

LAPORAN AKHIR PENELITIAN

I. IDENTITAS PENELITIAN

A. JUDUL PENELITIAN

Judul : PENGEMBANGAN BUKU PANDUAN *PRACTICUM ON TOURISM*
(*PoT*)

Skema : Penelitian Terapan

Jenis Riset : RnD TKT: 6

Ketua peneliti : Muh Saeful Effendi, M. Pd.B.I.

Anggota 1 : Khafidhoh, M. Pd.

Anggota 2 : -

Pembimbing : -

B. PRODUK/INOVASI PENELITIAN

No	Nama Produk/Inovasi Penelitian	Status	Keterangan
1	Buku Ajar	Published	Hak Cipta (dalam proses)
2	Artikel Jurnal	Submitted	Jurnal Metathesis

II. SUBSTANSI PENELITIAN

A. RINGKASAN: Ringkasan penelitian berisi: (i) latar belakang penelitian, (ii) tujuan dan tahapan metode penelitian, (iii) luaran yang ditargetkan, serta (iv) uraian TKT penelitian yang diusulkan.

Yogyakarta merupakan kota Pariwisata. Prodi PBI UAD menangkap peluang tersebut dengan mengembangkan mata kuliah berbasis pariwisata, yaitu English for Tourism. Tujuan awal dari penelitian ini ialah mengembangkan buku panduan Practicum on Tourism (PoT), namun karena ada perubahan kurikulum di prodi PBI UAD, tujuan penelitian ini bergeser untuk mengembangkan worksheet pendamping buku ajar mata kuliah English for Tourism di prodi PBI UAD. Oleh karena itu, penelitian ini dikategorikan kedalam penelitian dan pengembangan.

Ada beberapa langkah yang akan dilakukan dalam penelitian ini, yaitu melakukan analisis kebutuhan, membuat desain, mengembangkan, memvalidasi, dan merevisi buku yang dikembangkan. Implementasi serta evaluasi penggunaan buku tersebut batal dilakukan akibat pandemi. Selanjutnya, instrumen yang digunakan dalam penelitian ini adalah panduan wawancara dan angket. Panduan wawancara digunakan saat melakukan analisis kebutuhan, sedangkan angket digunakan saat validasi dan evaluasi buku panduan. Ada dua tipe data yang didapat dari penelitian ini, yaitu data kualitatif dan kuantitatif. Data kualitatif dianalisis secara deskriptif, sedangkan data kuantitatif dianalisis menggunakan skala Likert dan prosentase kriteria keterpakaian. Buku didesain dan direvisi berdasarkan data yang akan diperoleh.

Luaran yang diharapkan dari penelitian ini berupa buku dan artikel ilmiah. Oleh karena itu, penelitian ini termasuk dalam skala TKT 6.

B. KATA KUNCI: Tuliskan kata kunci maksimal 5 kata.

Worksheet, English for Tourism

C. HASIL PELAKSANAAN PENELITIAN: Tuliskan secara ringkas hasil pelaksanaan penelitian yang telah dicapai sesuai tahun pelaksanaan penelitian. Penyajian meliputi **data, hasil analisis, pembahasan hasil dan capaian luaran** (wajib dan atau tambahan). Seluruh hasil atau capaian yang dilaporkan harus berkaitan dengan tahapan pelaksanaan penelitian sebagaimana direncanakan pada proposal. Penyajian data dapat berupa gambar, tabel, grafik, dan sejenisnya, serta analisis didukung dengan sumber pustaka primer yang relevan dan terkini.

Analisis Data

1. Validasi Ahli Materi

Tabel 1. Hasil Validasi Ahli Materi

No	Aspek yang Diamati	Skor	Kategori
1	Materi		
	Materi dalam <i>worksheet</i> yang digunakan sesuai dengan materi pelajaran.	4	Baik
	Materi dalam <i>worksheet</i> yang digunakan sesuai dengan tujuan pembelajaran.	4	Baik
	Penggunaan <i>worksheet</i> yang digunakan sesuai dengan kurikulum	4	Baik
2	Ilustrasi		
	Materi dalam <i>worksheet</i> yang digunakan dapat memberikan ilustrasi yang sesuai dengan keadaan yang sebenarnya.	4	Baik
	Materi dalam <i>worksheet</i> dapat mempermudah siswa dalam mengembangkan kemampuan berbahasa Inggris	4	Baik
3	Kualitas dan Tampilan <i>Worksheet</i>		
	Penampilan <i>worksheet</i> menarik perhatian siswa.	5	Excellent
	<i>Worksheet</i> yang digunakan tidak mudah rusak	4	Baik
4	Daya Tarik		
	Penggunaan <i>worksheet</i> dapat mengembangkan kemampuan siswa dalam berbahsa Inggris	4	Baik
	Penggunaan <i>worksheet</i> dapat meminimalisir kesalahan dalam berbahasa Inggris dalam dunia pada siswa	4	Baik
Total		37	

Selanjutnya, kalkulasi prosentase dari data tersebut adalah sebagai berikut.

$$P = \frac{s}{N} \times 100\%$$

$$= \frac{37}{45} \times 100\% = 82 \%$$

2. Validasi Ahli Tourism

Tabel 2. Hasil Validasi Ahli Tourism

No	Aspek yang Diamati	Skor	Kategori
1	Materi		
	Materi dalam <i>worksheet</i> yang digunakan sesuai dengan materi pelajaran.	5	Excellent
	Materi dalam <i>worksheet</i> yang digunakan sesuai dengan tujuan pembelajaran.	5	Excellent
	Penggunaan <i>worksheet</i> yang digunakan sesuai dengan kurikulum	5	Excellent
2	Ilustrasi		
	Materi dalam <i>worksheet</i> yang digunakan dapat memberikan ilustrasi yang sesuai dengan keadaan yang sebenarnya.	4	Baik
	Materi dalam <i>worksheet</i> dapat mempermudah siswa dalam mengembangkan kemampuan berbahasa Inggris	4	Baik
3	Kualitas dan Tampilan Worksheet		
	Penampilan <i>worksheet</i> menarik perhatian siswa.	4	Baik
	<i>Worksheet</i> yang digunakan tidak mudah rusak	4	Baik
4	Daya Tarik		
	Penggunaan <i>worksheet</i> dapat mengembangkan kemampuan siswa dalam berbahasa Inggris	4	Baik
	Penggunaan <i>worksheet</i> dapat meminimalisir kesalahan dalam berbahasa Inggris dalam dunia pada siswa	4	Baik
Total		39	

Selanjutnya, kalkulasi prosentase dari data tersebut ialah sebagai berikut:

$$P = \frac{s}{N} \times 100\%$$

$$= \frac{39}{45} \times 100\% = 87\%$$

3. Review Produk Akhir

Hasil Review produk akhir berdasarkan hasil analisis data ialah sebagai berikut:

No	Validator	Prosentase	Kategori
1.	Ahli Materi	82%	Excellent
2.	Ahli Tourism	87%	Excellent
Rerata		84.5%	Excellent

Pembahasan

1. Pengembangan Worksheets

Dalam mengembangkan worksheets, ada beberapa aspek yang perlu diperhatikan. Worksheets yang dikembangkan sebaiknya bersifat simple dan mudah untuk digunakan oleh para siswa. Karakteristik dari workshop yang dikembangkan juga perlu selaras dengan kebutuhan para siswa untuk meningkatkan keterampilan berbahasa mereka (Directorate of vocational high school development, 2008: 4-7). Selanjutnya disebutkan pula bahwa ada 5 karakteristik mendasar yang perlu diperhatikan dalam mengembangkan worksheets.

Pertama, perlunya dirumuskan tujuan pembelajaran. Dalam hal ini, peneliti juga telah merumuskan tujuan pembelajaran untuk masing-masing bab sebagai landasan dalam penggunaan worksheet untuk mendukung perkuliahan

Kedua, perlu diakomodirnya seluruh keterampilan berbahasa (listening, speaking, reading, dan writing). Sejalan dengan hal tersebut, peneliti juga menyusun workshop dalam empat ranah keterampilan berbahasa tersebut di setiap babnya.

Ketiga, worksheet harus memudahkan siswa untuk mempraktikkan materi pembelajaran yang relevan. Terkait hal ini, selain peneliti menjadikan buku ajar mata kuliah terkait sebagai basis dalam pengembangan worksheet ini, peneliti juga mendesain worksheet tersebut sesimpel mungkin namun tetap kaya akan konten agar mudah dipahami dan dipraktikkan.

Keempat, mengarahkan mahasiswa untuk melek teknologi. Dalam hal ini, beberapa task yang ada dalam worksheets dirancang untuk mengarahkan mahasiswa agar technology and digital literate.

Terakhir, worksheets sebaiknya dilengkapi dengan instruksi-instruksi yang jelas. Sejalan dengan aspek tersebut, tim peneliti juga berusaha menyusun instruksi-instruksi pada setiap task dengan menggunakan kalimat yang jelas untuk memudahkan mahasiswa untuk memahami dan mengerjakan task yang ada.

2. English for Tourism

Kamra (2010: 184) menyatakan bahwa dunia tourism sangat berpengaruh dalam perkembangan ekonomi. Oleh karena itu, sejalan dengan struktur kurikulum program studi Pendidikan Bahasa Inggris UAD, tim peneliti memilih tourism sebagai topic penelitian untuk memperkaya pengetahuan para mahasiswa untuk mengembangkan keterampilan berbahasa Inggris mahasiswa, khususnya yang fungsional untuk digunakan di dunia tourism.

Selanjutnya, Kamra (2010: 157) juga menyatakan bahwa tourism adalah 'pasar' yang bersifat dinamis dimana berbagai macam produk tourism dapat ditawarkan. Dengan kata lain, terkait pemilihan sub topik yang akan dijadikan konten dari worksheet, ada banyak pilihan sub topic yang bisa dibahas dalam worksheet. Untuk menyeleksi kandidat sub topic yang akan digunakan, peneliti berpijak pada materi pembelajaran atau buku ajar yang telah disusun pada penelitian sebelumnya.

3. Proses Pengembangan Worksheet

Sukmadinata (2006: 164) mengklaim bahwa dalam mengembangkan sebuah produk, perlu adanya langkah-langkah sistematis untuk mendapatkan hasil yang jelas. Sejalan dengan hal tersebut, pengembangan worksheets dalam penelitian ini juga dilakukan secara sistematis berdasarkan salah satu dari sekian banyak model RnD yang dikemukakan oleh banyak ahli.

Selanjutnya, Sugiyono (2012:409) juga menjelaskan bahwa dokumentasi memiliki peran penting dalam berbagai tahapan penelitian. Dalam hal ini, peneliti juga melakukan dokumentasi beberapa data yang dibutuhkan dalam pengembangan worksheet, mulai dari mendokumentasi beberapa potensi terkait bidang tourism yang bersifat esensial untuk diambil sebagai basis konten dari worksheets yang dikembangkan.

4. Worksheets untuk Matakuliah English for Tourism

Graves (2000:149) menyatakan bahwa dalam pembelajaran perlu adanya perencanaan pembelajaran yang meliputi pemilihan topik, mengadaptasi materi pembelajaran dan mengembangkan worksheet untuk mencapai tujuan pembelajaran. Selanjutnya, terkait tourism, Shulman's (1987) dalam Richards (2001:262) menyatakan bahwa materi harus memungkan para siswa untuk mengeksplor pengetahuan mereka dalam tourism, baik lokal maupun internasional. Terkait dengan pendapat ahli tersebut, penelitian ini juga dikembangkan dengan diawali dengan pemilihan topic serta adaptasi materi dari riset sebelumnya yang menjadi pijakan awal dalam pengembangan worksheet pada penelitian ini.

Selanjutnya, Tomlinson (2012:143) menyatakan worksheets yang dikembangkan juga perlu dievaluasi. Sejalan dengan hal tersebut, peneliti mengevaluasi worksheet yang dikembangkan melalui proses validasi oleh ahli materi dan ahli tourism sehingga didapatkan hasil evaluasi yang komprehensif.

5. Menilai Worksheets yang Dikembangkan

Tomlinson (1998:222) menjelaskan beberapa kiat dalam menilai materi pembelajaran, dalam hal ini worksheet, sebagai berikut.

- a. Menyusun spesifikasi konten worksheet, mulai dari tujuan pembelajaran hingga urutan keterampilan bahasa yang akan didiskusikan di dalam kelas.

- b. Menyiapkan instrumen penilaian
- c. Memastikan workseets yang dikembangkan relevan dengan materi pembelajaran yang diberikan di kelas.
- d. Menyimpulkan/ merekomendasikan bahwa worksheet yang dikembangkan sudah layak atau belum untuk dimanfaatkan untuk pembelajaran di kelas

Terkait penelitian yang dilakukan oleh tim peneliti, tim peneliti juga telah melakukan langkah-langkah seperti yang dikemukakan oleh Tomlinson untuk memastikan ketepatan hasil penilaian dari worksheet yang dikembangkan.

Luaran

Terkait dengan luaran, luaran dari penelitian ini yang meliputi draft buku ajar dalam proses editing dan tersubmitnya jurnal ilmiah telah dipenuhi dengan baik, bahkan melebihi ekspektasi karena buku telah dicetak, bahkan HKI juga telah rilis.

D. STATUS LUARAN: Tuliskan jenis, identitas dan status ketercapaian setiap luaran wajib dan luaran tambahan (jika ada) yang dijanjikan pada tahun pelaksanaan penelitian. Jenis luaran dapat berupa publikasi, perolehan kekayaan intelektual, hasil pengujian atau luaran lainnya yang telah dijanjikan pada proposal. Uraian status luaran harus didukung dengan bukti kemajuan ketercapaian luaran sesuai dengan luaran yang dijanjikan. Lampirkan pada laporan akhir bukti dokumen ketercapaian luaran wajib dan luaran tambahannya.

No	Nama Produk/Inovasi Penelitian	Status	Keterangan
1	Buku Ajar	Published	Hak Cipta (dalam proses)
2	Artikel Jurnal	Subbmitted	Jurnal Metathesis

E. PERAN MITRA: Tuliskan realisasi kerjasama dan kontribusi Mitra baik *in-kind* maupun *in-cash* (jika ada). Bukti pendukung realisasi kerjasama dan realisasi kontribusi mitra dilaporkan sesuai dengan kondisi yang sebenarnya. Bukti dokumen realisasi kerjasama dengan Mitra dilampirkan di dalam laporan akhir.

Mitra dalam hal ini adalah prodi Pendidikan Bahasa Inggris UAD, khususnya tim dosen pengampu mata kuliah English for Tourism yang telah memberikan support berupa dukungan dan masukan dalam menyelesaikan penelitian ini. Bukti terlampir.

F. KENDALA PELAKSANAAN PENELITIAN: Tuliskan kesulitan atau hambatan yang dihadapi selama melakukan penelitian dan mencapai luaran yang dijanjikan, termasuk penjelasan jika pelaksanaan penelitian dan luaran penelitian tidak sesuai dengan yang direncanakan atau dijanjikan.

Kendala utama ialah perubahan kurikulum sehingga tujuan penelitian harus disesuaikan. Selanjutnya, pandemi juga tidak memungkinkan untuk melakukan ujicoba terbatas produk penelitian ini.

G. RENCANA TINDAK LANJUT PENELITIAN: Tuliskan dan uraikan rencana tindak lanjut penelitian selanjutnya dengan melihat hasil penelitian yang telah diperoleh. Jika ada target yang belum diselesaikan pada akhir tahun pelaksanaan penelitian, pada bagian ini dapat dituliskan rencana penyelesaian target yang belum tercapai tersebut.

Sisa waktu yang ada akan kami gunakan untuk menyelesaikan poses penerbitan artikel ilmiah.

H. DAFTAR PUSTAKA: Penyusunan Daftar Pustaka berdasarkan **sistem nomor** sesuai dengan urutan pengutipan. Hanya pustaka yang disitasi pada laporan akhir yang dicantumkan dalam Daftar Pustaka.

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LAMPIRAN

1. **Bukti Realisasi Kerjasama dengan Mitra**
2. **HKI**
3. **Draft Artikel Jurnal**

WORKSHEETS FOR ENGLISH FOR TOURISM CLASS

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ABSTRACT

Tourism in Indonesia as a mattering aspects that should be improved to bring into a precious and elegance tourism place in the world. In English Education Department of Universitas Ahmad Dahlan as one of the

institutions that play the role in tourism industry. There are some tour and travel as the tourism partners to train the students more about tourism aspects. In practicum on tourism of 7th semester, the students are able to analyze their proficiency in English skills and to explore their knowledge about tourism. The students need more specific worksheets about tourism and the tasks of English for Tourism should be developed. A previous researcher in English for Tourism have done the suitable materials for teaching in the class. The materials are not enough for students to learn more about their English skills. Therefore, this research aims at Developing Worksheets for English for Tourism Class. This research is Research and Development. The research took several steps from Sugiyono (2012). Those are problem, collect the data, design product, design validation, product design, revise innovative product, revise product, and mass product. The data was obtained from an interview and validation of instrument expert. The interview was about needs analysis and observation by the previous researcher. In collecting the data, the researcher used the needs from the previous researcher. The needs came from English for Tourism students. The product of this researcher is English developed worksheets for English for Tourism class. The worksheets was developed based on the need analysis and tourism aspects. Then, based on the assessment by an expert judgment, it was obtained a total score of material expert judgment is 82% that means worksheets belong to the feasible category.

Keywords : English worksheets, English for Tourism, Research and Development

1. INTRODUCTION

Yogyakarta is a city located in Java Island. One of tourism city in Indonesia that serve many kinds of tourism spots. It may be mixed up with the human resources to develop and maintain the places. Furthermore, the tourist in domestic or overseas visiting here. The tourism quarter in Indonesia became a mattering thing to be improved. According to Anzar (2001), tourism holding tourists to visit human-made spectacles like the one to prove traditional and traditionalistic tourism for pleasure. Indonesia contributes flamboyant elegance to tempt tourists' attention because of the location in archipelago. Thus, they need to interact with the natives. English is one of the ordinary languages to communicate and master in this globalization epoch. In this problem, the student needs to be analyzed in their proficiency in speaking skills and to explore knowledge about tourism. Palmer and Mackay (1981) state 'students needs' as the focus in language learning.'

Universitas Ahmad Dahlan is one of a university in Yogyakarta that provides the subject of English for tourism. The curriculum using this subject is vital to improve students' English skills. In the 7th semester, practicum of English for tourism need to develop a worksheet for English for tourism. Moreover, students' listening skills, speaking skills, reading skills, and writing skills need to finish. To direct this, the English for tourism class was developed, designed, and taught to students enrolled in the English education department. While the course aimed to develop students' overall English abilities, substantial parts of each lesson were apply to read texts that provided learners with information on various aspects of the tourism industry.

The subject in the English Education Department of Universitas Ahmad Dahlan in the curriculum provide English for Tourism subject. A Need Analysis is a very crucial step in the development of a curriculum for it can identify learners' target situation course (Poedjiastutie & Oliver, 2017, Chaudron, Doughty, Kim, Kong, Lee, J., Lee, Y., & Long, Rivers, & Urano, 2005). Students in semester 7th as the participant in the practicum of English of tourism provided the module. From the previous study, the material had provided by the researcher. Moreover, students need more practice to improve their skills.

Developing a worksheet is the one aspect to help students to improve their skills, practice some words which used in tourism, how-to guide the tourist, and to build the communication between the students and the tourist. According to Kirubahar, Santhi, & Subashini (2010) claim that high English communication competence has a strong relationship with employability. According to Taranto (2012: 222), the types of teaching materials, such as the Student Activity Sheet, are student guides used to conduct an investigation or problem-solving activities. The previous study was undeveloped by the researcher for the students' needs. All of the students can learn English totally, but the curriculum consists of the material development on tourism and need worksheet for tourism class.

Therefore, English for tourism worksheet in English education need to be developed by the researcher and must have designed by the researcher for specific learning and language. Moreover, students in English education in Universitas Ahmad Dahlan have the benefits from the worksheet and material of English for tourism.

2. RESEARCH METHOD

The research will be carried out quantitatively and qualitatively through Research and Development (R&D). The purpose of the study is to develop worksheets for English for the Tourism class, using qualitative data. The sample class will have taught using a discussion about a problem. The research was a research and development study that deals with the use of discussion to improve the speaking skill of English Education Department Students in the tourism class. It focused on the efforts to improve the worksheet of the English for tourism module for students. This research study had implemented in the form of research and development (R&D). The research was conducted collaboratively with the lecturer and the students of English for tourism class of Universitas Ahmad Dahlan. The measurement and evaluation of public research bodies can be based on their input and output, considering three dimensions: cost, quantity, and

quality. These three aspects show the real added value, which a research body pours into the users.

3. FINDING AND DISCUSSION

As stated earlier, the present study is to develop worksheets for English for tourism class on 7th semester in English Education Department. The steps in this study were potentials and problems, collecting the data, product design, product validation, product revision, and product trial. The developed worksheets have been made and it is based on several steps according to Sugiyono (2012:409).

Tourism potential improving Indonesia's infrastructure and increasing number of foreign visitor arrivals in combination with investment growth. The tourism sector also increases the Gross Domestic Product (GDP) +5 percent. It was stated on Indonesia Investment. Moreover, the sector is important to the growth and investment of the economy in Indonesia.

The students of English Education Department Universitas Ahmad Dahlan needs to be improved in speaking skills and vocabulary. It developed in the previous textbook for English for Tourism. Furthermore, worksheets for English for Tourism should be improved.

As the research had conducted in limited time, the researcher limits the development into five steps and also adapts the process with the needs of development. The model had simplified as follows:

1. Conducting Need Analysis

The first step is conducting need analysis by interviewing with the previous researcher in developing materials for English for Tourism in the English Education Department. The researcher of this study took the data from the previous researcher name Muhamad Argi Afriandi. The previous researcher analyzed the need of the students and the material for English for Tourism. The researcher also made the worksheets based on the current syllabus of English for Tourism. Moreover, the frequency in gathered data had been analyzed and calculated by students' tendencies on the kind of materials that students preferred.

2. Writing the syllabus

The next step is writing the syllabus after analyzing the Needs Analysis Interview. The previous researcher wrote the syllabus based on the students' needs. In the syllabus, there are some learning outcomes and seven chapters of materials. In the tourism industry, students can apply the principle of tourism theory and the

concept of the characterization of tourism. Then, the students will be able to classify the types of tourism. The students can explain the culture in different countries. Moreover, the students must understand hospitality concept and provide hospitality to tourists. For the sociology of tourism, the students can explain the management concept of tourism using the real case example to the tourists. In the sixth and seventh chapters, the researcher stated that students must explain about promotion concept in tourism using social media or other platforms, by giving the example of promoting the product. In Traveling Material, the students must explain about traveling concept and giving the example about the promotion principle. So, these seven chapters have been discussed by the previous researcher and the researcher to write the material and the worksheets book for English for Tourism.

3. Developing The Worksheets

The worksheet was developed based on the syllabus. In this step, the materials are developed through the process and have done carefully. There are seven chapters that the researcher used for developing the worksheets. Every chapter consists of four English skills: listening, speaking, reading, and writing. Furthermore, reflection and reference are included.

The first chapter is about tourism industry. Students will learn about tourism principles and the characterization of tourism and the tourism industry. The topics are about greeting customers, and the objectives of listening, speaking, reading, and writing are about saying hello and goodbye, introductions, and welcoming customers. Most of the tourism places were located in Indonesia and overseas. For the reading section worksheets the students must fill in the blanks of some words from the reading section. For the writing section there is critical thinking. Lastly, the researcher sourced pictures from the internet, but for the content, the researcher wrote it with only references from some worksheets and tourism books.

The third chapter talks about the types of tourism that students will learn about, and how to identify the tourism objective. However, since the researcher put few pictures sources from the internet, the researcher wrote it based on references from tourism books only. In the listening section, the students must listen to the audio about requesting and giving travel advice and recommendation to the tourists. Moreover, in the speaking section, the researcher asked the students to work in pairs to practice and fill the expressions. The third chapter talks about the cultural gap in tourism. Students will learn about cultural aspects from all over the world, identify the cultural aspect, analyze and identify the culture gap in tourism, and give

solutions for the culture gap. Here, the students focus is to describe the products and services available to tourists or guests in tourism places. The researcher use some of the picture sources on listening, reading, and writing from the internet.

Entering the fourth chapter, students will learn about hospitality as the soul of tourism. Many people know that tourism is about hospitality and the tourist satisfaction. Moreover, the students are going to understand the concept and the goal of hospitality. This will help the students to explain the detail of the product or activities offered. The researcher put some picture resources with a text on the listening section from the internet.

In the fifth chapter, the students will learn about tourism industry management which teaches more about strategy, tactical, and operational concepts in management for the tourism industry. In the case of tourism industry management, the students can practice expressing politeness. In this chapter, listening, speaking, reading, and writing will be required using resources from the internet about tourism.

The sixth chapter is about tourism industry promotion, which the students will learn how to give opinion and promote tourism through social media. In the listening section, the researcher provide the tourism example in Asia, and the students discuss it. Moreover, the researcher took the source from youtube which is needed. Then, for speaking, reading, and writing, the researcher uses social media as a strategy in promoting the place.

In the seventh and final chapter, traveling becomes the topic that students will learn about. They will learn how to make inquiries in traveling, the types of travel, the concept of traveling, and how to make an itinerary. The researcher provides some examples of tourism destinations in some countries. During the listening section, the students must fill in the itinerary for other activities. The researcher also put some text and pictures from the internet as references. In addition to seven chapters, the researcher using some references which are relatable with tourism aspects. The researcher wrote the tasks without many sources. The researcher would ask for expert judgment to revise the worksheets. After gathering the data, revision becomes the final draft before the evaluation of the developing worksheets for English for the tourism class.

4. Revising The Worksheets

The expert judgment actually gave the suggestions about the worksheets like the using of the word students without article "the", then adding the objectives in every chapter, and need to revise imperative sentence in the specific page 16.

The next stage is field trial after the revision. However, due to the consideration of current conditions in the field because of the pandemic of Corona Virus Disease-19, and according to the supervisor of the research, the trial was abolished.

5. CONCLUSION

Based on the results of the research and discussion that has been done, it can be concluded as follows:

- a. The research and development used the steps of Sugiyono's RnD Method. There were potentials and problems, collecting data, product design, product validation, product revision and product trial. The product is developed worksheets for English for tourism class.
- b. The product of the research could help the students to learn the material about tourism practically and theoretically. The product of the research feasible to use for the students and the score from assessment is 82% from the material expert. It means the excellent product.

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