



DEVELOPING SELF-LEARNING MATERIALS BASED ON ASEAN TOOLBOXES FOR TOURISM STUDENTS

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ABSTRACT

This study focuses on developing learning materials for tourism students based on ASEAN Toolbox. The objectives are to collect and analyse data for developing English self-learning materials for the students of the hotel and the tourism departments as a way of responding to the policies on standard English competencies mutually recognized and agreed upon by the ministries of tourism among member countries of ASEAN. The study was conducted at the State Community Academy of West Lombok. Data for the study were collected in the form of documents (ASEAN Toolboxes, English syllabi, and lesson plans) and interviews with the students on learning needs and with the teachers on methodological needs. The products of data analyses were self-learning materials. Interviews with students proved that the materials were essential for student self-development. Interviews with the teachers urged the need for more inter-student materials. In general, however, the learning materials sufficiently provided the expected competencies represented in the ASEAN Toolbox, but the effect might need further studies.

KEYWORDS: ASEAN Toolboxes, Self-Development, Self-Learning Material, State Community Academy, Tourism.

1. INTRODUCTION

Tourism is an important factor to promote mutual understanding among people & expand social, economic, cultural and scientific cooperation in many countries. By 2020, tourism will

be main earning for Indonesian foreign exchange. However, there are several main problems that appear during its 'journey' being the main income source, and the biggest one is low tourism service quality. The problem is closely related to human resources as professional worker in this field. Indonesian human resources take place the 53rd position of 141 based on the travel and tourism competitiveness index.

In order to provide the tourism professional in Indonesia, the government tries to build many educational institutions in tourism field, for example West Lombok State Community Academy that not only carries out educational missions but also implements: the development of comprehensive emphasis on professional development in human resources, by providing education based on market and industry needs. The institution has three (3) concentration focused on hospitality industry; hotel accommodation, food and beverages, and hotel engineering.

In the broader area, the policy in tourism field also have been upgraded day by day. As the ASEAN member state, Indonesia also tries to join in the mutual recognition arrangement for professional qualification in tourism industry by stating the ASEAN Toolbox on November 09 2012. Further, this arrangement refers to the minimum requirement of competency standard in hotel and travel services which aim to upgrade tourism service and facilitate the development between ASEAN member states, we known as ACCSTP (ASEAN Common Competency Standard for Tourism Professional).

The vocational education curriculum is prepared with professional communities and professional organizations responsible for the quality of their professional services in order to qualify their professional competence, thereby educating their profession. This curriculum often applies student-centered approach in its teaching and learning process. The self-study learning is one choice to support 'special' learning process in vocational college like Community Academy. It will change the role of the trainer/trainee by placing greater responsibility for the learning process on the trainee.

This paper aims the development self-learning material based on ASEAN Toolbox that is done in West Lombok State Community Academy. Then, it will also presents the discussion of students' learning needs and teacher's methodological needs in achieving the tourism professional qualification of ASEAN standard. These needs are essential in the development of learning materials.

2. REVIEW OF LITERATURE

Materials Development

The triangular relationship between learner, learning and material is always important. One can create a particular learning environment only through a balanced handling of these three elements. Materials could refer to anything used to help to teach language learners. Material development refers to any activities performed by materials writers, teachers, or learners to provide sources of language input and to exploit those sources in ways which maximise the likelihood of intake. In other words, materials development can be defined as the supplying of information about and/or experience of the language in ways designed to promote language learning¹. These materials can be in the form of textbooks, workbooks, cassettes, CD-ROMs, videos, photocopiable handouts, newspaper cut-outs, paragraphs written on whiteboards or anything which present or informs about the language being learned².

In Indonesia, where English is a foreign and not a second language, the use of materials has more or less shaped different points of view of teaching and in the ways teaching has been practiced. In order to fulfill specific purposes of teaching like in English for tourism, the materials then play a crucial role in exposing the learners to the language. Thus, the materials need to present real language as it is used in the speech community and the full range of language competencies that the learners require in the communities of practice. *As a learning support*, materials need to be reliable, that is, to work, to be consistent and to have some perceivably recognizable patterns. Thus, it needs not only a rigid unit structure but also a fixed format. *To enhance learning*, materials must involve learners in thinking about and using the language. The activities need to stimulate cognitive not mechanical processes. The learners also need a sense of progression. *To stimulate and motivate*, materials need to be challenging yet achievable, to offer new ideas and information whilst being grounded in the learners' experience and knowledge; to encourage fun and creativity³. The input must contain concepts and/or knowledge that are familiar but it must also offer something new, a reason to communicate, to get involved. The exploitation needs to match how input would be used outside the learning situation and take account of learning needs. The purpose and the connection to the learners' reality need to be clear. Many ESP learners have little time for

¹ Tomlinson, B. (ed.) 1998. *Material Development in Language Teaching*. Cambridge: Cambridge University Press. Page 2.

² Tomlinson, B. (ed.) 1998. *Material Development in Language Teaching*. Cambridge: Cambridge University Press. Page 2.

³ Dorda, S. V. 2010. *The Role of Material in Teaching ESP*.

class contact and rely on a mix of classes, self-study and references materials. For self-study or reference purposes, materials need to be complete, well laid out and self-explanatory. The learners will want explanations, examples and practice activities that have answer and discussion keys.

Self - Learning Materials

Innovative ways are constantly required in the effort to solve the problems in education. As a result and outcome of such research, a shift occurs in understanding from teacher-centered instruction towards learner-based learning. Self learning materials (SLMs) are basically learner-centered materials. This materials are different from other learning materials in a number of ways. Firstly, they can make the learners *think* by setting questions thus encourage to stop and think for a while before moving to the next step. Secondly, they can make the learners *write* and help them consolidate what they have learnt. Finally, they can make learners *do* something practical in learning and develop their skills. SLMs enable learners to be open in what they learn and to be flexible in the time and the place of learning although when they are distant from the teachers and fellow students.

SLMs have special features. Derek Rowntree proposes numerous special features of SLMs, but for reasons of space only relevant and applicable ones are listed here: they have clearly stated objectives; advice about how to study the materials, user-friendly; shortish; manageable chunks of learning, fewer words than usual per page; helpful with plenty of examples, and referential to the learners' experience. In addition, SLMs are self-explanatory, self-contained, self-directed; self-motivating, and self-evaluating⁴. SLMs for a foreign language for special purposes, like tourism are very important but they can become an urgent problem when they are not available. When they are available, they can help learners attain the required standard of competency.

Competency Standard of Learning Achievement

Competency standards are descriptions of skills, knowledge and attitude required to perform tasks/activities to a defined standard in industry. Learning standards are concise, written description of what learners are expected to know and be able to do at a specific stage of their education. A standard is defined as an expectation that indicates what students should be able to understand or do. In tourism field, there are several learning standards that should

⁴Dorababu, K.K, Jayaram, K. 2015. *Self Learning Materials In Distance Education System*. International Journal for Current Research..

be achieved by the professional in order to fulfill the needs of industry, called ASEAN Common Competency Standard for Tourism Professional (ACCSTP) and its implementation in the form of toolboxes in each focus study.

ASEAN Toolboxes as a standard of learning achievement in Tourism. ASEAN Toolboxes are the implementation of ASEAN Common Competency Standard that support Mutual Recognition Agreement for Tourism Professional. The purpose of this mutual recognition mechanism is to facilitate mobility of tourism professionals within ASEAN based on competence-based tourism qualifications/certificates, and at the same time, improve the quality of services delivered by tourism professionals. There are 32 job titles covered under this MRA, ranging from housekeeping, front office, food and beverages services, and food production for hotel division, to travel agencies and tour operator for travel division include the skill of English. The Indonesian National Qualification Framework is a framework for the inclusion of competency qualifications that can match, integrate and integrate between the field of education and the field of vocational training and work experience in the framework of providing job competence recognition in accordance with the structure of work in various sectors. In this

3. METHOD

This study was a research and development which adapted from Borg and Gall model⁵. The target population in this study are the 2nd semester students in the academic year 2017/2018 at West Lombok State Community Academy. The instrument used in this study is a structured questionnaire constructed to measure the variable (i.e. learners' learning need). The instrument consists of two parts. The questionnaire consists of two parts learning needs that support the learning methods; the first questionnaire involved discussion, presentation, games, role play, and simulation. Then, the second questionnaire involved the method choices how the learners like to learn the material; individually, in pairs (two students), and in group (more than 2 students).

Next, the teachers' perspective also measured by interviewing the English teachers and practitioner of tourism field. The interview will investigate about the students' problem based on the teacher point of view. The question of interview is about four skill in mastering English, speaking, listening, writing, and reading. By interviewing, we can investigate the specific problem that lies in each skill.

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4. FINDINGS

Language Needs

In this research, the language needs is investigated by the document analysis of ASEAN toolboxes that represent ASEAN Common Competency Standard for Tourism Professional (ACCSTP); English syllabi in the academy; and lesson plan by the teachers itself. There are 11 (eleven) competency that should be achieved by the learners for tourism field in the following:

(English Language Proficiency) based on ACCSTP

- Converse in English at a basic operational level.
- Respond effectively to instructions given in English.
- Start conversation and develop good relations with guests.
- Communicate effectively in English on a telephone.
- Use oral English to convey a complex exchange of ideas.
- Deliver a short oral presentation in English.
- Read and write at an advance level.

(Reading)

- Read and interpret basic instructions, direction and/or diagram.
- Read general information texts or media.

(Writing)

- Write a short message in English
- Prepare a business letter in advanced English

From the competency above, it can be analyze into specific skill for each proficiency, for example:

Converse English at a basic operational level

Ability to:

- ✓ distinguish formal and informal expressions in English.
- ✓ initiate conversations
- ✓ respond to opening conversation remarks
- ✓ keep a conversation going on familiar topics
- ✓ talk about past events using sequence markers and correct tense
- ✓ close a conversation politely
- ✓ ask pertinent question to clarify instructions and requests

- ✓ make polite requests
- ✓ explain routine work procedures
- ✓ make suggestions
- ✓ discuss likes, dislikes and preferences

Learning Needs

In this research, the learners' learning needs is measured by the students' responses to items in the questionnaire. There are two parts of the learning needs that represent the activities in the learning process. Firstly, we investigated what activities that the learners' want to do while achieving the English competency in tourism field. There are five dimensions of learning needs are presented, such as discussion; presentation; games; role plays; and simulation. Based on the findings in the Table 1, simulation has the highest frequency (28%), followed by games (24%). In the third rank is role plays (20%) that higher than discussion (15%) and presentation (13%).

Secondly, the way they can doing the learning process. There are three types such as individually; in pairs; and in group (more than 2 students). Based on the findings in the Table, working in pairs has the highest frequency (40%), followed by working in group (33%). In the last rank is individually (27%).

The findings indicate that the simulations and in pairs activity are the most favourite ones by the learners in their learning process.

Learners' Learning Needs	Frequency
Discussion	15%
Presentation	13%
Games	24%
Role plays	20%
Simulation	28%

Learners' Learning Needs	Frequency
Individually	27%
In pairs	40%
In group (more than 2 students)	33%

Table 1. Frequency of Learner's Learning Needs

Teacher's perspective

In this research, the teachers' perspective is investigated by the interviewing the English instructor and the practitioner of tourism field. There are four dimensions of the teacher's perspective based on the skill that should be mastered by the learners, speaking, listening, writing, and reading. Based on the findings in the Table 2, speaking is the most

difficult skill that learners achieved followed by listening, writing, and reading as the last skill.

Students' problem	The students are difficult to:
SPEAKING	communicate with foreign clients in their routine jobs, negotiating for mutual understanding, inquire about guest needs/special request.
LISTENING	pay attention on face to face conversation/telephone conversation, understand different accents (native and non-native)
WRITING	write emails in English, describe things to do, inform information at various place, write advertisement and plans to promote the serviced, etc.
READING	understanding detailed information of tourist documents like passports and visas, understanding information from internet news related to tourism.

Table 2. Teacher's perspective in Student Problems

5. DISCUSSION

In order to develop learning materials for specific purposes, one thing that should become the starting point is the learners' needs. This is in line with the first step of developing learning materials for general purposes as well as that for English as a specific purposes (ESP) proposes by Hutchinson and Waters⁶ which states that ESP based on designing courses to meet learners' needs. Learners' needs have been formulated by the institution where the learners are learning in the form of learning objectives.

Hutchinson and Waters also proposes four approaches of course design process: a language-centered approach, a skill-centered approach, a learning-centered approach, and the post hoc approach. In a learning centered-approach, there are three chain of procedures: (1) analyzing learning situation, creating interesting and enjoyable materials, and checking language and skill content of materials and making necessary adjustments; (2) analyzing

⁶Hutchinson, T. and Waters, A. 1989. *English for Specific Purposes: A learning-centred Approach*. Cambridge: Cambridge University Press.

target situation, establishing general syllabus of topics and tasks; creating interesting and enjoyable materials, and checking language and skill content of materials and making necessary adjustments

The procedure of developing learning materials which consists of the design, implementation, and evaluation has to be implemented as well in order to produce more accurate learning materials. The design steps include the formulation of the first draft of learning materials which have considered the syllabus, the target needs, the choice of the suitable nature of learning materials, and the principles of developing learning materials. Having the complete draft of learning materials, a teacher has to implement the materials to the target learners in the real teaching-learning situation. Any weaknesses found in the try-out or in the implementation of the materials have to be considered to revise the learning materials. This is what is called the evaluation step in the materials development.

6. CONCLUSION

The development of English self-learning materials is necessary to respond the policy on standard English competencies, especially for vocational college. There will be never be perfect teaching/learning self-learning materials that can be used anywhere, anytime for the same level of learners. The teachers have to develop his/her own self-learning materials for their own specific target learners by analyzing the language and learning needs. The language needs can be identified in the document that involved the competency standard, like syllabus, The Indonesian National Qualification Framework, and ACCSTP (ASEAN Toolboxes). There are 11 competencies in English proficiency that should be achieved by the students. The learning needs can be analyzed from students' needs for their learning process and teachers' perspective. The most popular activities in learning process are simulation by working in pairs. And among four skills, speaking is regarded as the main problem for tourism students, followed by listening, writing, and reading.

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