Product practicality is measured by users, students.	1. Analyzing the practicality test that has been conducted by examining users. 2. Analyzing the comments from the users and add to the book as improvement.

In the analysis phase, the identification of problems and the needs of potential product users, in this case, educators and students involved in the process of English for Tour Guiding courses, when it is conducted. The English course has experienced rapid development in recent times because its material is closely linked to the world of tourism, especially in Bali. However, in reality, the content used remains on a national scale and lacks contextualization with the students' local environment. The English course is predominantly dominated by teaching materials related to education from outside Bali, which results in the course having insufficient emphasis on the specific values of Bali. Balinese local wisdom is an example of Indonesian local wisdom that attracts tourists to the island. Broadly speaking, Balinese local wisdom encompasses all ideas that arise and develop within the local community, such as customs, norms, culture, language, beliefs, and daily habits. Balinese culture and local wisdom are heavily influenced by

Hinduism and have been practiced by the Balinese community for generations (Laksmi & Arjawa, 2023).

The stage of development of the prepared e-book or material of teaching was based on the analyze and design stage. This stage was conducted to build the framework of the content and insert the local wisdom to each chapter of the book. The materials were prepared following the principle of a contextual learning approach. During the design and development phase, the researcher collected all teaching materials to suit with the research goals and the students' proficiency level of English. The chapter inserted with Bali local wisdom was shown below:

- a. *1st material* :Balinese Traditional Clothes
- b. *2nd material* :Balinese Traditional Houses
- c. *3rd material* :Balinese Dance
- d. *4th material* :Ritual in Bali
- e. *5th material* :Balinese Local Food

In the development stage, the researcher distributed the validation instruments in the form of validation checklists to English experts to give a tick and comment to the developed product and decide if whether it meets these aspects or not. English for tour guiding teaching materials based on Balinese local wisdom are developed in the form of electronic modules, which are then validated by 5 experts, with the results indicating the level of validity

Table 3. Recapitulation of Expert Judges in Validating the Content

No.			Category	
			Good	Bad
1			V	
2			V	
3			V	
4			V	
5	CVR Counted for each statement 1,00	CVR Table 0,99	V	
6			V	
7			V	
8			V	
9			V	
10			V	

According to Table 3 above, all calculated CVR counted are greater than the table CVR values, thus indicating validity from a content perspective. However, there are some notes from experts, including (1) Each chapter should begin with a brief introduction that includes the learning objectives, (2) The local wisdom values contained in the material can be added more. The second validation is the validity of layout, which can be presented in the following table

Table 4. Recapitulation of Expert Judges in Validating Layout

No.			Category	
			Good	Bad
1			V	
2			V	
3			V	
4			V	
5			V	
6			V	
7	CVR Counted	CVR	V	
8	For each	Table	V	
9	statement	0,99	V	
10	1,00		V	
11			V	
12			V	
13			V	
14			V	
15			V	

Based on Table 4 above, all calculated CVR counted are greater than the table CVR values, thus indicating validity from a presentation aspect. However, there are some notes from the validators, including (1) Make the cover design suit the “Bali” value, (2) Add illustrative images to add the knowledge of Bali local wisdom, (3) Give some spaces between each pictures. The next validation is the validity of English for tour guiding teaching materials enriched with Bali local wisdom from a language aspect, which is presented Table 5.

Table 5. Recapitulation of Expert Judges in Validating Language

No.			Category	
			Good	Bad
1			V	
2			V	
3			V	
4	CVR Counted for	CVR Table	V	
5	each statement	0,99	V	
6	1,00		V	
7			V	
8			V	
9			V	

According to table 5, CVR counted are higher than the table CVR values. Some comments were added, such as (1) grammar in some chapters should be revised and suit with the word class, (2) Some vocabularies in the conversation should be in A2 or B2 level. Product's utility was done through Focus Group Discussion. The utility was measured through the students themselves who are organized into small groups during the Focus Group Discussion. The results of student responses can be presented as Table 6.

Table 6. Recapitulation of Practicality Test

Total of Students	Aspects	Total Score	Percentage	Description
34	Content	1.182	86%	Good
	Layout	1.069	89%	Good
	Language	725	85%	Good

Discussion

It was inferred from the findings that the developed e-book meets the practicality criteria of a “good” product. From the second and third stage of English for tour guiding teaching materials enriched with Bali local wisdom, which were inserted in the material structure design and implemented in real learning in the English for tour guiding course as part of the curriculum for cultural tourism students at the State Hindu University I Gusti Bagus Sugriwa Denpasar. The development plan for English for tour guiding teaching materials based on Balinese local wisdom, which includes the design structure of the material, will be implemented in the actual teaching of the English for Tour Guides course. This course is part of the curriculum for students of the Cultural Tourism Department at the State Hindu University of I Gusti Bagus Sugriwa Denpasar. The validity of the teaching materials was evaluated using three main indicators by five experts, based on the *Lawshe* method. The results from the five experts indicated that the English teaching materials based on Balinese local wisdom were valid. The findings also showed that:

1. The design structure of the developed materials (English for tour guiding teaching materials based on Balinese local wisdom) is well-constructed, easy to learn, and presents a comprehensive system of English for Specific Purposes (ESP) learning.
2. The content aspect shows that each chapter is relevant, up-to-date, and refers to everyday conversations of tour guides, integrated with the values of Balinese local wisdom, suitable for students' general abilities.
3. The language aspect demonstrates that the grammar and vocabulary levels in the materials are appropriate for the students' capabilities, facilitating quicker comprehension.
4. The presentation aspect indicates that the developed book is well-visualized, publishable, and can be used as teaching material in the English for Tour Guides course.

Designing and developing teaching materials should be detailed, easy to understand, and comprehensive. The need for high-quality teaching materials that align with students' conditions, environments, and values is essential (Fitria, 2020). Supported by Nugraha and Hasanah (2021) emphasizing the importance of contextually integrating local culture or wisdom in teaching English for Tour Guiding. Specific and relevant teaching material development is expected to benefit instructors and help them feel more prepared to teach.

In this study, English for Tour Guides is taught not only to Travel Industry Program students but also in other programs like the English Education Study Program. Therefore, developing teaching materials is crucial. Continuous development of teaching materials is necessary for every educator, from schools to universities, to support successful learning systems. Teaching materials should be systematically designed and organized to allow students to learn independently and achieve learning success, focusing on instructional instructions, learning objectives, content, supporting information, exercises, and evaluations (Tarihoran, 2020). This enables students to implement, evaluate, and analyze the learning process effectively. Moreover, user response tests categorized the materials as good, indicating their acceptability. The practicality tests also show that the developed materials help students understand and stay motivated in their studies. A product's practicality indicates its reliability; if the development results in positive changes, the product is considered beneficial.

The developed product must meet quality criteria, including validity, practicality, and potential effects. This aligns with Plomp (2013), who stated that there are four criteria: 1) Relevance, based on scientific knowledge needs, 2) Consistency, ensuring logical product formation, 3) Practicality, as arranged in the product design, and 4) Effectiveness, ensuring the product meets desired outcomes.

IV. Conclusion

According to the above explanation, it is inferred development process of the E-Book for tour guiding adheres to the process of ADDIE. The results of the validity and focus group discussion also showed developed e-book meets the criteria in the validity and can be used in terms of all aspects included. The FGD indicated developed e-book gained good feedback from the students.

Since there are many limitations of this study, the researcher admitted that further explorations of this study must be conducted. First, experimental studies or any available approaches must be conducted due to checking the effectiveness of this product with great scale of the participants. It is also important to note that the values of Balinese local wisdom included in this book can be explored more deeply to provide a better understanding for the students using or reading it. Furthermore, other teaching materials related to English for specific purposes, such

as English for waiter/waitress or English for housekeeping, can be integrated with Balinese local wisdom to make the learning more contextual.

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