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Developing a Local Wisdom-Based Digital Resource for English for Tourism in Vocational High Schools in Banjarmasin

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ABSTRACT

Tourism graduates from various SMKs in South Kalimantan are expected to be able to become initiators of tourism development both at the regional and national levels and be able to become a driving force for tourism actors in building economic competitiveness through the tourism sector. English as an international language is needed by the community, especially for Indonesian tourism. As one of the required subjects taught in vocational high schools, the problems arises in teaching English because there are no attractive and interesting learning resources for teachers and students about teaching English specifically for tourism majors in vocational high schools in Banjarmasin. Teachers in some schools in Banjarmasin, especially in wetland areas, have limited access to information on teaching English for Tourism. In relation to the university policy and seeing the importance of achieving teaching and learning objectives as well as the lack of suitable digital learning resources for teaching English for tourism students, especially those located in wetland areas, this research aimed to produce digital learning resources in the form of a website which is based on local wisdom for vocational high school students. This research applied a Research and Development design because it aimed to develop a product by paying attention to the needs analysis. It is expected that the results of this research can not only improve students' academic performance but also facilitate teachers to conduct effective and meaningful teaching in wetland areas.

Keywords: digital resource, English for Tourism, local wisdom.



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ISSN 2655-9722, DOI: 10.30650/ajte.vxix.xxxx

1. INTRODUCTION

1.1. Introduction

Indonesia has thousands of tourist destinations in every province, including South Kalimantan province. With the growth of social media, tourists now find it easier to discover tourist destinations throughout Indonesia. These tourist destinations are beloved by both international and local tourists. As the number of international and local tourists coming to Indonesia increases, the demand for labor in the tourism industry also rises. However, not all individuals pursue education in the field of tourism. In the industrial world, the ability to guide tourists and master foreign languages is highly sought after. According to Leslie and Russell (2006), to improve the job opportunities for employees in the international tourism and hospitality industry, a comprehension of foreign language skills is crucial for those working in the tourism and hospitality sector to interact with enthusiastic tourists and cultural differences.

The role of the English language in global communication is increasingly emphasized in the era of the Fourth Industrial Revolution because English serves not only as a technological language but also as a language for cross-cultural communication. In fact, English is now viewed as a global commodity due to the global influence of its speakers (Bouton, 2017). Therefore, English is considered an asset for both learners and teachers (Suprayogi & Pranoto, 2020) that must be mastered for educational purposes as well as for cross-border activities such as business and tourism. In Indonesian context, with the growth of the tourism sector, the role of English is gaining more attention. English is one of the skills that needs to be further developed to advance tourism in Indonesia (International Labour Organization, 2009). Therefore, the development of tourism in Indonesia should be accompanied by the development of tourism competencies, including the mastery of the English language, for those involved in the tourism industry.

The Tourism Department is one of the majors that has been widely spread in many vocational schools in Indonesia, especially in South Kalimantan. The increasing progressivity of the tourism sector in South Kalimantan is in line with the development of tourism in the academic realm. Tourism graduates from various SMKs in South Kalimantan are expected to be able to become initiators of tourism development both at the regional and national levels and be able to become the driving force of tourism actors in building economic competitiveness through the tourism sector. Tourism management in a foreign language (English) will be hampered without skills in the smooth delivery of services to tourists who incidentally come from various parts of the world. To master the foreign language itself, English as an international language is needed by the community, especially in the field of Indonesian tourism. This is classified into English for

Specific Purposes (ESP) and specifically for tourism purposes or can be called English for Tourism (EFT).

Along with the increasing need for contextualized learning for English for Tourism classes, teaching methods with technology integration need to be further explored. Roy (2019) states that the application of technology will provide freedom, motivation, and also encouragement in the learning process. Saine (2012) also explains that the use of technology will help students internalize the lifelong skills needed for their success in a global society. Based on the above statements, it is known the importance of using technology implementation in learning because of its many benefits, some of which can be accessed easily anywhere without having to meet in person.

In reality, problems arise in teaching English for Tourism because there are no attractive and interesting learning resources for teachers and students about teaching English specifically for tourism majors in SMK in Banjarmasin. Teachers in some SMKs in Banjarmasin, especially in wetland areas such as Bantaran Sungai, have limited access to information on teaching English for Tourism due to the limited learning resources on English for Tourism based on local wisdom in the South Kalimantan region. Referring to the university policy, which is to make ULM the center of Asia-Pacific wetland development in 2027, one of the efforts made by ULM is to encourage awareness of optimizing wetland human resources by conducting research and development in the fields of education and culture. About the university policy and seeing the importance of achieving teaching objectives, learning process, and the lack of interesting and particularly local wisdom-based learning resources for students, this study is intended to integrate technology in English classes for tourism majors not only to improve students' academic achievement but also to create variety in learning activities. This study is intended to develop digital learning resources in the form of a local wisdom-based website to help students develop effective learning related to tourism in wetlands. Using related materials about tourism in wetlands provides an alternative solution to overcome problems in teaching English for Tourism because it has many benefits for both students and teachers. The use of digital-based learning resources is also needed to encourage a student-centered learning approach. because it provides flexibility for students to learn independently using learning resources that can be accessed anywhere and anytime. Therefore, research on "Development of Local Wisdom-Based Digital Resource for Teaching English for Tourism in Vocational High Schools in Banjarmasin" needs to be conducted.

1.2. Research questions

The writers are interested in creating a digital resource for English for Tourism that is connected to Banjarmasin local wisdom, taking into consideration the problem and ideas mentioned above. This website is intended for teacher and students for Vocational High Schools in Banjarmasin, especially which has Tourism major. The digital resource developed in this study is originally designed with Banjarmasin cultures as the background, so that the information and images provided present the local wisdom of the city. Since the objective of this study is to develop a local wisdom-based digital resource for enlightening students for Tourism; therefore, the research question of this study is as follows: How is a local wisdom-based digital resource developed for English for Tourism in Vocational High Schools in Banjarmasin?

1.3. Significance of the study

The significance of the study is that the developed digital resource is expected to facilitate teachers and vocational school students majoring in tourism in wetlands by providing resources teaching and learning English skills for effective and meaningful tourism. Furthermore, the digital resource is made to motivate vocational school students majoring in tourism in Banjarmasin to learn English for tourism by using attractive and interesting learning resources, and also improve student independence in learning. Furthermore, it supports university policies that are in line with ULM's vision and mission, which focuses on education in wetlands as the local wisdom, by providing a local-wisdom based digital learning resource for English for Tourism in wetland areas.

2. METHOD

2.1. Research Design

Dealing with the objective of this research in developing digital resource which is based on local wisdom for English for Tourism, the appropriate design for this research is research and development (R&D). Borg and Gall (1983) describe educational research and development as a process to develop and validate educational products. It also appears to be the most promising strategy for improving education. Research and development research is chosen since it is aimed at developing a product and it covers the needs when developing a website. The model of research and development is adapted from Dick and Carey (2001, cited in Borg et al., 2007) due to the accessibility and feasibility. The procedure of this study includes (1) conducting need analysis, (2)

developing the website, (3) designing and conducting formative evaluation, (4) revising the website, and (5) conducting summative evaluation or product try-out.

2.2. Samples/Participants

The participants of this research were two English teachers of Vocational High School (SMKN 4 Banjarmasin) and 38 students of Tourism Major of SMKN 4 Banjarmasin. The respondents selected were only teachers who taught English and vocational school students in Banjarmasin so that they met the criteria and needs determined in this research. Next, a needs analysis survey was carried out on these respondents. Expert validators who have expertise in teaching English for Tourism and designing websites are also needed to validate products.

2.3. Instruments

The instruments used to gather data in this study were a questionnaire and interview on the need analysis stage, which were given to the participants, and two validation sheets at validating the content and design stage. An open-ended questionnaire was applied so the participants can write their answers based on their knowledge and understanding about their own situation. The questions being asked in the questionnaire were about their knowledge about tourism and the availability of local wisdom aspects on the English subject taught at school. They were asked about the information and knowledge needed about tourism in Banjarmasin. In addition, they were also asked whether they have ideas about the content for the digital resource that will be developed. Next, the answers from the questionnaires are validated by the researchers by doing interviews which are recorded and transcribed for later use. Then, a validation sheet is given to an expert to validate the content of the digital resource and one to validate the layout of the website. Next, a questionnaire is also given to the participants at the field testing stage as the digital resource has been validated and revised as suggested by the validators. The teachers' responses were gathered in a Likert scale questionnaire as their suggestions and comments were considered for finishing the final product.

2.4. Data Analysis

The research findings underwent both qualitative and quantitative analyses. For qualitative analysis, researchers applied Miles and Huberman's (1994) framework, encompassing data reduction, display, conclusion drawing, and verification. In this context, data reduction was employed to analyse needs analysis data, serving as a foundation for the digital resource's development. Data from instruments were meticulously gathered, categorized under specific

questions, and interpreted before being selected to align with the study's objectives. In the data display phase, researchers organized and presented information containing keywords related to the tourism aspects based on local wisdom in Banjarmasin as the basis for the website. The concluding step involved drawing conclusions, wherein researchers affirmed study results through verifications integral to website development. Quantitative analysis involved data from validation assessments and field testing, with the resulting product deemed valid, practical, and effective according to Plomp and Nie Veen (2013). To assess the developed picture storybook's validity, practicality, and effectiveness, two expert validators were assigned to evaluate content and design.

3.FINDINGS AND DISCUSSION

3.1. Findings

3.1.1 The Result of Development

In the result of development, the results found during the development are described. It consists of the result of needs analysis, product design, product development, and product evaluation, and final product.

3.1.1.1 The Result of Needs Analysis

At the beginning, needs analysis was conducted to find out the needs of English teacher and students of tourism major in vocational high school in Banjarmasin. The researchers distributed questionnaires for the 38 students from one school. This was done to get specific information about the availability of local wisdom aspects on the English subject taught at school. The results of questionnaires were used as the basis in developing the product.

From the results of needs analysis, it is shown that most of the students stated that there was no specific lesson related to the tourism in South Kalimantan, which is the local wisdom based. Furthermore, the students had listed some types of tourism which they wanted as the topics for learning about English for tourism. Among 10 types of tourism offered, the students chose the most 6 needed topics for their study which are about adventure tourism, eco-tourism, seaside tourism, urban tourism, culinary tourism, and cultural tourism. The rest of the topics were opted by very few of students. The last information obtained from the result of needs analysis is the form of learning media for studying wetlands. It is agreed by most of the students that they prefer to learn English for tourism through the tourism spots provided in South Kalimantan. The researchers will take all of those learning instructions into consideration in developing the product.

There are some points that can be concluded from the need analysis; first, it is important to provide learning materials which are on their preferences and needs. Second, it is prominent to develop and to design the learning resource in which the materials can be used online. Based on these points, the researchers decided to develop digital resource which is based on local wisdom for English for tourism in the form of website.

3.1.1.2 *The Result of Product Design*

Before developing the product, the researcher designed the product based on the result of needs analysis. In this product design stage, there were two major steps to do. They were planning the product and making the blueprint.

The first step was planning. In this stage, the researcher made a plan which later used as the basis on making blueprint of the product. The plan was made by defining the topics based on students' preference from the results of need analysis. Thus, the researcher took the result of needs analysis which involve adventure tourism, eco-tourism, seaside tourism, urban tourism, culinary tourism, and cultural tourism.

Then, constructing blueprint of the product was conducted. In the blueprint, the learning topics and learning materials on the digital resource are mentioned.

Table 5.1 Blueprint of Product

Learning Topics	Learning Materials through Website
Adventure Tourism	Tourism Spots in South Kalimantan
Eco-Tourism	
Seaside Tourism	
Urban Tourism	
Culinary Tourism	
Cultural Tourism	

3.1.1.3 *The Result of Product Development*

The result of the development of the product was a set of product which was in form of a website namely Explore South Kalimantan (<https://exploresouthkalimantan.my.id/ulm/>) containing learning materials about local-wisdom based English for Tourism. There were six topics developed in the website: adventure tourism, eco-tourism, seaside tourism, urban tourism, culinary tourism, and cultural tourism.

The development of the product was done through a series of steps. After the blueprint had been made in the product design stage, the materials were developed. The materials related to tourism which is local-based were taken from many sources including books and online sources by adopting and adapting. However, to suit the students' level and ability, some of the materials were modified by the researcher.

After finding the materials, the researcher designed how the materials are presented on the website. For the adventure tourism topic, some of the local tourism spots and activities in South Kalimantan are presented in the website, such as Bamboo Rafting, Matang Kaladan Hill, Bajuan Waterfall, Janda Beranak Tiga Waterfall, and Batu Hill. For the eco-tourism, local tourism spots such as Pulau Kembang, Kampung Biih, and Pulau Bakut are described. Furthermore, for seaside tourism, a popular island and beaches in South Kalimantan like Samber Gelap Island, Batakan Baru Beach, and Tanjung Dewa Beach are presented in the website. For the urban tourism topic, the content is about Dermaga Banjar Raya, Menara Pandang Banjarmasin, and Taman Siring. Moreover, the topic about culinary tourism includes popular traditional culinary in South Kalimantan such as Ketupat Kandangan, Lontong Orari, and Soto Bang Amat. Lastly, the topic about cultural tourism consists of Masjid Sultan Suriansyah, Pasar Terapung Lok baintan, and Museum Wasaka. The result of the planning on the activities based on the review on students' need analysis.

The next step was designing the product. The main product in this study is the website that contains local wisdom-based English resource for English for Tourism class. Therefore, the website not only contains a text, but also videos and pictures which can describe local tourism spots clearly. All of them were compiled into a website which covers the name of the website, home slide, public information, contact, and gallery. To make the website attractive and interesting, the researchers used some figures and colors. Finally, when all of the recorded materials were made, they were inserted in the website which had been designed by the researchers.

3.1.2 The Result of Product Evaluation

The product evaluation involved expert validation from expert of English for Tourism course and expert of media. The revision was done after the product was validated by the experts.

3.1.2.1. The Result of Validation by Expert of Media and English for Tourism Course

After finishing the draft of the product, it was evaluated by the expert of media and English for Tourism course. The expert of media was given a form to fill in. There were two main aspects to be evaluated. The first aspect is about feasibility of content of materials in the website. It

includes the scope of the materials, the clarity of the materials, the structure of materials, the relevancy of materials with the students' needs, and the clarity of information provided in illustration or videos. The second aspect is about teaching which includes the relevancy between the basic competences with the standard competence, the clarity of the program title, and the relevancy with the learning instructions.

The average score for all judgments given by the expert of media was 89.08% meaning that the media and the local wisdom-based materials was feasible to use. The expert of media stated that the product was interesting and easy to be operated. However, the writing format including the font of the writing should be redesigned to make it more attractive and clearer.

3.1.3 Final Product

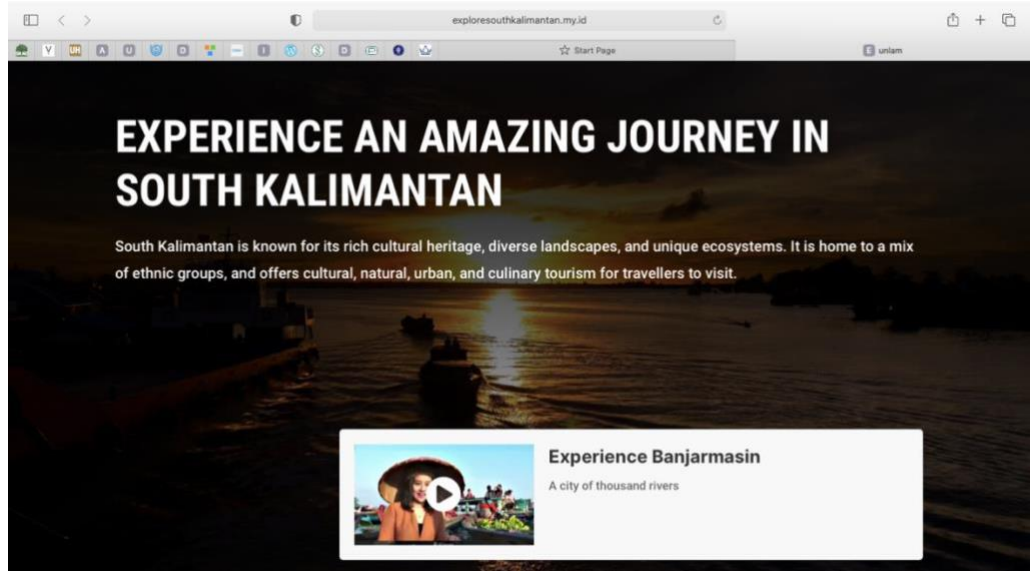
After the draft was evaluated and revised, the product was completely developed. The product, then, can be produced and presented on the internet. The product functions as digital resource which is local wisdom-based for English for Tourism subject in Vocational High Schools in Banjarmasin. The product is in the form of website namely Explore South Kalimantan ((<https://exploresouthkalimantan.my.id/ulm/>)).

The website contains local wisdom materials for English for Tourism which include six topics: adventure tourism, eco-tourism, seaside tourism, urban tourism, culinary tourism, and cultural tourism. Besides, it also includes contact person and references containing information about the sources of materials.

Each topic of the materials is presented based on the description of the popular tourism spots in South Kalimantan. For the adventure tourism topic, some of the local tourism spots and activities in South Kalimantan are presented in the website, such as Bamboo Rafting, Matang Kaladan Hill, Bajuan Waterfall, Janda Beranak Tiga Waterfall, and Batu Hill. For the eco-tourism, local tourism spots such as Pulau Kembang, Kampung Biih, and Pulau Bakut are described. Furthermore, for seaside tourism, a popular island and beaches in South Kalimantan like Samber Gelap Island, Batakan Baru Beach, and Tanjung Dewa Beach are presented in the website. For the urban tourism topic, the content is about Dermaga Banjar Raya, Menara Pandang Banjarmasin, and Taman Siring. Moreover, the topic about culinary tourism includes popular traditional culinary in South Kalimantan such as Ketupat Kandangan, Lontong Orari, and Soto Bang Amat. Lastly, the topic about cultural tourism consists of Masjid Sultan Suriansyah, Pasar Terapung Lok baintan, and Museum Wasaka. On the slide of each topic, there is a description of the topic, location for every tourism spot, and description of the place provided.

The product is equipped with the home slide containing a brief description about the website itself, stating the name of the website and the purpose of the website itself. At the bottom of the website, there is an option to choose which types of tourism that they want to search.

Figure 3.1 The Website of Explore South Kalimantan



3.2. Discussion

The result of this study is a digital resource, in the form of website, which is local wisdom-based for English for Tourism subject in vocational high school in Banjarmasin. The final product of this study is a website namely Explore South Kalimantan (<https://exploresouthkalimantan.my.id/ulm/>) consisting of six topics: adventure tourism, eco-tourism, seaside tourism, urban tourism, culinary tourism, and cultural tourism.

The product is believed to be able to fulfill the needs found in the need analysis. The problems found are the lack of materials which include local wisdom provided by the school or the teachers and the need of accessible materials that can be used inside or outside the classroom. Thus, this product is expected to help the students to learn English for Tourism which is local wisdom-based.

Analysis of preliminary research (conducting need analysis) showed that it is prominent to develop local wisdom-based digital resource since there are no attractive and interesting learning resources for teachers and students about teaching English specifically for tourism majors in SMK in Banjarmasin. Teachers have limited access to information on teaching English for Tourism due to the limited learning resources on English for Tourism based on local wisdom in the South Kalimantan region. Based on this reason, it is necessary to develop a digital resource for English for Tourism that can serve as an example for teachers and students as the learning media that suit the needs of students.

Next, based on the prototyping phase, is the development of materials. Model of digital resource, a website, was developed by considering two issues, namely the aspect of content and aspect of teaching. First, on the content, the digital resource developed consists of six topics; adventure tourism, eco-tourism, seaside tourism, urban tourism, culinary tourism, and cultural tourism. Second, the materials were developed considering the appropriate learning instructions such as presentation, and videos. Those learning instructions are chosen since they enable students to learn by self-evaluating and reflecting on their learning process (Serin, 2011:183). Furthermore, UMESCO Asia and Pacific Regional Bureau for Education (2004) in the case study of six Asian countries, found that the use of ICT (Information and Communication Technology) tools “helped to improve greater autonomy in learning, stimulate students’ sensory and cognitive curiosity, develop life skills, boost self-confidence and facilitate the learning of abstract ideas and theories” (p.129). Furthermore, the language used for the online materials need to be relevant with students’ level and ability. Also, since the online learning materials are developed in form of website, the materials are furnished with illustrations and some other suitable supporting elements in order to

be interesting. The second aspect is about teaching which includes the relevancy between the basic competences with the standard competence, the clarity of the program title, and the clarity of learning instructions in the website.

The website has been designed, it was further validated, in order to obtain a valid material (content and teaching aspects). This is in line with Emzir (2010, p. 273), who argues that the validation is the process of product design assessment done by giving a rating based on rational thinking. The materials on the digital resource were validated to two experts. In this study, the validation is performed by two experts according to their expertise. Based on the validity by experts, the digital resource developed is very valid category with 90.05% and 88.11% of validity. This is in line with the opinion of Riduwan (2014: 15) who states that value interval of 81- 100 is a very valid category. Based on these values, the digital resource, in form of website, can be completed as a final product.

Although the digital resource developed is considered valid, there are still strength and weaknesses from the result of the judgment from the experts. The first strength is that the digital resource can be used as enrichment resource for the students to improve their knowledge about English for Tourism which is local wisdom-based. All in all, a previous study shows that the majority of the students believe that supplementary materials are useful in a language learning course (Tevdoska, 2015). The second strength is that the materials in the product are related to the content needed by the students. The findings of some previous studies shows that the students chose the materials which were mostly related to their daily lives and studies because the materials can be determining factor for their academic achievement and for successful communication in their future career as professional (Faraj, 2015).

The last strength is that the product is presented interestingly for the students. Since the materials are presented attractively in form of website, the materials involve a lot of attractive and interesting illustration and figures. The use of technology is seen as an important means which is promising to improve Indonesian ELT more efficiently (Hidayati, 2016:39). Moreover, a previous study conducted by Çelik & Aytin (2014) shows that teachers are enthusiastic and enjoy in integrating multimedia in their teaching. They are also eager to learn more computerized education tools. Not only the teachers, but the students also shows positive attitude toward the use of technology especially computer in the classroom (O'Bryan & Hegelheimer, 2007; Zhao, 1997).

On the other hand, some weaknesses are also stated by the experts. The first is that the writing font is too small for the audience to read. Furthermore, some pictures are unclear because of the small image sizes. Consequently, the writing should font should be bigger and more clear

pictures about the tourism spots should be added so that they represent the real picture of the places.

4. CONCLUSIONS

4.1. Conclusion

Based on the discussion, it can be concluded that the attractive and interesting materials for English for Tourism subject in vocational high schools in Banjarmasin are not fully provided by the school and the teacher. The existing teaching materials have not been able to fully support the integration of local wisdom in the subject. Therefore, it is necessary to develop a digital resource which is based on local wisdom in South Kalimantan that can serve as supplementary resource for teaching and learning and tailored to the needs of students and can be linked to real-life contexts of students as well. Through some phase of activities that have been carried out, this study produced a digital resource in the form of website for students of vocational high school majoring Tourism. Development activity in this study starts with conducting need analysis, developing the website, designing and conducting formative evaluation, revising the website, and lastly, conducting summative evaluation. The results of study show that the digital resource, the website, is practical and effective for English for Tourism teaching and learning.

4.2. Suggestions

Based on these results, it is expected that students can develop their autonomous learning related to English for Tourism since the digital resource can be accessed in any time and place. Furthermore, it is valuable for the teachers using the online materials as the additional teaching materials to suit the needs of students and can be linked to the real-life context of students, especially the knowledge about tourism in South Kalimantan.

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Developing a Local Wisdom-Based Digital Resource for English for Tourism in Vocational High Schools in Banjarmasin

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ABSTRACT

Tourism graduates from various SMKs in South Kalimantan are expected to be able to become initiators of tourism development both at the regional and national levels and be able to become a driving force for tourism actors in building economic competitiveness through the tourism sector. English as an international language is needed by the community, especially for Indonesian tourism. As one of the required subjects taught in vocational high schools, the problems arises in teaching English because there are no attractive and interesting learning resources for teachers and students about teaching English specifically for tourism majors in vocational high schools in Banjarmasin. Teachers in some schools in Banjarmasin, especially in wetland areas, have limited access to information on teaching English for Tourism. In relation to the university policy and seeing the importance of achieving teaching and learning objectives as well as the lack of suitable digital learning resources for teaching English for tourism students, especially those located in wetland areas, this research aimed to produce digital learning resources in the form of a website which is based on local wisdom for vocational high school students. This research applied a Research and Development design because it aimed to develop a product by paying attention to the needs analysis. It is expected that the results of this research can not only improve students' academic performance but also facilitate teachers to conduct effective and meaningful teaching in wetland areas.

Keywords: digital resource, English for Tourism, local wisdom.



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1. INTRODUCTION

1.1. Introduction

Indonesia has thousands of tourist destinations in every province, including South Kalimantan province. With the growth of social media, tourists now find it easier to discover tourist destinations throughout Indonesia. These tourist destinations are beloved by both international and local tourists. As the number of international and local tourists coming to Indonesia increases, the demand for labor in the tourism industry also rises. However, not all individuals pursue education in the field of tourism. In the industrial world, the ability to guide tourists and master foreign languages is highly sought after. According to Leslie and Russell (2006), to improve the job opportunities for employees in the international tourism and hospitality industry, a comprehension of foreign language skills is crucial for those working in the tourism and hospitality sector to interact with enthusiastic tourists and cultural differences.

The role of the English language in global communication is increasingly emphasized in the era of the Fourth Industrial Revolution because English serves not only as a technological language but also as a language for cross-cultural communication. In fact, English is now viewed as a global commodity due to the global influence of its speakers (Bouton, 2017). Therefore, English is considered an asset for both learners and teachers (Suprayogi & Pranoto, 2020) that must be mastered for educational purposes as well as for cross-border activities such as business and tourism. In Indonesian context, with the growth of the tourism sector, the role of English is gaining more attention. English is one of the skills that needs to be further developed to advance tourism in Indonesia (International Labour Organization, 2009). Therefore, the development of tourism in Indonesia should be accompanied by the development of tourism competencies, including the mastery of the English language, for those involved in the tourism industry.

The Tourism Department is one of the majors that has been widely spread in many vocational schools in Indonesia, especially in South Kalimantan. The increasing progressivity of the tourism sector in South Kalimantan is in line with the development of tourism in the academic realm. Tourism graduates from various SMKs in South Kalimantan are expected to be able to become initiators of tourism development both at the regional and national levels and be able to become the driving force of tourism actors in building economic competitiveness through the tourism sector. Tourism management in a foreign language (English) will be hampered without

skills in the smooth delivery of services to tourists who incidentally come from various parts of the world. To master the foreign language itself, English as an international language is needed by the community, especially in the field of Indonesian tourism. This is classified into English for Specific Purposes (ESP) and specifically for tourism purposes or can be called English for Tourism (EFT).

Along with the increasing need for contextualized learning for English for Tourism classes, teaching methods with technology integration need to be further explored. Roy (2019) states that the application of technology will provide freedom, motivation, and also encouragement in the learning process. Saine (2012) also explains that the use of technology will help students internalize the lifelong skills needed for their success in a global society. Based on the above statements, it is known the importance of using technology implementation in learning because of its many benefits, some of which can be accessed easily anywhere without having to meet in person.

In reality, problems arise in teaching English for Tourism because there are no attractive and interesting learning resources for teachers and students about teaching English specifically for tourism majors in SMK in Banjarmasin. Teachers in some SMKs in Banjarmasin, especially in wetland areas such as Bantaran Sungai, have limited access to information on teaching English for Tourism due to the limited learning resources on English for Tourism based on local wisdom in the South Kalimantan region. Referring to the university policy, which is to make ULM the center of Asia-Pacific wetland development in 2027, one of the efforts made by ULM is to encourage awareness of optimizing wetland human resources by conducting research and development in the fields of education and culture. About the university policy and seeing the importance of achieving teaching objectives, learning process, and the lack of interesting and particularly local wisdom-based learning resources for students, this study is intended to integrate technology in English classes for tourism majors not only to improve students' academic achievement but also to create variety in learning activities. This study is intended to develop digital learning resources in the form of a local wisdom-based website to help students develop effective learning related to tourism in wetlands. Using related materials about tourism in wetlands provides an alternative solution to overcome problems in teaching English for Tourism because it has many benefits for both students and teachers. The use of digital-based learning resources is also needed to encourage a student-centered learning approach. because it provides flexibility for students to learn independently using learning resources that can be accessed anywhere and anytime. Therefore, research on

"Development of Local Wisdom-Based Digital Resource for Teaching English for Tourism in Vocational High Schools in Banjarmasin" needs to be conducted.

1.2. Research questions

The writers are interested in creating a digital resource for English for Tourism that is connected to Banjarmasin local wisdom, taking into consideration the problem and ideas mentioned above. This website is intended for teacher and students for Vocational High Schools in Banjarmasin, especially which has Tourism major. The digital resource developed in this study is originally designed with Banjarmasin cultures as the background, so that the information and images provided present the local wisdom of the city. Since the objective of this study is to develop a local wisdom-based digital resource for enlightening students for Tourism; therefore, the research question of this study is as follows: How is a local wisdom-based digital resource developed for English for Tourism in Vocational High Schools in Banjarmasin?

1.3. Significance of the study

The significance of the study is that the developed digital resource is expected to add to the literature on the teaching of English, and the use of digital resource in the context of tourism. Practically, it is expected to facilitate teachers and vocational school students majoring in tourism in wetlands by providing resources teaching and learning English skills for effective and meaningful tourism. Furthermore, the digital resource is made to motivate vocational school students majoring in tourism in Banjarmasin to learn English for tourism by using attractive and interesting learning resources, and also improve student independence in learning. Furthermore, it supports university policies that are in line with ULM's vision and mission, which focuses on education in wetlands as the local wisdom, by providing a local-wisdom based digital learning resource for English for Tourism in wetland areas.

2. METHOD

2.1. Research Design

Dealing with the objective of this research in developing digital resource which is based on local wisdom for English for Tourism, the appropriate design for this research is research and development (R&D). Borg and Gall (1983) describe educational research and development as a process to develop and validate educational products. It also appears to be the most promising strategy for improving education. Research and development research is chosen since it is aimed

at developing a product and it covers the needs when developing a website. The model of research and development is adapted from Dick and Carey (2001, cited in Borg et al., 2007) due to the accessibility and feasibility. The procedure of this study includes (1) conducting need analysis, (2) developing the website, (3) designing and conducting formative evaluation, (4) revising the website, and (5) conducting summative evaluation or product try-out.

2.2. Samples/Participants

The participants of this research were two English teachers of Vocational High School (SMKN 4 Banjarmasin) and 38 students of Tourism Major of SMKN 4 Banjarmasin. The respondents selected were only teachers who taught English and vocational school students in Banjarmasin so that they met the criteria and needs determined in this research. Next, a needs analysis survey was carried out on these respondents. Expert validators who have expertise in teaching English for Tourism and designing websites are also needed to validate products.

2.3. Instruments

The instruments used to gather data in this study were a questionnaire and interview on the need analysis stage, which were given to the participants, and two validation sheets at validating the content and design stage. An open-ended questionnaire was applied so the participants can write their answers based on their knowledge and understanding about their own situation. The questions being asked in the questionnaire were about their knowledge about tourism and the availability of local wisdom aspects on the English subject taught at school. They were asked about the information and knowledge needed about tourism in Banjarmasin. In addition, they were also asked whether they have ideas about the content for the digital resource that will be developed. Next, the answers from the questionnaires are validated by the researchers by doing interviews which are recorded and transcribed for later use. Then, a validation sheet is given to an expert to validate the content of the digital resource and one to validate the layout of the website. Next, a questionnaire related to the suitability of the content of the digital resource and the website layout is also given to the participants at the field testing stage as the digital resource has been validated and revised as suggested by the validators. The teachers' responses were gathered in a Likert scale questionnaire as their suggestions and comments were considered for finishing the final product.

2.4. Data Analysis

The research findings underwent both qualitative and quantitative analyses. For qualitative analysis, researchers applied Miles and Huberman's (1994) framework, encompassing data

reduction, display, conclusion drawing, and verification. In this context, data reduction was employed to analyse needs analysis data, serving as a foundation for the digital resource's development. Data from instruments were meticulously gathered, categorized under specific questions, and interpreted before being selected to align with the study's objectives. In the data display phase, researchers organized and presented information containing keywords related to the tourism aspects based on local wisdom in Banjarmasin as the basis for the website. The concluding step involved drawing conclusions, wherein researchers affirmed study results through verifications integral to website development. Quantitative analysis involved data from validation assessments and field testing, with the resulting product deemed valid, practical, and effective according to Plomp and Nie Veen (2013). To assess the developed picture storybook's validity, practicality, and effectiveness, two expert validators were assigned to evaluate content and design.

3.FINDINGS AND DISCUSSION

3.1. Findings

3.1.1 The Result of Development

In the result of development, the results found during the development are described. It consists of the result of needs analysis, product design, product development, and product evaluation, and final product.

3.1.1.1 The Result of Needs Analysis

At the beginning, needs analysis was conducted to find out the needs of English teacher and students of tourism major in vocational high school in Banjarmasin. The researchers distributed questionnaires for the 38 students from one school. This was done to get specific information about the availability of local wisdom aspects on the English subject taught at school. The results of questionnaires were used as the basis in developing the product.

From the results of needs analysis, it is shown that most of the students stated that there was no specific lesson related to the tourism in South Kalimantan, which is the local wisdom based. Furthermore, the students had listed some types of tourism which they wanted as the topics for learning about English for tourism. Among 10 types of tourism offered, the students chose the most 6 needed topics for their study which are about adventure tourism, eco-tourism, seaside tourism, urban tourism, culinary tourism, and cultural tourism. The rest of the topics were opted by very few of students. The last information obtained from the result of needs analysis is the form of learning media for studying wetlands. It is agreed by most of the students that they prefer to

learn English for tourism through the tourism spots provided in South Kalimantan. The researchers will take all of those learning instructions into consideration in developing the product.

There are some points that can be concluded from the need analysis; first, it is important to provide learning materials which are on their preferences and needs. Second, it is prominent to develop and to design the learning resource in which the materials can be used online. Based on these points, the researchers decided to develop digital resource which is based on local wisdom for English for tourism in the form of website.

3.1.1.2 *The Result of Product Design*

Before developing the product, the researcher designed the product based on the result of needs analysis. In this product design stage, there were two major steps to do. They were planning the product and making the blueprint.

The first step was planning. In this stage, the researcher made a plan which later used as the basis on making blueprint of the product. The plan was made by defining the topics based on students' preference from the results of need analysis. Thus, the researcher took the result of needs analysis which involve adventure tourism, eco-tourism, seaside tourism, urban tourism, culinary tourism, and cultural tourism.

Then, constructing blueprint of the product was conducted. In the blueprint, the learning topics and learning materials on the digital resource are mentioned.

Table 5.1 Blueprint of Product

Learning Topics	Learning Materials through Website
Adventure Tourism	Tourism Spots in South Kalimantan
Eco-Tourism	
Seaside Tourism	
Urban Tourism	
Culinary Tourism	
Cultural Tourism	

3.1.1.3 *The Result of Product Development*

The result of the development of the product was a set of product which was in form of a website namely Explore South Kalimantan (<https://exploresouthkalimantan.my.id/ulm/>) containing learning materials about local-wisdom based English for Tourism. There were six

topics developed in the website: adventure tourism, eco-tourism, seaside tourism, urban tourism, culinary tourism, and cultural tourism.

The development of the product was done through a series of steps. After the blueprint had been made in the product design stage, the materials were developed. The materials related to tourism which is local-based were taken from many sources including books and online sources by adopting and adapting. However, to suit the students' level and ability, some of the materials were modified by the researcher.

After finding the materials, the researcher designed how the materials are presented on the website. For the adventure tourism topic, some of the local tourism spots and activities in South Kalimantan are presented in the website, such as Bamboo Rafting, Matang Kaladan Hill, Bajuan Waterfall, Janda Beranak Tiga Waterfall, and Batu Hill. For the eco-tourism, local tourism spots such as Pulau Kembang, Kampung Biih, and Pulau Bakut are described. Furthermore, for seaside tourism, a popular island and beaches in South Kalimantan like Samber Gelap Island, Batakan Baru Beach, and Tanjung Dewa Beach are presented in the website. For the urban tourism topic, the content is about Dermaga Banjar Raya, Menara Pandang Banjarmasin, and Taman Siring. Moreover, the topic about culinary tourism includes popular traditional culinary in South Kalimantan such as Ketupat Kandangan, Lontong Orari, and Soto Bang Amat. Lastly, the topic about cultural tourism consists of Masjid Sultan Suriansyah, Pasar Terapung Lok baintan, and Museum Wasaka. The result of the planning on the activities based on the review on students' need analysis.

The next step was designing the product. The main product in this study is the website that contains local wisdom-based English resource for English for Tourism class. Therefore, the website not only contains a text, but also videos and pictures which can describe local tourism spots clearly. All of them were compiled into a website which covers the name of the website, home slide, public information, contact, and gallery. To make the website attractive and interesting, the researchers used some figures and colors. Finally, when all of the recorded materials were made, they were inserted in the website which had been designed by the researchers.

3.1.2 The Result of Product Evaluation

The product evaluation involved expert validation from expert of English for Tourism course and expert of media. The revision was done after the product was validated by the experts.

3.1.2.1. The Result of Validation by Expert of Media and English for Tourism Course

After finishing the draft of the product, it was evaluated by the expert of media and English for Tourism course. The expert of media was given a form to fill in. There were two main aspects to be evaluated. The first aspect is about feasibility of content of materials in the website. It includes the scope of the materials, the clarity of the materials, the structure of materials, the relevancy of materials with the students' needs, and the clarity of information provided in illustration or videos. The second aspect is about teaching which includes the relevancy between the basic competences with the standard competence, the clarity of the program title, and the relevancy with the learning instructions.

The average score for all judgments given by the expert of media was 89.08% meaning that the media and the local wisdom-based materials was feasible to use. The expert of media stated that the product was interesting and easy to be operated. However, the writing format including the font of the writing should be redesigned to make it more attractive and clearer.

3.1.3 Final Product

After the draft was evaluated and revised, the product was completely developed. The product, then, can be produced and presented on the internet. The product functions as digital resource which is local wisdom-based for English for Tourism subject in Vocational High Schools in Banjarmasin. The product is in the form of website namely Explore South Kalimantan (<https://exploresouthkalimantan.my.id/ulm/>).

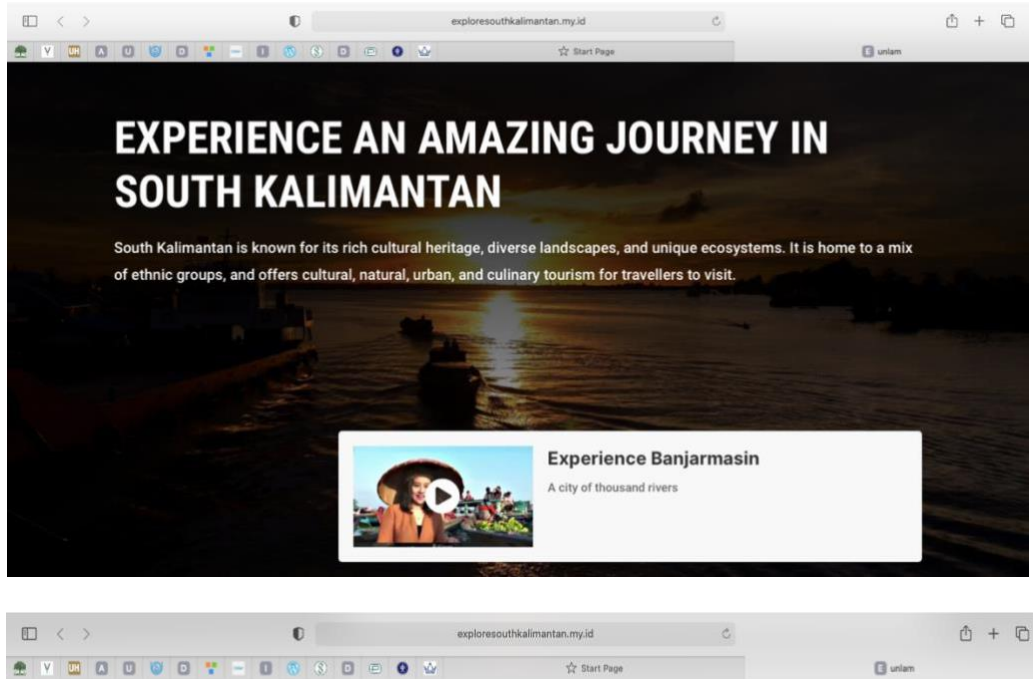
The website contains local wisdom materials for English for Tourism which include six topics: adventure tourism, eco-tourism, seaside tourism, urban tourism, culinary tourism, and cultural tourism. Besides, it also includes contact person and references containing information about the sources of materials.

Each topic of the materials is presented based on the description of the popular tourism spots in South Kalimantan. For the adventure tourism topic, some of the local tourism spots and activities in South Kalimantan are presented in the website, such as Bamboo Rafting, Matang Kaladan Hill, Bajuan Waterfall, Janda Beranak Tiga Waterfall, and Batu Hill. For the eco-tourism, local tourism spots such as Pulau Kembang, Kampung Biih, and Pulau Bakut are described. Furthermore, for seaside tourism, a popular island and beaches in South Kalimantan like Samber Gelap Island, Batakan Baru Beach, and Tanjung Dewa Beach are presented in the website. For the urban tourism topic, the content is about Dermaga Banjar Raya, Menara Pandang Banjarmasin, and Taman Siring. Moreover, the topic about culinary tourism includes popular traditional culinary in South Kalimantan such as Ketupat Kandangan, Lontong Orari, and Soto Bang Amat. Lastly, the topic about cultural tourism consists of Masjid Sultan Suriansyah, Pasar Terapung Lok baintan,

and Museum Wasaka. On the slide of each topic, there is a description of the topic, location for every tourism spot, and description of the place provided.

The product is equipped with the home slide containing a brief description about the website itself, stating the name of the website and the purpose of the website itself. At the bottom of the website, there is an option to choose which types of tourism that they want to search.

Figure 3.1 The Website of Explore South Kalimantan



3.2. Discussion

The result of this study is a digital resource, in the form of website, which is local wisdom-based for English for Tourism subject in vocational high school in Banjarmasin. The final product of this study is a website namely Explore South Kalimantan (<https://exploresouthkalimantan.my.id/ulm/>) consisting of six topics: adventure tourism, eco-tourism, seaside tourism, urban tourism, culinary tourism, and cultural tourism.

The product is believed to be able to fulfill the needs found in the need analysis. The problems found are the lack of materials which include local wisdom provided by the school or the teachers and the need of accessible materials that can be used inside or outside the classroom. Thus, this product is expected to help the students to learn English for Tourism which is local wisdom-based.

Analysis of preliminary research (conducting need analysis) showed that it is prominent to develop local wisdom-based digital resource since there are no attractive and interesting learning resources for teachers and students about teaching English specifically for tourism majors in SMK in Banjarmasin. Teachers have limited access to information on teaching English for Tourism due to the limited learning resources on English for Tourism based on local wisdom in the South Kalimantan region. Based on this reason, it is necessary to develop a digital resource for English for Tourism that can serve as an example for teachers and students as the learning media that suit the needs of students.

Next, based on the prototyping phase, is the development of materials. Model of digital resource, a website, was developed by considering two issues, namely the aspect of content and aspect of teaching. First, on the content, the digital resource developed consists of six topics; adventure tourism, eco-tourism, seaside tourism, urban tourism, culinary tourism, and cultural tourism. Second, the materials were developed considering the appropriate learning instructions such as presentation, and videos. Those learning instructions are chosen since they enable students to learn by self-evaluating and reflecting on their learning process (Serin, 2011:183). Furthermore, UMESCO Asia and Pacific Regional Bureau for Education (2004) in the case study of six Asian countries, found that the use of ICT (Information and Communication Technology) tools “helped to improve greater autonomy in learning, stimulate students’ sensory and cognitive curiosity, develop life skills, boost self-confidence and facilitate the learning of abstract ideas and theories” (p.129). Furthermore, the language used for the online materials need to be relevant with students’ level and ability. Also, since the online learning materials are developed in form of website, the materials are furnished with illustrations and some other suitable supporting elements in order to

be interesting. The second aspect is about teaching which includes the relevancy between the basic competences with the standard competence, the clarity of the program title, and the clarity of learning instructions in the website.

The website has been designed, it was further validated, in order to obtain a valid material (content and teaching aspects). This is in line with Emzir (2010, p. 273), who argues that the validation is the process of product design assessment done by giving a rating based on rational thinking. The materials on the digital resource were validated to two experts. In this study, the validation is performed by two experts according to their expertise. Based on the validity by experts, the digital resource developed is very valid category with 90.05% and 88.11% of validity. This is in line with the opinion of Riduwan (2014: 15) who states that value interval of 81- 100 is a very valid category. Based on these values, the digital resource, in form of website, can be completed as a final product.

Although the digital resource developed is considered valid, there are still strength and weaknesses from the result of the judgment from the experts. The first strength is that the digital resource can be used as enrichment resource for the students to improve their knowledge about English for Tourism which is local wisdom-based. All in all, a previous study shows that the majority of the students believe that supplementary materials are useful in a language learning course (Tevdoska, 2015). The second strength is that the materials in the product are related to the content needed by the students. The findings of some previous studies shows that the students chose the materials which were mostly related to their daily lives and studies because the materials can be determining factor for their academic achievement and for successful communication in their future career as professional (Faraj, 2015).

The last strength is that the product is presented interestingly for the students. Since the materials are presented attractively in form of website, the materials involve a lot of attractive and interesting illustration and figures. The use of technology is seen as an important means which is promising to improve Indonesian ELT more efficiently (Hidayati, 2016:39). Moreover, a previous study conducted by Çelik & Aytin (2014) shows that teachers are enthusiastic and enjoy in integrating multimedia in their teaching. They are also eager to learn more computerized education tools. Not only the teachers, but the students also shows positive attitude toward the use of technology especially computer in the classroom (O'Bryan & Hegelheimer, 2007; Zhao, 1997).

On the other hand, some weaknesses are also stated by the experts. The first is that the writing font is too small for the audience to read. Furthermore, some pictures are unclear because of the small image sizes. Consequently, the writing should font should be bigger and more clear

pictures about the tourism spots should be added so that they represent the real picture of the places.

4. CONCLUSIONS

4.1. Conclusion

Based on the discussion, it can be concluded that the attractive and interesting materials for English for Tourism subject in vocational high schools in Banjarmasin are not fully provided by the school and the teacher. The existing teaching materials have not been able to fully support the integration of local wisdom in the subject. Therefore, it is necessary to develop a digital resource which is based on local wisdom in South Kalimantan that can serve as supplementary resource for teaching and learning and tailored to the needs of students and can be linked to real-life contexts of students as well. Through some phase of activities that have been carried out, this study produced a digital resource in the form of website for students of vocational high school majoring Tourism. Development activity in this study starts with conducting need analysis, developing the website, designing and conducting formative evaluation, revising the website, and lastly, conducting summative evaluation. The results of study show that the digital resource, the website, is practical and effective for English for Tourism teaching and learning.

4.2. Suggestions

Based on these results, it is expected that students can develop their autonomous learning related to English for Tourism since the digital resource can be accessed in any time and place. Furthermore, it is valuable for the teachers using the online materials as the additional teaching materials to suit the needs of students and can be linked to the real-life context of students, especially the knowledge about tourism in South Kalimantan.

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