DESIGNING A MODEL OF WRITING MATERIAL OF ENGLISH FOR TOURISM SUBJECT BY USING COMMUNICATIVE APPROACH AT ENGLISH DEPARTMENT UNTIRTA

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ABSTRACT

This study aims to providing and designing 30 English students a model of EFT materials using the communicative approach based on Research and Development (R&D) procedure. The R&D procedure in this study are need analysis, planning, designing preliminary model, conducting preliminary testing, and preliminary model revision. The study uses three method of R&D, they are descriptive, evaluative, and experimental method. The findings reveal the real students' learning needs, and they support the adaptation of communicative approach. The result of this study shows that the designed material is very feasible and very good to be implemented in the EFT class. It is suggested designing and providing learning materials should be based on the R&D procedure.

Keywords: Designing, Communicative approach, EFT materials, Writing materials, English students

INTRODUCTION

English for Tourism (EFT) is one of ESP branches that specifically studying English in tourism careers such as travel agent or tour guide. Sultan Ageng Tirtayasa University (UNTIRTA) takes EFT as one of the elective courses that offered in English Department. The main goal of this course is to gain and develop knowledge and skills through English in tourism sphere, especially the tourism in Banten (Hamer, et al., 2017). After learning EST, the students are expected to be able to aply the knowledge of EFT in the real context (get into tourism career).

Writing skill is important to tourism career because it gives them the ability to narrate the historical event or tourism destination, to describe and explain business concepts, products, services, or ideas to customers in written form such as in brochures, newspaper ad, bulletin, etc. A good writing skill depends on how good the writing material is, materials provide a stimulus to learning. Good materials do not teach: they encourage learners to learn". To encourage students, the material should be authentic, current and precisely aim to

the learning goals. The communicative approach could support the EFT learning goal and the materials to be more effective, as Harmer (2005) says "activities in communicative language teaching involves students in real or realistic communication" which means during the learning process the students practice to involve themselves in tourism career. Communicative approach prepared the students of EFT course for the real-life action, which hand to hand with the EFT goal which is expecting the students to apply their knowledge in real life.

Based on the interview with the EFT lecturer, some materials that contained in the current syllabus is less authentic (not yet changed or adapted) which is the first problem of today's situation. 80% of the material is taken from EFT textbooks and the rest are from the internet and other sources. Another problem is the material that currently provided for the students is based on the lecturer's assumption, as Huthcinson and Waters (1987) say "...we would still maintain that any course should be based on an analysis of learner need". Language teacher is responsible for selecting an appropriate text that contributes to students´ effectiveness (Wallace, 1992) and it is something that can be done by doing a research first.

This paper aimed to designing and providing a model of writing materials of EFT subject for English department students at UNTIRTA. This paper used research and development steps by Borg and Gall (1983) to design and provide the writing material that suitable for students' needs. The students are 30 fourth-semester English department students of 2016 who enroll EFT class that randomly picked, each 10 students from three classes (A,B, and C).

RESEARCH METHODOLOGY

Research and development (R & D) is a process used to develop and validate educational products (Borg & Gall, 1983). The steps of this process are usually referred to as the R&D cycle. Borg and Gall stated that:

> There are some methods that are used in research and development, they are; descriptive method, evaluative, and experimental. Descriptive method is used in early research to collect the data about current condition. Evaluative method is used to evaluate the trial process in developing a product. Experimental method is used to test the feasibility of product that has been designed.

There are several steps that must be done in research and development. According to Borg and Gall (1983), research and development design consist of ten major steps. They are as follows:
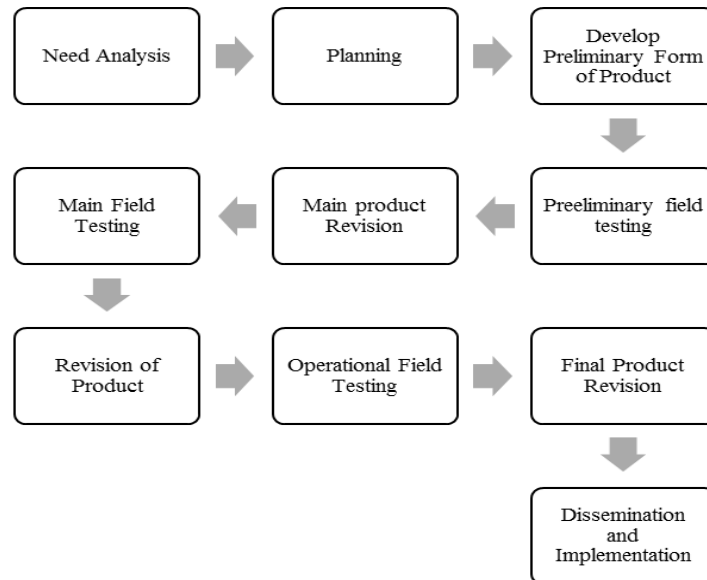
Diagram 1: Steps of R&D by Borg and Gall (1983)

The researchers limits the development steps into five steps, which means the researcher stop the process of R&D in Main Product Revision step in order to adjust the process to the development needs and situation. The rest of the R&D steps that the researchers eliminate are required a wider field to be tested and it is no longer the main object of this research which are the English Department students's of Untirta who enroll EFT subject.

Diagram 2: Procedure of development based on Borg and Gall model
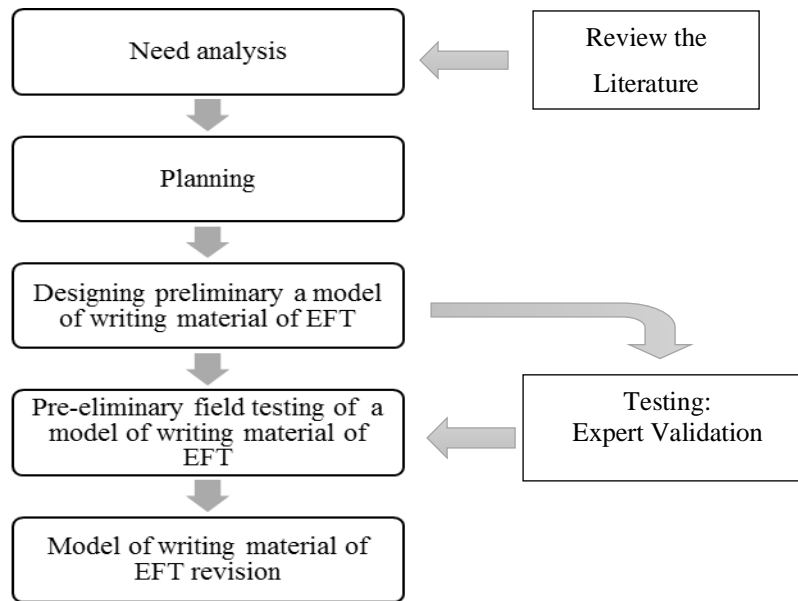
a. Need analysis

Needs analysis consisted in assessing the communicative needs of the learners and the techniques of achieving specific teaching objectives. Nowadays, the tasks of needs analysis is much more complex: it aims at collecting information about the learners and at defining the target situation and environment of studying ESP

This step was done to search information how is important the product will be developed. It consists of review the literature. The literature review in this study is concerned with analyzing the needs analysis questionnaire that were given to the students as a foundation of knowledge to determine the design of the educational product that students need.

The instrument of need analysis questionnaire is adapted from Boroujeni and Fard (2013) in *A Needs Analysis of English for Specific Purposes (ESP) Course for Adoption of Communicative Language Teaching: (A Case of Iranian First-Year Students of Educational Administration).* The students' questionnaire aimed at gathering information related to the following areas:

- The present and future domains of language use and thus reasons for studying English
- The students' attitude towards the place and role of English in the curriculum
- Learning preferences in terms of language skills
- The importance of particular language skills
- Preferred learning styles and strategies

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- Patterns of learner to learner interaction
- Role relationship
- Preference for teaching activities

b. Planning

The next literature review concerns with the formulating of learning materials and validation instruments as the planning. The researcher choosed which meeting that will be taken and suitable to apply writing subject in that meeting. The researcher also analyzed and evaluate the previous material to decide whether to use half of the previous material or redesign the whole material.

c. Designing preliminary model of writing material

After planning, the researcher designed the material based on the findings of the need analysis result and analyze the previous material. Determination of the course material originated from the determination of Standard Competence (SK) and the Core Competence (KI) on English for Tourism subject of fourth-semester students in English Department of Untirta which based on Untirta's 2013 curriculum.

The next step, the validation were done by EFT's lecturer as the subject and material expert. Based on the input and evaluation expert, then the model of writing material were revised further to improve quality and get a decent product to be applied. The instrument of validation questionnaire was adapted from Nikmah's thesis which entitled "*Developing Moodle-Based Interactive Online Media to Teach Narrative Reading*" (2014). In the instrument of material expert, pointed about aspects related to instructional materials covering aspects learning materials and contents. Here the instruments of learning material expert:

Table 1: Instrument of validation questionnaire by Nikmah (2014)

Aspect	Indicators	Number	Numbers
Standard Competence	a. Conformity with the formulation of the basic competencies b. The accuracy of the translation of basic competence indicators c. Clarity formulation indicator d. Measurable indicators e. Conformance with indicators of cognitive development of students	1, 2, 3, 4, 5	5
Learning Material and	a. Truth content/learning materials b. Systematic preparation of lesson plans	6, 7, 8, 9, 10, 11, 12,	7

Process	c. Conformance of learning materials with indicators d. The selection of strategies, approaches, methods, and means of learning is done appropriately, thus enabling students actively learn e. The clarity of the activities of teachers and students at every stage of learning f. Activities of teachers and students defined clearly and operational, so it was easy to be implemented by the teacher in the learning process g. Provide opportunities for students to ask questions and submit ideas			
Language	a. The use of language in terms of the rules of English usage b. The simplicity of the sentence's structure	13, 14	2	
Time	a. Compatibility of time allocation b. Details of the time for each stage of the learning	15, 16	2	
Closing	a. Directing students to make a summary of learning materials b. Giving homework assignments	16, 17	2	

d. Preliminary field testing

The purpose of the preliminary field test is to obtain an initial qualitative evaluation of the new educational product. The field trial consists of a small group trial in order to determine the feasibility and appropriateness of the use of instructional design. At this stage, the target students learnt based on the material which has been designed. After that the students give their responses about the model material by answering the students' responses questionnaire. The instrument of students' responses questionnaire is adapted from Nikmah's thesis which entitled "*Developing Moodle-Based Interactive Online Media to Teach Narrative Reading*" (2014).

Table 2: Instrument of students' responses questionnaire by Nikmah (2014)

Aspect	Indicators	Number	Numbers
Motivation	Interest	1, 2, 3	3
Material	Understanding the Material	4, 5, 6, 7, 8,9	6
Utility	Impact to the Students	10, 11	2

e. Main product revision

In all phases of the R & D cycle involving product evaluation. It is important to establish field sites similar to those in which the product will be used when it is fully developed. After the preliminary field test of this model of material, all data were compiled and analyzed from these results to redesign the material. Since this study was limited to this step, after all the data were compiled and analyzed, the result of the students responses and expert's validation determined whether model of writing material were feasible or not to be applied in the classroom.

FINDINGS AND DISCUSSION

1. Findings

Needs analysis was done by providing the questionnaire to the students which contained the questions about their necessities, lacks, and wants. There were 12 enclosed questions that the students should answer about their motivation to learn English for Tourism, which skill they wanted to emphasize during the course, their opinion about what the course was going to be, and what activities they would like to do during the course.

- Question number 1 (Why do you need to study English for Tourism?): the purpose of this question was to discover the students' perception of their reasons of studying EFT as a part of university curriculum. The majority of the students, which is 53%, consider future works as their reason for studying EFT.

Table 3: Reason of learning EFT

For higher education	40%
For future work	53%
Others	7%

- Question number 2 (Which of the following skills do you wish to be emphasized in EFT class?): this question aim to investigate language skills that students want to develop more. Majority of the students express their desire to improving their speaking and writing skills.

Table 4: Question 2

Reading	0%
Grammar	10%
Vocabulary	6%
Writing	37%
Speaking	47%
Listening	0%

- Question number 3 (Do you think writing skill is important in tourism context?): the question aimed to discover the students' thoughts about how the writing skill affect in tourism sphere. All of the students agreed that writing skill is important in tourism sphere.

Table 5: The importance of writing skill in tourism

Yes	100%
No	0%
Neutral	0%

- Question number 4 (What kind of media do you like to use in EFT class?): this question was intended to show students' preferences of learning media for their teaching-learning activities in the class. 80% of the students answered Multimedia as their preferred learning media.

Table 6: Students' learning media preference

Audio	0%
Visual	0%
Audio-visual	13%
Multimedia	80%
Realia	7%

- Question number 5 (How do you prefer to learning activities in the class?): it was intended to find out students' preference of learning style in the class. All of the students preferred to working in pair or groups in the class.

Table 7: Students' preferences learning style

Preference for working in pair groups.	100%
Preference for working	0%

- Question number 6 (Which of the following writing activities do you wish to do?): this question aims to investigate the kind of writing activities that students like to be doing in the class. The majority of the students (40%) preferred real writing.

Table 8: Students' preferences of writing activities

Immitative writing	20%
Intensive writing	27%
Self-writing	3%
Display writing	10%
Real writing	40%

- Question number 7 (Which of the following speaking activities do you wish to do?): 37% of the students want communication games to be the speaking learning activities for their class.

Table 9: Students' preferences of speaking activities

Acting from a script	10%
Communication games	37%
Discussion	20%
Prepared talks questionnaire	10%
Simulation and role-play	23%

- Question number 8 (Which of the following vocabulary activities do you wish to do?): 50% of the student prefered match the word and picture to be the vocabulary learning activities.

Table 10: Question 8

Match the word and picture	50%
The correct word	30%
Match word with definition	10%
Categories	7%
Complete the gap	3%

- Question number 9 (Which of the following Reading activities do you wish to do?): 43% of the student prefered 5W+1H to be the reading learning activities in the class.

Table 11: Question 9

5W+1H	43%
Multiple choice	33%
Yes/No	13%
True/False	7%
Alternative task	3%

- Question number 10 (Which of the following listening activities do you wish to do?): 57% of the student wish comprehensive/active listening picture to be the listening learning activities.

Table 12: Question 10

Comprehensive/active listening	57%
Appreciative listening	23%
Critical/analytical listening	20%
Emphatic listening	0%

- Question number 11 (Which of the following grammar activities do you wish to do?): there are two popular answer that were chosen by the student, there are choosing the

correct option (33%) and word formation (33%) as their preferred grammar learning activity in the class.

Table 13: Question 11

Complete the gap	0%
Choosing the correct option	33%
Word formation	33%
Sentence formation	20%
Write words to complete a text	13%

- Question number 12 (What kind of role do you like your teacher to have?): the purpose of this question is to understand the students' desire of the role of their teacher in the classroom. All the students preffered to have their teacher as te facilitator and guide.

Table 14: Question 12

Preference for the role of teacher as a facilitator and guide	100%
Preference for traditional role of teacher as someone in control of everything in class	0%

All the data from the need analysis are compiled and analysed as the guide to design the model of writing of EFT subject based on students' needs

2. Discussion

a. Designing preliminary model of writing material

The material was developed as a chapter without forgetting the essential of communicative approach, basic competence, and each indicator. There were several revisions from advisors and the expert. The material was focused on encouraging students to be actively learned and always try to analyze the content of the material by themselves. According to the syllabus, the students are learned one chapter for each meeting, so the researcher designed the chapter for one meeting. The basic competence and indicators were stated clearly at the beginning of the chapter as the guide for the students. Every content that was not written in the chapter will be shown on websites on the internet. The material that was written on the paper is only the surface of the core material. The core material itself should be explored and elaborated by the students itself with the guide of the lecturer.

Banten Food was decided as the material that will be designed because it's basic competences fit with the whole learning activities that students want and need form the need analysis result. The students were assigned to make a descriptive text about Banten

food (Real Writing) and given a web article as a guide and example to make the text (Intensive Writing). The students asked to work in a group to make the descriptive text and some other learning activities. This writing activity also includes grammar activity to practice students' grammar skill. Most of the materials were assignments for the students to search the information by themselves as it was mentioned before. The assignment latter uploaded to a blog which specially made by the reserachers for the EFT class as the learning media that can provide students to interact and be creative with their assignment.

The use of a blog as the learning media because the need analysis result showed that students want a multimedia to be their learning media. A blog is also a user-friendly learning media which is familiar to students in this era. This task was designed on purpose to make students' assignment to a real product where it can be read and helped by a lot of people who needed the information, and also respectively promoted Banten foods to the world as a real action.

**Picture 1**: eftclassuntirta.wordpress.com interface
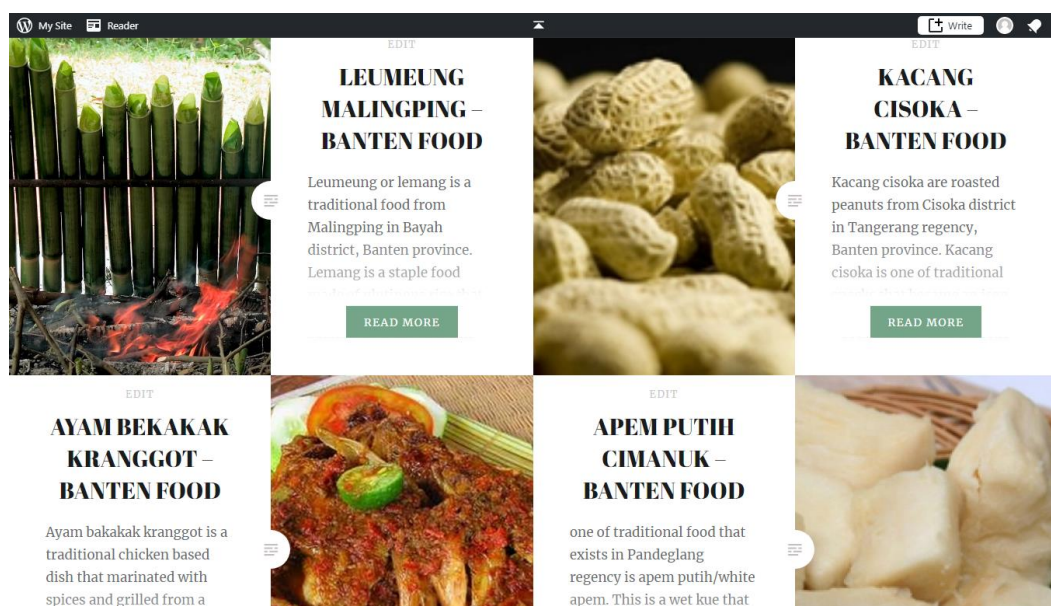
the chapter also provide several texts to give more basic knowledge about Banten foods for the students. The expert suggested to put vocabulary items in the model, so the researcher added a vocabulary activity which is *match the word and picture* based on the need analysis result. The researcher also added reading activity 5W+1H (most picked reading activity in need analysis result), to balance the material in order to include all the skills to the model.

In this lesson, students were asked frequently to state their opinions based on what they have found. This was related to the communicative approach which was used to

make the students actively learn and do not hesitate to state their own ideas. The students also asked to work in a group to make the descriptive text and some other learning activities. Right before the end of the chapter, the students did a communication game which is the most picked speaking activity according to the need analysis result, where they can interact with the whole class. This game also includes listening activity which is *comprehensive/active listening* to practice student's listening skill. At the end of the chapter, the students asked to do an evaluation in the form of several questions about the whole lessons.

After designing the preliminary model of writing material finished, the model was evaluated by the expert Dr. Siti Hikmah, M.Pd, the current English for Tourism's lecturer. The instrument of questionnaire validation still used the same questionnaire which adopted from Miftakul Nikmah's thesis which entitled "*Developing Moodle-Based Interactive Online Media to Teach Narrative Reading*". The elements which had been validated were; standard competence, learning material and process, language, time, and closing. The chart below showed the result of expert validation per aspect:

Diagram 3: The average result of expert validation per aspect
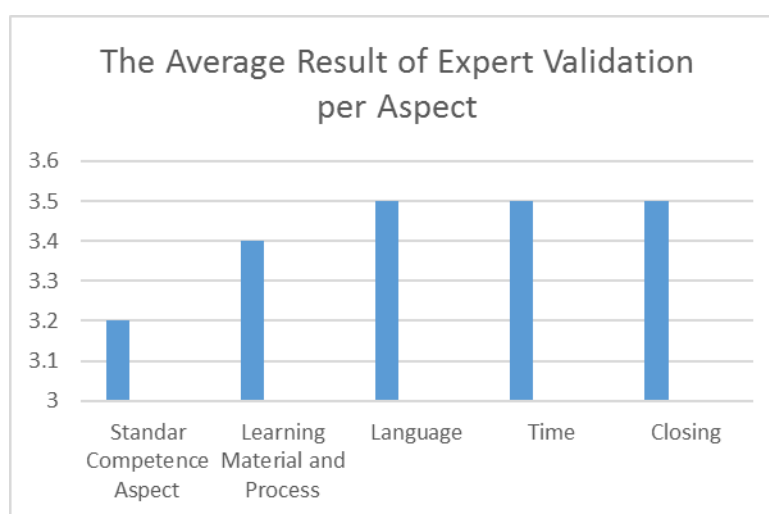
The standard competence got average 3.2 of 4. Learning Material and Process got average 3.4 of 4. Language aspect got average 3.5 of 4. Time aspect got average 3.5 of 4. Closing aspect got average 3.5 of 4. Meanwhile, the revision which should have done was including glossary in the last of text of the model. All of the data which had been gotten from the expert validation from model material draft II was calculated in to following formula:

$$NP = \frac{R}{SM} \times 100\%$$

NP   : Percentage score

R : Score

SM   : Maximum score

<div align="right">(Purwanto, 2008: 102)</div>

The score could be interpreted based on its criteria as follows:

Table 15: Program feasibility criteria draft II

0-20%	Very Low
21-40%	Low Feasible
41-60%	Quite Feasible
61-80%	Feasible
81-100%	Very Feasible

<div align="right">(Riduwan, 2012: 89)</div>

Furthermore, the result of calculation was:

$$NP = \frac{R}{SM} \times 100\%$$

$$= \frac{61}{72} \times 100\%$$

$$= 85\%$$

The result showed that the model of writing material which had been designed was very feasible to be applied in the classroom. The material was revised further based on expert's evaluation and input to get a decent product before it handed to the students. For the revision, the researchers added glossary in the last part of the model instead of in every last of texts, in order to simplify the display of the model. The glossary that added in the model is the collection of terms that appeared in the texts that included in the designed model about traditional food, food tourism, and weblog.

b. Preliminary field testing

The field trial consisted of a small group trial in order to determine the feasibility and appropriateness of the use of instructional design by seeing the response of the users. At this stage, the target students were shown and were informed about the instructional material which had been designed. The target students were informed how the course or

learning process would be going. The target students were also shown the steps of the lesson, the learning aids, the approach would be used, and the evaluation.

The target students were provided questionnaire in order to see their response to the instructional material. Students' responses were processed through the following formula:

$$P = \frac{n}{N} \text{ x } 100\%$$

P : The percentage of students' response

n : Students' score

N : Total score

<div align="right">(Arikunto, 2012:113)</div>

After that, the data was converted into each criterias as follows:

Table 16: Program of students' response criteria preliminary testing

81-100	Very Good
61-80	Good
41-60	Good Enough
21-40	Low
0-20	Very Low

<div align="right">Riduwan (2012: 89)</div>

Furthermore, this formulation was the result of students' responses questionnaire:

$$P = \frac{n}{N} \text{ x } 100\%$$

$$= \frac{1160}{1320} \text{ } x \text{ } 100\%$$

$$= 88\%$$

As seen from the formulation, the students' responses toward the instructional material were very good.

c. Main product revision

After the preliminary field test of this model of material, all data was compiled and analyzed. The quantitative data was converted into qualitative data. Based on the validation both from expert and students it could be concluded that a model of writing

material of English for Tourism using communicative approach was very feasible to be applied in English Department of Sultan Ageng Tirtayasa University.

This model of writing material revision is not the final product of the model. The final product requires five more steps of R&D development steps by Borg and Gall (1983), in order to do those five more steps requires the wider field testing. Meanwhile, the researcher just focus on conducting the research in English department of untirta, so the researcher stops in the model of material revision step.

CONCLUSSION

Designing a model of writing material for EFT subject is possible by using development of design by Borg and Gall with some limitations. The steps were; needs analysis, planning, designing preliminary a model of writing material of EFT (included expert validation), field testing, and the revision of material. The result of expert validation was 85% which means very feasible, and the students' response was 88% which means very good. It means the material are compatible to be applied in the EFT class at English department UNTIRTA.

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