

Developing Online Materials for Tour Guides

Sinta Dewi Ratnawati*

University of Muhammadiyah Prof. DR. HAMKA (UHAMKA) Jakarta, Indonesia

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This English for Specific/Occupational Purpose (ESP/EOP) program was meant to answer the needs of the Indonesian migrant labourers to improve their English for future employment as tour guides. The objectives of this research were to identify the contents that should be in the materials, to investigate the students' response about the later developed materials, and to study the lacks in the program. The material development process underwent the 7 stages of material development proposed by Nation and Macalister (2010), consisted of analysing the environment and the needs, following principles, setting goals and objectives, choosing contents and sequence, finding the format and presentation, monitoring and assessing, and evaluating the course. However, since it is online learning, the stages had to be combined with the stages specifically for online materials proposed by Hartoyo (2012). Thus, the content and sequence choosing stage consisted of the selection of the types of program, materials, software and tasks. The materials consisted of 2 parts which were the tutorials and the lessons. Using the Task-Based Language Teaching approach (Nunan, 2004), the materials were developed and implemented combined with real time online classes. The students' responses after the implementation were generally positive, although some improvements were still needed.

Keywords: English for specific purpose (ESP), English for occupational purpose (EOP), material development, online learning, English for tour guides, Task-Based Language Teaching (TBLT).

Program Bahasa Inggris untuk Tujuan/Pekerjaan Khusus ini bertujuan untuk menjawab kebutuhan para Buruh Migran Indonesia dalam meningkatkan kemampuan berbicara bahasa Inggris baik di masa depan sebagai pemandu. Tujuan dari riset ini adalah untuk mengidentifikasi konten yang harus ada dalam materi, mengetahui tanggapan dari para murid, dan mempelajari kekurangan atas program tersebut. Proses pembuatan materi ini melalui 7 tahapan yang diajukan oleh Nation dan Macalister (2010), terdiri dari menganalisa lingkungan dan kebutuhan, mengikuti prinsip-prinsip, menentukan sasaran dan tujuan, memilih konten dan alurnya, menemukan format dan penyajian, mengawasi dan menilai, serta mengevaluasi pelaksanaan. Namun karena materi ini disajikan dalam bentuk online, tahapan tersebut dikombinasikan dengan tahapan khusus untuk pembuatan materi online oleh Hartoyo (2012). Dengan demikian, tahap pemilihan konten dan alur materi terdiri dari seleksi jenis program, materi, perangkat lunak, dan tugas-tugas. Materi terdiri 2 bagian, yaitu tutorial dan pelajaran. Dengan pendekatan Pengajaran Bahasa Berbasis Tugas (Nunan, 2004), materi dibuat dan diterapkan dengan dikombinasikan dengan kelas online real time (langsung). Tanggapan para peserta setelah implementasi materi ini secara umum positif, walaupun peningkatan masih tetap diperlukan.

* Corresponding author. Email: sinta.dewi.ratnawati@gmail.com

INTRODUCTION

The unemployment problem in Indonesia has forced many Indonesian workers to migrate to other countries to find jobs. Although some high-skilled Indonesians occupy some prestigious positions, majority of them are qualified only for labour jobs under certain working contracts. Unfortunately, after finishing their contracts they will come back to Indonesia and face the same issue as what they had before: unemployment. This is the reason why *Edukasi Untuk Bangsa* (EUB) or Education for Nation, an educational non-profit organization in Kuala Lumpur, gives free trainings for Indonesian migrant labourers in Malaysia. The purpose is to improve their competitiveness in the job market in Malaysia and to prepare their independence once they get back to Indonesia.

Founded in 2010, EUB is run by volunteers who do not have enough knowledge to develop appropriate materials. The highest level of English class in EUB had to be cancelled due to the lack of materials and tutors. To solve the problem, online course was considered to be a good solution because the function of tutors could be reduced as assessors only, while the students learned autonomously. The topic of English for tour guides was considered the right choice because Indonesian tourism industry had been proven to be crisis-resistant and could solve their future employment problem.

This research focused on the development of the online materials, regardless of the technological advancement at the time. The research posed three questions: (1) What contents should be incorporated in the online materials? (2) What are the responses of the students after the implementation? (3) What are still lacking from the program?

Online Materials Development

Generally speaking, materials are any method and practices used systematically to teach in classroom (J.D. Brown, 1995). These include lesson plan, books, audio visual aids, games, or any type of activities that go on in the language classroom. However, materials for online learning are different from materials for conventional learning. Moreover, although online learning is defined by White (2003) simply as the use of internet technology for teaching and learning, the program discussed in this research is distant learning as well. Distant learning is done at the different time and place from the source of knowledge or the teacher (King, Young, Richmond and Schrader, 2001). In consequence, the online materials must be easily learned autonomously by the learners and the content must include not only the materials, but also how to use them (White, 2003).

In designing language materials Nations and Macalister (2010) assert a set of stages. The stages are analysing the environment of the teaching situation and the needs of everyone involved, following principles related to the teaching method of the course, setting goal and objectives of all lessons and activities, choosing what contents should be incorporated and how they are sequenced, finding the format of the whole lessons and how they should be presented, monitoring and assessing during the implementation to ensure everything is on track. Finally, the whole steps must be evaluated to know if a course successfully achieves the goals which have been set in the beginning.

However, as online materials are different from conventional materials, the above stages have to be combined with the steps developed specifically for online language learning course. Hartoyo (2012) mentions seven stages to develop online language materials. To begin

with, a designer must have an initial planning which serves as the framework of the whole subsequent activities. Then, goal and objectives must be set to be the focus of direction of the whole program. The next thing is choosing types of the program: ‘linear’ where learners cannot go to the next level without completing the previous lesson, or ‘branching’ where learners can skip to any lesson. Afterwards, materials should be selected and developed based on the needs of everyone involved. After selecting materials, suitable software should be chosen. Next, tasks that can stimulate learner-learner or learner-computer interaction are determined. The final step is designing the structure of the program, consisting of tutorials, materials and exercises. Tutorials specify how things work in learning using the program. Materials present the core explanation of the lesson, and exercises check the students understanding about the explanation presented in the material section. In this research, however, materials and exercises can be seen as a package and from this point will be referred as lesson materials. The table below shows how the combination of the stages create a comprehensive process for developing online language course materials.

Table 1. Online course materials development stages adapted from Nation and Macalister (2010) and Hartoyo (2012)

No.	Stages	Sub-stages
1.	Initial planning	<ul style="list-style-type: none"> ▪ Planning curriculum outline ▪ Analysing environment ▪ Analysing needs
2.	Principles	<ul style="list-style-type: none"> ▪ Following principles
3.	Goals and objectives	<ul style="list-style-type: none"> ▪ Setting course goals ▪ Setting lesson objectives
4.	Contents and sequence	<ul style="list-style-type: none"> ▪ Choosing types of program ▪ Selecting materials ▪ Choosing software ▪ Determining tasks
5.	Format and presentation	<ul style="list-style-type: none"> ▪ Designing program structure: <ul style="list-style-type: none"> ○ Tutorial Materials ○ Lesson Materials
6.	Monitor and assessment	<ul style="list-style-type: none"> ▪ Implementing
7.	Evaluation	

To develop good online language learning materials, Hartoyo (2012) suggested five principles. Interactivity means the ability of giving the chance to learners to use the language actively and get instant feedback. Flexibility means how the materials are flexible and easy to use so as learners do not get hindered by the technology advancement. Content appropriateness means how the materials are easily understood and meet the needs of the learners. Effectiveness means how far the program can reach the goal. Attractiveness means how the program can engage the learners.

English for Occupational Purpose (EOP)

English for tour guides is considered English for Specific Purpose (ESP), or to be precise, it is pre-service English for Occupational Purpose (EOP) as specified by Dudley- Evans (1998).

It means the course is specifically intended for adults who had not worked, in this case the prospective of tour guides. The prospective students of this program came from various occupational backgrounds, but their needs of English were the same because the purpose of learning the language here was not to do their present occupations but to be a tour guide.

ESP/EOP materials should focus on the practical outcomes based on the learner's needs to execute their future profession (Dudley-Evans, 1998). Therefore, Task-based Language Teaching (TBLT) is considered to be a suitable approach of this course because. As Branden (2006, p.3) proposes, it focuses on formulating a strategy that enables learners to perform the language without concerning about the specific grammar rules too much. Nunan (2004) states that the concept of TBLT is experiential learning. It means learners are encouraged to learn the language by performing it based on the task given in a controlled situation such as classroom.

In TBLT seven principles must be applied (Nunan, 2004). Scaffolding means students must be prepared step-by-step to be able to perform more difficult task than the last lesson learned. Task dependency means a task must be developed based on the previous one. Recycling means lessons must be repeated, since complete mastery will not happen in the first encounter of the lesson. Active learning means students are given chances to use the language actively. Integration means students must be aware of the relationship of the form, function and meaning of what is learned. Reproduction to creation means students must be encouraged to reproduce the language model given. Finally, reflection means students are given chances to reflect how well they have been doing in what have been learned.

METHODS

Material Development Stages

In the first stage, curriculum outline was planned. Goal, types of program, material contents, software, tasks and design applied in the program need to be determined (Hartoyo, 2012) based on the teaching environment and needs analysis (Nation & Macalister, 2010). Environment analysis was done by interviews and observations. Interviewing the course coordinators was to know about the administrative problems they had in dealing with students. Interviewing tutors and students of other online course were to discover the constraints they had regarding the internet applications used in the online course, their problem in learning and their solution. In addition to the above techniques, observations were done to gain the whole experience of teaching and learning online. Needs analysis were done through interviews and observations. Interviewing and observing professional tour guides were required to gain information about the students' English language necessities as a tour guide. Interviewing prospective tutors were required to gain information about their needs in teaching. Interviewing prospective students was required to know what the students wanted from the course.

After initial planning, the material content and sequence were decided. The units of progression of the material were chosen to be based on the language functions needed by tour guides, combined with another unit of progression which was grammar. The sequence was linear, where every student must undergo all the lessons till the end. The material framework was schemed in a scope and sequence chart, consisting of language functions, syntax, lexis and phonology that were covered in every lesson (Brown, 1998). Afterwards, materials were

developed in a website, containing course tutorial and lessons. Finally, after the implementation, the data on the students' responses and the lacks were collected.

Research Participants (Pre-Implementation)

11 prospective students were involved in focus group discussions. Some were familiar with online learning, but most of them were not. Some domiciled in Malaysia, some in Indonesia; so, the discussion was done through online video conference. Interviews were done with the course coordinator and prospective teacher. Both interviews were done via email.

Seeing that most of the prospective students and teachers were not familiar with online course, students and teachers from other online courses were needed. Three of the participants were students of Indonesian Open University majoring in English literature, and one respondent was an online Arabic course student. The interview was done via video conference and email. As for the teachers of other online courses, one was the owner of an online TOEFL test service in Jakarta, and the other one was a teacher at a language course.

To validate the above participants' answers, a participant observation was done by the researcher by taking part in an online course. The purpose of the participation observation was to know the difficulty usually faced by students in an online course and how to solve them. To know and limit the course content, the type of language skill taught was limited to the most common language used by various types of tour guides. Three tour guides with different specializations were interviewed and observed here. The questions were about the most common tour guide activities and the steps to be a tour guide.

The first respondent was a senior Dutch and English speaking city tour guide whose duty was to bring visitors into many places in Indonesia. The interview was done face-to-face. The second one was an English speaking Candi Prambanan tour guide with 7 years of experience. The interview was done via email. The third one was an English and French speaking tour guide of National Museum, Jakarta. The third tour guide was not only the source of interview but also the object of non-participant observation done by the researcher.

Research Participants (Post-Implementation)

At the beginning, 20 students joined the program. To ensure the validity and reliability of the result, researcher's participant observation was also done while implementing the materials. After four weeks implementation, students' responses were collected. From 20 initial students, only 14 students were involved in the survey due to student withdrawal before the 4th week. The survey was done online. All the questions were open-ended and the students' anonymity was kept from the researcher to improve validity.

The questions in the survey were divided into five parts regarding: the tutorial, the vocabulary, the opening videos and the e-lecture videos, the exercise and practice, and the assignments. At the end of the survey, the students rated the materials based on five principles of good online language learning course asserted by Hartoyo (2012). The five principles were flexibility, content appropriateness, interactivity, attractiveness and effectiveness.

FINDINGS AND DISCUSSION

Course Methods

The first finding was that the EUB students had difficulty improving their speaking English because it was not easy to find partners to speak English. The course coordinator and the Indonesian Open University (IOU) students mentioned the same thing about. Brown (2001) argues that the development speaking skill depends on the development of listening skill. To be able to speak well, one needs interlocutor to respond to his/her speech. Therefore, this course should provide a mean to ease the students to find partner to speak with.

The next problem that most IOU students emphasized was the boredom. The course delivery method in IOU which used only reading materials without lectures had caused boredom among the students. On the other hand, the problem of boredom did not happen to the Arabic language online student whose material course was in the form of power point videos, along with ready-to-download script of the videos. It appeared that materials delivered in the form of power point videos were more engaging than materials in the form of reading only. This fact was confirmed by the result of the researcher's participant observation of an online course, which method was almost the same as the Arabic student's course.

Another problem that was faced by online students was the difficulty of keep being disciplined in learning the course lesson. This problem was experienced by the Arabic student and the researcher while taking the course. Interestingly, this problem was not complained by the students of IOU. The probable reason was because IOU was a formal education which applied deadlines and submitted certificates, while the course taken by the Arabic student and the researcher neither applied deadline nor submitted certificate which demanded the students to be more disciplined. This fact agreed with the answer of the second teacher of other online course who stated that deadline could be applied to improve discipline, but in return certificate should be submitted for completing assignment within the time frame. The course coordinator similarly stated the same thing about disciplinary problem. Low level of discipline happened to the ceased conversation class where no minimum presence was required and no certificate was offered.

The next problem stated by Indonesian Open University students was the difficulty of getting instant answers when they had questions or problems in following the lessons. Although they could ask questions to the lecturers via email or in the discussion forum, the answers would not be immediate.

Boredom/declining of motivation, lack of discipline and difficulty of getting instant answers are actually the typical affection problems faced by online learning. White (2003) linked the decline of motivation with factors such as feeling lonely and isolated, the absence of live interaction, competing commitments and difficulty adapting to the distance learning method. The last problem faced by the students was the internet connection. This problem was also stated by the first teacher of other course. The internet connection problem was similarly complained by many of the prospective students while doing their video conference group discussion.

Findings about what the students' wants were discovered from the prospective students and the students of other online course. Despite the feasibility, most prospective students enjoyed group work and home assignments. It appeared that doing group work and assignments could motivate them to learn.

The following report presents the findings regarding the needs of online students and teachers. The first need was that they needed tutorials on how to learn and how to teach in this online course. All of them indicated that they needed not only the tutorial on how to learn and teach, but also the tutorial on how to run the ICT applications. This notion was in line with what White (2003) suggested that the material of an online course must include not only the materials but also how to use them.

From the 11 prospective students participating in the group discussion, it was discovered that all the students were able to communicate in English quite well but with limited fluency, accuracy, vocabulary and some pronunciation problems. Therefore, the material should not focus on the language function only but also on the grammar, vocabulary, and pronunciation.

Another need discovered from the students of other online course was that online students needed live interaction with the teacher or with other students so much. This need was related to the problem of boredom and difficulty asking questions. This need was in line with the opinion of the second other online course teacher who highly recommended that teachers hold 'flipped classroom' where students read the material first and then discussed it in class to create two-way communication instead of one-way lecture to encourage active learning, improve engagement and reduce boredom. As White (2003) suggested, synchronous session (live session) is highly motivating since it can reduce the feeling of loneliness and isolated among the students.

The last need was the community building to make them feel welcomed. Feeling accepted by the environment is important because it can improve one's motivation (White, 2003). This notion was similarly mentioned by the second other online course teacher who proposed social networking for community building, and equally indicated by the first other online course teacher who consistently communicating with the students via Facebook group every day.

Looking at the findings, the solutions offered in this course are as follows. To reduce of boredom caused by the material presentation, this course provided the lectures in the form of power point videos explaining the language function and grammar. To improve accuracy and fluency, this course provides interactive exercises and practices. To improve vocabulary and pronunciation, videos of authentic language and online dictionary were provided in every lesson. To overcome the problem of internet connection, this course provided video and lecture scripts which could be downloaded by the students. Assignments were given as various as possible. However, group work assignments could only be applied in certain lessons depending on the lesson objective. For the problem of difficulty in finding partners for speaking and getting instant answers, this course provided video conference live session and encourages them to start their own video conferences without teacher's presence. The live sessions were recorded so that students who miss live session due to bad internet connection could still watch the discussion. To encourage students to keep being discipline, certificates would be submitted as the reward of completing the assignments before due date and attending live sessions. To build learning community and reduce the feeling of loneliness, mailing list and WhatsApp group were built.

Tutorial Contents

Based on the findings above, the material of the tutorial had to consist of 2 things: (1) the sequence of how to follow every lesson and (2) the ICT ability needed in this course.

Table 2. Tutorial contents

No.	Objectives	Content
1	Students are able to follow the learning sequence of every lesson	Text explanation on the steps to follow: 1. Watch opening video 2. Look up new vocabulary 3. Watch e-lecture videos 4. Do practice and exercises 5. Register and attend live session 6. Do assignment 7. Submit assignment to discussion forum
2	Students are able to use the computer applications used in the course	Tutorial videos on : • How to join group discussion forum • How to join live sessions • How to submit assignments

Lesson Contents

The first finding was about the tour guide requirements. It was discovered from the professional tour guides that to be able to work as a certified tour guide, one has to undergo the pre-service official training from Tourism Bureau. In this training, trainees learn about how to handle visitors (e.g. what to do when picking up guests, checking travel documents, public speaking, complaints handling, etc.). To be able to join this training, the applicant's knowledge about the local area and the foreign language mastery is tested. The test is in the form of interview, and the questions are usually about the local tourist destinations. This shows that a tour guide should be able to enrich his/her knowledge independently.

Upon completing the training, a tour guide will be registered in the Indonesian Tour Guide Association and eligible to get the job as a professional tour guide from tour and travel agencies. For local tour guides hired by specific tourist destinations, another training provided by the establishment is required to learn more about the site/objects.

The next findings from the tour guide interviews and observation was the general tour guide activities. Based on the interview and the observation, tour guide activities could be classified into several activities as presented in the below table. The data gained would later be the clue to the language functions needed in each activity.

Table 3. Tour guide activities

No.	Activities
1.	Welcoming visitors
2.	Sharing knowledge about history, facts, food, culture, building and objects
3.	Answering questions related to the above knowledge
4.	Following and informing the itinerary
5.	Managing the time
6.	Ensuring the rules are obeyed

7.	Giving suggestions
8.	Avoiding and responding to complaints
9.	Building rapport with the visitors

Syllabus Development

Based on the findings above it is known that to work as a tour guide, applicants must take the official training held by the Tourism Bureau, and to join the training the applicants' English language mastery will be tested. Thus, it was decided that the main goal of this course was to improve the students' fluency, accuracy, vocabulary and pronunciation in speaking English in order to be able to join the official tour guide training held by Tourism Bureau.

The goal was further detailed into several objectives. Because to join the official tour guide training the interview questions are mostly about the knowledge of the local tourist destinations, the *first objective* of this training is to enable the students to clearly and systematically share the knowledge of their local tourist destinations. Another important thing a tour guide must have is the ability to build rapport with the visitors. Therefore, the *second objective* is to enable the students to build rapport with the visitors by communicating appropriately and politely. Finally, since this is an online course where students are expected to learn autonomously and since tour guides are required to learn independently, the *third objective* is to enable the students to learn and improve themselves independently. The goal and the general objectives above were then used as the base of developing more detailed objectives of each lesson.

The materials in this course consist of 12 lessons. Each lesson was expected to be completed autonomously in a week. An online live session was conducted for each lesson once a week to check the students' progress.

Table 4. Topic and objective of every lesson

LS.	Topic	Lesson Objective	General Objective
1	Introduction to EUB online learning	Able to learn English online	Able to learn and improve themselves independently (3 rd objective)
2	Introduction to Tour Guiding	Understand the nature of Tour Guiding	
3	Asking and Stating opinions	Able to get involved in discussions	
4	Understanding international etiquette	Able to communicate with foreigners politely	Able to build rapport with the visitors by communicating appropriately and politely (2 nd objective)
5	Welcoming the visitors	Able to introduce themselves and explain the itinerary	
6	Explaining rules	Able to explain rules of the location	Able to clearly and systematically share their knowledge of the local tourist destinations (1 st objective)
7	Introducing towns	Able to introduce towns	
8	Introducing	Able to introduce objects	

	objects		
9	Introducing historical sites	Able to introduce historical sites	
10	Introducing traditions	Able to introduce traditions	
11	Responding to complaints	Able to respond to complaints	Able to build rapport with the visitors by communicating appropriately and politely (2 nd objective)
12	Final Project	Able to give a comprehensive TG talk	Able to join the official TG training (main goal)

As mentioned before, the students of this course were not tour guides yet. To be able to perform the language, they needed to know the real language produced by tour guides. Therefore, the expected outcome should be presented to them at the beginning of any lesson as well. As Brown (2001) suggested, one principle of teaching speaking skill is giving examples and tasks which are based on authentic language so that students can see the real function of the language. So, in this course every lesson was started with a video of a native speaker performing the language function related to the lesson topic. Vocabulary and pronunciation were included in the discussion of these videos, while the detail of the language functions is explained further in the lecture of the lesson.

Assignments were submitted in the form of video recorded presentation. The reason is because practicing the same speech for several times gradually made the students relaxed while speaking, and thus improved their fluency (Adorjan, 2013). Another benefit of recording is that students can review their own performance by watching their own recording. This can be the mean of self-reflection, which is one of the principles of task-based language learning (Nunan, 2004).

After everything was schemed in the scope and sequence chart, the whole materials were developed. The scope and sequence chart can be seen in the appendix; the website can be visited at <https://sites.google.com/site/englishfortourguides/home>. The website consists of 6 main pages. Home page is the first page that welcomes the new students. This page links to the Course Guide page so that new students will not miss reading the Course Guide. The Lesson pages are the pages where the 12 lessons are presented. Every lesson consists of opening video, list of new vocabulary, dictionary link, e-lecture videos and text, interactive exercises, assignment and downloadable video script. At the end of each lesson, there is a link to register for live session which schedule is presented in Live Session Schedule. Group Discussion Forum page is where the students can have discussions and submit assignments. Score page is where students can see their assignment scores and also their assignment video links.

Students' Responses and Rating

The following findings answered the second research question about the students' responses on the material implementation. The first finding is regarding the Course Guide (tutorial). It was discovered that 70% students did open the Course Guide before starting the course and felt it was useful. The observation result agreed with this opinion because it was seen that

students knew what to do in this online course without being told anymore most of the time despite some problems that will be discussed later.

The next finding is about the vocabulary and the online dictionary. 100% students agreed that the new vocabulary enriched their knowledge. Some asked for more new vocabulary, yet some other asked for less. It shows that the new vocabulary exposed were somewhere within the students' mastery. 77% students thought the dictionary link provided in the website was useful and helpful. This is in line with the observation result which showed that most students were able to use some of the new vocabulary (e.g. disadvantages, childhood, disagree, appropriate, insult, lean forward, etc.) in the live session and assignments with only few incorrect pronunciations.

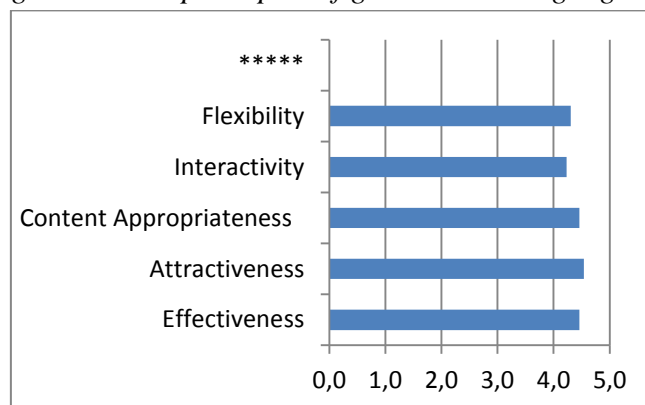
The subsequent response was about the opening videos and e-lecture videos. The opening videos are the videos of native speakers performing the language functions learned in the lesson, while the e-lecture videos are the power point videos made by the researcher whose contents explain how to produce the language functions. 86% of the students thought the opening videos were useful because they gave examples of the speeches they had to perform in the assignments. As for the e-lecture videos, 100% students thought they were useful because they would not have known how to perform the language functions only by watching the opening videos.

The following finding is about the script of all the videos. 100% students felt the scripts were useful to help them catch the new words, and also when they had problem watching the videos. These answers were the same as what the students expressed in the live sessions since the researcher always recommended them to open the script whenever they had problem understanding the videos.

The final finding is regarding the speaking practice and assignment. All the students did the speaking practice by themselves. Some even recorded themselves to check their pronunciation. 70% of them felt practicing alone improved their fluency and pronunciation, and prepare them to speak in front of other people too. This notion was in line with the researcher's observation result. Students who made the assignment videos before the live session could present better than they who did not do it before the live session presentation.

The following report presents the student rating based on the 5 principles of good online learning materials. The average rate for flexibility to open the website in any device was 4.3 out of 5. Some concerns were related to the internet connection problem. The average rate for interactivity was 4.2 out of 5. The average rate for content appropriateness was 4.5 out of 5. Content appropriateness was how easy the language and explanation were to understand. Some of the students gave 5 because of the clarity and simplicity of the explanation. Some gave 4 for their need of more grammar explanation, and some for the difficult words in the opening videos by native speakers. Next, despite the simple website design, the average rating for the attractiveness of the materials was 4.5 out of 5. And finally, the average rating for the effectiveness of the course in improving the students' skill was 4.5 out of 5. So, in general the students' response on the materials was generally positive. The result agrees with the observation result, where improvements were seen, especially in the weak students.

Table 5. Student rating based on 5 principles of good online language course



Lacks in Materials

Although the students' responses were generally positive, some aspects still need improvements. The next discussion reports the problems emerged in the materials implementation based on observation, and students' suggestion. The first problem was regarding the time allocated for a lesson. Each lesson in this course was expected to be finished in a week. However, in the implementation the target was difficult to fulfil. Students were able to submit assignment within a week only for the first lesson.

Another problem is regarding the group discussion forum. The mailing list used in this course was Google Group. Although there was a tutorial about how to use this group in the Course Guide, students still had problem familiarizing with it. The overloaded group made the students confused and finally stopped being active. The next bigger problem was the difficulty in meeting the assignment submission procedure. Although there was a tutorial video showing how to submit assignment video, a few students kept sending their assignment videos to the incorrect place. Unfortunately, in the interview result none of the students saw 'submitting assignments' as a problem. It appeared that they were not aware of the researcher's difficulty caused by this matter.

The subsequent more crucial problem was the lateness or even not submitting the assignment videos. Although in the interview 83% students felt creating videos as assignments was not burdening, only few students consistently created and submitted the assignment on time. Based on the observation, in lesson 1 and 2 almost all students made and submitted the assignment on time, but in lesson 3 and 4 most students submitted late or not at all. In the interview 66% students admitted that the reasons why they often submitted videos late or not at all were because of their jobs, other assignments from college or other activities. 17% admitted it was because they had no idea yet, and 17% because of not being able to upload video to YouTube because of internet problem.

The final problem, which was the biggest problem, was the slow/bad internet connection. Internet connection was the biggest problem in the implementation of the materials because it led to many problems. Because of it, it was hard for the students to watch the videos. It also worsens the delay between speech and reception in the live sessions, or even worse, hindered them from joining the live session. These problems were crucial but difficult to solve because slow internet connection was related to the students' budget of providing better Wi-Fi service and communication device. Although to replace watching the

videos they could still read the script, it was not enough since the development of speaking skill depends on the development of listening skill (H.D. Brown, 2001). Submitting assignment videos without responding to their friends' questions in the live session could not improve their interactive skill effectively.

Students Suggestions

Some suggestions were given to improve the materials. Some students suggested adding games to make it more attractive. Some students asked for more practice especially for speaking. Smaller size videos were also suggested because many students had internet problems. In term of vocabulary, some students suggested exercises on vocabulary mastery. For assignments, some asked for assignments other than making videos. In term of course implementation, some students requested to be allowed to present the assignment in live session, instead of in video recordings. Some suggested that in the future this course should not be in the form of online course only but also in the form of conventional face-to-face course to make it easier for everybody to learn.

Some improvements had actually been implemented along the way. First, as students' request, the length of time for each lesson was extended from 7 days to 10 days. Second, to reduce the confusion regarding the overloaded discussion forum and difficulty meeting the submission procedure, Facebook was chosen to replace Google Group since it was considered more user-friendly. Next, students were finally allowed not to create video as long as they practiced at home and came up able to present well in the live session. This was done to keep this online course still enjoyable and beneficial to the students.

Unfortunately, despite all the above solutions, nothing could be done to cope with the biggest problem of this online course which was slow/bad internet connection. The only solution as the first teacher of other online course suggested was only by giving some advice to improve the students' internet connections. Therefore, the suggestion of converting the complete online method to blended learning should really be considered since the previous study had proved that blended learning method which blends conventional face-to-face learning and online learning for native speaker speeches exposure and digital portfolios for English for tourism subject gave satisfying result (Adorjan, 2013).

CONCLUSIONS

The online materials were developed and presented in the form of a website with embedded multimedia. The materials consist of two parts which are the tutorials and the lessons themselves. For the tutorial, the findings showed that the content should consist of 2 things: the sequence of how to follow every lesson, and the technical ability needed to follow the course. For the lessons, the findings showed that the main goal of the content should be to improve the students' fluency, accuracy, vocabulary and pronunciation in speaking English in order to be able to join the official tour guide training held by the Tourism Bureau.

The materials consisted of 12 lessons. It started with introduction to online learning and tour guiding. And then the rest were sequenced based on the sequence of tour guide activities from welcoming visitors to responding to complaints. The lessons were ended with creating a travel video as a final project.

After the materials were ready, it was implemented and observed by the researcher herself. The survey after the 4th lesson showed that the students' responses were positive. However, the findings also revealed some lacks in the materials and implementation. Suggestions to improve the quality of the materials and the implementation were collected from the students too. Improvements to solve the problems had been implemented as far as possible by taking the students' suggestions into consideration. Unfortunately, the biggest problem which was slow/bad internet connection was still difficult to solve and needed further solution.

This study also recommends some points. For the course coordinators, the biggest problem which was the slow/bad internet connection could be solved by converting the program into blended learning (combination of online learning and conventional face-to-face learning). For the material developers, students' suggestions should be taken into consideration in order to improve the quality of the materials. More exercises on vocabulary mastery should be provided and with some help from the computer department tutors more sophisticated speaking practice audio video recording can be embedded. For further research, it is recommended to continue reviewing the program until the implementation is completed. Further students' responses can be collected and analysed after completion for more improvement in the future. Students' withdrawal should also be investigated further to reveal if the withdrawal reasons were truly competing commitments or other reasons, such as dissatisfaction with the method or the material difficulty. The real reasons could be used to improve the program in the future.

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