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TEACHERS' NEEDS ANALYSIS IN DEVELOPING ENGLISH FOR TOURISM LEARNING MATERIALS

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A B S T R A K

Studi ini bertujuan untuk mengetahui kebutuhan para guru dalam pengembangan bahan ajar Bahasa Inggris untuk pariwisata di SMA Astika Dharma, Bali, Indonesia. Penelitian ini menggunakan observasi, wawancara, dokumentasi dan menggunakan metode deskriptif kualitatif. Adapun 5 tahapan dalam penelitian ini yaitu mengetahui potensi dan permasalahan, studi literatur serta pengumpulan informasi, perancangan produk, validasi desain serta uji coba desain. Subjek penelitian ini adalah guru Bahasa Inggris di SMA Astika Dharma, Bali, Indonesia. Sedangkan objek penelitiannya adalah kebutuhan guru dalam pengembangan bahan ajar Bahasa Inggris untuk pariwisata di SMA Astika Dharma, Bali, Indonesia. Selain buku utama, mereka menggunakan bahan ajar lain berupa power point, gambar maupun ilustrasi dan penggunaan alat peraga. Siswa juga dapat mengikuti semua kegiatan dengan baik karena adanya bahan ajar tersebut. Bahan ajar ini juga mendukung kurikulum yang berlaku yaitu kurikulum 2013. Tujuan dari kurikulum 2013 adalah agar siswa mampu lebih aktif, kreatif dan inovatif dari gurunya.

A B S T R A C T

This study aims at determining the needs of teachers in developing English for tourism learning materials at Astika Dharma Senior High School, Bali, Indonesia. This research uses observation, interviews, and documentation and it also used a qualitative descriptive method. There are 5 stages in this research, namely knowing the potential and problems, literature study and information gathering, product design, design validation, and tested design. The subjects in this study were English teachers at Astika Dharma Senior High School, Bali, Indonesia. Meanwhile, the object of research was the needs of the English teachers at Astika Dharma Senior High School, Bali, Indonesia in developing English for tourism learning materials. In addition to the main book, they used other learning materials in the form of PowerPoints, pictures/illustrations, and the use of teaching aids. The students can also follow all the activities well, because of the learning materials. This learning material also supports the curriculum used in the high school, namely the 2013 curriculum. The purpose of the 2013 curriculum itself is so that students can be more active, creative, and innovative than their teachers.

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1. Introduction

This study aims at determining the needs of teachers in developing English for tourism learning materials at Astika Dharma Senior High School, Bali, Indonesia. Tourism has become a prominent industry in Bali that attracts Balinese students to learn about tourism. However, many of the students-graduates struggle to compete in this industry. The biggest challenge for the students in mastering English is for the students in Astika Dharma Senior High School. Various problems are faced by the teacher to improve students learning, one of them is providing appropriate learning material. The solution that could be applied in creating an integrative learning material that enables the students to learn tourism material and English at once.

Learning material is a crucial component of the teaching-learning process. Learning materials are all forms of written and unwritten materials used to assist teachers in carrying out teaching and learning activities (Abdul Majid, 2014). It must be self-instructional, self-contained, stand-alone, adaptive, and user-friendly (Lestari, 2013). Self-instructional means that the material can be used by the students independently without the existence of the teacher. Self-contained means that the learning materials are generally complete so that students can use these materials without relying on other learning materials. Stand-alone means that the materials can be used without any other additional component that must be acquired by the students. Adaptive material means that the content of the material is adaptive to the development of knowledge and technology. Meanwhile, user-friendly refers to the easiness for the students to use or acquire the materials.

Mudlofir (2012) stated that a good learning material must be generating students' interest, be written and designed for the students, describe the instructional goal, arranged based on flexible learning patterns, and structured based on students' needs and final competencies that must be achieved, providing opportunities for the students to practice, accommodating students' difficulties, providing a summary, the writing style is communicative and semi-formal, condensed based on students' needs, packed for instructional process, having a mechanism for collecting feedback from the students, and describing how to use the learning materials.

Learning material is functional for 1) guidance for the teacher to direct all of the learning process activities as well as competencies that must be taught; 2) guidance for the students to direct all of the learning process activities as well as competencies that must be learned; 3) evaluation tools for the learning achievement or assignment of the result of learning (Hamdani, 2011). Belawati (2003) stated that learning materials have a role for every teacher, student, individual, or group. For teachers, teaching materials play a role in saving time, which means that in learning activities, teachers can provide material to be studied before learning begins. So, when learning takes place, students can understand the material and the teacher only needs to explain the parts that are not understood by the students. In addition, the role of the teacher in the learning process is not only as a director but also as someone who can facilitate students well. These learning materials also improve the quality of learning.

With the ability to create learning materials, it is possible for the teachers to improve their quality of learning. They can also add other important information by using manuals or other sources that already exist in developing their learning materials. Not just writing important information, in developing learning materials, there should also usually be guidelines, where later, these guidelines will be able to facilitate the learning process for students and teachers. On the other hand, the development of these learning materials must pay attention to the character and needs of the students and teachers so that later all aspects of the learning process can be met.

To achieve the learning goals, the learning material must be designed systematically as defined by Prastowo (2015) who stated learning materials are all materials (both information, tools, and texts) that are arranged systematically, which displays the complete figure of the competencies that will be mastered by students and used in the learning process with the aim of planning and reviewing the implementation of learning. It must be designed and written based on instructional principles because it will be used by the teacher to help and support the learning process. Therefore, to make a good learning material for the students of Astika Dharma Senior High School, it should be preceded by a needs analysis.

There are several stages needed when compiling learning materials according to Prastowo (2015), namely analyzing the needs in these learning materials including the applicable curriculum, learning resources, determining what learning materials that must be developed, recognizing criteria from learning resources, are easy to understand, and can be reached by the wider community, while special criteria require support and motivation of students in learning. Not only that, students can also carry out activities such as research and presentations. Next, the teachers can make arrangements for the development of learning materials so that they are arranged correctly according to existing guidelines. This will help in making and developing learning materials more easily and systematically. It is concluded that the development of learning materials is not only carried out but it must be well structured so that it does not

cause errors and it can also be ascertained that the learning materials contain important knowledge and information based on the facts. So, the teacher must determine the steps that must be considered in the development of learning materials.

Actually, the study of developing English for tourism learning material at Astika Dharma Senior High School has been done previously by Meilani et al., (2022). However, their finding only covered the student's needs. The study concerning the teacher's needs in this development has never been done. Therefore, this study was carried out to complete their research and describe the needs of the teacher in developing English for tourism learning material at Astika Dharma Senior High School.

2. Method

It is a needs analysis of developing English for tourism learning materials at Astika Dharma Senior High School. It is preliminary research for the research and development to produce English for tourism learning materials at Astika Dharma Senior High School. This research is in form of descriptive qualitative research. Qualitative descriptive research is a research that produces descriptive data in which the researcher is the key instrument, and the describable variable uses numbers and words in which the conclusion cannot be used for general terms or conditions (Adiwijaya et al., 2019; Sugiyono, 2019).

This research was conducted at Astika Dharma Senior High School in the academic year 2021/2022. Astika Dharma Senior High School which is located in Karangasem Regency is a new school where there is a tourism department. Senior High school usually only teaches general subjects but this school already has a department for tourism.

In this study, the English teacher who teaches English for tourism was used as the subject. The teacher knew well the condition and situation at Astika Dharma Senior High School. In collecting data, this study uses observation, interviews, and documentation. The observation was conducted at class when the teaching learning process was carried out. The interview was conducted with several teachers who teach at Astika Dharma Senior High School. The documentation was conducted to get some information related to the learning materials used by the teachers which included the lesson plan, syllabus, existing materials, and so on.

The collected data were analyzed qualitatively. Based on Sugiyono's opinion (2019), qualitative data analysis is an analysis in which the data is based on research and then the data is further developed. Furthermore, data that supports the main data will be needed so that the data analysis can be accepted. As a process of data analysis, Sugiyono (2019) stated that the analysis process was carried out before and after the research and during the research process. The stages of analysis by Miles and Huberman in Sugiyono (2019) are used with an interactive model which includes the stages of data collection, data reduction, data display, and conclusion drawing/verification.

3. Finding and Discussion

Analysis of teacher needs in the development of English for tourism learning materials is intended as everything that teachers need, especially the development of learning materials. In today's era, where everything can be done easily, one of which is the development of learning materials. More advanced technology can be a tool that can be used for teachers to make more detailed learning materials and can also be useful for students in all fields. In addition, nowadays teachers are required to be more creative so that learning can take place according to plan.

Every teacher in any field always prepares himself before teaching. Some teachers usually have prepared the things needed before the learning process takes place. Teachers will take advantage of existing learning materials to be given to students so that when the learning process takes place it becomes easier and students can actively participate in lessons. Usually, students tend to be passive in the learning process, but with these learning materials, students are expected to be more active in explaining and asking the teacher when there is a material that is difficult to understand. Usually, the teacher already has a plan or agenda for learning activities so that the learning objectives can be achieved. However, the teacher encountered several obstacles in preparing the required materials. As is the case with the selection of materials for learning materials. In making learning materials, teachers must adapt to the existing curriculum and modules. So, every material needed is arranged systematically. Teachers also teach in different ways; this is done to increase the enthusiasm and interest of students in learning. The existence of these learning materials makes learning activities easier.

As one of the obligations of a teacher is to explain and describe the material. By describing the main material into a complete learning material to students so that the achievement of student competence is following the learning objectives. Overall, learning materials contain knowledge, even, if possible,

including attitudes that students need to know to develop students' abilities in both academic and non-academic fields.

Learning materials cannot only be in the form of a book but nowadays, where technology that has developed rapidly can also be used to develop or create learning materials in digital form. However, according to some teachers, creating materials using technology is a bit difficult. Where the teacher's knowledge of technology is not very fluent and also to apply still needs adaptation. On the other hand, some teachers say that creating learning materials using technology, can increase students' learning motivation. Sometimes, if you only use learning materials such as books, for students it is a little boring. To overcome this, some teachers also use technology-based learning materials such as videos and films related to the material so that students do not feel bored. For students, learning techniques like this are expected from teachers so that learning is not too monotonous. Or teachers can create creative and innovative learning materials with items that are around so that students are more interested in trying the same thing. The positive value of learning materials is very much in addition to helping teachers to develop their potential, this can also be used to learn to create learning materials that are more detailed and can be useful for the future of their students.

Teaching students is not easy, especially with the Covid-19 pandemic that makes teachers and students were unable to meet face to face. Teachers must plan strategies for learning by utilizing existing technology. They must make simple learning materials but still meet competency standards so that all learning objectives are well conveyed. However, after a while teachers and students can't go to offline school. Now that everything is back to normal, this is another challenge for teachers to create innovations in learning. Because it will be more difficult to restore student habits in learning and also learning at home is different from school. Usually, when students study at home, the possibility of learning time is very little because of certain activities, but at school students are required to focus more on learning. Today's technology also affects students in learning. The dependence of students on technology is also a positive but also a negative thing. This dependence on technology can be used as an opportunity for teachers to use technology as a tool to create learning materials.

In making learning materials, teachers add illustrations in certain sections so that they can be understood by their students. With the illustrations and their explanations, it is hoped that students can imagine the events being illustrated so that they are easy to understand and remember. The placement of this illustration is also very important because if the illustration does not match what is described, this will certainly be a problem. Students may misinterpret the intended explanation. For this reason, teachers are expected to be more careful in making learning materials.

Based on the observations that have been made, the function and role of the teacher in the development of learning materials are crucial. Where with all the abilities and knowledge that have been obtained by the teachers, they can develop it into the form of learning material. The teachers said that the existence of these learning materials is very helpful in learning activities, especially with the 2013 curriculum where students are required to be more active in these learning activities. However, there are still difficulties in developing these learning materials. Despite finding difficulties, the teachers rely heavily on these learning materials. According to them, it is very efficient and effective to use in the learning process. Learning materials also help students in increasing their independence and activeness in learning. Learning materials commonly used are usually in the form of illustrations in the form of pictures, some are also in power points. This can be easily understood by students because with the illustrations and pictures from the lesson students can imagine the real situation from the explanation. In making it the teacher must also remain guided by the curriculum and modules as well as the material to be discussed, so that learning materials do not deviate from what they should be. It is hoped that the existence of these learning materials can increase active and creative human resources following the learning being taught. Several teachers at Astika Dharma High School stated that the existence of learning materials in the form of illustrations and power points could make students more interested and enthusiastic about learning. The development of learning materials is very important to do, in addition to adapting to the times, it also improves the quality and quality of learning.

However, based on the results of interviews with teachers, the learning materials for class X and class XI at Astika Dharma Senior High School are somewhat different where class X uses the main learning materials such as books, PowerPoints, and illustrations using pictures. In using PowerPoint, the teacher inserts several pictures related to the material being taught as well as some explanations. Making learning materials with PowerPoint is also based on the existing modules and curriculum. On the other hand, class XI uses learning materials such as teaching aids. This is intended to improve student's abilities by practicing activities using teaching aids.

In utilizing teaching aids, there are also research results from Setyowati et al., (2016) which results in it being easier for students to understand learning materials and also increasing the ability and

activeness of students in the learning process. Ruseffendi (2008) states the function of the props are 1) with the teaching aids, students' interest and activeness in learning are higher; 2) it is also easier for students to understand and understand the material being taught; 3) students are aware of the relationship between objects around them in learning and the social sphere, and 4) concepts and models are used as objects which can assist in the research process and as a tool to create new ideas that are more creative or innovative.

The steps taken by the teachers at Astika Dharma Senior High School in developing learning materials are 1) develop subject matter by referring to existing books and adding other important information that is not contained in the book then inserting illustrations that are in line with what you want to explain; 2) discuss the results of developing learning materials before they are given to students to avoid mistakes such as writing errors or detailed explanations of the material. So that the learning materials that have been developed produce quality and quality learning materials; and 3) later the learning materials have been discussed and improved or added a detailed explanation, then the learning materials are ready to be used for the learning process so that the learning process can run well.

In the learning process, students are encouraged to be more active than teachers, this is what applies to the 2013 curriculum. Where the teacher only needs to guide the students or provide an explanation if there are things that are not clear to the students. According to the Ministry of Education and Culture (*Permendikbud* No 69 of 2013), "The purpose of the 2013 curriculum is to prepare Indonesian people to have the ability to live individually and as citizens who are faithful, productive, creative, innovative, and effective and able to contribute to the life of society, nation, state, and society. world civilization".

The development of these learning materials can also be done independently so that teachers can rely on their abilities and knowledge in the process of making learning materials. Previously they collected materials and important information that would be included in the learning materials to be made. After the materials are collected, the teacher will divide the materials based on the materials and topics that are following the existing module. There are several principles in the development of learning materials, namely 1) Relevance, which means the existence of linkages in the material and the existing curriculum to achieve the existing competency standards. This is intended in making the material so as not to get out of the explanation presented; 2) Consistency, what is meant by making this learning material must be consistent or obedience. This consistency must be maintained so that it can produce appropriate learning materials; and 3) Adequacy, which is where it is expected that in making the learning materials, the material covered should not be too little or vice versa. Because it will affect learning. This is intended so that the material presented can be written sufficiently so that the material provided is not too much but still meets the existing competency standards.

The reasons why teachers should develop learning materials are expressed by the Directorate of High School Development (2008) are 1) the material from these learning materials must be in line with the applicable curriculum; 2) the development or manufacture of these learning materials must pay attention to the characteristics of students such as their environment and also the development of the students themselves; 3) in addition, the development of existing learning materials must be able to provide a way out for students who have difficulties in learning.

As written above, the development of learning materials not only pays attention to the curriculum but also has to pay attention to the students so that the learning materials can later function properly and are also following what is needed by students. Not only that, Astika Dharma Senior High School also provides worksheets for students so that teachers can see how much material the students have been able to understand. From these worksheets, students' knowledge will also continue to increase so that students' knowledge will also develop. The existence of learning materials in the world of learning is very helpful for the development of students. Where students can use their time to study without being too dependent on the teacher. The characteristics of learning materials are also very diverse, for example, Suparman (2012), proposes that the characteristics of these learning materials are:

1) The learning materials must be able to help students so that they can learn by themselves (self-instructional).
2) With the use of simple and easy-to-understand sentences, learning materials must be systematic and also able to convey the material well (self-explanatory power).
3) In the use of learning materials, students do not need to feel rushed in learning them. Students can adjust their learning abilities without comparing themselves with others or making this a benchmark (self-paced learning).
4) The learning materials are generally complete so that students can use these materials without relying on other learning materials. Unless they want to know the material more deeply, they can take advantage of other learning materials (self-contained).

5) The basis of the manufacture and development of learning materials must be following the curriculum and student abilities (individualized learning materials).

6) Flexible learning materials where the learning materials can be studied anywhere and anytime (flexible and mobile learning materials).

7) Learning materials must be communicative and interactive in their teaching with students (communicative and interactive learning materials).

8) Making or developing learning materials can take advantage of the use of technology so that students can also access it (multimedia, computer-based materials).

9) These learning materials may require more support than other learning materials so that they can become complete learning materials.

The finding of this study completes the previous research finding conducted by Meilani et al., (2022) who described the needs of the students in developing the material for tourism learning materials at Astika Dharma Senior High School. It was found that the digital learning materials needed by students are digital learning materials that are easily accessible, easy to understand, visually appealing, have audio access, and can be accessed anytime. The language used for digital learning materials for tourism English lessons is Indonesian and English (bilingual). The form of digital tourism learning materials desired by the majority of students in the form of learning videos.

4. Conclusion

From the research finding and also the discussion it can be concluded that the analysis of teacher needs in the development of learning materials is very important where the things that are needed by the teacher in the development will be very helpful in the development process. On the other hand, the role and function of developing learning materials will be very helpful for teachers in teaching and learning activities as well as students who can also understand learning materials easily. Not only that, the quality of human resources can also be improved. The students will be more active because they already understand the material. However, teachers must also pay attention to the steps and principles in developing the English for tourism learning materials so that the quality of learning materials becomes more valuable.

For teachers, the media for learning materials may need to be developed again. For example, by using videos the explanation of the material is more detailed and students can have a picture of the real situation that exists, the presence of pictures is also very helpful. However, it's a good idea to add some videos related to the material so that students can understand the situation as well as things that might need attention. Teachers should always pour creative and innovative ideas so that learning is not boring especially with the current situation. Where technology is a very common thing and almost all students use it. So that teachers can also use this technology as a tool in making learning materials that are interesting and also useful for their students. Likewise, by using materials and things around them as materials so that they can be easily found by students.

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