Abstract: This study aims to develop a model of local wisdom-based instructional materials in Minangkabau context for the English for Tourism course. To realize the aim, an R&D design was applied by adapting Borg & Gall’s first four stages, namely product analysis, initial product development, expert validation, and product revision. Product analysis includes analyzing the characteristics and needs of students towards the teaching materials; b) interviews with competent resource persons to obtain input for initial product development; c) a review of the relevant theory of initial product development. Initial Product Development includes formulating core topics, designing syllabus, gathering resources for designing draft, and designing, editing and printing prototypes. Validation was conducted to figure out whether the prototype model had integrated Minangkabau local wisdom in teaching materials for the course and was suitable for learning into speaking. The product analysis stage resulted in initial product development in the form of a prototype consisting of 14 units, where each unit consists of 4 parts, namely: introduction, common expressions, sample conversations, and role play. The validation results confirm that, in general, in terms of the relevance of teaching materials to course objectives, the prototype was valid (3.15 out of 4) and very valid (4.03 out of 5). In addition, in terms of the principles of learning speaking skills, the prototype was very valid (3.66 out of 4). Furthermore, from the aspect of integrating Minangkabau local wisdom into teaching materials, this prototype has provided a model for practical conversations for tour guiding activities in Minangkabau context.

Penelitian ini bertujuan untuk mengembangkan model bahan ajar berbasis kearifan lokal konteks Minangkabau pada mata kuliah English for Tourism. Untuk mewujudkan tujuan tersebut, diterapkan desain R&D dengan mengadaptasi empat tahap pertama Borg & Gall, yaitu analisis produk, pengembangan produk awal, validasi ahli, dan revisi produk. Analisis produk meliputi analisis karakteristik dan kebutuhan siswa terhadap bahan ajar; b) wawancara dengan narasumber yang berkompeten untuk memperoleh masukan bagi pengembangan produk awal; c) tinjauan terhadap teori pengembangan produk awal yang relevan. Pengembangan Produk Awal meliputi perumusan topik inti, perancangan silabus, pengumpulan sumber daya untuk perancangan draf, dan...
perancangan, pengeditan, dan pencetakan prototipe. Validasi dilakukan untuk mengetahui apakah model prototipe telah mengintegrasikan kearifan lokal Minangkabau dalam bahan ajar mata kuliah dan layak untuk pembelajaran speaking. Tahap analisis produk menghasilkan pengembangan produk awal berupa prototype yang terdiri dari 14 unit, dimana setiap unit terdiri dari 4 bagian yaitu: pengenalan, ungkapan umum, contoh percakapan, dan permainan peran. Hasil validasi menunjukkan bahwa secara umum ditinjau dari relevansi bahan ajar dengan tujuan mata kuliah, prototype sudah valid (3,15 dari 4) dan sangat valid (4,03 dari 5). Selain itu, dari segi prinsip pembelajaran keterampilan berbicara, prototype sangat valid (3,66 dari 4). Lebih lanjut, dari aspek pengintegrasian kearifan lokal Minangkabau ke dalam bahan ajar, prototype ini telah memberikan model percakapan praktis untuk kegiatan pemandu wisata dalam konteks Minangkabau.

Keywords: local wisdom, English for tourism, teaching materials, Minangkabau context.

INTRODUCTION

 Instructional materials are significantly important in learning English because they are the key component in language learning and play roles as a source of activity for learners for practice and communicative interaction, as a reference for learners in terms of grammar, vocabulary, pronunciation and other related aspects, as a source of stimulation and ideas for class activities, as a syllabus because the materials reflect the learning objectives that have been set, determined and as support for inexperienced teachers so that those concerned are more confident when managing their learning (Richards, 2001). Whatever the teaching materials used by the teacher - textbooks, institutionally prepared teaching materials, or teaching materials designed by the teachers themselves - basically serve as a basis for language input that will be accepted by language learners and language practice that occurs in the classroom. They are tools that can be figuratively broken down into component parts and rearranged to meet the needs, abilities and interests of students in the lesson (Baldus & Graves, 1998). In addition, instructional materials are information and tools needed by teachers for planning and studying the implementation of learning. Instructional materials usually contain subjects that will be achieved by students (Fitria & Idriyeni, 2017).

In order to fulfill their roles, there are several aspects that must be taken into account in sorting and selecting instructional materials, such as: a) teaching materials must refer to learning objectives, b) teaching materials must show their importance in the context of the objectives to be achieved and their functions for the next metric, c) teaching materials must have practical value where the their contents are meaningful and practical for daily needs, d) teaching materials must be in accordance with the level of intellectual development of learners, and e) teaching materials must be ordered in such a way that learners can understand all teaching materials (Ibrahim and Syaodih, 1996).

Dealing with developing teaching materials, Tomlinson (1998) states that there are seven steps that should be considered: (1) identifying needs for teaching materials or problems to be solved, (2) exploring anything related to these needs or problems, such as what language, what meaning, what functions, what language skills are needed, (3) carry out a contextual realization of the proposed teaching materials (this can be achieved by searching for appropriate ideas, contexts or texts), (4) carrying out the realization
pedagogical approach to the teaching materials to be developed (which can be realized by finding appropriate exercises and activities and writing appropriate instructions for use, (5) physical production of teaching materials, which includes consideration of layout, type, size, appearance, reproduction, length and others, (6) use of teaching materials by language learners, (7) evaluation of teaching materials based on goals that have been set. In addition, Suparman (2001) states that development focuses more on its objectives, including: solving problems, improving the quality of learning activities, or creating learning situations and conditions that allow students to interact so that changes in behavior occur through a process that includes design, production, and evaluation (Putra, 2017).

Realizing the importance of teaching materials in achieving the goals of learning, the English for Tourism course needs a model of instructional materials that promotes the vision of the department, that is, the integration of local wisdom into the instructional materials. Dealing with this vision, Tilaar (2002) points out that cultural-based learning by integrating local culture in various subjects is something that must be done by educators in Indonesia. Target culture and local culture must be given an equal portion in the process of learning English. In line with the idea of learning based on local wisdom above, he suggests that to build a new Indonesia, cultural-based learning by integrating local culture in various subjects is something that must be done by teachers in Indonesia. In other words, the target culture and local culture must be given an equal portion in the process of learning, including English (Kumala & Sulistyowati, 2016). Furthermore, Marlupi (2011) argues that education based on local wisdom is education that teaches students to always be close to the concrete situations they face on a daily basis. The model of education based on local wisdom is an example of education that has high relevance for life development skills, based on empowering local skills and potential in each region. Education based on local wisdom can be used as a medium to preserve the potential of each region (Aziz, 2018). In addition, Keraf (2010) stresses that there are five dimensions of presenting local wisdom in learning: 1) local knowledge, namely information and data about the character of local uniqueness as well as knowledge and experience of the community to deal with local wisdom’s problems and solutions; 2) local culture, which is related to cultural elements that have been patterned as local traditions, which include value systems, language, traditions, technology; 3) local skills, namely the expertise and ability of local communities to apply and utilize their knowledge; (4) local resources, namely resources owned by the community to fulfill their basic needs and carry out their main functions; and (5) local social processes, related to how a community carries out its functions, the system of social actions carried out, the system of social relations and existing social control (Kumala & Sulistyowati, 2016). The integration of local wisdom is very essential, and it could be executed by including the local wisdom values into the materials, allocating time for discussion on local wisdom, classroom activities and the process of teaching linguistic skill (Albantani & Madkur, 2018).

Several studies on the development of teaching languages for English for Tourism courses show that providing various cultural materials, such as regional arts, traditional games, traditional tariffs, traditional technology, and traditional literary works can help students improve their proficiency in English (Prayati et al., 2020). This can be done by emphasizing communicative activities so that students have the opportunity to practice their knowledge of the topics given to them, such as conversations, role plays, picture-based speaking and discussions (Wahyuni, 2022). Furthermore, tourism exhibition
activities as an interesting and useful activity for them in English for tourism classes can provide space for them to practice exploring real-life contexts. This also allows students to interact from preparation to simulation day and helps increase their confidence in role-playing and understanding of the material as well (Suprayogi & Pranoto, 2020).

Related to the importance of providing students with linguistic aspects in the form of various expressions, pre-service expressions, such as, serving guests when they come to a travel agency's office to get information about certain tourism products, they need to be equipped with expressions and on-service. Pre-service expressions are expressions of language required during oral marketing, such as when guests come to a travel agency's office to obtain information about a particular tourism product. It involves expressions of greeting, offering, giving opinion, etc. Furthermore, the expression on-service is used when students provide services to guests. It is understandable that these two types of expressions need to be provided to students so that services can run well, so that the goals of services in the tourism sector can run optimally (Wijayati & Khafidhoh, 2021). Ideally, research products related to product design for English for Tourism lectures can help students understand the material theoretically and practically (Afriandi & Fatimah, 2021).

Furthermore, some research on integrating local wisdom into the design of instructional materials also reveals students’ positive responses in order to maintain and protect their local wisdom and tradition (Sari & Amrul, 2021), could enliven the classroom atmosphere and enrich the knowledge of local cultures as well (Wulandari et al., 2020), and stimulated to explore the local wisdom as well (Laili, 2017).

This research is expected to produce a model of local wisdom-based instructional materials in Minangkabau context for the English for Tourism course at the English Education Department of UIN Mahmud Yunus Batusangkar. This model is also expected to be a guide to help professional and prospective tour guides with practical knowledge and skills to communicate orally in English with an emphasis on Minangkabau local wisdom.

**METHOD**

This study applied research and development method (R&D) design since it aims to produce a model of teaching materials for the development of local wisdom-based teaching materials for English for Tourism course at the English Education Department of UIN Mahmud Yunus Batusangkar. The steps conducted were adapted from Borg & Gall’s steps: (1) collecting information (including literature review, observing existing tools, creating a research framework); (2) designing (formulating research objectives, estimating the required funds and time, research work procedures); (3) developing the initial product form (preliminary product draft design); (4) conduct initial field trials; (5) revising the main product; (6) conducting main field trials; (7) revise the main field test; (8) conduct operational field tests; (9) revise the final product; (10) disseminate and implement the product (Hakim, 2020). However, this study allied only the first four steps as it is shown in the following scheme:

![Product Development Scheme](image)

The above scheme can be explained, that in 1) **product analysis**, the needs and characteristics of students who took the English for Tourism course were assessed through observations during the English for Tourism lecturing process as well as interviews with the students and the lecturers. 2) **Developing the initial product (prototype)** as the result of product analysis step where the prototype was developed. 3)
Validating the prototype was the next step which was conducted to figure out whether the prototype was valid for the course. There were four validators for the prototype which concerned with relevance of teaching materials to course objectives, relevance of teaching materials to the principles of learning speaking skills, and the integration of Minangkabau local wisdom into teaching materials, and 4) revising the product, based on the result of validation and suggestions from the validators.

In order to ensure the content validity of the validation instrument, Aiken's V formula was used to calculate the content-validity coefficient based on the results of an expert panel of (n people) on an item in terms of the extent to which the item represents a construct that is being measured. The formula is presented as follows.

\[ V = \frac{\sum s}{n(c-1)} \]

\[ s = r - lo \]

where

lo = lowest scoring rate

c = lowest scoring rate

r = the score given by validators

(Hendryadi, 2017)

RESULTS AND DISCUSSION

This section describes research activities, especially those related to the design of English for Tourism teaching material models based on local wisdom. The activities carried out include: 1) Product Analysis, 2) Initial Product Development, 3) Expert Validation, 4) Product Revision. Each stage of the activity will be described in detail as follows:

1. Product Analysis

   This stage was carried out to obtain information to be used as a reference for initial product development. This stage includes several activities, as follows:

   a. Analyzing students’ characteristics and needs for teaching materials for English for Tourism based on local wisdom revealed that the students’ ability to speak in English is sufficient to attend the course since they had completed two speaking courses as prerequisites for the English for Tourism course.

   b. Analyzing teaching materials used in this course, especially from the language functions and common expressions, revealed that the materials had provided the students with English language skills to communicate orally in the context of tourism. However, in terms of content, the instructional materials used had not yet prepared them with knowledge and skills to become a tour guide in the context of Minangkabau local wisdom. In addition, due to the wide spectrum of the context of tourism and the limited number of meetings and credits, it is necessary to consider effective instructional materials so that the objectives of the course can be realized. So far, the teaching materials used are utilizing English for Tourism teaching materials in the context of American, Thai and similar cultures with several adaptations according to the context of Minangkabau local wisdom. Even if there are teaching materials designed by one of the lecturers, they are more aimed at tourists, not as tour guides.

   c. Interviews with scholars and practitioners were conducted to obtain insights for developing initial product development. Interviews with scholars were conducted with lecturers and director of tourism colleges. The interviews supported by English-speaking tour guides: 1) need and should always strengthen their basic skills of verbal communication with tourists, such as expressions and vocabulary used commonly used for certain purposes and contexts, 2) enrich themselves with insights related to tourism, including: a) how to be a good tour guide, which includes attitude, performance, understanding of local culture (culinary, artifacts, etc.), knowledge of objects
tourism (history, philosophy, etc.) planning tour for guest.

Interviews with tour guides and owners of tour and travel agency were aimed to obtain insights on: 1) the nature and abilities that a tour guide must possess related to Minangkabau local wisdom, 2) questions commonly asked by tourists about Minangkabau local wisdom that must be described by a tour guide with using English, 3) the obstacles that are often experienced by a tour guide in guiding activities in the context of Minangkabau local wisdom and 4) suggestions or recommendations on topics that can be taken into consideration in the development of initial products. From the results of the interviews, it is shown that: 1) the ability in public speaking must be absolutely mastered by prospective tour guides in addition to the ability to speak English actively and passively because this ability will greatly assist them in communicating information in an interesting and communicative way related to tourist objects and values contained in tourist objects they visit, 2) performance, attitude and personality are supporting factors to create a warm and comfortable atmosphere for tourists, and 3) a clear (not loud) and systematic way of delivering information must be mastered by a prospective tour guide.

d. A review of the relevant theories in developing the initial product of local wisdom based instructional materials in Minangkabau context for English for Tourism course.

Another way conducted for product analysis is to conduct a review of relevant theories that can provide an overview and reference for what kind of instructional materials that should be designed. The reviews concluded that, a tour guide should have the pleasure of traveling, an interest in issues of traditional Indonesian culture, the pleasure of associating with foreigners, has good foreign language skills at least one, good physical and mental health. prima, has the intention to provide excellent service to tourists, a good sense of humor, extensive knowledge in social, cultural, economic, business, political and other matters. Therefore, tour guides should be able to integrate five guiding elements, language skills, destination material, professional attitudes, appearance (style) and insight (knowledge) (Udoyono, 2008).

Furthermore, it is suggested that a tour guide must possess: 1) mastery of English, 2) knowledge of tourism objects, 3) ability to search for information about tourist attractions, and 4) appearance and attitude (Suprihatin, 2018).

Regarding local wisdom, according to Keraf (2010), there are five dimensions of presentation of local wisdom, namely: 1) local knowledge which refers to information and data about the character of local uniqueness as well as knowledge and experience of the community to face problems and seek for solutions; 2) local culture deals with cultural elements that have been patterned as local traditions, which include value systems, language, traditions, technology; 3) local skills, concerns with the expertise and ability of local communities to apply and utilize their knowledge; 4) local resources, namely resources owned by the community to fulfill their basic needs and carry out their main functions; and 5) local social processes, related to how a society performs its functions, the system of social actions carried out, the system of social relations and existing social control, (Kumala & Sulistyowati,
2016). Teaching materials can actually equip students to: 1) to know how to work for tour guiding services, 2) to practice giving tour guiding services to customers, 3) train students' oral fluency to practice communication in tour guiding services and 4) to develop the knowledge, skills and understanding required by tour guides or learners become professional tour guides (Leo, 2016).

Based on the information obtained from various sources in a series of product analysis activities, it can be concluded that in order to develop a model of local wisdom based instructional materials in Minangkabau context for English for Tourism course, it is necessary to consider the following things: 1) students' insight into the nature and duty of a tour guide, 2) students' knowledge of tourist objects in West Sumatra, especially those that highlight Minangkabau local wisdom, 3) common vocabulary, expressions, and samples of conversations related to tour guiding activities, 4) opportunity to practice English conversation with emphasis on their function as tour guides in the form of role play activities, 5) media that they can use to support the fulfillment of the tasks given, especially when they act as tour guides, either in the form of brochures, pictures, as well as videos related to tourism; both those they designed themselves and those they downloaded from the internet.

2. Initial Product Development

The development of this initial product was the first step in developing the model. There are several stages in the development of this initial product: 1) formulating the core topics, 2) designing syllabus (RPS), 3) collecting resources needed in designing the draft, and 4) designing, editing and printing prototypes. The four stages of this activity can be described as follows:

a. Formulating Core Topics

The formulation of core topics refers to the results of product analysis. As discussed in the previous section, this initial product development plan was designed for 16 meetings, of which the other two were used for the midterm and final examinations. Referring to this, the topic can be formulated as follows: 1) Being a Good Tour Guide, 2) Greeting and Welcoming Guests, 3) Informing Local Cultural Agenda, 4) Offering Recommendations for Tourist Destinations, 5) Arranging Tour Plans for the Guests 6) Describing Local Cultural Events, 5) Describing Local Cultural Dishes, 8) Describing Local Cultural Heritages, 9) Describing Local Traditional Clothes, 11) Describing Local Art and Cultural Performances, 12) Showing Places of Interest, 13) Explaining Local Rules And Etiquette, 14) Presenting Tour Guide Speeches.

b. Designing Syllabus (RPS)

Syllabus (RPS) was designed to be used as a guide in collecting the resources needed in designing draft for teaching materials. The syllabus consists of a) Course Identity, b) Course Description, c) Study Program Learning Outcomes (CPPS), d) Course Learning Outcomes (CPMK), e) Learning Plan Description, and f) Reference.

c. Collecting Resources for Drafting Teaching Materials

The sources needed in these teaching materials were taken from books, articles, journals, and relevant images, both obtained from printed sources, and online sources.

d. Writing, Typing, Editing and Printing of the Teaching Material

This prototype was typed on 16 cm and 25 cm size paper using 11 pts
Maiandra letters. The samples of teaching materials can be seen as follows:
3. Expert Validation

Expert Validation aimed to assess the validity of the prototype of local based teaching materials in Minangkabau Context for English for Tourism course. This validation was carried out by experts who were competent with the design of teaching materials. It is expected that from the validity test carried out by the expert, revisions can be made. The validity test includes the following aspects: 1) the suitability of teaching materials with the objectives of the course, 2) the integration of Minangkabau local wisdom in teaching materials, and 3) the suitability of teaching materials for learning speaking skills. The results of expert validation can be presented as follows:

<table>
<thead>
<tr>
<th>Areas of Assessment</th>
<th>Result</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suitability of instructional materials with course objectives</td>
<td>3.16 (scale 4)</td>
<td>Valid</td>
</tr>
<tr>
<td>Integration of Minangkabau local wisdom into teaching materials</td>
<td>4.03 (scale 5)</td>
<td>Very valid</td>
</tr>
<tr>
<td>Suitability of teaching materials for learning speaking skills</td>
<td>3.66 (scale 4)</td>
<td>Very valid</td>
</tr>
</tbody>
</table>

In addition to the assessment above, some suggestions for improvement can be described as follows:

1) Topic Selection

The choice of topic should refer to the research objective, namely the development of a model of teaching materials based on Minangkabau local wisdom. This emphasizes that topics related to describing tourist destinations that are not related to local wisdom (such as simply describing “Mount Talamau” should be replaced with those that better describe the local wisdom that exists in the area, such as cultural performances, wedding rituals or local cuisine.

2) Selection of words, phrases and sentences

In expressing terms and concepts related to Minangkabau culture and local wisdom into English, literal translation (word for word) should be avoided and look for words, phrases and sentences that are commensurate with the original expression, such as "Dudua samo randah, tagak samo tinggi" (literally, sitting equally low, standing with the same height) which shows that in Minangkabau custom, everyone has the same rights in giving opinions in society, it should not be translated as follows “Sitting at the same level, standing at the same height”. The equivalent translation according to the above context is "everyone is equal before the law". Likewise, the expression "bajanjang naiak, batanggo turun" (literally, using a ladder to go up and using stairs to go down), which explains that there are procedures that must be carried out to complete a solid business is explained using the following description: "In order to make decisions, particular procedures should be followed so that the decisions made to satisfy everyone".

Furthermore, there needs to be variations in the use of examples of speech acts and vocabulary so that they can provide opportunities for book users to know and practice various variations of these expressions and vocabulary. In addition, it is necessary to
consider the use of long and complex sentences in conversational examples.

3) Writing and Layout

This teaching material model needs to pay attention to the technical writing of teaching materials, especially those related to spelling and grammar. On the other hand, it is necessary to revise the table of contents and include references. Next, in terms of layout, this teaching material needs to choose an appropriate and clear image or photo for illustration, placed proportionally on the book page and the source written down.

Sample pages after revision can be displayed below.

From this step, it can be seen that this research has succeeded in developing a model of local wisdom based instructional materials in Minangkabau context for English for Tourism course for students of the English Education Department of UIN Mahmud Yunus Batusangkar. This model has met the nature of instructional materials, according to Cunningsworth, because it can be used by students as a source of activity for students to exercise and communicative interactions, as a reference for students in terms of grammar, vocabulary, pronunciation and other related aspects, as a source of stimulation and ideas for class activities, and as a syllabus, because this teaching material also reflects the learning objectives that have been determined (Richards, 2001). Furthermore, it has also fulfilled the needs of students to become a tour guide who is concerned with Minangkabau local wisdom because this book has equipped students with common expressions and sample conversations needed by students, examples of destination materials and assignments associated with increasing insight and knowledge about destination materials, especially those related to Minangkabau local wisdom (Udoyono, 2008; Suprihatin, 2018).

Furthermore, this teaching material model has attempted to integrate Minangkabau local wisdom values in teaching materials, such as local wisdom. As Keraf (2010) points out that there are five dimensions of presentation of local wisdom, such as local knowledge, namely information and data about local unique characters (i.e. describing local cultural clothes), local culture which includes value systems, language, traditions, technology (i.e. describing local traditional art and cultural performances), local skills, namely the expertise and abilities of the local
community to apply and utilize the knowledge they have (i.e. describing local traditional dishes), and local social processes, related to how a community carries out its functions, the system of social actions carried out, social relations arrangements and existing social controls (i.e. explaining local rules and etiquettes) (Kumala & Sulistyowati, 2016).

Furthermore, the prototype has also fulfilled the characteristics, needs and students who took part in this lecture as well as following up input from practitioners and academics who have concerns with guiding tourism in English and literature relevant to local wisdom in tour guiding activities in the Minangkabau context.

The validation results also confirm that in general, in terms of the relevance of teaching materials to course objectives, the prototype teaching materials are in the valid category (with a score of 3.15 for a scale of 4) and very valid (a score of 4.03 for a scale of 5). Meanwhile, in terms of the principles of learning speaking skills, the prototype of this teaching material is in the very valid category (score 3.66 on a scale of 4). Furthermore, from the aspect of integrating Minangkabau local wisdom into teaching materials, this prototype has provided a model for students to train themselves as a tour guide in the context of Minangkabau wisdom.

CONCLUSIONS
This research was motivated by students’ needs toward a model of local wisdom based instructional material in Minangkabau context for English for Tourism course. As a course that prepares students to be able to provide tour guiding services in the context of Minangkabau culture, the topics presented in this book have provided students with the nature of what and how to become a tour guide, providing information services to guests and describing various topics related to Minangkabau local wisdom, such as local cultural events, clothes, food, heritage, etiquette etc. The result of validation strengthens the recommendation for the use in the English for Tourism course to help students carry out their duties as tour guides later. It is expected that this book could contribute to reference books, especially on Minangkabau local wisdom, which so far has not been widely published. Since this research phase only completed the first four stages: product analysis, developing initial product, product validation and revision, further studies on testing the practicality of this model by carrying out limited and wider scope trial phase needs to be carried out so that a more representative model of instructional materials can be obtained both in terms of validity and practicality.

REFERENCES


