

Developing Contextual-Based Learning Materials For Local Guides

I Made Pasek Suwarbawa¹, Ni Made Ratminingsih², I Ketut Seken³

^{1,2,3}Jurusan Pendidikan Bahasa Inggris, Universitas Pendidikan Ganesha, Indonesia

Email: ¹pasekl@yahoo.com, ²made.ratminingsih@undiksha.ac.id, ³ketut_seken47@yahoo.com

Abstract

This research aimed at developing contextual-based learning materials for local guides at Ambengan village. It was research and development using modified Borg and Gall's R&D model. There were eight steps conducted in order to develop the learning materials i.e., need analysis, writing course grid, first draft, expert judgment, revision I, field test, revision II, and final product. From the data analysis it was found that (i) the local guides required English learning materials which can improve their speaking skill and help them to conduct waterfall trekking tour; (ii) The development of the materials should consider some criteria of good learning materials and follow task based model as a framework of the developed English learning materials; (iii) the developed English learning materials were categorized as excellent; and (iv) the materials were effective in improving learners' speaking skill since there was an improvement from the post-test I, post-test II, post-test III.

Keywords: contextual-based materials, ESP, local guides

1. Introduction

English becomes an important foreign language in Indonesia. According to the Indonesia Government Regulation No 20 Year 2003 about National Education System, English has been made either a compulsory or additional subject in the Indonesian schools. Besides that, English in Indonesia is also used as communication tool in tourism industry (Fatmasari, 2013). It is due to the fact that all of the aspects of tourism strongly need English as a medium of communication. Additionally, Saputri (2013) stated that English is very important for everyone who lives in an area of tourism. In line with Saputri's statement, Rahim (2012) emphasized that tourism can provide huge benefits to people around the tourism destination if they can speak English well.

Tourism itself is defined as activities of person's traveling in places outside their usual environment for not more than one consecutive year for leisure, business and other (Laborda, 2011). In Indonesia, the sustainability of tourism is maintained by tourism department which is stipulated on UU Republik Indonesia No 10 year 2009 on tourism industry. There are stakeholders that have important roles in tourism development. Those are government, tourism agencies, and society (Murphy, as cited in Fatmasari, 2013). In this case, society has the important role to develop its area to be tourism destination by promoting its culture or natural potential (Rahim, 2012). According to UU No 6 Year 2014 on rural area, one of the elements in society which has essential duty in developing tourism industry is *Pokdarwis*

Local tourism group or *Pokdarwis* has a fundamental responsibility in developing tourism industry in its area (Rahim, 2012). According to UU No 10 Year 2009 on tourism, local tourism group is built in order to maintain the tourism potential in its area in which it employs the villagers in that area to be its members. The members who are local guides have a very significant role to facilitate what travelers' need while traveling in their area. It means that every member handling the guests from other countries have to use international language in achieving the goal of the communication. Moreover, O'Brien & Ham (2012: 10) argued that every guide has to know how to be a good guide like what they can and cannot say to

the tourist. Those arguments above clearly tell that tour guide must be knowledgeable, hospitable, and communicable.

Based on interview conducted, the *Pokdarwis* of Ambengan village provides Waterfall Trekking Tour as their tourism commodity. It means that the members will deal with two components of trekking tour like handling reservation and guiding as what O'Brien & Ham (2012) explained. However, they do not have enough competencies in using English to handle those components of trekking tour since only 6.6% of the members of *Pokdarwis* graduated from tourism school. Additionally, they also do not have any instructional English materials that can assist them to learn English

Those problems above indicate that the local guides need learning materials consisting of contextual-based materials. According to Sato (2009) learning materials which are contextual-based can improve English skills since learning process is focused on students' need and meaningful learning experiences. In line with that, Ramendra & Ratminingsih (2007) pointed out that learners are easier to understand the target language if the learning process involves contextual things. Additionally, Hansman (2001) conveyed that if people learn something based on context, the context will give meaning to content.

Besides, the learning materials categorized as English for Specific Purpose (ESP) have to fulfill the target needs and learning needs of the learners (Hutchinson & Waters, 1987). According to West (1994), the materials which are based on learners' need give high motivation to the learners to learn the target language since the materials which are offered provided their reasons for learning. Moreover, a design which was proposed by Ellis, Basturkmen, & Loewen (2001) also needs to be considered in developing learning materials in the form of task-based design. This kind of material design promotes extra chance to adult learners to practice using the language a lot in speaking activities. Hence, it is appropriate with the need of local guides. Cerone (2008) in this case underlined that adult learners need learning materials that can challenge them. Those statements above show that developed learning materials which are contextual-based and use task based framework are needed by local guides at Ambengan village.

2. Methods

This study was a research and development. The subjects of this study were 30 local guides at Ambengan village. The object of this study was English learning materials for local guides at Ambengan village. Modified Borg & Gall (2003) R&D model was used as the research design. There were eight steps were followed in order to develop the materials namely, need analysis, writing course grid, first draft, expert judgment, revision I, field test, revision II, and final product. The data were collected by using some research instruments such as interview guide, questionnaires, and observation sheet. The collected data were analyzed qualitatively and quantitatively.

This phase was focused on analyzing and describing the target needs and learning needs of local guides in Ambengan village. The target needs were about local guides' problems, tasks and background. Additionally, the English materials wanted by the local guides were also analyzed in this phase. The target needs data were collected by conducting interview and distributing questionnaire. Besides, the learning needs data were collected using interview guide and questionnaire. Observations were also implemented in order to gather some data about tourism object existing in Ambengan village

Writing course grid and first draft

These phases were focused on administrating all of the need analysis data and creating the first draft of the developed learning materials. Writing course grid was making blue print about what learning materials should be developed based on learners' context. The criteria of good learning materials and materials framework were also considered in creating the first draft.

Expert Judgment and revision I

There were two expert judges assessing the quality of developed learning materials. The result of the evaluation sheet was analyzed quantitatively. The evaluation sheet applied Likert Scale where score 5 is Excellent, 4 is Good, 3 is Average, 2 is Below Average, and 1 is Poor. Then the score was measured by a formula promoted by Candiasa (2010). The formula is presented below.

$$M_i = 1/2 (\text{Score Max} + \text{Score Min})$$

$$S_{di} = 1/3(M_i)$$

M_i = the ideal Mean
 S_{di} = the standard of deviation
 \bar{X} = the score of the experts

Table 1. Formula of the scale values in evaluating the quality of the learning materials

Score	Criteria
$\bar{X} \geq M_i + 1.5 S_{di}$	Excellent
$M_i + 0.5 S_{di} \leq \bar{X} < M_i + 1.5 S_{di}$	Good
$M_i - 0.5 S_{di} \leq \bar{X} < M_i + 0.5 S_{di}$	Average
$M_i - 0.5 S_{di} \leq \bar{X} < M_i - 0.5 S_{di}$	Below average
$\bar{X} < M_i - 1.5 S_{di}$	Poor

Table 2. The final result of the formula in analyzing the quality of the developed materials

Score	Criteria
$X \geq 72$	Excellent Materials
$72 > X \geq 54$	Good Materials
$54 > X \geq 36$	Average Materials
$36 > X \geq 18$	Below Average Materials
$X < 18$	Poor Materials

Besides evaluating the first draft of the developed learning materials, the experts also gave some comments as well as suggestion to the product. Those comments and suggestions would be based on doing revision I before implementing the product.

Field test and revision II

The field test was conducted in order to analyze the effectiveness of the product. The effectiveness of the product was measured using group-post-tests comparison design. In this study, the researcher applied three post-tests. Before doing the post-tests, there were treatments conducted. The tests were in form of speaking test. The effectiveness of this product was assessed by comparing the result of the mean score of post-test I, II and III. Additionally, there was a questionnaire which was distributed in order to know learners'

opinion and suggestions about the product. The result of the learners' suggestion would be the basis of revising the developed learning materials.

Final Product

The final product was produced after completing the revision II. The product was in form of English learning materials for local guides in Ambengan village since the materials were developed based on the needs of tour guides in Ambengan.

3. Results And Discussions

Results

The interview data presented there were 30 local guides in Ambengan village. From those members, there were only 2 members graduated from tourism school. None of them ever joined a tour guide training or English course. The leader of the local guides said that all of the members learned English when they were at school only. It was also proofed by questionnaire data which shows that 100% of local guides learned English at school. Additionally, 57.1 % of local guides said that they understood people who spoke English and been able to give response minimally and 42.9% of them could speak a little bit of English. Those facts above show that the local guides in Ambengan village needed learning materials which could help them to handle the waterfall trekking tour in Ambengan village

Interview and observation data display that there were some duties of the local guides in Ambengan village. There were some tasks of local guides in Ambengan village. The analysis of tasks of local guides in Ambengan village can be seen below.

Table. 3 Tasks description of the local guides

No	Tasks	Task Description
1	Handling guest's arrival in office	<ul style="list-style-type: none"> - welcoming guest - collecting guest 'information - offering service like asking for guest' need.
2	Explaining tour itinerary	<ul style="list-style-type: none"> - telling the tour itinerary - giving general information about the tour points
3	Guiding the guest to the tourism objects	<ul style="list-style-type: none"> - guiding the guest to the tour points - describing the tour points - telling direction and time - telling the story of tourism objects and villagers' activity
4	Conducting tour activities in the tourism objects	<ul style="list-style-type: none"> - giving instruction about tour activities in tourism objects - Being able to do those activities
5	Handling guest's complaints during and after his/her trekking tour	<ul style="list-style-type: none"> - having knowledge about detail description tourism objects - handling complaints

Based on the table 3, there are five tasks of local guide in Ambengan village. Related to the need analysis data in terms of present situation, there were 10 topics of English materials needed by the local guides in Ambengan village. Course grid of developed English learning material shows the relation between those five tasks of local guides and topics of English materials which could help them to finish their tasks. Here is the correlation between the local guide tasks and topics of English learning materials

Table 4. Course grid of developed contextual-based learning materials for local guides in Ambengan village

No	Tasks of Local Guides	Topics of English Learning Materials Needed by the Local Guides
1	Handling guest's arrival in office	<ul style="list-style-type: none"> - Greeting and responding a greeting - Introducing self and other, asking guest identity (name & country) - Initiating and ending conversation - Offering service
2	Telling tour itinerary	<ul style="list-style-type: none"> - Telling tour itinerary
3	Guiding the guest to the tourism objects	<ul style="list-style-type: none"> - Describing places - Describing culinary - Describing villagers activity - Telling history - Giving Direction - Telling time
4	Conducting tour activities in the tourism objects	<ul style="list-style-type: none"> - Giving activities' instruction
5	Handling guest's complaint during and after his/her trekking tour	<ul style="list-style-type: none"> - Answering guest question about tourism objects - Handling complaint (apologizing for the incontinence during trekking tour , responding to the guest's complaint)

Based on the course grid of developed contextual-based learning materials, it can be said that the local guides in Ambengan village need to learn those English learning materials in order to finish their tasks as local guides in Ambengan village.

The content of the developed materials followed criteria of good learning materials proposed by Tomlinson (1998). The table 4 presents there were five tasks of local guide indicating units in the developed English learning materials. Each unit contained several sub-topics and each sub-topic was suitable with real situations or activities performed by local guides. Additionally, these developed contextual-based learning materials provided words, utterances in English that were developed into sentences and practical conversation for local tour guides at Ambengan village. Some of the expressions used in the developed material were translated into Indonesian. This translation was done for helping local guides to understand as well as interpret materials delivered independently. Besides that, there were useful tips used in this developed learning materials. The tips were about the guiding techniques which were needed by the local guide when doing their tasks.

The framework of the developed English learning materials followed Ellis (2006) design. His material design model was a task-based. There are three phases in task based materials' framework. Those are pre-task, during task, and post-task. Those phases above present the chronology of developed learning materials in every unit. Here is the detail of developed learning materials design.

Table 5. The Framework of Developed Learning Material Design in Every Unit

Phases	Description
Pre-Task	Snapshot: brainstorming, motivating, showing correct model of language use
During-task	Performing the tasks under time pleasure Activities: repetition, produce a sentence, make a conversation
Post-Task	Language focus (grammar and vocabulary) Activity ex. : complete text / conversation

Phases	Description
Vocabularies	Providing a box of vocabularies translation which appear in during task activity
Tips	Some short tips or techniques that learners need to apply while communicating with the guests

In this developed learning materials, there were pre-task, during-task and post-task. Besides, there were also two additional materials which were involved in every unit. Those were 'vocabularies' and 'tips'. The detail description about activities conducted in the every unit following task based framework can be seen below

Table 6. Pre- task activities of each unit of the developed learning materials

No	Unit	Activities
1	Unit 1	Identifying picture, answering question related to the picture and topic. Reading examples of conversation and answering questions
2	Unit 2	Identifying picture, answering question related to the picture and topic. Reading examples of conversation and answering questions
3	Unit3	Identifying picture, answering question related to the picture. Reading examples of conversation and answering questions
4	Unit 4	Identifying picture, answering question related to the picture and topic. Reading examples of conversation
5	Unit 5	Answering questions related to the topic, reading example provided. Identifying words/phrase used

Pre-task in every unit aimed at motivating student to learn the topic provided. In this phase pre-task would directly connected students' prior knowledge into materials that were going to be taught. Pictures used as pre-task were authentic pictures and the questions offered were questions related to the topic. Besides, there were also another activities conducted in the pre-task like reading example of language used and answering question related to the conversation provided.

Table 6. During-task activities of each unit of the developed English learning material

No	Unit	Activities
1	Unit 1	Repetition, making sentences, making short conversation
2	Unit 2	Repetition, making short conversation, making short monologue, practicing the conversation and monologue made by learner
3	Unit3	Performing the conversation provided (role play), making some sentences.
4	Unit 4	Answering some questions, role play
5	Unit 5	Repetition, making conversation based on theme given, performing conversation made by the learner

Most activities in learning process were delivered during task phase. There were five kinds of activities in during task. Those were repeating conversation provided, reading conversations/monologue, making sentences, making short conversation, and role play.

Table 7. Post-task activities of each unit of the developed English learning material

No	Unit	Activities
1	Unit 1	Completing conversation
2	Unit 2	Completing conversation & completing monologue text
3	Unit 3	Rearranging words/phrase provided Completing monologue text
4	Unit 4	Completing conversation
5	Unit 5	Completing conversation

Based on table 7, the activities in post-task phase were mainly concentrated on reconfirming what learners had done in pre-task and during-task activities. There were two activities presented in this phase. Those were completing conversation and completing monologue text.

After completing the first draft of the developed learning materials, it would be evaluated by two expert judges. The expert judges evaluated the product by using evaluation form which was based on the criteria of good learning materials proposed by Tomlinson (1998). Based on the evaluation result of expert judgment, it was found that the total score given by the first and second expert judges were 72. It could be said that the product was categorized as excellent material since X score was equal with the standard score of excellent category.

Besides evaluating the quality of the product, the expert judges also gave comments and suggestions. Those comments and suggestion were being basis of completing the revision I. After finishing the revision I, the product was implemented to the field test. The field test was conducted in order to analyze the effectiveness of the product. The effectiveness of the product was measured using group-posttests comparison design. The mean score of every post-test was compared in order to analyze the improvement of the users' mean score. By comparing the result of the three post-tests, it clearly showed that there was significant improvement toward learners' mean score. The comparison is presented in the following figure.

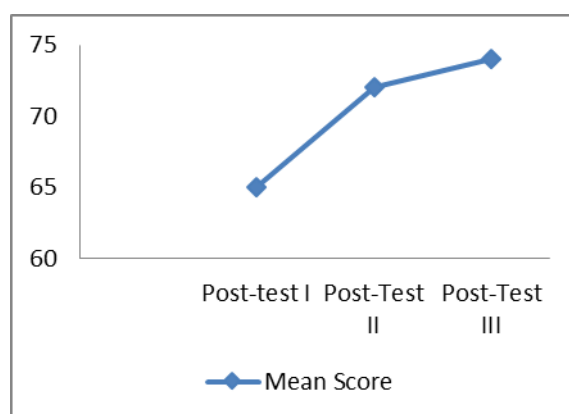


Figure 1. The comparison of post-tests' mean score

Figure 1 reports that the mean score of post-test I was 65, mean score of post-test II was 72 and mean score of post-test III was 74. It means the product was effective to improve learners' speaking skill since the improvement was consistent from the post-test I until the post-test III. Additionally, there were also extra data gained to support this finding. The additional data were collected in order to know the students' opinion as well as suggestion toward the product used in the field test.

The revision II was made based on users' suggestion about the product. There was only one suggestion given by the users. They wanted more vocabularies presented in the vocabularies box. After completing the revision II, the last phase could be conducted. The last phase was the final product. The product was in form of English learning materials for local guides in Ambengan village since the materials were developed specifically for local guides in Ambengan.

Discussions

The findings about need analysis which was done by the researcher reported that there were two kinds of need analysis wanted to be collected. Those were target need and learning need. The need analysis data were very important to be inserted in developing materials since materials development based on learners' situation would motivate learners to learn. Laborda (2011) supports this situation. She said that learning materials which is based on learners' need directly connect learners' experiences into materials and it can motivate them to learn. Additionally, Saputri (2013) also assisted this current study. She was conducted need analysis in order to develop materials and it was useful for motivating learners to learn language. So, need analysis was needed to be conducted in developing learning materials for vocational education.

In developing the learning materials the author used task based model proposed by Ellis (2006). The framework of the product in every unit was pre-task, during task, and post-task. By conducting tasks as learning experience for the user was successfully improve learners' speaking skill since they got extra chances to practice. It was supported by Ellis et al. (2001). They indicated that task is one of the useful ways that can improve learner's language skill. It is because tasks provide chances for the learners to comprehend the language individually and tasks also promote students' center learning. Besides, Cercone (2008) agreed about applying tasks as learning activity since tasks can challenge as well as motivate learners to practice a lot. This finding was also supported by the previous study conducted by Fatmasari (2013) who conducted tasks as the main activity in teaching and learning process. Those data above show that the task based framework used in this current study was appropriate with the learners' needs in which the local guides in Ambengan village required learning experience that give them opportunity to practice their speaking skill.

The contents of the developed learning materials were contextual-based materials. The contextual-based materials were presented in order to motivate learners to learn and also provide meaningful learning. This situation was assisted by Sato (2009) statement. He stated that learning materials which are contextual based can improve English skills since learning process is focused on students' need and meaningful learning experiences. In line with Sato (2009) statement, Ramendra & Ratminingsih (2007) also supported this finding since they said learners are easier to understand the target language if the learning process involves contextual things. Additionally, Hansman (2001) also had the same agreement with the developed learning materials which are contextual based. He argued that if people learn something based on context, the context will give meaning to content, and then it will make learners easy to comprehend the language.

The quality of this product was measured by expert judges considering the criteria of good learning materials proposed by Tomlinson (1998). The result of the expert judgments were 72 which was categorized as excellent materials. This finding shows that the developed learning materials were already based on criteria of good learning materials. Beside the quality of the product, the effectiveness of the developed learning materials was also analyzed. The analysis was done using group post-test comparison. The result of the

field test shows that there was improvement toward learners' speaking skill after learning using the product. It was proved by the consistency of improvement starting from learners' mean score in the post-test I, post-test II, and post-test III. This finding echoes the study by Saputri (2013) in terms of the use of group post-tests comparison in which this model was appropriate for gaining data about effectiveness of the product.

4. Conclusion

This study was focused on developing contextual-based learning materials for local guides. There were eight steps followed in order to develop the materials namely, need analysis, writing course grid, first draft, expert judgment, revision I, field test, revision II, and final product. From the data analysis it was found that 1) the local guides required English learning materials which can improve their speaking skill and help them to conduct waterfall trekking tour; 2) the materials that should be developed were contextual-based English learning materials for local guides. The development of the materials should consider some criteria of good learning material and followed task based model as a framework of the developed English learning materials; 3) the developed learning materials was categorized as excellent materials ; and 4) the developed English learning materials was effective in improving learners' speaking skill

There are some suggestions proposed in this research. The suggestions are made for local guides of *Pokdarwis* at Ambengan village, head of tourism government of Buleleng regency, and researchers who want to conduct similar research.

First, the members of *Pokdarwis* at Ambengan village should practice speaking continuously. They need to be able to communicate in English in order to run their tasks better.

Second, head of the tourism government of Buleleng regency has to hold a regular English course for the members of *Pokdarwis* at Ambengan village. He can hire an ESP expert to teach them intensively.

Third, the result of this study can be used by other researcher as one of the empirical review to conduct further research on English for tourism

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