



Students' Perceptions of the Teaching Materials Used in the English for Tours and Travel Course

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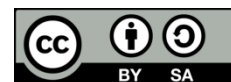
ABSTRAK

Untuk menghasilkan lulusan yang sesuai dengan standard yang dijelaskan di atas, materi ajar memiliki peran yang sangat besar di dalam memfasilitasi tujuan pembelajaran siswa baik tujuan pembelajaran jangka pendek maupun tujuan pembelajaran jangka panjang. Penelitian ini bertujuan untuk menganalisis persepsi Mahasiswa Prodi Pendidikan Bahasa Inggris terhadap materi ajar yang dipergunakan pada mata kuliah English for Tours and Travel dan permasalahan dasar yang dihadapi pengampu mata kuliah dalam pengembangan bahan ajar English for Tours and Travel. Penelitian ini termasuk penelitian deskriptif berbasis kearifan lokal. Subyek penelitian ini berjumlah 42 orang, yang terdiri dari 2 dosen pengampu mata kuliah English for Tours and Travel dan 40 peserta didik semester VII pada Program Studi Pendidikan Bahasa Inggris. Metode pengumpulan data dalam penelitian ini meliputi; kuesioner, wawancara, dan dokumentasi. Data yang diperoleh selanjutnya dianalisis dengan teknik analisis statistik deskriptif kuantitatif melalui perhitungan mean (M) dan Standar Deviasi (SD). Dari hasil analisis dokumen, angket/questionnaire dan interview, dapat disimpulkan bahwa sangat mendesak untuk mengembangkan materi ajar English for Tours and Travel berbasis kearifan lokal.

ABSTRACT

Teaching materials have a big role in facilitating student learning goals, both short-term and long-term, in producing graduates who comply with the standards described above. This research aims to analyze the perceptions of English Language Education Study Program students regarding the teaching materials used in the English for Tours and Travel course and the basic problems faced by course teachers in developing English for Tours and Travel teaching materials. This research includes descriptive research based on local wisdom. The subjects of this research were 42 people, consisting of 2 lecturers teaching the English for Tours and Travel course and 40 seventh-semester students in the English Language Education Study Program. Data collection methods in this research include questionnaires, interviews, and documentation. The data obtained was then analyzed using quantitative descriptive statistical analysis techniques by calculating the mean (M) and Standard Deviation (SD). From the results of document analysis, questionnaires, and interviews, it can be concluded that it is urgent to develop English for Tours and Travel teaching materials based on local wisdom.

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1. INTRODUCTION

The involvement of educators, students, and teaching materials must support the success of the learning process. Various techniques can be used to develop teaching materials tailored to suit learning needs. Five techniques in developing teaching materials are adding, removing, simplifying, sorting, and replacing (Al Anwari, 2020; Tegeh & Kirna, 2013). Guidelines for developing teaching materials include the plus, minus, and zero categories (Ahdan et al., 2020; Juniar et al., 2023). They are grouping teaching materials into several types, including 1). Written materials (printed materials), 2). Audio materials, 3). Audiovisual materials, and 4). Interactive Teaching Materials. Meanwhile, based on the source and purpose for which teaching materials are prepared, teaching materials can be divided into authentic and non-authentic materials (Juniar et al., 2023; Setiawan et al., 2021). Authentic material is not specifically created and unedited for language learners. Meanwhile, non-authentic material is designed for language learning purposes, which is usually modified and simplified according to the needs of the learning objectives (Indriastuti, 2016; Mulyani et al., 2023). In contrast to general English learning, ESP has several characteristics. Three main characteristics of ESP differentiate it from General English, English as a Foreign Language (EFL), or English as a Mother Tongue (EMT). First, ESP is a goal-oriented approach. Second, ESP is designed and developed based on needs analysis. Third, ESP learners are adult learners. From the explanation above, needs analysis is crucial to align the ESP learning

objectives with those previously targeted. Previous research states that need analysis is: "procedures used to collect information about learners' needs are known as needs analysis." In other words, needs analysis is defined as several procedures to collect information related to learner needs (Budiarta et al., 2021; Mulyani et al., 2023). Based on the proponent's observations, teachers and lecturers produce limited ESP teaching materials in the books and modules (Maduwu, 2016; Mulyani et al., 2023). The development of teaching materials carried out by teachers and lecturers is still limited to providing printed materials in the form of handout material summaries and delivering the material in PowerPoint format. In some cases, students even have to find the material they need to prepare a paper and present it in class because the material they get from the lecturer still needs to be improved. It is dangerous because the material presented may need to be by the learning objectives. Preparing modules or material summaries that are carried out by collecting/selecting material from various sources used for teaching without prior needs analysis and systemic and systematic processes certainly cannot meet the real needs of students (Oktarin & Saputri, 2019; Wengrum & Nurhartanto, 2021). The preparation of material like this certainly cannot attract students' interest.

Teaching materials that are right on target are necessary for studying English for special purposes (ESP). The success of the teaching and learning process is greatly influenced by the teacher's development and selection of appropriate teaching materials (Budiarta et al., 2021; Oktarin & Saputri, 2019). Problems and challenges in ESP teaching still occur to this day. Similar research states that textbook reading contains general English material and needs to be more specific for students in automotive engineering skills programs (Rizal, 2017; Sutiyatno, 2017). The researcher concluded that ESP-reading learning materials must be developed to meet the needs of teachers and students (Rizal, 2017; Sutiyatno, 2017). ESP-Reading learning materials were developed considering several aspects, namely ESP theory and student needs. Similar research has examined the development of English teaching materials for travel agents (an English for Occupational Purposes/EOP study), which produced English for Travel Agent teaching materials useful for travel agents. Similar research also examines the obstacles to teaching ESP in HEIs, suggesting the importance of developing ESP teaching materials considering the teaching load of lecturers and the limited understanding of lecturers in ESP. Previous research stated that the development of textbooks is still necessary for Vocational High School (SMK) students, considering that the needs of vocational school students are very different from those of high school students. Vocational school students need more subjects related to technological development vocabulary according to Multimedia principles and communicative language needed in work (Indriastuti, 2016; Musahrain et al., 2019).

Based on the author's observations, several English for Specific Purposes (ESP) teaching materials have been widely circulated on the market, both in bookstores and the internet, such as English for Front Office, English for Tourism, English for Food and Beverages, and several other ESP books. However, English for Tours and Travel teaching materials are still difficult to obtain. Teachers of the English for Tours and Travel course still need help getting relevant material that suits students' needs and work requirements. The existing English for Tourism books still need to be more general, meet the needs of students, and are less relevant to work demands/needs (Bosica et al., 2021; Putri Ningrat et al., 2018). Meanwhile, as a top international tourism destination, there are so many Travel Agents in Bali that require workers who have adequate English competency/skills and adequate tourism knowledge, including an understanding of the potential and local culture of Bali, which is the main attraction tourism in Bali (Arismayanti, 2017; I. N. S. Wirawan et al., 2020). As an educational institution, the Undiksha English Language Education Study Program has a vision of becoming a superior study program based on Tri Hita Karana and developing human resources in the field of English education in Asia by 2045. However, career development in the tourism industry sector, one of which is in the Tours and Travel, is wide open for graduates. Teaching materials have a big role in facilitating student learning goals, both short-term and long-term, to produce graduates who comply with the standards described above. It means that the teaching materials designed can allow students to learn real communication, which allows students to communicate in English with topics raised by local wisdom so that students can communicate by providing detailed information about Bali. Balinese culture, which includes the value system, language, and traditions of Balinese people, community skills, natural resources, and human resources, as well as the structure of society and social life of Balinese people which are special characteristics of Bali which have become an extraordinary attraction so that tourists visit Bali. Based on the explanation above, this research aims to analyze the perceptions of English Language Education Study Program students regarding the teaching materials used in the English for Tours and Travel course and the basic problems faced by course teachers in developing English for Tours and Travel teaching materials. The results of this research are the basis or reference for developing further research in developing English for Tours and Travel Teaching Materials Based on Local Wisdom.

2. METHOD

This research reveals data about students' perceptions of the material provided by English for Tours and Travel course instructors and the basic problems faced by course instructors in developing

local wisdom-based English for Tours and Travel teaching materials, so this research is descriptive (Narayani et al., 2021; Widiastini & Yudiana, 2021). This research uses a quantitative approach supported by a qualitative approach. This research uses a rating scale measurement scale, where the data obtained as numbers is interpreted qualitatively (Hasanah, 2017; Sholikhah, 2016). This research was conducted at the English Language Education Study Program, Faculty of Languages and Arts, Undiksha Singaraja. The location was chosen considering the important role of this study program in providing tourism/ESP English skills that graduates can use to teach at the high school/vocational school level. These ESP skills are also very useful for graduates when they choose to work in the tourism sector, specifically in the Tours and Travel sector. The subjects of this research were 42 people, consisting of 2 lecturers teaching the English for Tours and Travel course and 40 seventh-semester students in the English Language Education Study Program, Faculty of Languages and Arts Undiksha.

Data collection methods in this research include questionnaires, interviews, and documentation. The questionnaire aims to obtain data on students' perceptions of the material provided by the English for Tours and Travel course instructor. The questionnaire consisted of 10 statements/questions responded to by 40 students regarding their perceptions of the material provided by the English for Tours and Travel instructor. For lecturers who teach the English for Tours and Travel course, the questionnaire consists of 10 statements/questions that were responded to by two lecturers who teach the English for Tours and Travel course related to the material/English they teach in the English for Tours and Travel course. The aspects contained in the questionnaire/questionnaire are formulated in several questions during the interview session to confirm the accuracy of the data obtained through distributing questionnaires. Several questions were asked regarding the problems and obstacles faced in obtaining English for Tours and Travel teaching materials by local wisdom at this interview stage to complete the data. The data obtained was then analyzed using quantitative descriptive statistical analysis techniques by calculating the mean (M) and Standard Deviation (SD) (Pratiwi & Tirtayani, 2021; Wulandari & Purwanta, 2020). Next, the scores obtained are entered into a category table using a rating scale measurement scale where the raw data obtained in numbers is interpreted qualitatively. The scores obtained are grouped into categories: Very Good, Good, Fair, Poor, and Not Good. This research also uses qualitative analysis as supporting analysis. Qualitative data obtained through interview and documentation techniques were analyzed using data reduction, data presentation, and conclusion (Hasanah, 2017; Pratiwi & Tirtayani, 2021).

3. RESULT AND DISCUSSION

Result

This questionnaire is an instrument used to obtain data regarding Undiksha English Language Education students' perceptions of teaching material in the English for Tours and Travel course. Introduction to local Balinese culture. Data regarding introducing local Balinese culture in English for Tours and Travel lectures was obtained by distributing questionnaires, interviews, and documentation. The analysis results regarding the introduction of local Balinese culture showed that the indicator average was in the score range $40 < X < 50$, meaning it was included in the quite good category. This research shows that 62.5% of students said that the material introducing local Balinese culture in the English for Tours and Travel course was quite good. Others, namely 25% in the good category and another 12.5% in the less good category. Introduction of materials related to Bali tourism markets in English in teaching. Data regarding introducing materials related to Bali tourism markets in English and teaching English for Tours and Travel lectures were obtained through questionnaires, interviews, and documentation. The analysis results regarding materials related to Bali tourism markets in English in teaching showed that the average indicator was in the score range $30 < X < 40$, meaning it was included in the poor category. The research results showed that 55% of students said the introduction of materials related to Bali tourism markets in English in teaching the English for Tours and Travel course could have been in the better category. Others, namely 7% in the good category and another 27.5% in the good category. Introduction to materials related to tourism facilities and services in English in teaching. Data regarding the introduction of materials related to tourism facilities and services in English for teaching at English for Tours and Travel lectures was obtained through questionnaires, interviews, and documentation.

The analysis results regarding materials related to tourism facilities and services in English in teaching English for Tours and Travel obtained an indicator average in the $50 < X < 60$ score range, meaning it is included in the good category. The research results showed that 67.5% of students said the introduction of materials related to tourism facilities and services in English in teaching the English for Tours and Travel course was in a good category. The other part, namely 20% in the quite good category and another 12.5% in the less good category. Introduction to materials related to tourism attractions in Bali in English in teaching. Data

regarding introducing materials related to tourism attractions in Bali in English in teaching English for Tours and Travel lectures was obtained through questionnaires, interviews, and documentation. The analysis results regarding materials related to tourism attractions in Bali in English in teaching English for Tours and Travel showed that the indicator average was in the score range $50 < X < 60$, meaning it was included in the good category. The research results showed that 55% of students said the introduction of materials related to tourism attractions in Bali in English in teaching the English for Tours and Travel course was in a good category. The other part, namely 25% in the quite good category and another 17% in the not so good category. It shows that, in general, students' perceptions of introductory material regarding the introduction of material related to tourism attractions in Bali in English in teaching the English for Tours and Travel course are in a good category, shown by the largest percentage of scores obtained. Introduction of materials that require students to present their abilities in "handling guest arrival" in English in teaching. Data regarding the introduction of materials requiring students to present their abilities in "handling guest arrival" in English in teaching English for Tours and Travel courses was obtained through distributing questionnaires, interviews, and documentation. The results of the analysis regarding materials that require students to be able to present their abilities in "handling guest arrival" in English in teaching English for Tours and Travel showed that the indicator average was in the score range $30 < X < 40$, meaning it was included in the poor category. The research results showed that 67.5% of students said the introductory materials required to present their abilities in "handling guest arrival" in English in teaching the English for Tours and Travel course were in the poor category. Others, namely 27.5% in the quite good category and another 5% in the good category.

Introduction of materials that require students to be able to present their abilities in a "handling tour" in English in teaching. Data regarding the introduction of materials requiring students to present their abilities in "handling tours" in English and teaching at English for Tours and Travel lectures was obtained through distributing questionnaires, interviews, and documentation. The results of the analysis regarding materials that require students to be able to present their abilities in "handling tours" in English in teaching English for Tours and Travel show that the average indicator is in the score range $30 < X < 40$, meaning it is included in the poor category. The research results showed that 55% of students said the introductory materials required to present their abilities in "handling tours" in English in teaching the English for Tours and Travel course were in the poor category. The other part, namely 25% in the quite good category and another 120% in the good category. Introduction of materials that require students to be able to carry out tasks in connection with tours and travel operations in English teaching. Data regarding the introduction of materials that require students to be able to carry out tasks in connection with tours and travel operations in English in teaching at English for Tours and Travel lectures was obtained through distributing questionnaires, interviews, and documentation. The results of the analysis regarding materials that require students to be able to carry out tasks carried out in connection with tours and travel operations in English in teaching English for Tours and Travel obtained an indicator average in the score range of $30 < X < 40$, meaning it is included in the poor category. Good. The research results show that 57.5% of students said that the introductory material required students to carry out tasks concerning tours and travel operations in English in teaching the English for Tours and Travel course in the poor category. Others are 25% in the good category and another 17.5% in the good category.

Introduction to material that allows students to explain all the rituals related to traditional Balinese society's life in good and correct English. Data regarding the introduction of material that allows students to explain all the rituals related to the life of traditional Balinese society in good and correct English at the English for Tours and Travel lectures was obtained through distributing questionnaires, interviews, and documentation. The results of the analysis regarding material that allows students to be able to explain all the rituals carried out related to the life of traditional Balinese society using good and correct English in teaching English for Tours and Travel obtained an indicator average in the score range of $40 < X < 50$, meaning it is included in pretty good category. The results of the research showed that 55% of students said that the introductory material was material that enabled students to be able to explain all the rituals carried out related to the life of traditional Balinese society using good and correct English in teaching the English for Tours and Travel course in the sufficient category. Good. The other part, namely 25% in the good category and another 20% in the less good category. Introduction to reservation handling material. Data regarding introducing reservation material in English for Tours and Travel lectures was obtained by distributing questionnaires, interviews, and documentation. The analysis results regarding reservation material in teaching English for Tours and Travel obtained an average indicator in the score range of $40 < X < 50$, meaning it is included in the quite good category. The research results showed that 60% of students said the Introduction to Reservations material in teaching the English for Tours and Travel course was quite good. Others, namely 27.5% in the good category and another 17.5% in the less good category. Introduction to airport handling material. Data regarding introducing airport handling material in English for Tours and Travel lectures was obtained by distributing questionnaires, interviews, and documentation. The analysis results regarding airport handling material in teaching English for Tours and Travel showed that the average indicator was in the score range $40 < X < 50$,

meaning it was in a good category. The research results showed that 62.5% of students said that the introduction to airport handling material in teaching in the English for Tours and Travel course was quite good. Others, namely 12.5% in the good category and another 20% in the less good category. Interviews were conducted to confirm the correctness of the data obtained from the questionnaire—the questions developed in the interview concern the aspects contained in the questionnaire above. In addition, the questions in questionnaire are also equipped with several questions to obtain data about the obstacles faced in obtaining English for Tours and Travel teaching materials/books that are by local wisdom. Interviews were conducted with 40 respondents to support the results of the questionnaire above. Respondents' responses said that the daily life of local communities is one of the attractions for tourists, so understanding the lives of local communities is a must. Skills in tours and travel operations are necessary to learn to be involved in carrying out tasks related to tours and travel operations. It is very important to learn about the forms used in tours and travel operations, including knowledge of SOPs (standard operational procedures). It is very important to know this to professionally do jobs related to tours and travel operations.

Discussion

This research shows that, in general, students' perceptions of the material introducing local Balinese culture in the English for Tours and Travel course are quite good, as shown by the largest percentage of scores obtained. Students in the English for Tours and Travel course positively perceive the material introducing local Balinese culture. They feel that a deep understanding of local culture is relevant in tourism, especially in destinations as popular as Bali (Jalilifar & Moradi, 2019; Sukmaratri, 2018). This material has provided rich and in-depth insight into Balinese traditions, customs, art, and history. Students consider this material a very effective way to understand better the tourist customers who come to the island. In addition, they value interactive approaches to learning, such as visits to historical places and direct interaction with local communities. Overall, this positive perception greatly boosts students' knowledge of this special tourism destination (Husin & Billik, 2019; Sriyanti & Sriartha, 2019). This research shows that, in general, students' perceptions of introductory material regarding material related to Bali tourism markets in English in teaching English for Tours and Travel course could be better, as shown by the largest percentage of scores obtained. The introduction of materials related to Bali tourism markets in the English for Tours and Travel course needs to be revised. Students have expressed concerns about the depth and relevance of the content in understanding Bali's tourism industry (Kamah et al., 2019; Putra & Astawa, 2022). They felt this course could be improved by providing more comprehensive and up-to-date information regarding market trends, consumer behavior, and competition in the Bali tourism sector. In addition, the teaching methods used need to be improved, with many students wanting a more interactive and practical learning approach. Even though the intentions are good, there is room for improvement so that students are better prepared to face the complexities of this unique and dynamic tourism destination (Maduwu, 2016; Sukatin et al., 2020).

Research shows that, in general, students' perceptions of introductory material regarding material related to tourism facilities and services in English in teaching the English for Tours and Travel course are good, as shown by the largest percentage of scores obtained. Students in the English for Tours and Travel course positively perceive the material introducing tourism facilities and services (Abdurrahmansyah et al., 2022; Taufan, 2022). They consider this material very relevant and useful in understanding the practical aspects of the tourism industry. A comprehensive introduction to tourism facilities and services has given students a strong understanding of the facilities available to tourists in various destinations, including Bali. Students appreciate the practical approach to learning, including hands-on visits to facilities and interaction with industry professionals. They feel this material has helped them develop relevant skills for working in the tourism sector. Thus, this positive perception reflects the significant value of introducing material regarding tourism facilities and services in preparing students for careers in the (Azir, 2021; Santika et al., 2022). This research shows that, in general, students' perceptions of introductory materials. The introduction of materials that require students to be able to carry out tasks in connection with tours and travel operations in English when teaching the English for Tours and Travel course could be better. The largest percentage of the score obtained shows this. Students' perceptions of introductory material which requires them to be able to carry out tasks carried out in connection with tours and travel operations in the English for Tours and Travel course are less than satisfactory (Jalilifar & Moradi, 2019; I. M. A. Wirawan et al., 2020). Many students feel that this material needs to be lighter and sometimes needs to match their level of understanding. They need help to apply the theory taught to real situations in the tourism industry. Some students find this material less interactive, and the teaching methods only sometimes facilitate better understanding. There is a need to improve the learning approach in delivering this material and provide more assistance and support so that students can more

easily master the skills required for tours and travel operations (Junaid, 2018; Sert & Boynueğri, 2017). The research results show that, in general, the students' perceptions of the introductory material. The introduction of materials related to tourism facilities and services in English teaching the English for Tours and Travel course could be better, as shown by the largest percentage of scores obtained. Introducing materials related to tourism facilities and services in English for the Tours and Travel course is considered inadequate (Jalilifar & Moradi, 2019; I. M. A. Wirawan et al., 2020). Students expressed concerns regarding the depth and relevance of the content in understanding practical aspects of the tourism industry. They feel this course needs to be improved by providing more comprehensive and up-to-date information regarding the various facilities and services available to tourists in various destinations. The teaching methods also need to be improved, with many students wanting hands-on experience and practical application of the concepts covered. There appears to be room for improvement in this area to better prepare students for the diverse and dynamic operational world of the tourism industry (Imelda et al., 2019; Wijayanthi, 2019).

This research shows that, in general, students' perceptions of the material allow students to be able to explain all the rituals carried out related to the life of traditional Balinese society using good and correct English in the teaching of the English for Tours and Travel course quite well demonstrated. by the largest percentage of the score obtained. Learners in the English for Tours and Travel course generally expressed positive perceptions of the course material, allowing them to explain various rituals associated with traditional Balinese life. They appreciated the in-depth coverage of the material and the insight it provided into the rich culture of Bali (Ardika, 2020; Atmojo, 2008). This material provides them with a substantial understanding of the various rituals, ceremonies, and traditions closely intertwined in the daily lives of the Balinese people. The students acknowledged that this course had given them the knowledge and vocabulary necessary to communicate with and educate tourists about these rituals. This has increased their confidence in guiding tourists through cultural experiences in Bali, creating a deeper and richer travel experience. Although perceptions were generally positive, some learners suggested that direct experience, such as participating in or observing these rituals directly, would provide a deeper understanding. However, the material in this course is considered a commendable basis for properly understanding Balinese culture's complexities and positively contributing to their readiness for a career in the tourism industry (Junaid, 2018; Sriyanti & Sriartha, 2019).

4. CONCLUSION

Based on the presentation of the results above, it is deemed necessary and urgent to develop English for Tours and Travel teaching materials based on local wisdom. This was revealed from the results of document analysis, questionnaires and interviews, where according to respondents it was very urgent to develop English for Tours and Travel teaching materials based on local wisdom. According to them, this teaching material is really needed as a reference that they can use for future teaching at SMA/SMK. This teaching material is also very useful for graduates when they choose to work in the tourism sector, more specifically in the Tours and Travel sector.

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