
DEVELOPING AN ENGLISH FOR TOURISM DIGITAL MODULE ORIENTED TO THE LOCAL WISDOM VALUES OF MAGELANG

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ABSTRACT

This study aimed to develop an English for Tourism (EFT) digital module oriented to the local wisdom values of Magelang. This study was part of a research and development study employing the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model. Beginning with a need analysis phase using a questionnaire, the researchers found students' needs of 10 (ten) relevant language functions that will help them communicate effectively in the tourism industry. These topics were developed into a flipbook by inserting Magelang's wisdom values. To test its feasibility, the researchers conducted an expert judgment procedure by inviting two experts in the field of EFT and media development. The results showed that the Flipbook was feasible to be used with a mean score of more than three for each criterion of a quality module determined by the Education, Curriculum, and Assessment Standards Agency of Indonesia. In addition, following the expert's suggestions, the researchers added a section developed to enrich the student's vocabulary. This study presents the significance of developing learning materials that integrate local values to build students' noble character.

Key Words: character building; digital module; English for Tourism; Flipbook; local wisdom

ABSTRAK

Penelitian ini bertujuan untuk mengembangkan modul digital English for Tourism (EFT) yang berorientasi pada nilai-nilai kearifan lokal Magelang. Penelitian ini merupakan bagian dari penelitian dan pengembangan dengan model ADDIE (Analysis, Design, Development, Implementation, and Evaluation). Tahap analisis kebutuhan menghasilkan identifikasi kebutuhan siswa akan 10 (sepuluh) fungsi bahasa yang dapat membantu mereka berkomunikasi dengan efektif di bidang industri pariwisata.. Topik-topik tersebut dikembangkan menjadi flipbook dengan memasukkan nilai-nilai kearifan Magelang. Untuk menguji kelayakannya, peneliti melakukan expert judgment dengan dua orang ahli di bidang EFT dan pengembangan media. Hasil penelitian menunjukkan bahwa flipbook ini layak digunakan dengan nilai rata-rata lebih dari tiga untuk setiap kriteria kualitas modul yang ditetapkan oleh Badan Standar, Kurikulum, dan Asesmen Pendidikan Indonesia. Selain itu, peneliti juga mengikuti saran dari ahli untuk menambahkan bagian khusus untuk peningkatan kosakata. Kajian ini memaparkan pentingnya pengembangan bahan ajar yang mengintegrasikan nilai-nilai lokal untuk membangun akhlak mulia siswa.

Kata Kunci: pendidikan karakter; modul digital; bahasa Inggris untuk pariwisata; flipbook; kearifan lokal

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INTRODUCTION

Learning materials cannot be separated from the teaching and learning process. The term "learning materials" usually refers to any materials teachers use to facilitate students' learning. Tomlinson (2017) states that teaching materials refer to anything that can be used to facilitate students' language learning processes, such as textbooks, student worksheets, handouts, videos, etc. Whatever materials teachers use, they provide students with input. Teachers may select, adapt, or adopt materials to fulfil the students' learning needs and meet the learning objectives.

Learning materials play a crucial role not only in the success of the teaching and learning process as reflected in students' cognitive competencies but also in the positive development of students' characters as a realization of affective competencies. To support the latter, the Ministry of Education and Culture has enacted *Kurikulum Merdeka*, which gives special attention to character building through the instilment of the profile of Pancasila students, including being faithful to God Almighty, showing noble characters, having global diversity, promoting mutual cooperation, being independent, being capable of critical reasoning, and being creative (Ministry of Education,

Culture, Research, and Technology, 2022). These profiles can be instilled in students if these values are taught consistently. One alternative the government offers is the insertion of local wisdom values into the teaching and learning process in the implementation of *Kurikulum Merdeka*.

Local wisdom can be taught to students through the teaching and learning process of local content at schools. In *Kurikulum Merdeka*, it is regulated that local contents that accommodate the teaching of local wisdom can be realized in three different schemes: establishing local content as an independent subject, integrating local content into the teaching process of all subjects, and implementing projects to strengthen the Pancasila profiles. In any scheme, local wisdom can be inserted into the teaching and learning process through many measures. For example, Universitas Tidar has changed its vision to "Becoming an Excellent University in the Field of Entrepreneurship Based on Local Resources and Wisdom." With this change, it is expected that all study programs in Universitas Tidar can support the realization of this vision by adjusting their scientific vision to suit that of the university.

The English Education Study Program (EESP) of Universitas Tidar

tries to start its efforts to meet the university's expectations through practical measures in the teaching and learning process. EESP would contribute by developing learning materials for all courses that include the teaching of local wisdom values. The learning materials should be tailored to each region's local wisdom, students' needs, and the context in which they are used. By doing so, the students can get more exposure to the values of their local wisdom as they study their learning materials daily. In this study, the researchers intend to raise the local wisdom values of Magelang City, for this city is where Universitas Tidar is situated.

For the first pilot project, EESP chooses the English for Tourism (EFT) course. This is one of the specialty courses offered in EESP other than English for Children. It provides students with theoretical knowledge about tourism and practical experiences through internships in various tourism destinations, particularly those in Magelang. With more emphasis on speaking skills, EFT focuses on developing students' skills in handling tourists, starting from welcoming them, assisting them in checking in, guiding them during their visit, responding to their requests, and giving them local suggestions for checking out. Considering that hospitality is the main key to handling guests, EFT would play

a great role in developing students' characters, provided that the students get adequate exposure to learning materials containing local wisdom values.

Not only should the learning materials be developed to facilitate character building, but these materials should also be authentic and adjusted to students' needs. Although there are many learning materials available in the market that teachers can use to support the student learning process, teachers are advised to be able to develop their own learning materials. This is because every student in an environment has their own needs and characteristics, which can be different from students in other places. Therefore, the teaching materials needed will also be different. With learning materials specifically developed according to the conditions of students, the material studied by students will become more authentic. Authentic learning materials relevant to students' needs will undoubtedly be easier to understand and more effective in helping students achieve the targeted learning goals (Gavell, 2021; Namaziandost et al., 2021; Umirova, 2020).

In addition, the availability of materials in a digital form has come to global attention. For students nowadays, learning materials in the form of printed

textbooks might be less attractive. To those who are digital natives, printed textbooks do not meet their expectations of interactivity and ease of access (Engbrecht, 2018; Lee et al., 2018; Osih & Singh, 2020; Robb, 2019). They need learning materials that are not only presented in a digital form but also equipped with interactive tools and features such as hyperlinks, videos, podcasts, etc. (Engbrecht, 2018). Moreover, the rapid development of information technology has made it possible for students to explore the Internet to obtain any supplementary materials in a digital form, making it easier for them to expand their understanding.

Several previous studies have been conducted to develop proper English for Tourism materials. Afriandi and Fatimah (2021) have developed an English for Tourism material for students in the English Education Department in Yogyakarta. They focused the materials on developing students' speaking skills. One of the topics they presented was about cultural gaps in tourism. Even so, they did not incorporate specific local cultures into the learning materials they developed. In a recent study, Farida (2022) carried out a study to develop a local-based English for Tourism material. She integrated the main English materials with the local values of Central

Kalimantan. However, this study was only limited to its needs analysis phase, meaning that the researcher has not developed the real materials yet. Nurhalimah and Jannah (2022) did a further study by developing English for Tourism and Hospitality materials based on the local needs of Banyuwangi. Through the materials presented in the textbook, they introduced the local cultures of Banyuwangi, such as Ngopi Sepuluh Ewu, Tumpeng Sewu Festival, Gandrung Sewu, Seblang Dance, Barong Kemiren, Gedhogan, Kemiren, Ijen Blue Fire, and Red Island. Yet, the materials were still displayed in a conventional printed form. Hence, there is no digital English for tourism material that could suit the characteristics of digital natives and, at the same time, facilitate the inculcation of local wisdom values.

Considering that there is no availability of English for Tourism materials in the form of digital module and the demand for quality local values-based learning materials for the English for Tourism (EFT) course in EESP Universitas Tidar, the researchers intend to develop a digital module in the form of a flipbook for this course. A flipbook is an interactive, digital HTML5 publication with page-flipping animation, complete with page-turning sound effects, page shadows, and more (Berringer, 2020; McMahan, 2023). This digital media is interactive. The users

can add elements such as embedded videos, audio, hyperlinks, and other web-specific features. The format is compatible with multiple devices, even on mobile, making it much easier for the users to operate it. In this study, the Flipbook will contain authentic EFT materials that are adjusted to the students' needs and speaking abilities and incorporate the values of Magelang's local wisdom in each chapter. By doing so, students are expected to develop both their cognitive and affective competencies. Therefore, this study will be guided by three research questions as follows:

1. What are the students' needs related to the English for Tourism subject?
2. How is the development of the Flipbook for the English for Tourism subject based on Magelang local wisdom? and
3. How is the feasibility of the Flipbook viewed from the experts' standpoints?

METHODS

Research design

This study is categorized as Research and Development (R&D),

which focuses on developing a digital module in the form of a flipbook for the English for Tourism course by integrating the local wisdom values of Magelang into the materials. Gall, Gall, and Borg (2007) define Research and Development as a procedure applied to develop and validate educational products. While some models can be implemented in R&D, the present study employed the ADDIE model: Analysis, Design, Development, Implementation, and Evaluation. These five phases signify an adaptable guideline for developing any instructional design.

Research site and participants

The subjects of this research were 51 (fifty-one) English Education Study Program students of Universitas Tidar who had taken the English for Tourism course in the academic year of 2021/2022. With their practical experiences from their internship programs, the researchers expected that they could provide valuable data for this study. Some background information about these students is presented in Table 1.

Table 1 Research Subjects

Aspect	Responses	N
Sex	a. Male	24
	b. Female	27
Age	c. 21 years old	30
	d. 22 years old	18
	e. 23 years old	3
Tribe	a. Central Javanese	51
	b. Eastern Javanese	0
	c. Sundanese	0
	d. Jakartanese	0
	e. Bataknese	0
	f. Others	0
Interest in EFT	a. Tour guiding	39
	b. Tourist Attraction Management	8
	c. Travel Management	4
Reasons for Choosing EFT	a. Interest in the tourism industry	27
	b. Opportunities to know new people	5
	c. Hobbies in traveling	8
	d. Ambition to be a tour guide	5
	e. Interest in studying local cultures	3
	f. Fondness for speaking with foreigners	3

In addition to students, 16 Magelang's tourism practitioners were invited to enrich the data obtained from the students. They were to provide data about the language functions they usually use to handle guests in real situations on the field.

Research procedures

In this study, the researchers would limit the R&D procedure to only the first three steps of ADDIE: Analysis - Design - Development. This was due to the

limited time available to conduct the study. The following two steps (Implementation and Evaluation) will be carried out next year.

In the first step (Analysis), the researchers focused on analyzing the 51 students' needs concerning what they need to learn in the English for Tourism (EFT) course. In addition, the researchers also involved 16 practitioners in Magelang's tourism to give broader and more detailed information regarding what they usually encounter when handling

guests. In that way, the researchers could get rich data and thus have higher chances of producing a feasible product. In the second phase (Design), the researchers began by developing a syllabus for the module. All data gathered from the analysis phase were sorted to find their patterns. This syllabus would then be used as a guideline in the implementation of the third phase (Development). The Development phase begins the production and testing of the module. This stage is about putting into action what has been designed in the previous stage. During this phase, the researchers would draft, produce, and evaluate the module through an expert judgment process. In short, the research procedure could be depicted as follows figure 1.

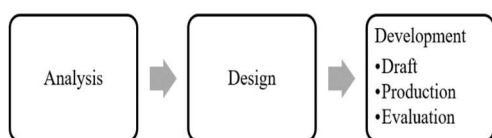


Figure 1 Research Procedure

Data collection

The researchers distributed a questionnaire to the students through a Google Form to collect the data, particularly in the Analysis phase. This questionnaire was divided into three parts. The first part was to elicit information about the students' typical background, such as their age, interests, educational goals in taking the English

for Tourism course, experience, and cultural background. The second part focused on the data needed to develop the syllabus, including the learning outcomes the students aimed for in terms of knowledge, skills, attitudes, and behaviors. Meanwhile, the third part would concern the digital module: whether or not the students are familiar with flipbooks, what features the students expect to be present in the Flipbook, and the design of the Flipbook. For the data obtained from the practitioners, the researchers carried out an interview with some open-ended questions focusing on the speaking skills usually needed when handling tourists in the field.

In the last phase of this study (Development), the researchers also distributed a questionnaire to two experts to assess whether the developed Flipbook could be used as a digital learning material for the English for Tourism course. These two experts were considered qualified, as they had expertise in English for Tourism (content) and media development. The questionnaire items were in the form of both closed and open-ended questions. The closed-ended questions were on a 4-point Likert scale: Strongly Agree, Agree, Disagree, and Strongly Disagree. These questions explored experts' feedback on the Flipbook in terms of content, language, presentation, and

layout. Meanwhile, the open-ended questions were to elicit the experts' general feedback and suggestions for further revisions. The statement items in the questionnaire were adapted from a textbook assessment instrument developed by the Education, Curriculum, and Assessment Standards Agency of Indonesia (BSAKP).

Data analysis

For the need analysis questionnaire that was developed in the form of closed-ended questions, the researchers analyzed the obtained data using frequencies and percentages. The highest percentages represented the students' needs. Meanwhile, the data obtained from the expert judgment phase were analyzed both quantitatively and qualitatively. Quantitative data analysis using frequencies and percentages was for the data from the closed-ended questions, while

qualitative data analysis used data reduction, data display, and conclusion drawing as proposed by Miles and Huberman (1994) as cited in Silverman (2020) for the open-ended questions.

FINDINGS AND DISCUSSION

Findings

The Students' Needs in English for Tourism Course

The first stage in this study was the needs analysis. In this stage, a questionnaire was distributed to the students to know their needs for English materials in the English for Tourism course. The questionnaire was in the form of multiple-choice questions, and the students were allowed to choose more than one option. The highest percentage of the students' responses was considered as their need. The results of the needs analysis can be seen in Table 2.

Table 2 The Students' Needs

Aspect	Students' Needs	N	Total Answer per Item	Percentage (%)
Language Skill	The most needed skill in English for Tourism			
	a. Listening	51	3	5.9
	b. Speaking	51	48	94.1
	c. Reading	51	0	0
	d. Writing	51	0	0
Language Function	I will use English in the context of English for Tourism			
	a. Welcoming tourists	51	39	76.5
	b. Giving basic information	51	36	70.6

Aspect	Students' Needs	N	Total Answer per Item	Percentage (%)
	c. Making a hotel reservation	51	18	35.3
	d. Explaining tour itineraries	51	30	58.8
	e. Checking in and checking out	51	15	29.4
	f. Talking about local features	51	42	82.4
	g. Describing places and landmarks	51	36	70.6
	h. Giving advice	51	21	41.2
	i. Dealing with complaints	51	24	47.1
	j. Explaining safety, rules, and etiquette	51	33	64.7
	k. Writing emails	51	24	47.1
	l. Writing brochures	51	18	35.3
	m. Others (Reading manuals)	51	12	23.5
Setting	The students prefer to accomplish tasks			
	a. Individually	51	5	9.8
	b. In pairs	51	37	72.5
	c. In groups	51	9	17.6
Lecturer Role	The students expect the lecturer to be a/an			
	a. Organizer	51	32	62.7
	b. Assessor	51	13	25.5
	c. Resource	51	3	5.9
	d. Participant	51	0	0.0
	e. Observer	51	3	5.9
Attitudes	Do you think it is important to integrate local wisdom into English for Tourism learning materials?			
	a. Yes	51	51	100
	b. No	51	0	0
	What is the most important attitude that should be instilled through English for Tourism learning materials?			
	a. Patience	51	45	88.2
	b. Honesty	51	30	58.8
	c. Open-Mindedness	51	15	29.4
	d. Accuracy	51	18	35.3
	e. Courtesy	51	45	88.2
	f. Tenacity	51	12	23.5
	g. Others (Diligence)	51	1	2
Flipbook Design	Are you familiar with Flipbook?			
	a. Yes	51	42	82.4
	b. No	51	9	17.6
	What are the most important features of a flipbook?			
	a. Video	51	45	88.2
	b. Hyperlink	51	24	47.1
	c. Audio	51	30	58.8
	d. QR Code	51	18	35.3
	e. Highlight	51	21	41.2
	f. Bookmark	51	12	23.5
	g. Others	51	0	0

As shown in Table 2, all participants in this study, as many as 51 students, filled out the questionnaire and indicated their needs and preferences concerning the development of a digital module for the English for Tourism course. In terms of the language skills that these students really needed the most to be able to survive in the tourism field, speaking skills were prioritized by 48 out of 51 (94.1%) students.

In terms of language function, the students showed that the most important language functions to work properly in the tourism field were such functions as expressions used for talking about local features (82.4%), welcoming tourists (76.5%), giving basic information (70.6%), and describing places and landmarks (70.6%). To accomplish the tasks presented in the module, most students preferred working in pairs (72.5%) instead of individually (9.8%) or in groups (17.6%).

For the role that the students expected the lecturer to play during the learning process, 62.7% of them preferred to have their lecturers as organizers instead of as assessors (25.5%), resources (5.9%), or observers (5.9%).

In relation to the students' opinion regarding the importance of integrating local wisdom into the English for Tourism materials, they all agreed

(100%) that local wisdom should be infused into the teaching and learning process through the integrated module. In addition to them, local wisdom values such as patience (88.2%) and courtesy (88.2%) should be instilled through the materials presented in the module because these two attitudes are so important in the tourism industry.

To develop the Flipbook, the researchers also explored students' preferences regarding the features that should be present in the Flipbook. Even though not all students identified themselves as familiar with flipbooks (17.6%), they gave valuable inputs for the development of this product. To them, videos (88.2%), audio (58.8%), and hyperlink features (47.1%) were the top three features that should be there in the Flipbook to enrich their learning.

Flipbook Development for English for Tourism Course Based on the Local Wisdom Values of Magelang

After carrying out the needs analysis phase, the researchers could then develop the Flipbook based on the results of the needs analysis. As the need analysis results suggested, the materials would focus on the development of students' speaking skills. There are 10 (ten) units of materials developed in this module based on the language functions the students considered essential to

master to be able to speak fluently and communicate in the tourism field. They include (1) welcoming tourists, (2) giving basic information, (3) making a hotel reservation, (4) explaining tour itineraries, (5) checking in and checking out, (6) talking about local features, (7) describing places and landmarks, (8) giving advice, (9) dealing with complaints, and (10) explaining safety, rules, and etiquette. Each unit consists of some essential parts: (1) Introduction, (2) Language Functions, (3) Exercises, (4) Cultural Tips, and (5) Enrichment. The final version of the Flipbook can be accessed at <https://heyzine.com/flip-book/bef33e0cd3.html>.

For the central part of each unit, the researchers first give some introduction to building the students' background knowledge of the topic. Not only a brief introduction, but the researchers also provide a picture to illustrate the topic. Through pictures, students' prior knowledge and interest could be instantly stimulated. In that way, students would actively construct their own knowledge, leading to more relevant and meaningful learning (Lupo et al., 2018; Rany et al., 2021). In this section, the researchers also provided introductory paragraphs to introduce cultural contexts and shared experiences related to the topic being discussed. This is a scaffolding process that many experts consider essential to begin any

learning activities (Chappell, 2014; Hinkel, 2016; Tomlinson & Masuhara, 2017).

Following the presentation of the Introduction section, there is an explanation of the main focus of this module, i.e., language functions. The researchers provide the students with a list of expressions usually used to handle guests in various situations.

LANGUAGE FUNCTIONS

Expressions used to greet and welcome guests:

- Hi everyone!
- Hello everyone!
- Welcome to Magelang.
- Good morning/ afternoon/ evening ladies and gentlemen.

Figure 2. Language Function Section

After the students learn the language functions, it is now their time to practice their speaking skills. The researchers provide 2 or 3 tasks for them to practice. All tasks are sequenced based on their complexity. The easier task comes first, followed by the more complex ones.

EXERCISE**Task 1**

Complete the following dialog using proper expressions in welcoming guests.

- Tour Guide : Are you Mr. Berty?
 Tourist : Good afternoon. Yes, I am.
 Tour Guide : How are you, Sir?
 Tourist : I'm good.
 Tour Guide : and this is the driver, Mr. Mamat.
 Tourist : Hallo Cahyo and Mamat. It's nice to meet you.
 Tour Guide : Nice to meet you, Sir. Can I help you with the luggage? The car is over there.
 Tourist : Yes, of course, please.

Task 2

In pairs, create your own dialog in welcoming guests Magelang and present it in front of the class.

Figure 3. Task Sequence

Without a doubt, task sequencing is an important aspect of material development that should be taken into account when designing learning tasks. It is not only about levels but more about complexity in both cognitive and linguistic domains (Sudharshana & Mukhopadhyay, 2022). Baralt et al. (2016), as cited in Allaw and McDonough (2019), state that presenting tasks from the simpler to the more complex ones would increase the retention of new information. Following this principle, the researchers sequenced the tasks from the easier to the more challenging. For the former, the researchers presented tasks in which students were provided with clues to help them accomplish the task. Meanwhile, for the latter, they had to

work on the answers by relying on their own understanding of the topic, either individually or in pairs. After completing all tasks, it is expected that they could be more independent in their learning.

In relation to the aim of this study, which is to insert character building, every material presented in each unit is connected with the local wisdom values of Magelang. For instance, in Unit 6, 'Talking about Local Features,' the researchers provide a sample conversation showing the generosity of Magelang's people. Without being asked, as a typical Javanese, people in Magelang would offer their food to others, even though their real intention is just to show politeness.

Give a short conversation between guide and tourist that describing about gethuk/pothill/any Magelang local food/place/art/festival.

- | | | |
|------------|---|--|
| Tourist | : | What is the local food here? |
| Tour guide | : | Oh, we have a lot. Here, I bring gethuk, Sir. Do you want to try? |
| Tourist | : | Gethuk? What is made from? |
| Tour guide | : | It is made from cassava. The sprinkle as the topping is made from grated coconut. Try it, Sir. |
| Tourist | : | Hm..tastes good. Thank you. Where can I get it? |
| Tour guide | : | There. I'll show you the way. |
| Tourist | : | Thank you |

Figure 4. Integration of Magelang's Local Wisdom Values into the Learning Materials

To strengthen the installment of those values, there is a section particularly designed to raise students' cultural awareness even more, i.e., Cultural Tips. This section provides the students with cultural tips they should implement to act properly when handling guests from different cultures.

Students should know what behaviors and etiquette are common and accepted professionally in each culture. By understanding these differences, students could be more open, sensitive, and flexible to the norms of other cultures when dealing with guests from different cultures, leading to better interaction and fewer misunderstandings, which can eventually result in more success (Abugre & Debrah, 2019; Agbanyo & Wang, 2022; Pratiwi, 2022).

CULTURAL TIPS

- Smile and greet visitors warmly.
- Make your guests feel that their visit is important to you.
- Have clear guidelines so that you act based on your values.
- Never ask questions about marital status, race, religion, or political views to your guests.

Figure 5. Cultural Tips Section

In addition, to give students authentic examples of how they should act as a person working in the tourism field, the researchers insert an extra section called "Enrichment." This section is for the students to explore the topic more by watching videos on YouTube.

ENRICHMENT

Watch this video from YouTube to give you more understanding of how we give basic information to our guests.



Figure 6. Enrichment Section

By watching videos, students would get a clear description of the real situation in the tourism field. They would know how a real tour guide handles their guests, from welcoming them, helping them check in, describing the tour itineraries, and describing places to assisting them in checking out. All these videos provide authentic and relevant input for the students. Authentic materials refer to any materials that are not created for intentional use in language classrooms (Nunan, 2015). When exposed to authentic materials through videos, the students may have a clear description of various situations in which they will possibly encounter in an English-speaking environment. It will help them shift to a context where English is the norm. They will find people speaking using fillers, abbreviations, and body language that are commonly used when people speak in real situations. In addition, authentic materials will also expose students to cultures (Fitriana et al., 2019; Pinzón, 2020); thus, teachers can take the context into consideration instead of just showing how the language is used.

The Feasibility of English for Tourism Flipbook

To assess whether or not the developed Flipbook can be used to teach

students in the English for Tourism course, the draft of this media should be tested for its feasibility. The researchers did it through expert judgment validation. The Flipbook was assessed in terms of its contents and media design. Hence, two experts were invited to give their feedback: an English for Tourism (content) expert and an expert in media development.

As mentioned earlier, a questionnaire consisting of both closed- and open-ended questions was distributed to these two experts to elicit their feedback on the quality of the Flipbook. Table 3 summarizes the results.

Table 3. The Results of Expert Judgment

Criteria	Statement	Expert 1	Expert 2	Mean Score
Content	The materials presented are accurate.	4	4	4
	The materials are actual following the development of science and technology in the field.	4	3	3.5
	The materials are contextual, following the characteristics of English for Tourism.	4	4	4
	The materials can develop students' cultural insights.	4	3	3.5
Language	The language is appropriate for the developmental level of students.	4	4	4
	The language is communicative and effective.	4	3	3.5
	The language used is accurate in terms of grammar.	4	3	3.5
	The language used does not lead to ambiguity.	4	4	4
Presentation	Relevant pictures are used to clarify the materials.	4	3	3.5
	Relevant videos are used to enrich student's understanding.	4	3	3.5
	The materials are organized systematically.	4	4	4
Layout	The fonts used are consistent.	4	4	4
	The font size is appropriate.	4	4	4
	Texts are presented in a way that makes the copy legible, clear, and visually appealing to the students.	3	4	3.5

As seen in Table 3, with a mean score of more than 3 for all aspects, it can be said that the Flipbook has already fulfilled the criteria for quality learning

material. Even so, some revisions were made following experts' suggestions, as stated in their responses to the open-ended questions.

First, it is suggested that in terms of the content, the researchers add a vocabulary list section containing a list of difficult words to help the students better understand the materials and enrich their vocabulary at the same time. Research findings reveal that vocabulary size and lexical knowledge depth positively correlate to academic achievement (Irvin & Blankenship, 2022; Manihuruk, 2020; Masrai et al., 2021). Students with extensive vocabulary would perform better in various aspects of language and literacy as it develops all areas of communication: listening, speaking, reading, and writing. Considering the expert's feedback and the importance of enriching students' vocabulary through learning materials, the researchers added an extra section at the end of the Flipbook called "Vocabulary List."

VOCABULARY LIST

English	Phonetic Transcription	Word Class	Indonesian
abroad	/əˈbraʊd/	adverb	luar negeri
adhere	/ədˈhɪər/	verb	mengikuti
allocate	/ˈæl.ə.keɪt/	verb	mengalokasikan
architecture	/ˈɑːr.kɪt.ektʃə/	noun	arsitektur
arrival	/əˈraɪ.vəl/	noun	kedatangan
artifact	/ˈɑːr.tɪ.fækt/	noun	artefak
assist	/əˈsɪst/	verb	membantu
attract	/əˈtrækt/	verb	menarik
baggage	/ˈbæɡ.ɪdʒ/	noun	koper
bill	/bɪl/	noun	tagihan

Figure 7. Vocabulary List Section

This "Vocabulary List" section provides students with not only a list of English words and their equivalents in Bahasa Indonesia but also the phonetic

transcription and word class of those words. This module is particularly developed to enhance students' speaking skills. In speaking, students must be able to pronounce each word correctly with accurate sounds of the letters and appropriate stress to avoid misunderstanding. Therefore, it is critical to show students how to pronounce the words correctly through phonetic transcription. In addition, information about word class is also important to help students construct sentences using that word with correct grammar.

Second, it is also suggested that the "Language Function" section provides more examples of expressions used in real-life working situations. With more exposure to the language, students could get more contact with the target language. When provided with sufficient and consistent exposure to the language, it is expected that language development could take place even better. As empirical research has revealed, language exposure encourages language acquisition and enhances learners' language performance (Wilde et al., 2020; Zoubi, 2018). To facilitate this urgency, the researchers added more expressions in the "Language Function" section to provide learners with richer exposure to the target language.

Discussion

In carrying out a research and development project, students' needs are vital to deciding what to develop. As found in this study, for students working in the tourism sector, speaking skills are always considered the most vital skills. This finding is similar to that of Prihandoko et al. (2019), who explored students' perceptions of the importance of English-speaking skills in tourism. They confirmed that the majority of their students perceived speaking skills as the most essential skills compared to the other language skills. In a more recent study, Prima (2022) carried out a need analysis of Indonesian hospitality and tourism industry employees and found that the development of listening and speaking skills was the students' most wanted goal, while spoken grammar was the last priority. This tendency to prioritize speaking skills in tourism can be explained by the fact that guests come from all over the world. They all speak different languages, but most of them use English as an international language. Hence, having excellent speaking skills will enhance guests' satisfaction since, through effective communication, misunderstandings can be avoided, relationships can be maintained, and guests' experiences can be more unforgettable.

In addition, students may need to speak in English in all kinds of real-life situations that might occur in the tourism industry. To be fluent and confident, they need to practice their speaking skills. This means that teachers should create opportunities for the students to speak in English for real communicative purposes. It could be quite challenging for teachers to give all students the opportunity to speak in class, particularly if there is a large number of students. One way that teachers can give all students a chance to speak is by assigning them into pairs or small groups to talk with each other (Maca, 2020; Ngoc Duc et al., 2020). Through pairs and group work, students will feel safer practicing their speaking since not many people hear them, but all students have a chance to speak. This eventually allows students to build confidence and fluency in their speaking in English (Aulia et al., 2020; Marsevani & Habeebanisya, 2022; Topçu & Başbay, 2020).

To support students' learning, teacher roles are crucial. Some previous studies have confirmed students' preference to have their teacher as an organizer and assessor during speaking activities (Lutfin & Fansury, 2020; Sakale, 2019; Tarekegn & Berkessa, 2022). Harmer (2015) asserted that as an organizer, teachers are expected to organize all learning activities from the

beginning to the end of the class, including organizing tasks, giving instructions on how the students should do the tasks, and assigning students into pairs or groups in doing the tasks. Meanwhile, as an assessor, teachers are involved in such activities as assessing students' performance, giving feedback, and grading their work. In speaking activities, these two roles are so important for teachers to perform since, in learning productive skills, what the students need are ample opportunities to practice their skills and constructive feedback to improve their performance from time to time. They need their teachers as an organizer to arrange learning activities that meet their needs and as an assessors to evaluate their performance.

Other than a set of hard skills, students wishing to work in the tourism sector must have adequate soft skills. Tourism is a service-based industry in which guests' satisfaction is everything. To guarantee this satisfaction, the requirements for excellent soft skills, particularly patience and courtesy, cannot be negotiated (Sharma & Singh, 2020; Silva et al., 2019). Students should be given learning materials that show them how to handle real situations in a field in which patience and courtesy are very much needed.

For teachers, providing students with effective learning materials is very important. Many researchers have already explored the use of videos or any audio-visual media in language teaching. Most of these studies prove that students could benefit from online or offline videos in their language learning process (Albahlal, 2019; Audina et al., 2022; Dharmayanti et al., 2021; Perez & Rodgers, 2019). Any language skills, either receptive or productive, could be taught and learned using this technology. In addition, Maryani and Aguskin (2019) and Saud and Rahman (2019) assert that videos could also play a role in promoting cultural lessons. Considering these findings, the researchers inserted some videos in the Flipbook to enhance students' chances of getting authentic and meaningful input for their learning and instilling local wisdom values.

CONCLUSIONS AND SUGGESTION

This study aimed to develop a digital module in the form of a flipbook to teach English for Tourism (EFT) students. This is not only designed to deliver materials concerning the EFT field but also to instill character values based on the local wisdom of Magelang. By integrating cultures into the teaching and learning process, particularly the teaching materials, teachers could

develop students' characters more easily, thus supporting the government's target in fulfilling the objectives of *Kurikulum Merdeka*.

After carrying out several stages of the Research and Development study (Analysis, Design, and Development) in this first phase, the researchers could produce the expected product of this study, i.e., an English for Tourism flipbook based on the local wisdom values of Magelang. Comprising ten units with five main sections each, this Flipbook has presented not only the language functions the students need to survive in tourism successfully but also the cultural values that are pivotal in developing their characters. With validation from content and media development experts, this product proved feasible to be tried out to its end users, i.e., the English for Tourism course students.

This study has not been carried out thoroughly to finish all stages of ADDIE in Research and Development procedures, and thus, the overall feasibility of the materials has not been thoroughly evaluated. Therefore, in the next round, the Implementation and Evaluation stages should be carried out to obtain a comprehensive result concerning the quality of the developed media. Even so, the findings of this study could shed light on what the

students need in real work situations so that further studies on the development of other innovative learning materials could be carried out.

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