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TEACHING MATERIAL FOR TOURISM ABOUT INTERCULTURE COMMUNICATION

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ABSTRACT

This research is as mini research for development of the Deutsch für Tourismus learning material. These learning material based on tracer studies of graduate users and alumni, which consists of Syllabus, RPP, and Teaching Materials consisting of textbooks and VCDs or the other Media as learning media. Refers to result of tracer study was known, that intercultural communication is one of the important aspect for tourism. This research is to develop teaching material for tourism about intercultural communication. The development model was used the Plomp. Development Model (1997: 6-15) consisting of four phases, namely (1) the investigation phase, (2) the design phase, (3) the realization or construction phase, (4) the test, evaluation, and revision. According to this model was developed teaching material about intercultural communication. This research was produced one of chapter teaching materials for intercultural communication. This chapter was named "Intercultural Communication in Tourism". Eventually, this teaching material has reviewed by experts. Experts give improvement suggestions. Based on the results of experts review will be develop the learning material. This article contains just the process of development and how to produce this teaching material.

INTRODUCTION

Intercultural communication is very important to be mastered by a tour guide. The foreign language skills possessed are not sufficient if it is not accompanied by the ability to communicate a cross cultures. According to Halytska and Rekun (2019) in Babushko (2020) that the professional tourism in the future

will make intercultural communication very important, to communicate something properly and correctly.

If a tour guide does not understand the culture of the guests, the communication objectives will not be achieved. Based on the results of interviews with eight German-speaking tourists several times the failed to understand the habits of tour guides. There is something different with their habits. From the interview, it was found that some of the actions and attitudes of the tour guides were still not in accordance with German customs. The opinion received from guests about the existence of a tour guide, seems simple, but still become attention by guests. Therefore direct interviews were conducted with eight German speaking guests as Respondent (R). The following is a table of interview results.

Table 1: Interviews Results

R	Experience Misunderstanding
R1	The tour guides gives hands first to shake hands. Tour guides prefer to talk at length about the beauty of tourist objects and the friendliness of the residents. Tour guides only tell about things in the brochure.
R2	More often looking at handphone, but to much attention
R3	Tour-guide often offer meal and seasoning the food before tasting
R4	Too friendly and gives sign to asking for Typs
R5	When guiding smoking and often ask back
R6	Increase the price for certain reason. And sometimes play favor
R7	Tell personal things
R8	Don't know how and when call "du" and "Sie"

The results of the interview give a sign of being concerned with cross-cultural matters. Therefore it is very necessary to provide learning to tour guides, so that incident does not repeat it self. Its mean, that intercultural Communication is very important.

In the 20th-century, intercultural communication became the focus of discussion in severals studies. One of the studies is the development intercultural communication competence via social media engagement. This study was conducted by Natalie Wu and W. Mareck (2018). Likewise, the qualitative research conducted by Alhassan, Abdullai, Ibrahim (2020) on a student exchange program, there were many cultural shocks. Ghanaian student are not the same as German students in terms of time and commitment. Then this study suggests the need for intercultural communication before starting student exchange program. Intercultural communication in the field business is also very important. This was explained by Sarah A. Lutz (2017) in her thesis. It was described the importance of interculturall communication and its impact in business.

One of the profiles of the Medan State University German Language Education Study Program is to become a good Enterpreuner in the tourism industry. Being a professional tourism guide is the smallest part of that profile. In the course, it

is taught how to run the tourism industry, how to market tourism to a German speaking country, how to guide German-speaking tourists' trips. Therefore it is very important to provide learning materials for students according to the needs of tourism. In order to identify the needs of tourism, a needs survey was conducted by interviews, observations, and distributing questionnaires. This is the same with Sadewo did in his research on developing teaching material. Needs analysis was carried out at the beginning of the study by distributing questionnaires (2020). Likewise, the development research conducted by Bajada (2019). This is but different with the research by Satinem (2020), the development of teaching materials was carried out through competency analysis. In contrast to the above analysis, Nega (2018) conducted a SWOT as a basis for sustainable tourism development.

This paper describes the development of materials based on interviews with German-speaking tourists. The results of the interviews are the basis for the development of teaching materials in the Deutsch für Tourismus course. The process and results of the development of these materials are presented in this paper.

THEORIE REVIEW

Development Teaching Material

The development of good teaching materials is the development of material through a valid process. There are many development models that can be used in developing teaching materials. One such development model is the Plomp development model. Plomp (1997: 6-15) compiles the procedure for developing teaching materials into five steps, namely (1) the initial investigation phase, (2) the design phase, (3) the realization phase, (4) the test, evaluation and revision phase, (5) implementation phase.

The investigation phase aims to obtain a decision, what teaching materials will be developed. Investigation is carried out by identifying needs, which can be done by means of surveys, interviews, observations or distributing questionnaires. Based on the results of the identification, the main things that must be developed are determined. The design phase is an activity to compile the design of teaching materials according to the basic concepts of development. The design is also tailored to the character of the student and the objectives of developing teaching materials. The realization phase is the phase of realizing what has been made in the design. At this stage, the product being developed is complete. However, expert testing is necessary, so that it is known whether the product being developed is suitable for use or not. Validation activities are carried out in the test, evaluation and revision phases. After the expert validates and provides input on the product being developed, revisions and improvements are made. The last phase is the implementation phase. Products that have been validated are then tested out to users. Based on the test results, it will be known whether the product being developed is effective or not.

In addition to the development model, an important thing that must be considered is the principles in material development proposed by Tomlinson (1998: 8-10), namely, (1) the material must have an impact, (2) the material must help users feel comfortable, (3) material should help users to be more confident. Tomlinson further explained that matter will have an impact if the material takes into account the following important elements.

- a. Novelty
- b. Variation
- c. Attractiveness of Presentation
- d. Attractiveness of Content
- e. Task Challenge

Explanation as follows. Teaching material developers must be able to guarantee that the topics, activities, illustrations and activities presented in the teaching materials are completely new. Variation can eliminate boredom and monotony that often occurs in the learning process. The material presented should use various types of material, for example text, audio, video, which are taken from various reliable sources. An attractive presentation can be submitted with colors and images, as well as a good spatial layout. The content must be able to provide new information for users and a universal theme. From the content, users must be able to get useful learning. Good material is if it contains assignments that the user is challenged to complete.

Deutsch für Tourismus

Deutsch für Tourismus is a course that teaches German specifically in the field of tourism. This subject is a very important subject, because it refers to the profile of graduates of the German Language Education study program, namely as a business actor in the tourism industry. The Deutsch für Tourismus course focuses on two important things, namely as a tour guide and manager of an office or travel agency. This is in accordance with the description of the Deutsch für Tourismus course, which is a course that teaches students how to set up a tourist travel office, manage or guide a tour so that the speech can be the same or approach a native speaker. This course consists of four credits.

Two credits as compulsory courses, in semester III and two credits as elective courses in semester IV. This means that in compulsory courses, all students are required to obtain it. Meanwhile, as an elective course, if students focus more on the tourism sector, they may get further in the next two credits.

Several universities that have German Language Study Programs discuss specific fields of German in every international seminar. This course was introduced after it was discovered that many students wanted knowledge of German in their respective fields. His favorite fields are Tourismus (tourism), Translation (translation), and Wirtschaft (economics). Therefore, almost all German Language Education study programs make the Deutsch für Tourismus course a compulsory subject, at least not 2 credits.

Interculture Communication

Good foreign language skills are not enough for proper communication. Sometimes the purpose of communication cannot be achieved if it is not accompanied by the ability to communicate across cultures. In cross-cultural communication, there are two communicators who have different cultural backgrounds. If each uses communication habits according to his cultural background, it is likely that the purpose of communication will not be achieved.

Bolten (2001: 86-87) explains that cross-cultural communication competence is a social competence, which must be mastered by someone who wants to be successful in communicating. Bolten further explained that cross-cultural communication competence includes understanding community norms, rules and attitudes and actions. Therefore, communicators must understand each other so that communication goals can be achieved. This is the basis for the need for cross-cultural communication learning in lectures.

Roche (2008: 233) states that the most important thing in learning cross-cultural communication is not only the understanding of foreign cultures, but rather the mastery of cultural knowledge and the way of thinking of our speech partners.

RESEARCH METHOD

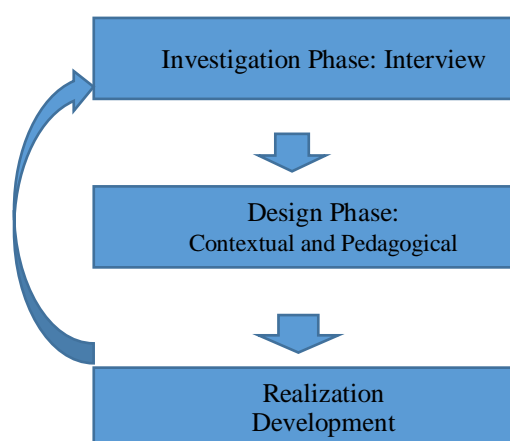


Figure 1: Research Procedure

This research is a development research using the Plomp development model. The Plomp development model consists of five steps, namely; (1) initial investigation phase, (2) design phase, (3) realization phase, (4) testing, evaluation and revision phase, (5) implementation phase. However, in this mini research only three phases are used, namely the investigation phase, the design phase and the realization phase. The next two phases are carried out together with other materials, so that the test, evaluation, revision and implementation phases are carried out simultaneously with other materials.

The development procedure is carried out in three phases. The initial phase aims to collect information or data which is the most urgent need. The results of this

collection of information form the basis for the design phase, in which context and pedagogical design is compiled. After that, the realization phase was carried out. Teaching materials are produced according to the design arrangement. The final activity in the realization phase is to review the material developed, whether it is still in accordance with the results of the needs analysis or not.

RESULT OF RESEARCH

The research results in this chapter are presented in accordance with the Plomp development model procedure. The first three steps are used as the basis for describing the process of developing cross-cultural-based tourism teaching materials.

Result of Investigation Phase

As explained at the beginning of this paper as the research background, it is concluded that the themes of the teaching materials needed in the Deutsch für Tourismus course are cross-cultural based. This was decided because the conclusion on the results of the interview led to a lack of information or knowledge about the customs of German speaking tourists. So that the tour guide does his own habit without paying attention to the reaction of guests.

As a student who will become a professional tour guide, it is appropriate to be different from a natural tour guide. Therefore, through the lecture material, material about cross-cultural communication is delivered, so that students understand cross-cultural knowledge. The conclusion obtained in the investigation phase is the development of cross-cultural based teaching materials.

RESULT OF DESIGN PHASE

The design phase consists of preparing pedagogic and contextual designs. Pedagogically it means compiling learning outcomes and indicators, as well as learning materials according to learning outcomes and learning outcome indicators. Meanwhile, contextually it means choosing cross-cultural related teaching materials that are relevant to the world of tourism. General materials in the Deutsch für Tourismus course include, a) picking up and escorting guests, b) accompanying guests to visit tourist objects, e) supplements regarding professional tour guides. These three major themes were accepted in the Deutsch für Tourismus course. However, an important activity in this design phase is compiling learning outcomes and indicators in the table, so that it is easy to determine the material to be compiled. The following is table compiled during the design phase.

Table 2: Learning Outcomes A

Learning Outcomes	Indicator of Learning Outcomes
	To know the vocabulary related to: hospitality
	Tourist attraction

Students are able to know and to apply proper vocabulary in the field of tourism	Guest pick up
	Traditional culture
	Transportation
	Culinary
	Tourism Office Management
	Travel Marketing

The table provides indicators of 1st learning outcome. The indicators are divided into five indicators. The indicator must support the achievement of learning outcomes.

Table 3: Learning Outcomes B

Learning Outcomes	Indicator of Learning Outcomes
Students are able to explain tourism objects in North Sumatra in German communicatively	Guide tours to Mesjid Raya
	Guide tours to Istana Maimun
	Guide tours to Tjong A Fie
	Guide tours to Post
	Guide tours to Merdeka Walk
	Guide tours to Kantor Walikota
	Guide tours to Taman Buaya
	Guide tours to Anna Maria Velankani
	Guide tours to Vihara Cemara Asri
	Guide tours to Bukit Lawang
	Guide tours to Tanah Karo
Guide tours to Danau Toba	

In this learning outcomes student must complete 11 indicators. This 11 indicators are information about tourist destination in nord sumatera.

Table 4: Learning Outcomes C

Learning Outcomes	Indicator of Learning Outcomes
Students are able to manage one travel agency office including travel marketing	To understand the organizational structure of leadership in a travel office
	Understanding travel office correspondence
	To know the travel office network
	Competent to market travels.

Indicator Learning Outcomes C requires the students to master the tourism industry especially in the field of offices and travel management as well as tourism travel marketing.

Table 5: Learning Outcomes D

Learning Outcomes	Indicator of Learning Outcomes
Students are able to explain the culture and ethnic groups in North Sumatra	To explain kultur of Karo
	To explain kultur of Batak Toba
	To explain kultur in Umgebung Toba See
	To explain kultur in Medan

This Learning outcomes hopes that student understand the culture in nordsumatera so that they can be well informed as a tourism visit.

Table 6: Learning Outcomes D

Learning Outcomes	Indicator of Learning Outcomes
Students are able to make themselves as Unimed students with good character and a reflection of a nation with a noble culture in placing themselves in world relations	Competent to explore good character values in appearance
	Competent to explore good character values in greeting
	Competent to explore cultural values im Umgang mit Fremde
	Responsible for the job

The activity of identifying learning outcomes and indicators of learning outcomes is followed by the preparation of cross-cultural materials and contexts related to these outcomes and indicators. Not all materials are appropriate for cross-cultural contexts. The following is the preparation of material and distribution of cross-cultural communication into the material.

Table 7: Learning Outcomes to Interculture Knowledge

LO/I	Teaching Materials	Cross Culture Knowledge
A.3.	Die Gäste abholen	Die Begrüßungsregeln Some important rules are presented in the first meeting
A.6.	Traditionelles Essen	Taboo beim Tisch Bestecksprache Presented text on things not to do while eating.
C.4	Alte traditionelle Kulturen promoten	Urlaubsziele in Deutschland Alte traditionelle Kultur in Deutschland
E.1.	Gutes Aussehen beim Führen	Verhaltensweise
E.2.	Höflicher beim Reden	A dialogue is presented with a polite greeting which is a good rule of thumb in

		Germany, especially regarding the nickname Du or Sie
E.3.	Gute Verhaltung bei der Reise	Reisesrt in Deutschland

Table 7 is indicator of learning outcomes that contains interculture competence in the tourism sector. These competencies are arranged in detail to support the achievement of learning outcomes.

Realization Phase

The realization phase is carried out by compiling the material based on the design. The material arrangement that has been determined is realized by searching for information related to the material needed. In this study, the material was drawn from various sources and the results of interviews with native speakers. Information from interviews and literature review results are arranged in one table. After compiling the table, it appears that there is a need to deepen the material of cross-cultural knowledge in accordance with Learning Outcomes and Outcome Indicators. The in-depth material is prepared based on the experience of communication failures due to misunderstandings across cultures. The in-depth study is organized into a special chapter for cross-cultural knowledge entitled "Cross-Cultural Communication in Tourism". The examples of cross-cultural material contained in this chapter are as follows.

Example 1:

Tina befriends Ursula, who has just come from Germany to live in Mess. He came to Indonesia as a Native Speaker at the University of A. Tina was assigned to take a shuttle from Mess to campus or campus to Mess. One time, one week after meeting, Tina waited for Ursula in the waiting room but Ursula did not appear. Finally Tina decided to look into her room. It turned out that Ursula forgot that that day they had a discussion session which had been delayed several times due to a meeting at the faculty. When Ursula opened the door and invited her in, Tina entered. While waiting for Ursula to pack, she turned on the TV, saw Ursula's books, and equipment in Ursula's room, and admired some of the objects on Ursula's table. When she came out of the bathroom, Ursula saw Tina holding the items on the table, Ursula became angry and told Tina to wait outside the room. Feeling innocent answered, "what is it?". Ursula is getting angry and hips back and says, "wait downstairs". Tina came out but didn't want to wait for Ursula anymore, she immediately left.

Example 2:

Gabi occupies a room measuring 3x3 meters. As a guest lecturer, the room is fully facilitated, including air conditioning. One day the air conditioner could not be cold even though it was on. Gabi felt the room was very hot, so he

immediately reported it to the head of the department for immediate repair. The head of the department received the report and promised to report it so it would be corrected immediately. Until 3 days there has been no improvement. Gabi protested that he could not work in a hot room and asked for another room. Then it is suggested to join with another lecturer. Gabi asked for his own room. The reason is that you can't work if you join other people. When the head of the department stated that Gabi should be more patient, he got annoyed and left.

In addition to examples of misunderstandings presented in the text, some cross-cultural knowledge is presented, with the subtitles "did you know?". The material in the subtitles is exemplified as follows.

Taboo when Eating Together.

Some unwritten rules exist in German customs. Actually, the prohibited habits are almost similar to those prohibited in Indonesia. Do you know?

Don't speak when your mouth is full of food

Don't smoke immediately while your friend is still eating

If you eat with a knife, do not use it to deliver food to your mouth.

Don't put your whole hand on the dining table

Don't play with the cutlery

Cutlery do not place it carelessly. Put it on a napkin

Leftovers or uneaten food is placed on the edge of the plate

Don't burp

Taste the food first before adding flavor or seasoning

Don't start eating before the full meal is on the table.

Don't blow food to cool it

Don't swallow food right away.

Don't smell food

Don't put food back, if it's already eaten.

Do not put toothpicks on the dining table

Do not inhale food.

If you eat, your posture should be upright

In order to complement student knowledge, relevant links to cross-cultural knowledge are provided. At the end of the material, a table is presented to check students' mastery of the teaching material. The table presented is the same as the reflection table. Here's an example of the asking.

I have mastered the vocabulary related to hospitality. Yes/No?

I have mastered the vocabulary related to tourist objects

Yes/No?

I have mastered the vocabulary related to guest pickup

Yes/No?

I have mastered the vocabulary related to culture

Yes/No?

I have mastered the vocabulary related to transportation

Yes/No?

I have mastered culinary-related vocabulary
Yes/No?

I have mastered vocabulary related to office management in the tourism sector
Yes/No?

I have mastered the vocabulary related to tourism travel marketing administration
Yes/No?

I already understand the organizational structure of the leadership in the travel office
Yes/No?

I understand the correspondence at the travel office
Yes/No?

I already know the travel office network
Yes/No?

I have been able to market my travels
Yes/No?

I have told about the culture of the Karo people
Yes/No?

I have been able to tell the culture of the people in the Lake Toba area
Yes/No?

I have been able to tell the culture of the people in Medan around me
Yes/No?

I have been able to explore good character values in appearance
Yes/No?

I have been able to explore the good character values in greeting
Yes/No?

I have been able to explore the noble cultural values in my relationships
Yes/No?

I was able to be responsible in my work
Yes/No?

CONCLUSION

Teaching materials developed with a development process using the Plomp development model, have produced one learning product, namely Teaching materials for the Deutsch für Tourismus course with a cross-cultural context. In addition to the main material on German cultural knowledge, a chapter is also compiled as an in-depth study of the material. The end of the lesson provides clarity to the ability level students through a reflection table.

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