

Task-Based Training Materials For Ecotourism

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Abstract

This study aimed at developing training materials for ecotourism at Sambangan village. This research was a research and development using modified Borg and Gall design. There were some steps conducted in order to develop the training materials, i.e., need analysis, the designing of the first draft, expert judgment, revision I, field test, revision II, and final product. There were four instruments employed to obtain the research data, i.e., observation, document study, questionnaire, and interview guide. The findings were described descriptively. The results of this study showed that (i) the tour guides needed tasks-based training materials that could improve their speaking skill, (ii) developed training materials based on tasks of the members of kelompok sadar wisata had been evaluated as excellent materials, (iii) The developed training materials was readable, implementable, and measurable.

Keywords: ecotourism, training materials, tasks

1. Introduction

Ecotourism becomes an increasingly important point of tourism industry (Ballantyne & Hughes, 2001). Additionally, Cooper (1999) explains that ecotourism is a form of travel to a natural area which is done with the aim at conserving the environment and giving significant benefits for the local people around that area. It is in line with Eplerwood (1999) statement. He emphasized that ecotourism is a responsible travel to the natural areas giving opportunity to local people to create tourism industry. Those explanations above show that ecotourism is a form of tourism responsible for the preservation of unspoiled areas giving economic benefit and maintaining the integrity of local culture for the society. Based on Undang-Undang No. 10 Year 2009 on tourism, one of the essential components in society is local tourism group. It is built in order to develop tourism potential.

Sambangan as one of the tourism villages in Buleleng-Bali has beautiful views like rice terrace and seven waterfalls, they are: Pucuk, Kembar, Kroya, Aling-Aling, Canging, Dedari, and Cemara waterfalls. Those interesting natural views make Sambangan village becoming tourism village. *Pokdarwis Tunjung Mekar at Sambangan village* was formed in 2004, but it started to be developed and managed the tourism object since 2012.

The members of *Pokdarwis* have some tasks like welcoming guests, telling itinerary, guiding the guest to the tour point, conducting activities in the waterfall and handling complaint. In handling those tasks the members of *Pokdarwis* have to master English in order to achieve the goal of communication with the guests. Communication itself is defined as the process of meaningful interaction among human beings. Communication is defined as transferring information from one place to another (Sadtono, 1997). Further, a tool that is used by people who have different native languages to communicate is English. English plays an important role as a bridge for local people to communicate with the tourists. In line with that statement, Saputri (2013) states that English is very crucial language for the people who work in tourism area.

The other interview result showed that an English training had been given by tourism government to *Pokdarwis Tunjung Mekar at Sambangan village*, but it was only about general English. Additionally, Listiari (2016) created a book about practical bilingual

vocabulary for *Pokdarwis Tunjung Mekar Sambangan*. The book consisted of vocabularies, illustration of the vocabularies and the conversation based on the vocabularies given. However, that book is vocabulary-based which tends to introduce general English, such as numbers, date, hobby, personality, sport, weather, and so on, which are less connected to the context. The members of *Pokdarwis* actually need training materials which relate to their tasks or occupational based materials. Harsono (2007) states that developing learning materials for ESP is more demanded than that for general English because the availability of the ESP learning materials in public is very rare. English for tourism is one of the most attractive areas of ESP. The materials which relate to the learner's context or job will directly draws upon students' diverse skills, interests, experiences, cultures and integrates these into what and how students learn and how they are assessed (Berns & Erickson, 2001). It means that contextual learning helps the learner not only relate the content to the meaning but also give reasons why that learning is important. Related to the interview done, the members need training material which based on their tasks in guiding the guests to tourism object. According to Ramendra & Ratminingsih (2007), contextualization which is introduced by the media can help the learners to understand the language easily.

Based on those reasons, this research aimed to develop training materials for ecotourism for the members of *Kelompok Sadar Wisata* at Sambangan village based on their tasks. The training materials were occupational purpose or based on learners' need. The members of local tourism group need to learn meaningfully by connecting the real world or the environment around them. Contextual based teaching and learning is an appropriate approach for the local tourism group. Besides that, O'Brien & Ham (2012) state that it does not enough to be a tour guide if they can only communicate with foreigner without knowing the technique of guiding. It means that a tour guide should know the knowledge, skill and attitude of tour guide in order to handle the guests. This research is a Research and Development and it adapted Borg & Gall (2003) Research and Development model which consists of need assessment, designing the first draft, expert judgments, revision I, product field test, revision II and final product. The materials that developed in this study is occupational based which depends on the members' tasks in handling the guests as the result of need assessments and need analysis. The training materials developed by task based model design by Ellis (2006).

2. Methods

This research was conducted by using research and development design. This research was undertaken to develop training materials for ecotourism at Sambangan village. Therefore in designing the model, the researcher used Research and Development model adapting Borg and Gall model (2003). The model consists of seven steps: need analysis, designing first draft, expert judgment, revision I, try out, revision II, and final product.

To gain the information about the members' needs the researcher conducted need assessment and need analysis. The researcher did observation and need assessment by collecting the documents such as syllabus for tour guide from SMK N 1 Singaraja. The researcher wanted to know the knowledge, skill and attitude that the tour guide should have. Besides, the researcher interviewed the leader and members of *Kelompok Sadar Wisata Tunjung Mekar* at Sambangan village to know their educational background, tasks, and experiences. Besides, the researcher also conducted questionnaire to know the target and learning needs. The other questionnaire was delivered to know the readability and implementability of the training materials.

3. Results And Discussion

The next step is designing the first draft. This research used Ellis (2006) model design, which the materials in form of pre-task, during-task and post-task. Ellis (2006) stated that using task-based language learning as a framework of developing materials will promote students' individual work and also it makes the students practice a lot through some tasks provided. Based on interview data, members of *Pokdarwis* at Sambangan village need learning experiences promoting individual learning and challenging activity. The first phase is 'pre-task' and it concerns the various activities that teachers and students can undertake before they start the task, such as whether students are given time to plan the performance of the task. The second phase is 'during task', the tasks contain various instructional options, including whether students are required to operate under time-pressure or not. The final phase is 'post-task' and involves procedures for following-up on the task performance. The researcher developed training materials for the members of *Pokdarwis* in which they were adult learners since their age around 19-45. Wynne (2012) stated that adult learners like challenging activities in their learning experience. Additionally, Frey & Alman (2003) stated adult learners need to connect learning to their knowledge and experience base. Adult learners also prefer to act freely in directing themselves Cercone (2008).

This draft was validated by experts. The first expert judge was Dr. I Gede Budasi, M.Ed. The second expert judge was Dr. Ni Made Ratminingsih, M.A. Evaluation form based on the criteria of good materials proposed by Tomlinson (1998) was used to validate the product. There were fifteen items that should be evaluated by the expert judges.

After validating product by the experts, the calculation was done by using formula. The formula used to calculate the product was proposed by Candiasa (2010). The formula is presented below.

Table 1. Formula Used in Analyzing the Quality of the Materials Developed

Score	Criteria
$X \geq Mi + 1.8 Sdi$	Excellent Materials
$Mi + 1.8 SDi > X \geq Mi + 0.6 Sdi$	Good Materials
$Mi + 0.6 SDi > X \geq Mi - 0.6 Sdi$	Average Materials
$Mi - 0.6 SDi > X \geq Mi - 1.8 Sdi$	Below Average Materials
$X < Mi - 1.8 Sdi$	Poor Materials

Candiasa (2010)

Table 2. The final result of the formula in Analyzing the Quality of the Materials Developed

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

The final result of the formula above is used for categorizing the draft. Revision on the draft was conducted based on the correction and suggestion from the expert judgments.

Try out was conducted in order to find out the empirical training materials. Moreover the members' responses and comments about the use of this training materials were

prominent to support the finding of this research. The try-out was conducted in form of training for the members of *Pokdarwis Tunjung Mekar*. The training materials was used as the main materials in the process of training.

There were three post-tests conducted in order to know whether the use of this materials could improve students' speaking or not. Those tests were post-test. Both tests were in form of performance test of speaking. By comparing the result of those tests, the measurability of this materials were identified. Moreover, in order to know the members' opinion toward readability and implementability of this materials, the researcher used questionnaire to gain the data. After trying out the product based on users' suggestion, the researcher conducted revision II.

The final product of training materials was produced after the researcher completed the revision II. The final product would be in form of English Training Materials for the members of *Kelompok Sadar Wisata Tunjung Mekar* at Sambangan village.

The occupational needs were assessed from the result of interview, document analysis, and questionnaire with the members of *Kelompok Sadar Wisata at Sambangan* village, expert of guiding material, document study about the knowledge and skill that should be mastered by the members. Besides, the researcher also gave questionnaire to know the target and learning needs (Hutchinson & Waters, 1987). The assessed needs of the member's tasks and the competency that they should be mastered were then analyzed in terms of descriptive profiles. After analyzing the members' tasks and the competencies, the needs were profiled in the following table.

Table 3. Profile of Local Guides' Needs

No	Tasks	Knowledge	Skill	Attitude
1	Welcoming guests	Process of welcoming the guests and collecting the guests' data	Greeting, Introducing self and others	Polite, hospitable. and thorough
2	Telling itinerary to the guests	General information about itinerary for the guests	Telling itinerary, offering service	Honest, responsible, discipline, innovative, and care
3	Guiding the guests to the tour points	The information about tour point' surrounding (rice field, temple)	Describing tourism object	Responsible, honest, hospitable. and thorough
4	Conducting tour activities in the tour points	The activities in the tour point and the instructions	Telling how to do the activities safely	Responsible, honest, hospitable. and thorough
5	Handling complaints	Knowledge of responding tourists' complaints	Handling tourists' complaints	Responsible, honest and hospitable.

After profiling the members' training needs in terms of tasks, knowledge, skill, and attitude, a schematic first draft was developed. The schematic draft was meant as a systematic draft for developing the intended training materials. There are five tasks needed by local guides in handling trekking tour. The first draft was designed Ellis (2006) model design. It can be seen below

Table 4. Pre- task activities of each unit of the developed training materials

No	Unit	Activities
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1	Unit 1	identifying picture, answering question related to the topic
2	Unit 2	Reading example of monologue of trekking itinerary
3	Unit3	Identifying picture, answering question related to the topic
4	Unit 4	Answering questions related to the topic
5	Unit 5	Identifying picture given

Pre task in every units aim at motivating student to learn topic provided. In this phase pre task would directly connect 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 which were related to the topic.

Table 5. During- task activities of each unit of the developed training materials

No	Unit	Activities
1	Unit 1	Repetition, Role play, make short conversation
2	Unit 2	Reading example of short monologue, repetition, role play, making short conversation,
3	Unit3	Repetition, describing pictures, making short conversation
4	Unit 4	Answering some questions, role play,
5	Unit 5	Repetition, making short conversation, performing,

Most activities in learning process are delivered in 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 6. Post-task activities of each unit of the developed training materials

No	Unit	Activities
1	Unit 1	Complete conversation, identifying expressions used in the conversation
2	Unit 2	rearrange words into sentence
3	Unit3	Rearrange words into sentence
4	Unit 4	completing text, rearrange words into sentence
5	Unit 5	Rearrange words into sentence

Table 6 shows that the activities in post task phase were mainly concentrated on reconfirm what learners have done in during task activities. There were some activates delivered in this phase, completing conversation, identifying expression used in the conversation, rearrange words into sentence, and complete text. After making first draft, the expert judgments evaluated the draft based on good criteria of materials by Tomlinson.

Based on the evaluation results of expert judgment, it was found that the total score given from the first expert judge was 71, the total score given from the second expert was 73. It can be concluded that the materials categorized as excellent materials ($72 \geq 72$). The experts also gave comment and suggestion to the researcher about the strengths and the weaknesses of the draft.

The first expert said that the strength of this materials development was all units already consist of input, language focus and tasks. The first experts argued that the strength of this materials was based on need analysis and the second expert argued that this product were connected to the users' job. However, there were some weaknesses that should be

revised by the author. The first expert asked the author to add some overviews in each of the aspects and change the picture of task 1 in unit 1 and add more questions that related to their real life. The second expert gave suggestion on grammar and spelling. Besides, the expert asked the author to add more vocabularies in each unit to help the users easily to understand the content. Those comments as well as suggestion would be noted by the author in revising the draft.

After revising the draft, the next step was trying out the product to the members of *Kelompok Sadar Wisata* at Sambangan village. The try out was conducted at the office of *Kelompok Sadar Wisata Tunjung Mekar* at Sambangan village. There were 26 members of *Pokdarwis*, but only 20 members could join the training. The detail result of the try out can be seen as follows

The readability of the product was measured by the members' responses toward the product. Ten users gave their comments on the developed materials.

The 60% members stated that they did not have any difficulties in learning the materials. They also liked the pictures and illustrations in the materials, it is proved by 60% like the picture and illustration very much and 40% like the picture and illustration. The 70% members said that the picture helped them to understand the materials. The 55% of members said that the language use of the training materials were easy to be understood.

Based on the results of the questionnaire above, the materials were easy to be read, since the picture helped them to understand the materials. The members also liked the pictures and illustrations in the training materials.

The implementability of these materials can be shown in the result of the questionnaire conducted by the researcher after implementing the materials. The result was 50% of the members stated that they liked the material in the training materials and 50% of members liked the material in the training materials very much. The materials development in the product was also suitable for the local guides since 30% of the members said that the materials appropriate with their needs and 70% of the members assumed that the materials very appropriate with their needs. 50% of the members said that they liked the activities in the training materials. The activities in the materials can help the members to learn English, it is proved by 50% of them agreed with that statement. 60% of the members can answer the tasks in the materials. The activities in the materials motivated them in learning English, since 80% agreed with that statement.

So, it was found that the members of *Pokdarwis Tunjung Mekar* had positive impression on the use of the developed materials. The materials also explained in the simple language, which helped them to understand the materials and they could implement the materials in their real situations or tasks.

The product was measured using group-post-tests comparison design. This design required the researcher to conduct post-test twice or three times. In this current study, the researcher applied three post-tests. Before doing the post-tests, there were treatments conducted. Those tests conducted in order to analyze whether the implementation of this developed training materials could improve learners' speaking skill or not. Three sessions were conducted in order to check the materials. The result of three post-tests can be seen below.

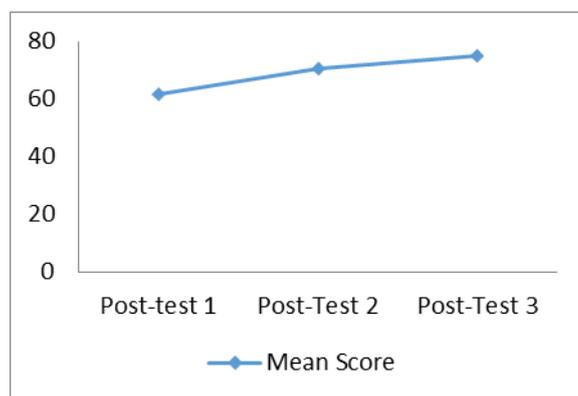


Figure 1. The comparison of post-tests' mean score

Based on the figure 1, the mean score of 3 post-test significantly improved. The mean score of post-test 1 was 61.5. The mean score of post-test 2 was 70.5 and the third pos-test was 75.

Based on the result of the try out, the revisions II were needed in this research since this research modified Borg & Gall (2003) design. This revision was the last revision before producing final product. Suggestions from the users would be sources of doing revision II. Based on the findings data about students' responds toward the product, there was only one suggestion from user. That was adding more vocabularies in box of vocabularies in every unit.

The final product of training materials was produced after the researcher completed the revision II. The final product was in form of English Training Materials for the members of *Kelompok Sadar Wisata Tunjung Mekar* at Sambangan village.

In this discussion, there are three points discussed here, 1) the needs for the members of *Kelompok Sadar Wisata Tunjung Mekar*, 2) The conceptual training materials, 3) The empirical training materials. The need analysis helped the researcher to manage appropriate materials in the developed training materials. It is in line with Saputri (2013), the materials development helped the users to deal with their job. Need analysis was important and it can help the researcher to develop training materials that suitable for the members of *Kelompok Sadar Wisata Tunjung Mekar* at Sambangan village.

To develop every unit in the training material, the researcher used Ellis (2006) design. The material design model is task based. Task-based language learning as a framework of developing materials can promote students' individual work and also it makes the students practice a lot through some tasks provided. Based on interview data, members of Pokdarwis at Sambangan village need learning experiences promoting individual learning and challenging activity.

The researcher used task based learning as the best way to make students to learn language since this approach provide some tasks covered pre task, during task, and post task. Task based language learning was emphasizing on learning to communicate through interaction in the target language. The researcher facilitated examples of conversation in every unit that can make the users learned to communicate with target language. This statement had correlation with Ellis (2006), that task as a piece of classroom work that involved learners in comprehending, manipulating, producing or interacting in the target language while their attention was focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention was to convey meaning rather than to

manipulate form. As the result, all of the guides gave positive respond toward the English training materials.

In this study, the pre-task in every units aimed to remind student' experiences to learn topic provided. In this phase pre task would directly connect 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 which were related to the topic. Most activities are delivered in 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. In post task phase were mainly concentrated on reconfirm what learners have done in during task activities. There were some activates delivered in this phase, completing conversation, identifying expression used in the conversation, rearrange words into sentence, and complete text. Tasks based learning model was appropriate for the members of *Pokdarwis* at Sambangan village who are adult learners really need learning experiences that give them extra chances to practice their speaking skill. It is in line with Wynne (2012) that adult learners like challanging activities in their learning experience. The training materials developed by task-based learning model already provided some tasks that can challenge the members of *Pokdarwis*.

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There were two expert judges who measured quality of the developed English training materials. The two expert judges were participated to validate the product. The product was evaluated by using evaluation form which was based on the criteria of good materials proposed by Tomlinson (1998). There were fifteen indicators of good materials. Those indicators covered three aspects of criteria of good materials. Those were content, language used and activities and assessment. The draft was assessed by two experts and the result of the developed English training materials for local guides at Sambangan was excellent materials.

The result of the try out reports that the mean score of post-test 1 was 61.5, mean score of post-test II was 70.5. The learners' mean score in post-test III was 75. It means that there was improvement in each session. The improvement was consistent from post –test I until post-test III. Based on this finding, the developed English training materials for local guides of *Pokdarwis* at Sambangan village was effective in improving students' speaking competence.

Overall, the local guides gave positive respond toward the product. They could improve their knowledge, skill and attitude through training materials for the members of *Pokdarwis* at Sambangan village.

4. Conclusion

Based on the above findings, there are three main results that can be concluded in this study (i) the tour guides needed tasks based training materials that could improve their speaking skill, (ii) developed training materials based on tasks of members of *kelompok sadar wisata* had been evaluated as excellent materials, (iii) The developed training materials was readable, implementable, and measurable. There are two suggestions proposed in this research. The suggestions are made for the members of *Pokdarwis* at Sambangan village and other publisher who wants to develop similar materials. First, the members of *Pokdarwis* at Sambangan village should learn and practice their speaking skill. Second, the result of this study can be an alternative by other publisher to develop the materials for tourism.

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