

LOCAL LOAD-BASED ENGLISH INSTRUCTIONAL MATERIALS DEVELOPMENT FOR PROMOTING TOURIST ATTRACTIONS OF EAST NUSA TENGGARA

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ABSTRACT

As one of the sixteen destinations included in the main strategy of tourism development and creative economy of Indonesia, East Nusa Tenggara has a number of tourist attractions. Interesting and amazing tourist destinations there are komodo dragons, nature tourism Lake Kelimutu, heritage tourism, Kupang the city of 1000 churches, traditional weaving crafts, and still many others. Of those tourist attractions, not many are adequately exposed due to the lack of sufficient promotion. English materials development as one of the subjects at English Department can support the tourism promotion. Making use of tourist attraction brochures, hotel brochures, tourism maps, transport information, a pocket book of guiding are just examples of the materials development that can be implemented as the assignment for the students to complete. Providing users or students and teachers with local-load materials development they create will be a stimulus that encourages more and more institutions to develop similar materials. The principles of localised, personalised, energised by teachers and learners as stated by Tomlinson (2012) are applicable to this concept. As for the content of the tourist attraction brochures, there is a principle of 4 As, namely attraction, accessibility, amenities, accomodation (Sarino, 2009). Strategies to implement the principles in English materials development for tourist attraction largely depend on the kinds of attraction or it might be combined with accessibility or accomodation. Localised materials in English designed to meet the local and global needs in the form of books, the Internet presentations, brochures or other forms of media are a way to contribute to promotions of East Nusa Tenggara.

Key words: English materials development, tourist attraction, promotion, local-global

Introduction

East Nusa Tenggara, specifically Komodo island, is one of the sixteen destinations included in the main strategy of tourism development in Indonesia. The formula of sixteen plus seven plus sixteen plus eight sixteen plus eight (16+7+16+8) has the meaning that the Department of Tourism and Creative Economy Indonesia has the strategy to develop 16 destinations in Indonesia and 7 special interests or thematic tourism to market them to 16 main global markets including marketing 8 sub sectors of creative industry. The area or region of the

sixteen destination cover Lake Toba, Seribu Isles, Old City of Jakarta, Borobudur, Bromo, 2ntamani, Lake Batur, Menjongan –Pemuteran (Bali), Kuta-Sanur-Nusa Dua, Mountain Rinjani (West Nusa Tenggara) Komodo (East Nusa Tenggara), Ende-Lake Kelimutu (East Nusa Tenggara), Tanjung Putting (Central Kalimantan), Toraja (South Sulawesi), Bunaken (North Sulawesi), Wakatobi (South East Sulawesi) and Raja Ampat (West Papua). The thematic tourism or special interests attractions are: culture and heritage, nature and ecotourism, sports and recreation, cruiseships, culinary and shopping, health

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and wellness and MICE. The eight subsectors of creative economy include fashion, film-video-photography, handicrafts, interactive games, culinary, music, art performance, information technology.

Who are the markets of Indonesia? There are four market classifications. The first main foreign tourist markets cover these countries: Malaysia, Singapore and Australia. The primary foreign tourist markets cover China, Japan, South Korea, the Philippines, Taiwan, the USA, the United Kingdom, and France. Potentials foreign tourists market include these countries: India, the Netherlands, the Middle East countries, Germany, and Russia. Domestic markets are: Sumatra, Java, Kalimantan, Sulawesi, Maluku, and Papua (Pangestu, 2014).

With reference to East Nusa Tenggara specifically with its Lake Kelimutu and Komodo included in the main strategy of Indonesia tourism development, promoting these spots is not only the responsibility of the Department of Tourism and Creative Economy. Education institutions, specifically English Education Departments in East Nusa Tenggara, can largely and actively take part in promoting those two areas to foreign tourists and domestic tourists. When the two tourist attractions are developed, the potential tourist attractions nearby will also develop as commonly tourists will not only pay a visit to one single tourist attraction. Therefore, what they need is detailed and accurate information of the neighboring spots. Visiting Kelimutu National Park is the first tourist attraction. Following this, other interesting and related tourist spots can be considered: Moni water fall, traditional weaving crafts, Lamalera, Lembata, the place where a famous Indonesian linguist Dr. Gorys Keraf was born, and a house where *Bung Karno*, the first president of Indonesia, was in exile during the colonial time. With detailed and accurate information, a chain of tourist visits will ensue.

All of the aforementioned resources are meaningful for education institutions as well to consider for materials development purposes. Based on Curricu-

lum 2013 of Junior High School and High Schools, there are lessons of Art and Culture, Music, Art performance, Handicrafts, Indonesian, and English, Religion Education, Economics and other subjects. All of these lessons can be connected to support the development of the eight subsectors of creative economy. By so doing, every education institution will have its local genuine products made by implementing the principles of materials development in the form of listening, speaking, reading, or writing. The materials are then developed and packed into the form of promotion. This activity can be started from the effort for growing students' sense in caring and loving the nature and culture of the students' environment.

This paper is an attempt to discuss the contribution of English materials development to the tourist destination promotion which will have the impact at least on the teacher's activity as a course developer and students who will have the sense of belongings of nature and culture and support the government to attract the tourists for the enhancement of promoting East Nusa Tenggara.

How to Connect English Materials Development and Tourism Contents

Some principles of materials evaluation are to help the learners to connect the learning and the experience in the classroom to their own life outside the course. Learners think, say, and learn more if they are given experiences or texts to respond. It can also become a way to engage the emotions of the learners: laughter, joy, excitement, sorrow and anger, all can provide learning (Tomlinson, 2009). Another principle of materials development is using authentic contents: using the real fact information instead of made-up content (Cunningsworth, 1995). In relation to teachers as a course developers (Graves, 1998), however, commonly teachers are faced to the lack of materials in which to some teachers, developing instructional materials can be not only an opportunity but is also a challenge. It is understandable as materials development to some extent is time consuming. Howev-

er, when the teachers encourage themselves and the students to use what they are already familiar with using the principles of localised, personalised and energised (Tomlinson, 2012), the hard work can be minimized as what they are doing is something that they know and it will arouse their emotions, which is a good point to start materials development for classroom purposes.

To connect materials development with the tourism content understanding, or referring to the needs of human beings is a very helpful clue as it is stated Maslow theory. Maslow theory states that there are five needs of human beings starting from the low level to the highest level. They are physiological (breathing, food, water, sex, sleep, homeostasis, excretion), safety (security of body, of employment, of resources, of morality, of the family, of the health, of property) love/belonging (friendship, family, sexual intimacy), esteem (self-esteem, confidence, achievement, respect of and by others) and self-actualization (morality, creativity, spontaneity, problem solving, lack of prejudice, acceptance of facts). In Indonesia there is a proverb saying the needs of fulfilling *pan-gan*, *sandang*, and *papan*, which literally means that the three are the basic needs of people: food, clothes and home which in Maslow theory these are in the level of physical needs. With the growth of the improvement of middle class generation, and the strong culture tradition as *Iedul Fitri*, Christmas, weekends and other national holidays, people fulfil not only the basic but also other needs, including self actualization of visiting tourism spots. To add what it is stated in Maslow theory for Indonesians, after meeting the basic needs of *makan*, *sandang* and *papan*, there is a need of *dolan* meaning visiting tourism spots whether it is close to where the people live, within the regions in the country or abroad is also a need. So, teachers can start talking about something that attract the students' interest from *dolan* to the area where they live and that can arouse the the students' and teachers' pride and interests. This aspect can be associated

with the needs of esteem and self actualization of Maslow theory.

To enrich what is being talked or discussed in every hierarchy of Maslow theory, discussions can be broken down into some specific topics of tourism. To talk about food, water and home is similar to talk about food and home in Indonesian philosophy and the same as talking about amenities or facilities which include accommodation, food, local transport, communications, and entertainment at the site. Talking about attractions whether it is event attraction, natural or man-made can also be classified as a tourist attraction. Talking about site attraction can also be site attraction, meaning that the destination itself has the appeal to tourists, and there should be particular and detailed information of accessibility, amenities and accommodation (Sarino, 2009). Therefore, a geographical region such as East Nusa Tenggara is a site attraction.

The aforementioned illustration is the way how to connect the principles of materials development and the way how to start the students to learn about the content. It now depends on what can be explored in Komodo and Ende and what points that will be prioritized to be promoted. Based on the observation of the information on the Indonesian brochures and internet, there is still little information of tourist attractions which implement the principles of 4 As. Which language skills to be focused depends on what information that would be prioritized. Reading can be the priority, or writing, listening and speaking as separate skills or in integration. Other factors such as approaches, methods, strategy and techniques are also considered to give the characteristics of the materials. The important thing is that teachers are able to facilitate and direct the students on both the content and the language, and then use the language in real-life practice, including dealing with promotions of tourism spots.

Local and Global Approaches and the Issue of Region Self Made Materials

Materials development has the contribution to the teacher development

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(Tomlinson, 2003). There are many things that teachers can learn in the sense that material development provides rich and varied experiences so that teachers have concrete experiences to base their developing principles, conceptualisations and theories on materials development. It provides a variety of context specific beliefs so that the teachers are aware of the needs for variability in materials development and in teaching in order to help them become flexible and versatile. It also provides so important feedback that the teachers are encouraged and can learn from the experience and expertise of the facilitator and many other points (Tomlinson, 2003). Commercial publishers will respond to the challenge from local publications (Tomlinson, 2003 and 2009). In the case of developing materials of East Nusa Tenggara, it is a local content in which the materials have advantages for teachers and students. In the issue of new development in materials writing, there are local projects, Computer Assisted language Learning or Multimedia Materials and Web-Based Materials in which each has its own advantages and disadvantages. The local loads or projects can also be implemented in the form of computer and web media. The advantages of local materials are that they are effective if they are appropriately modified to suit the local learning needs. Localization also involves adapting and supplementing activities to address the specific needs of groups of learners.

Although there are potential disadvantages in using local materials such as they are cost, quality and training for the teachers (Richards, 2012), there are solutions of bridging that disadvantages. One of them is adapting the local materials rather than the global one. This way promotes the aspects on their learning in the form of creativity in language use, free and spontaneous communication, real-life situations, problem solving activities, familiar and interesting topics, cognitive capacities, group work, pair work, individual presen-

tations, games and similar activities (Duarte and Escobar, 2008).

Proposed Samples of English Tourism Materials of East Nusa Tenggara

English tourism materials are a very specific one and they need a careful planning and implementation. The discussion on how to start with the principles of materials development and how to start with the content have been discussed. The classic ESP dilemma is teaching language without teaching too much actual content and thereby invading the dominant of the subject matter's content course instructors (Candlin, Bathia, Jensen, 2002). However, when teaching language with no direction on contents takes place, such a practice will lead to the confusion of the learners. Some known theories and tourism principles can be used as the way in how to understand tourism. Take for example, teachers and students want to develop English materials about Ende - Lake Kelimutu. The first thing that has to be taken into consideration is needs assessment as one of the principles of materials development. Based on theory of 4 As, people need the information of how to get to Ende and Kelimutu from the countries or the regions which the domestic or foreign tourists are from. The information should be very detailed so that the accurate information will guide tourists to the intended attraction. In brief, the brainstorming of developing materials is illustrated in Table 1.

As shown in Table 1, principled brainstorming of ideas needs to include considerations of these aspects: course outline, content, language skills, language components, approaches and methods, objectives, media, and illustrations. Each of these is used as a basis to explore and specify the content of each aspect. For instance, the aspect of 'course outline' may specify its contents into curriculum, syllabus, course description and other specifications.

Table 1: Principled Brainstorming on English Materials Development

Aspects	Specification
Course outline	Curriculum, syllabus, course description, target audience, duration of time, number of unit
Contents	Local, global, intensive, extensive, academic subject, popular knowledge
Language skills	Listening, speaking, reading, writing, integrated skills
Language components	Pronunciation, grammar, vocabulary, fluency, accuracy, cohesion, coherence
Approaches/Methods	Scientific, CLIL, Content-based, MLAC, CTL, CLT, ESP:EAP,EOP,EVP, Notional-functional, Grammatical, Integrated
Objectives	Activities and tasks, kinds of exercises, culture awareness, culture knowledge, culture behavior, character building
Media	Book, CD, internet, blog, brochures, integrated
Illustration	Photo, drawing and painting, cartoons, real-life documents, graphs, charts, maps, diagrams, headings, icons, arrows, color background

(Synthesized from a number of sources, 2014)

Note :

CLIL : Content and Language Integrated Learning

MLAC : Modern Language Across Curriculum

CTL : Contextual Teaching and Learning

CLT : Communicative Language Teaching

ESP : English for Specific Purpose

EOP : English for Occupational Purpose

EAP : English for Academic Purpose

EVP : English for Vocational Purpose

English Materials Development in Promoting Tourist Attractions

In conjunction with attempts to promote East Nusa Tenggara by packing interesting information into tourism products in the form of materials development, there is a need of the knowledge of the principles of some approaches such as ESP principles as illustrated in Table 1. This table is quite flexible and many other modifications could be added. Since the discussion is on tourist attraction where it is in the area of ESP, the discussion can also be further developed and combined with other approaches. Therefore, it is important to know the principles and practices of ESP

first so that there will be clear ideas of English for General Purpose (EGP) and ESP (Muhrofi, 2011). In the tourism itself there are many areas, branches, principles and other things that English teachers have to know so that the teachers can be professional in ESP. A large career of the new job in global era requires English not only as formal qualification but for job and career advancement (Tharu, 2000).

The following is a sample of brainstorming ideas for promoting tourist attractions of Ende-East Nusa Tenggara and the above table is modified into an itinerary, a book map or a table of contents with the following criteria :

Table 2: Brainstorming Sample on English Materials Development for Ende

**Local Load-Based English Instruction Mterials Development for Promotin Tourist
Attracions of East Nusa Tenggara (*Kun Aniroh Muhrofi*)**

Aspects	Specification
Target audience	Students, teachers, tourists
Content	Ende-Kelimutu
Language Skills	Reading
Language components	Skimming, scanning, compound and complex sentences
Approach/Method	Scientific approach, CLIL, ESP, Integrated
General Objective	To inform tourist attraction and its facilities to tourists
Media	Brochure, pocket book that can be displayed in internet
Illustration	Photos, drawing

To specify the content based on 4 As (accessibility, accommodation, attraction, amenities) the topics can be as follows:

1. How to get to Ende-Kelimutu (from Denpasar, Mataram, Jakarta, Darwin, Sydney. etc)
2. Where to stay (hotel, homestay)
3. Where to eat
4. Money Changer
5. Travel agent
6. Lake Kelimutu
7. Traditional weaving crafts
8. Moni waterfall
9. House of Bung Karno
10. And other tourist attractions

There are some choices of form of instructional materials to develop. It can be in the form of pocket books, brochures, CDs, blogs, and other forms of media. Sources of the materials can be modified using the principle of plus technique, minus or zero techniques (Tomlinson and Masuhara, 2004). In the case of media, it can be arranged by integrating books and brochures and then displaying then in the Internet. All these works take time, however. This can be written when teachers do everyday teaching and then write it. So, starting by writing what they do and are doing, what they write is very helpful.

Promoting about East Nusa Tenggara for teachers and students will have the impact on sense of belonging of nature and culture. The sense of belonging leads to the feeling of love and being proud of the environment where they live and automatically this will promote local potentials. English materials development in the form

of pocket books is also a good tool for souvenirs. Promoting this way has two advantages. The first one is showing others of the work of students and teachers of the education institution. The second one is promoting East Nusa Tenggara to the guests.

Conclusion and Suggestion

This article has outlined ideas on how to develop principled instructional materials by considering local loads with a case of East Nusa Tenggara. East Nusa Tenggara is considered as it is included in the priority scale of tourism development in Indonesia. To promote its potentials is not only the responsibility of those who are at the Department of Tourism and Creative Economy but also English Education Departments in East Nusa Tenggara. Making use of English materials development of tourist attractions is one of the ways. The richness of tourist attractions which can be explored through the principles of English materials development and some theories, clues, and general knowledge on tourism is practical to start. There is a need of extensive as well as intensive explorations by having collaboration with the subject-matter specialists or related departments. English education departments can also project this activity in the Community Service Activity in which the result is of a great advantage on the promotion for the work of students and teachers and for the guests, tourists and those who are concerned with English as an international communication tool for many sectors, including tourism sectors.

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