



DESIGNING ENGLISH FOR TOURISM PRACTITIONERS USING STANDPOINT MODEL AT SEMBALUN, EAST LOMBOK

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Abstract: Tourism industry in Indonesia is flourished after a free promotion on the international scene after the success in hosted the MotoGP Mandalika 2022. As a result, it is very important for tourism practitioners to have adequate language skills. Therefore, professional tourism practitioners in Sembalun must be able to use English well because they need to communicate and understand visitors' needs to guarantee visitor satisfaction. This study aimed to design English syllabus by applying the needs analysis protocol based on Standpoint Model. This study used qualitative descriptive method which involved 10 tourism practitioners such as 2 tour guides, 2 workers, 3 owners, a leader of Tourism Awareness Group, a community figure and a weaver. The data were collected by using observation, interview and documentation. Then, the data findings were analyzed using data reduction, presentation of data, drawing conclusion or verification. The result of the study presented that there are 8 standpoints, 8 authentic tasks, and 17 authentic texts that tourism practitioners perform in Sembalun. They are used as basic data for designing English syllabus for Tourism Practitioners in Sembalun.

Keywords: English syllabus, Authentic Texts, Authentic Tasks, Standpoint Model, Tourism Practitioners.

INTRODUCTION

The tourism industry in Indonesia is flourished after the success in running the top race of the MotoGP Mandalika 2022 event at Pertamina Mandalika International Street Circuit, Lombok. It has been the key to promoting Indonesia's sports tourism on the international scene and giving free promotion to other tourism. Many tourist spots in West Nusa Tenggara (NTB) get the impact from this event, such as Sembalun, East Lombok. Sembalun is one of the potential areas in East Lombok where natural beauty delights the eyes, refreshed the mind and body after a busy activity. It has become one of the popular tourist destinations in East Lombok. There are two villages that have become popular destination in Sembalun, they are Sembalun Bumbung and Sembalun Lawang. The villages are located on the slopes of Mount Rinjani in the sub-district Sembalun, East Lombok. They present some new and beautiful natural attractions such as the traditional homes, the hills, and the plantations.

Sembalun international promotion needs many aspects to support the success of development, such as visitor satisfaction guarantee, as the key aspect in the tourist industry (Sadeh et al., 2012). To achieve visitor satisfaction, tourism practitioners need to communicate more efficiently with visitor to provide the more fitted and better service for

them (Forozia et al., 2013). Communicating with foreign visitors needs a language both sides can understand, such as the English language used in the international world. English use in the tourist industry can positively increase foreign visitors, gain international promotion, and serve as capital to develop local tourism. English is the universal language, a way of communication, and a substance skill that must be mastered by the entire people involved in that area. In the tourism sector, English is the tool to negotiate, interact, and communicate between laborers, including customers or tourists (Prachanant, 2012). Mastering English is an effort to compete and to provide satisfying service to tourists because the communication is well interwoven.

Considering the importance of English for tourism practitioners to comply with the requirements, the researchers are motivated in designing a syllabus of English materials for tourism practitioners in Sembalun. Syllabus design is selection and organization of instructional content including suggested strategy, core skills competencies for presenting a particular context (Woods, 2010). Tourism practitioners need to master more vocabulary related to the material needed in Sembalun tourism. They also need good communication skills to provide information about the tourist destination. In designing syllabus, the course units are organized by topics commonly discussed in workplaces (Sujana, 2022), the researchers needs to accommodate learner needs. To give learners teachable material about the destination in Sembalun, authentic tasks and text are considered important. The authentic task is the communication that native speakers use in daily life or real-life activities that mirror those faced by experts in the particular field, it replicates its used in the “real-world” outside the language classroom (Basturkmen, 2010; Tomlinson, 2011), while the authentic texts is a written text that presents content about real life, it is prepared as information used for communication and not written with a pedagogic aim (Basturkmen, 2010). The communication that native speaker use in daily life is an authentic source of information sent through existing media (Apriganto, 2021).

This research uses Standpoint Model to get authentic activity and material because it is highly profitable in detailing content that the tour guide provides for tourists at every significant point while touring. The Standpoint Model is a model of needs analysis by identifying authentic activities (authentic tasks) and the authentic text/materials (authentic texts) used by the tourism practitioners in their duty and responsibility (Sujana, 2022). This model gives advantages to designers in collecting storylines or information about tourist sites they are researching. It also gives the designer information about the authentic text and tasks of the tourist sites.

Based on the background mentioned previous, it is considered worthy to find out: what the authentic tasks and texts in teaching English for tourism practitioners in Sembalun are and how the syllabus for teaching English for tourism practitioners in Sembalun using Standpoint Model is conducted. As the final outcome, the aim of this study is to design an English syllabus for tourism practitioners using Standpoint Model at Sembalun.

RESEARCH METHODS

This research uses a qualitative descriptive method. Researchers choose to use qualitative research methods because this research focused on describing a situation, information, and phenomenon that happened during the research. This research was held in

sub-district Sembalun a tourist village presented the beauty of nature, culture and history. The researchers' observation related to authentic tasks and texts in designing English for tourism practitioners in Sembalun, so that this research is more specific. This research aims to design a syllabus for tourism practitioners in Sembalun, it use as a guide to create appropriate learning materials for learners (Sujidin, 2019). To design a syllabus, it is necessary to conduct needs analysis to finding learners' present situation (PSA) and Target Situation (TSA), authentic tasks and authentic texts used by tourism practitioners before designing a syllabus (Sujana, 2019). Authentic tasks and authentic texts data was collected using a Standpoint Model. The subject used for the data in this research are 10 respondents, i.e., 2 tour guides, 2 workers, 3 owners, a leader of Tourism Awareness Group, a community figures and a weaver. The data was collected by using observation, interview and documentation. Then, the resulting data were analyzed using data reduction, presentation of data, drawing conclusion or verification (Sugiyono, 2014).

FINDINGS AND DISCUSSION

Several standpoints were found in Sembalun when the tour guide was doing their jobs (tasks) and deliver the storylines (texts). The standpoints can be seen in the map below:

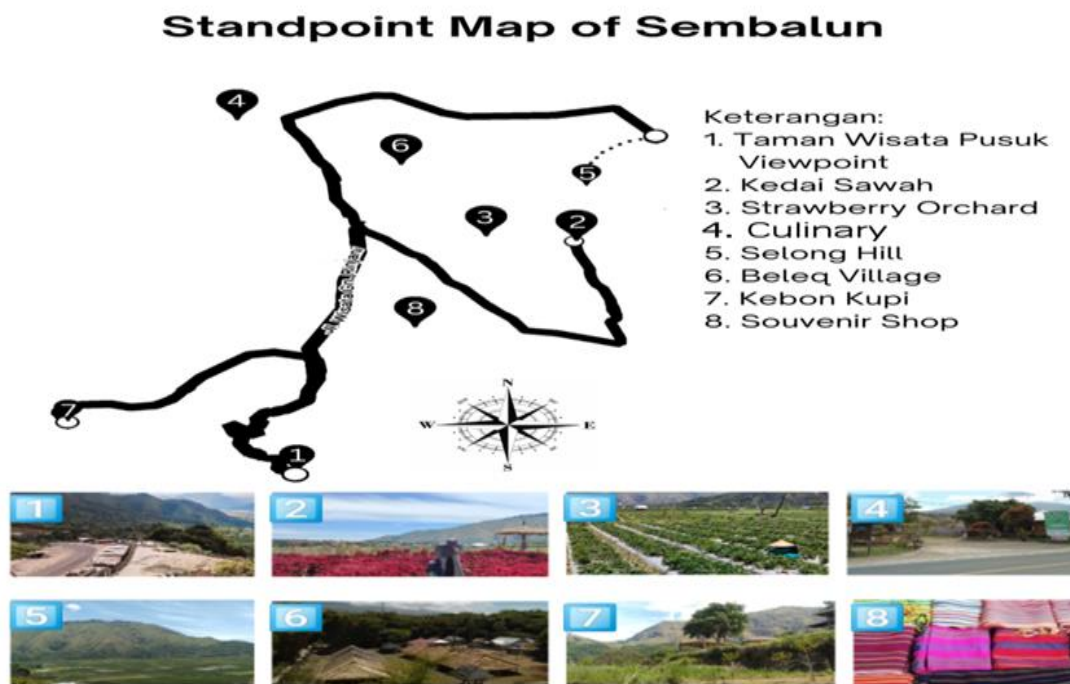


Figure 1: Standpoint Map of Sembalun

These standpoints were the spots to find out the authentic tasks and texts used by Tourism Practitioners in Sembalun. The authentic tasks and texts are used to design a syllabus for English for Tourism Practitioners in Sembalun. There are eight points of tour guides where they stand to explain about those objects. There are (1) Taman wisata pusuk viewpoint, (2) Kedai Sawah, (3) Strawberry Orchard, (4) Culinary, (5) Selong Hill, (6) Beleq Village, (7) Kebon Kupa, (8) Souvenir Shop. There are eight *authentic tasks* performed one main task from each standpoint, i.e. 1) explaining details information about Taman Wisata Pusuk Viewpoint, 2) describing the details of Kedai Sawah, 3) explaining the information about Strawberry Orchard, 4) explaining about traditional food in Sembalun, 5) explaining

details information about Selong Hill, Gendang Beleq and Peresean, 6) describing the history and functions of Beleq Village in the past and the present, 7) explaining about Kebon KUPI, 8) explaining various souvenir of Sembalun. For example at *Kebon KUPI's* point the tour guide was guiding the visitor to Kebon KUPI, then they explore a coffee plantation while explaining the types of coffee plants grown there and invited visitor to see the process of making Sembalun legendary coffee. The tasks carried out by the tour guide are related to explanation of Basturkmen (2010) and Tomlinson (2011), that authentic tasks refers to the communication that native speakers use in real life activities that mirror those faced by experts in particular field. The tour guide communicating or explaining the content based on actual activity in the tourism area (Sembalun) during the tour, they explaining the details information of *Kebon KUPI*.

Meanwhile, *the storylines (authentic texts)* of each standpoint are more than one; there are 17 *authentic texts*, i.e. 1) Details information about Taman Wisata Pusuk Viewpoint, 2) The meaning behind the name of Pusuk Sembalun, 3) Information about Kedai Sawah, 4) The process of growing Miana plants, 5) Information about Strawberry Orchard, 6) The process of growing Strawberry plants, 7) Kinds of Sembalun traditional food, 8) The process of making Sembalun traditional food, 9) The history of Selong Hill, 10) The history of Gendang Beleq, 11) The history of Peresean, 12) The history of Beleq Village, 13) Its function of the Beleq Village in the past and in the present, 14) Information about Kebon KUPI, 15) The process of making Sembalun Legendary coffee, 16) Kinds of souvenir in Sembalun (fruits, coffee and weaving crafts), and 17) The process of weaving Sembalun woven fabric. For example at *Beleq Village's* point the tour guide delivered storyline (authentic texts) about Beleq Village history and its function. The authentic texts of *Beleq Village* related to Basturkmen (2010), point out that authentic texts is a text designed for native speakers of a language based on their real life, it used as information for communication and not written with a pedagogic aim. The tour guide delivered the text to the guests using English and delivered the content based on the actual activity, and this texts only used by the tour guides and workers at *Beleq Village* as information that they will conveys when guide tourists, this make the text and the explanation of the experts are related.

After finding the authentic tasks and texts of tourism practitioners in Sembalun, the researchers conducted the instructional analysis. In designing syllabus, there were several steps i.e. translating responsibilities to communicative needs, translating communicative need into competencies, and then developing competencies to Learning Materials. The syllabus was designed after these steps have been accomplished. The instructional analysis is presented as the following:

Table 1: Instructional Analysis

Responsibility	Communicative Needs	Competency	Learning Materials
Explaining details information about Taman Wisata Pusuk Viewpoint	<ul style="list-style-type: none"> Ability to explain details information about Taman Wisata Pusuk Viewpoint 	<ul style="list-style-type: none"> Can explain details information about Taman Wisata Pusuk Viewpoint Can explain the meaning behind the name of Pusuk Sembalun 	<ul style="list-style-type: none"> Vocabulary: nature, place, kedai sawah, plants, strawberry

Describing the details of Kedai Sawah	<ul style="list-style-type: none"> • Ability to describe the details of Kedai Sawah 	<ul style="list-style-type: none"> • Can explain details information about Kedai Sawah • Can explain the process of growing Miana plants 	orchard, plants traditional foods, selong hill, gendang beleq, peresean, beleq village, Kebon Kupi, plants, souvenir
Explaining about Strawberry Orchard	<ul style="list-style-type: none"> • Ability to explain about Strawberry Orchard 	<ul style="list-style-type: none"> • Can explain information about Strawberry Orchard • Can explain the process of growing Strawberry plants 	
Explaining about traditional food in Sembalun	<ul style="list-style-type: none"> • Ability to explain about traditional food in Sembalun 	<ul style="list-style-type: none"> • Can explain about the kinds of Sembalun traditional food • Can explain the process of making Sembalun traditional food 	<ul style="list-style-type: none"> • Expression: Expression of introduction, expression of happiness, expression of surprise
Describing the history of Selong Hill, Gendang Beleq and Peresean	<ul style="list-style-type: none"> • Ability to describe the history of Selong Hill, Gendang Beleq and Peresean 	<ul style="list-style-type: none"> • Can describe the history of Selong Hill • Can describe the history of Gendang Beleq • Can describe the history of Peresean 	<ul style="list-style-type: none"> • Expression of introduction, expression of happiness, expression of surprise
Describing the history and functions of Beleq Village in the past and the present	<ul style="list-style-type: none"> • Ability to describe the history and functions of Beleq Village in the past and the present 	<ul style="list-style-type: none"> • Can describe the history of Beleq Village • Can explain the function of the Beleq Village in the past and in the present 	<ul style="list-style-type: none"> • Grammar point: simple present, past tense, modals
Explaining about Kebon Kupi	<ul style="list-style-type: none"> • Ability to explain about Kebon Kupi 	<ul style="list-style-type: none"> • Can explain information about Kebon Kupi • Can explain the process of making Sembalun Legendary coffee 	<ul style="list-style-type: none"> • Genre: descriptive text, procedure text, recount text
Explaining various souvenir of Sembalun	<ul style="list-style-type: none"> • Ability to explain various souvenir of Sembalun 	<ul style="list-style-type: none"> • Can explain kinds of Sembalun souvenir (fruits, coffee and weaving crafts) • Can explain the process of weaving Sembalun woven fabric 	

The authentic tasks and authentic texts from the standpoints above are translated into several important components; the first step of instructional analysis of designing syllabus was translation of authentic tasks/responsibilities to communicative needs. It was carried out to find out what ability is required for each responsibility. It is done by adding ability to + V1 at the beginning of the task. After that, communicative needs are translated into English competency using Can + V1. The last step is developing English competency into materials which contains several components such as vocabulary, expressions, grammar points and genres.

The vocabularies obtained from the word of tourism practitioners in Sembalun that commonly used when giving information to the guests, i.e. culture, traditions, products, traditional food and places in Sembalun. The expression used by tourism practitioners are mainly about expression of introduction, expression of happiness and expression of surprise. The tourism practitioners must introducing the tourist locations (Taman Pusuk View Point, Kedai Sawah, Strawberry Orchard, Selong Hill, Beleq Village and Kebon Kupi), explaining

about the traditional food (Ayam Bakar Sembalun, Siong Pedis Ikan Nila, Banteng Nganga, Kelak Batih, Apes, Suberang), and giving information about culture and traditions (Gendang Beleq and Peresean).

The grammar point referred to the widely used by tourism practitioners in Sembalun are past tense, simple present, modals. Simple present tense used to describes the situation during the process of making products (traditional food, souvenir and making coffee), Simple past tense used to describes the traditions, history and background of the places/buildings in Sembalun. While the genre of text used by tourism practitioners are descriptive text, procedure text and recount text. Descriptive text is used to explain the traditions, activities, and culture in Sembalun. Procedure text is used to explain about process of growing Strawberry plants and Miana plants, making Sembalun woven fabric, making traditional food in Sembalun. And then, recount text used to explains the history of the places/buildings in Sembalun.

After conducting the instructional analysis above, the researchers then continued the final stage that is designing a syllabus for tourism practitioners in Sembalun. The purpose of designing the syllabus in this research is to support the tourism practitioners with English language material to be used as in doing their job as tourism practitioners in Sembalun professionally. The English syllabus designed based on Standpoint Model, this model emphasized on finding the authentic texts and tasks from Sembalun destination. Based on this model the step of designing a course are (1) identifying target group, (2) finding out the standpoint, (3) collecting the standpoint, (4) translating standpoints into English competence, (5) developing materials, (6) selecting and developing teaching techniques, (7) selecting media and resources, and (8) selecting and developing. The syllabus is presented as the following:

Table 2: The Syllabus Design

No	Tasks	Learning Objective	Techniques	Sources & Media	Assessment
1	Explaining general information about Taman Wisata Pusuk Viewpoint	The students are able to explain general information Taman Wisata Pusuk Viewpoint	<ul style="list-style-type: none"> • Group Discussion • Role-playing 	<ul style="list-style-type: none"> • Text books • Video • Role play cards • Picture series 	<ul style="list-style-type: none"> • Oral performance • Written test • Portfolio • Observation
2	Describing the details of Kedai Sawah	The students are able to describe the details of Kedai Sawah			
3	Explaining about Strawberry Orchard	The students are able to explain about Strawberry Orchard			
4	Explaining about traditional food in Sembalun	The students are able to explain about traditional food in Sembalun			
5	Describing the history of Selong Hill, Gendang Beleq and Peresean	The students are able to describe the history of Selong Hill, Gendang Beleq and Peresean			
6	Describing the history	The students are able to			

	and functions of Beleq Village in the past and the present	describe the history, traditions, and functions of Beleq Village in the past and the present
7	Explaining about Kebon Kupi	The students are able to explain about Kebon Kupi
8	Explaining various souvenir of Sembalun	The students are able to explain various souvenir of Sembalun

The syllabus design above is related to Woods (2010) because the syllabus design has been done by selection and organization of instructional content including suggested strategy, core skills and competencies such as the learning outcome, standpoints, learning objectives, materials, achievement indicators, and sub-materials/sub-topics. It also presented the techniques of presenting the content, the content sources and media. Then, it presented the assessments that can use; this is suitable to the explanation of the expert above about syllabus design.

The syllabus designed aim to support the tourism practitioners language needs in doing their job. By using the syllabus that has been designed, tourism practitioners are able to carry out their duties and deliver the materials about tourist sites professionally. The syllabus has been validated and evaluated by two experts and is considered appropriate to be used.

CONCLUSION

Based on the finding and discussion, it is concluded that the tourism practitioners perform the authentic tasks and delivered the authentic texts in 8 standpoints. There are eight *authentic tasks* performed one main task from each standpoint, i.e. 1) explaining general information about Taman Wisata Pusuk Viewpoint, 2) describing the details of Kedai Sawah, 3) explaining the general information about Strawberry Orchard, 4) explaining about traditional food in Sembalun, 5) describing the history of Selong Hill, 6) describing the history and functions of Beleq Village in the past and the present, 7) explaining about Kebon Kupi, 8) explaining various souvenir of Sembalun. Meanwhile, *the storylines (authentic texts)* of each standpoint are more than one, there are 17 *authentic texts*, i.e. 1) details information about Taman Wisata Pusuk Viewpoint, 2) the meaning behind the name of Pusuk Sembalun, 3) information about Kedai Sawah, 4) the process of growing Miana plants, 5) information about Strawberry Orchard, 6) the process of growing Strawberry plants, 7) kinds of Sembalun traditional food, 8) the process of making Sembalun traditional food, 9) the history of Selong Hill, 10) the history of Gendang Beleq, 11) the history of Peresean, 12) the history of Beleq Village, 13) its function of the Beleq Village in the past and in the present, 14) information about Kebon Kupi, 15) the process of making Sembalun Legendary coffee, 16) kinds of souvenir in Sembalun (fruits, coffee and weaving crafts), and 17) the process of weaving Sembalun woven fabric.

The syllabus presents the authentic tasks and texts, techniques, sources & media, and assessment that are arranged systematically and contain interrelated components to support the tourism practitioners' language needs. The topics presented the authentic tasks and text of

Sembalun tourism. The techniques, media and assignment presented in simple, varied and interesting way to make learner understand the material more easily. Then, they are able to carry out their duties and deliver the materials about tourist sites more effectively and professionally.

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