Development of “Deutsch fuer Tourismus” Teaching Materials at German Education Study Program

Henderika Serpara¹, Kalvin Karuna², and Maria. M. Nikijuluw²

¹Lecturer at German Language Education Study Programm, FKIP UNPATTI
²Lecturer at German Language Study Program, FKIP UNPATTI

E-mail: kievkaruna214@yahoo.com

Abstract. The results of the initial publication of this study suggested that the ideal syllabus for the Deutsch für Tourismus (DfT) lecture gave emphasis to two important elements, namely more comprehensive teaching materials and presentation methods. The Deutsch für Tourismus material presentation method must provide space and time for students to explore tourism potential in Maluku and communicate it with good and correct German in practice or simulation. Therefore, it is necessary to develop more comprehensive teaching materials by paying attention to the characteristics of Maluku, as well as the appropriate method of presentation. This follow-up study aims to develop more comprehensive teaching materials that can support DfT lectures that emphasize the students' skills to communicate about tourist attractions, especially in Maluku, using German with the right "Fachbegriff". Writing this teaching material is based on research and development procedures developed by Plomp in Ratumanan et al (2013), namely the phase, which as follows (1) preliminary investigation, (2) design, (3) realization / construction, (4) test, evaluation, and revision, and (5) implementation. The first to third phases have been carried out in the first phase of the research so that this stage is continued with a trial and revision phase based on the results of observations and validator notes to get the final product. The final product of this study shows that DfT teaching material is quite comprehensive, because it includes information about the main objects on the islands of Ambon and Central Maluku, as well as lecture methods that are more directed to the principles of student center learning (SCL). The development of teaching materials has met the requirements of validity, practicality, and effectiveness, and has fulfilled the principles of developing instructional materials, namely the principle of relevance, the principle of consistency, the principle of material adequacy, the principle of material suitability with the participants' maturity and readability Thus
the final product of this research is declared feasible to be used in the Deutsch für Tourismus lecture.

Keywords: Development, Teaching material, German Language for Tourism

1. Introduction

Maluku has been known internationally for centuries because of spices, such as cloves and nutmeg. Besides clove and nutmeg, Maluku also has quite a lot of tourism objects, so it is not surprising that Maluku is a potential tourist destination for both marine tourism, natural tourism, cultural tourism, and historical tourism, even culinary tourism.

Rich in nature and historical relics, make Maluku no less beautiful than other islands in Indonesia. So that Maluku is now a haven for cruise ships of various countries every year, and consequently Ambon has become one of the centers of tourism destinations in Maluku, even in Eastern Indonesia.

The increase of tourist visits in Maluku is a challenge for providers of human resources, specifically for professionals (graduates) to take part in tourism. The intended human resources (HR) include tour guides or other tourism workers such as working in hotels, restaurants, cafes, etc.

This potential needs to be socialized to tourists, either through tourism activities or through special promotional activities. Therefore we need human resources who have the ability and skills to communicate the tourism potential mentioned above in good German. The Deutsch für Tourismus lecture plan set out in the German Language Study Program curriculum, the Teacher Training and Education Faculty is one of the things that must be taken to prepare human resources that can promote Maluku tourism widely.

The results of observations and needs analysis show that there are several objects that attract tourists so they need to be mastered by students including "Sago Verarbeitung" or sago processing, also explanation of clove and nutmeg products. In fact, tourists are usually curious and ask questions. Tourist questions are broader than just introducing clove trees, among others; the productive age of clove trees, the amount of clove fruit produced by each tree, the height / size of clove trees, the annual clove harvest frequency, the selling price of cloves, whether clove is the first economic source of income in Maluku or there is a main source of income in Maluku. A series of examples of questions from tourists regarding the objects above is a challenge for guides.

Therefore it is necessary to develop DfT teaching material that is more comprehensive and shows the typical characteristics of Maluku in general and Ambon city in particular.
UNDERSTANDING TEACHING MATERIALS

According to Saputro et al. on the website there are three definitions of teaching materials, namely:

1. Teaching materials are information, tools, and texts needed by the teacher / instructor for planning and reviewing the implementation of learning;
2. Teaching materials are all forms of materials used to help teachers / instructors in carrying out teaching and learning activities in the classroom. The material in question can be either written material or unwritten material;
3. Teaching materials are a set of materials arranged systematically both written and not, so as to create an environment / atmosphere that allows students to learn. In addition, a teaching material contains skills and attitudes or moral values [1]

In the online learning strategy module for participants in Teacher Professional Education (PPG) published in http://ppg.spada.ristekdikti.go.id several definitions of teaching materials are presented, among others, according to Pannen (1995), teaching materials are materials or subject matter arranged systematically, used by teachers and students in the learning process. Furthermore, teaching materials according to Heman D. Surjono (2013) teaching materials are all forms of material (information, tools, and texts) used by the teacher in carrying out teaching and learning activities in the classroom. Ministry of Education and Culture (2008: 6) also defines teaching materials as all forms of materials used to help teachers and students in carrying out teaching and learning activities. Surjono and the Ministry of Education and Culture added that the teaching material was usually written and unwritten. By referring to these definitions, it can be concluded that teaching materials are materials or subject matter that are arranged systematically, written or unwritten, which are used by teachers and students in the learning process or teaching-learning activities in an effort to facilitate student learning to achieve goals learning objectives [2].

Principles for Choosing Teaching Materials

According to Majid, (2008) There are several principles that need to be considered in the preparation of teaching materials. These principles are as follows:

a. The principle of relevance, namely the relationship or the presence or absence of the relationship between the material with the standards of competence and basic competencies.

For example, if the competencies expected to be mastered by students are in the form of facts, the learning material taught must be in the form of facts.

b. The principle of consistency. For example, if the expected competency is mastery of all four language skills, then the teaching material must contain / train four skills and consistently refer to the competencies and indicators that have been set.

c. The principle of sufficiency or adequacy. This principle relates to a lot or at least the material provided is adjusted to the time and competence that must be achieved.

d. The principle of conformity of the material with the maturity of students. This principle needs to be considered in the development of teaching material because it is related to students' motivation and interests. Determination of teaching materials that are in accordance with the maturity level of students, allows teaching and
learning activities to be more productive and efficient [3]. Teaching materials that are not in accordance with the maturity of students, will reduce learning interest and motivation because students will have difficulty in obtaining a general picture of the content of teaching material, such as the case put forward by Robbeck and Wilson that children who always fail to understand the lesson will consider learning activities as a punishment so he always leaves class and hides during class hours [4].

In connection with the above principle, Effendy (2005) explains, that communicative-based language teaching materials have the following characteristics:

a. Significance: the form of language presented must be clear in the context, participants, and situation;

b. Usability: the teaching material presented is emphasized in the use of language, not on language knowledge. So the emphasis on Performance is not competence.

c. Interesting: teaching materials presented must vary, stimulate interest, and needs of students [5].

**Deutsch für Tourismus**

*Deutsch für Tourismus* is usually abbreviated as DfT, is the name of the course offered in the curriculum structure, the German Language Education Study Program, UNPATTI FKIP. Determination of the course is based on various inputs through search studies and needs analysis that German as a high school subject has a limited time allocation, so there is an output of the German Language Education Study Program which has a long waiting period to become a teacher. On the other hand there are also outputs who do not want to become teachers. The results of the needs analysis show that the tourism sector really needs skilled workers in the field of language who will be able to communicate various information relating to the world of tourism. One example that can reinforce this need is the high demand of tourism businesses for student participation to deal with international tourists, especially if there are cruise ship visits from Europe that bring thousands of tourists. Thus this course also provides an option for the output of the German Language Education Study Program to enter the world of work other than teachers.

In accordance with its name, in general the course aims to prepare students both with good German-language pregnancies, as well as the ability to communicate various tourist objects, as well as other related fields including hotels, travel agencies, handling guests etc., using good and correct language. To achieve these objectives, the lecture system and the content of the course are determined. In lectures students must take part in activities both theoretically and practically. In theory, students are required to collect and review various tourism information in Indonesia in general, especially in Maluku. The results of the study are then presented in the form of reports and communicated to other students in the group in the form of simulations. Practical activities are carried out in two ways, namely simulations and direct visits to tourist
objects. Due to limited access, the practical activities are only limited to Ambon Island, Lease Islands and Seram Island, especially in West Seram.

In line with the increasing demand for guides especially from the output of the German Language Education Study Program, the content and subject system of Deutsch für Tourismus must be continually improved and adapted to the needs in the field through tourism information studies and the development of teaching materials.

2. Methods

Writing this teaching material is based on research and development procedures developed by Plomp (2007) and Ratumanan et al (2013), namely the phase, namely (1) preliminary investigation, (2) design, (3) realization / construction, (4) test, evaluation, and revision, and (5) implementation. The first to third phases have been carried out in the first phase of the research so that this stage is continued with a trial and revision phase based on the results of observations and validator notes to get the final product.

The final product of this study shows that DfT teaching material is quite comprehensive, because it includes information about the main objects on the islands of Ambon and Central Maluku, as well as lecture methods that are more directed to the principles of student center learning (SCL) [7,8].

3. Results and Discussion

The purpose of this research phase is to produce teaching materials that can support the implementation of the Deutsch für Tourismus lecture by referring to the question "textbook to support the implementation of the" Deutsch für Tourismus curriculum "which can support the implementation of the course lectures".

Validation notes, product trials and reflection tests show that (1) the DfT lecture material produced is in accordance with the aspects of validity because of the suitability of the content of the material developed with observations and needs analysis, (2) the material can be used in lectures on the program study in German language education, especially in DfT courses because they have met practicable criteria through trials, (3) while for aspects of effectiveness it can be seen that the volume of material is still in accordance with the time allocation available for the course but does not cover all objects in Maluku as a whole.

The results of the validation and trials described above show that the instructional material designed can be used in the DfT lecture. From the aspect of validity the teaching material has shown a consistent connection between the material designed and the results of the analysis of needs and results of observations in the field. This finding shows the application of the principles of the development of teaching materials such as (a) the principle of relevance, namely the relationship between the material designed with competence, communicative utterances and needs. (b) The principle of consistency or permanence can be seen in the content of teaching materials
containing / training the use of communicative utterances consistently referring to competencies and predetermined indicators (c) The principle of material adequacy. This principle relates to the adequacy of the material provided in accordance with the duration of the lecture and the complexity of the competencies that must be achieved. Nevertheless the lecture material does not cover all tourist attractions in Maluku. That is, students must seek and expand their knowledge of tourist objects in Maluku that are not covered in the development of this teaching material, (d) the principle of conformity of the material with maturity of the maturity level of students both from the ability of language and aspects of lecture content. In terms of readability, the lecture materials developed as well as work instructions in the training of each skill are clear enough to be easily understood and implemented.

Based on the findings and discussion above, it can be stated that the teaching material is suitable for use in the Deutsch für Tourismus lecture.

4. Conclusion

Based on the results of the analysis above, some conclusions can be drawn. The lecture teaching material developed in this study can be used in the Deutsch für Tourismus lecture. This conclusion is based on findings that; (1) the teaching material produced has shown conformity with the results of analysis of language needs and competencies needed in tourism practice. (2) the material has met practicable criteria, (3) the volume of material has been adjusted for the time allocation of the Deutsch für Tourismus course. (4) The material is developed by taking into account the principles of the development of teaching materials such as (a) the principle of relevance, namely the relationship between the material designed with the competency or target competency. (b) The principle of consistency or permanence can be seen in the content of teaching materials containing / training four skills and consistently referring to competencies and prescribed indicators (c) The principle of material adequacy. This principle is related to the adequacy of the material provided according to the time allocation and complexity of competencies that must be achieved. (d) material suitability principle with students' thinking maturity (e) readability of the training materials developed which can be seen from work instructions in the practice of each clear skill so that it is easily understood and implemented.

5. Reference

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