Development of German Language Teaching Material Based on Indonesian Tourism and Culture

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Abstract. Many graduate profiles of the German Literature Study Programme at Universitas Negeri Surabaya are practitioners in the tourism sector. That is the reason why it is essential to compile learning materials that share knowledge about tourism and cultures. The aim of this development research is to create German teaching materials for beginners based on tourism and Indonesian culture. The ADDIE model, which is used to develop teaching materials, consists of five phases, namely analysis, design, development, implementation, and evaluation. Nevertheless, only the development phase was achieved in this research. Two German language lecturers provided validation for the development of introductory German language teaching materials in this study. To collect data, this research used observation techniques, interviews, and questionnaires. This study shows that the Indonesian tourism and cultural content contained in the teaching materials is very useful for students to understand two cultures at the same time. In addition to that, this book can also improve your German vocabulary and four language skills and become a companion book to the main book, Netzwerk A1.

Keywords: German Language, ADDIE Model, Tourism, Culture.

1 Introduction

1.1 Background

The main graduate profile of the Department of German Literature at Universitas Negeri Surabaya is a German translator. According to the curriculum, graduates of the Department of German Literature are translators who are able to translate written and spoken texts from German into Indonesian or vice versa. Besides the profile of the main graduate as a translator, other graduate profiles of the Department of German Studies are practitioners in the field of tourism and journalism.

Practitioners in the tourism industry are another highest graduate profile, as many graduates work in the tourism industry. They work as tour guides, hotel employees, tourism entrepreneurs, travel agency owners, travel writers, YouTubers, restaurant managers, in the airline industry, and travel planners. The large number of graduates working in the tourism industry is due to the large number of tourists from Germany

visiting Indonesia, especially Bali and Lombok. The German language plays an important role in the development of Indonesian tourism [1].

To equip Department of German Literature students or graduates to enter the working world, they must understand Indonesian tourism and culture. For the tourism industry, culture is one of the motivations and sources of tourist satisfaction [2]. Therefore, people who work in the tourism industry, especially tour guides, should have a good understanding of culture. Language and culture play an important role in the tourism industry. Through language, tourism professionals can explain and bridge cultures [3]. However, a good command of the language is not necessarily enough to ensure the success of tourism professionals. Tourism professionals must also have intercultural competence or awareness where intercultural awareness includes awareness of regional and social diversity in both worlds [4]. In addition, a good command of language and culture can promote the sustainability of tourism [5].

To develop intercultural competence, students should learn a foreign language and participate in intercultural training and exchange of ideas. The knowledge and skills gained from this learning process will make an important contribution to the development of tourism and hospitality services. We will find that they need not only knowledge of grammar and vocabulary, but also they need to realize the importance of sociocultural aspects so that they can make a good impression on tourists [6]. The main goal of learning a foreign language is to establish meaningful cross-cultural contacts because mastering a foreign language creates a medium of communication between members of different ethnolinguistic communities. On the other hand, interethnic contact also creates opportunities for the development of language skills and influences students' attitudes and motivation. Thus, intercultural contact is a means and an end to foreign language learning [7].

To improve students' German language skills and intercultural competence, we develop teaching materials based on Indonesian tourism and culture. Using local Indonesian culture in German teaching materials can enrich students' understanding of their own culture and compare it with Western culture [8]. Developing teaching materials based on Indonesian local culture, adapted to the needs of society and tourism.

The teaching material developed in this study is a companion book for the main book Netzwerk A1. It introduces contents of Indonesian tourism and culture so that students can expand their vocabulary and expression and deepen their knowledge of Indonesian tourism and culture in German. The advantages of the teaching material are clear and can be used independently by A1-level students at any time. The attractive appearance can inspire students to learn German.

1.2   Literature Review

Teaching Material Development. Second language learning requires teaching materials that help students master the foreign language they are learning. Several basic principles of second language acquisition are relevant to the development of language teaching aids: (1) learning materials must have an impact; (2) learning materials help learners feel comfortable; (3) learning materials help learners develop

self-confidence; (4) learning materials are relevant and useful to learners; (5) learning materials require and encourage learners' attention, motivation, needs, and desires; (6) learning materials prompt learners to use authentic language; (7) learners' attention is drawn to linguistic features; (8) learning materials provide learners with opportunities to use the target language to achieve communicative goals; (9) learning materials take into account that learners have different learning styles; (10) learning materials encourage learners' intellectual, aesthetic, and emotional participation; (11) learning materials must provide opportunities for feedback on outcomes [9].

According to Tomlison, learning materials are anything used to help language learners learn. Instructional materials can be, for example, textbooks, workbooks, audiotapes, CD-ROMs, videos, photocopies of handouts, newspapers, or even paragraphs written on the board. The point is that instructional materials are anything that presents or informs about the language being learned [9].

Instructional design is a systematic process for creating and developing instructional materials that are effective, attractive, and efficient. Components of instructional design include analysis of student problems and needs and development of instructional designs that include activities and materials. This instructional design is intended to meet the needs of the students. It is then implemented and evaluated based on instruction and student outcomes. One of the most well-known and commonly used instructional designs by curriculum developers is the ADDIE model [10]. The ADDIE model was developed at the University of Florida in 1975. ADDIE represents important components in the process of creating learning designs, namely analysis, design, development, implementation, and evaluation. Each phase of the ADDIE model is interrelated and interacts with each other [11].

The analysis phase is the first and most important step in the process. It forms the basis for all subsequent phases of instructional design. In this phase, the instructional designer defines the problem, determines the cause of the problem, and determines possible solutions. This phase may include a needs analysis, a job analysis, and a task analysis. Learners' needs and problems must be known and understood. To determine them, we can conduct surveys, interviews, pretests, or a pre-assessment of the target group to collect data about them [12]. The output of this phase often includes instructional objectives and a list of tasks to be taught. In addition, the output serves as input for the design phase.

The design phase uses the results of the analysis phase. The goal is to plan a strategy for the development of the lesson. This phase describes how to achieve the instructional objectives established in the analysis phase and expands the instructional foundation. Elements of the design phase include describing the target audience, conducting learning analyses, formulating objectives and test items, selecting delivery systems, and sequencing instructions or instructional strategies. The results of the design phase serve as input to the development phase.

The development phase relies on the first two phases, i.e., the analysis phase and the design phase. In addition, instructional designers began developing and creating high-quality fact patterns for instructional design, learning materials, and learning implementation. The purpose of this phase is to create lesson plans and instructional materials [13].

The implementation phase refers to the actual delivery of instruction, whether it takes place in the classroom, in the laboratory, or on the computer. The goal of this phase is the effective and efficient delivery of instruction. This phase should focus on student understanding of the subject matter, promote student mastery of the learning objectives, and ensure knowledge transfer from the classroom situation to the work.

This evaluation phase measures the effectiveness and efficiency of instruction. Evaluation must occur throughout the instructional design process – in phases, between phases, and after implementation. Evaluation can be formative or summative. Formative evaluation takes place during and between phases. The goal of this type of evaluation is to correct instructions before the final version is implemented. Summative evaluation usually occurs after the final version of the instructions has been implemented. This type of evaluation assesses the overall effectiveness of the instruction.

The language learning material created in this study is learning material in the form of a companion book to the main book, Netzwerk A1. Netzwerk A1 is a German language learning book for beginners used in many universities in Indonesia. The material contained in Netzwerk A1 refers to level A1 of the Common European Framework of Reference for Languages (CEFR) [14]. This book is not only about the language, but also about German culture. The companion book is a German learning book with content on Indonesian tourism and culture.

Indonesian Tourism and Culture. In the tourism industry, there are more than 900 million activities per year worldwide [15]. This shows that tourism is a field that is in great demand and is cultivated by many people around the world. These tourism activities are able to promote and accelerate the economic growth of a country. Tourists spend their money for consumption purposes while traveling, directly creating a market demand for goods and services, such as travel agencies, hotels, restaurants, transportation, entertainment, art stores, and other businesses [16]. Thus, tourism can not only increase the economy and government revenues but also create jobs and business opportunities [17].

The Indonesian tourism industry is also on the upswing again after the COVID-19 pandemic. Indonesia is once again one of the most popular destinations because Indonesia has beautiful beaches, an extraordinary underwater world, and diverse flora and fauna. The tropical climate and pleasant temperatures between 28°C and 34°C in the coastal areas with slight seasonal variations make it an ideal destination [18].

In addition to natural beauty, tourists can also experience and enjoy the diversity of Indonesian culture, which is the identity of Indonesia and different from other countries [19]. The diversity of Indonesian culture ranges from people living on large islands to small islands, from land dwellers to sea dwellers, from urban dwellers to indigenous people. In addition, there are various belief systems, material cultures, and arts that make Indonesia one of the most ethnographically rich and diverse countries in the world [20]. The diversity and uniqueness of Indonesian culture have become one of the highlights of Indonesian tourism, so the Indonesian government and tourism industry offer it to the world community.

The campaign on Indonesian cultural tourism conducted by the government and the tourism industry is very important and beneficial for the development of Indonesian culture. Through tourism, Indonesia's cultural diversity can be recognized and become the center of attention of the world community [21]. In this way, they not only learn about Balinese culture but also learn about the beauty of other cultures in Indonesia.

The diversity of nature tourism, culture, and the complexity of the Indonesian tourism industry must be mastered by students before they work in the tourism industry. Therefore, having German learning material that can support the mastery of Indonesian tourism and culture is very important. Students know a lot about tourism and German for tourism before they work in the Indonesian tourism industry

2   Method

This development research aims to create German teaching materials for beginners based on tourism and Indonesian culture. This research also investigates the effectiveness of product development or teaching material. The model used to develop teaching materials is the ADDIE model. The ADDIE model consists of five phases, namely analysis, design, development, implementation, and evaluation. In this research, only the development phase was achieved. In the analysis phase, students' needs were analyzed based on the curriculum of the German Studies Department and the development of Indonesian tourism and culture. In the design phase, the teaching materials are designed according to the topics of the main book Netzwerk A1 so that Indonesian culture can be understood simultaneously with German culture in the main book. Learning strategies have also been developed to help users learn this teaching material. This book is also designed to be as attractive as possible. In the development phase, Indonesian tourism and culture materials for students and lecturers are created and adapted to the topics of the main book. In addition, tourism and culture-related vocabulary enhancement help to improve students' German language skills**.**

The product validation of developing German language teaching materials for beginners based on Indonesian tourism and culture was validated by two German language lecturers. Observation techniques, interviews, and questionnaires were used to collect data. Observations were conducted by observing the teaching materials, then interviews were used to support the needs analysis questionnaire and the German lecturer's response to the development of the teaching materials. Then the needs analysis questionnaire and prototype test questionnaire were also used.

3   Results and Discussion

3.1   Results

The results of the assessment and suggestions for improvement were provided by the four German lecturers who participated as respondents. The assessment instrument consists of two parts. The first part is an assessment format with a range scale. This

first part consists of three aspects: (1) the cover aspect, (2) the content aspect, and (3) the language aspect. While in the second part, there are suggestions or input for teaching materials in general.

There are seven assessment items on the cover aspect of teaching materials. The seven items are (1) color composition, (2) appearance of the cover image, (3) cover lettering, (4) font size, (5) font type, (6) layout, and (7) pictures/illustrations. The results of the German lecturer's assessment of the cover aspect are presented in the table below.

Table 1. Results of the German Language Lecturer's Assessment of the Cover Aspect

No.	Indicators	Score
1.	Color	95
2.	The appearance of the cover image	90
3.	Cover lettering	90
4.	Font size	90
5.	Font type	85
6.	Layout	85
7.	Illustration	90
	Average	89

From the table above, it can be seen that the results of the German lecturer's assessment of the seven cover aspects are displayed. The color composition indicator has the highest score of 95 for the cover aspect. Meanwhile, the appearance of the cover image, cover lettering, font size, and image or illustration score 90. The indicators with the lowest score are the font type and layout, both scoring 85.

The German lecturers stated that the layout of the text and images needed to be improved because some images were positioned too low, which interfered with the writing. The font appears monotonous. It is better to have a variation in the letters on the cover, including both the type and size of the letters. The cover aspect receives an average score of 89. This score indicates that the coverage of German teaching materials based on tourism and Indonesian culture is good.

Assessment of the content aspect has five indicators, namely (1) the suitability of the content of teaching materials with the framework of The Common European Framework of Reference for Languages (CEFR) for German A1-level, (2) the suitability of the content of teaching materials with learning objectives, (3) the suitability content with the needs of students, (4) suitability of content with a predetermined time allocation, (5) content of tourism and Indonesian culture in teaching materials.

The results of the assessment conducted by four German teachers on the content aspects of teaching materials are as follows.

Table 2. Results of the German Language Teacher's Assessment of Content Aspects

No.	Indicators	Score
1.	Suitability of the content of teaching materials with the framework of CEFR for German level A1	90
2.	Suitability of the content of teaching materials with learning objectives	90
3.	Suitability of the content to the needs of students	90
4.	Suitability of the content to a predetermined time allocation	90
5.	Content of tourism and Indonesian culture in teaching materials	90
	Average	90

Based on Table 2, all indicators receive a score of 90. Thus, the teaching materials are in accordance with CEFR German level A1. The content in the teaching materials is relevant to the learning objectives, and the selection of materials is based on the needs of the learners. The inclusion of tourism content and Indonesian culture in the teaching material is also commendable.

In terms of language aspect, there are three indicators as follows: (1) adherence to German grammar, (2) expansion of vocabulary and expressions, and (3) clarity of information. In summary, the results of the assessment of the three indicators are presented in Table 3 below.

Table 3. Results of the German Language Teacher's Assessment of Language Aspects

No.	Indicators	Score
1.	Adherence to German grammar	90
2.	Expansion of vocabulary and expressions	87,5
3.	Clarity of information	90
	Average	89

Based on Table 3, there are two indicators in the aspect of language that score 90. These indicators are adherence to German grammar and clarity of information. Furthermore, there is one indicator that has a value of 87.5, namely the expansion of vocabulary and expressions. In the opinion of the German lecturers, there are still some sentences that are too complex and do not need to be taught to German learners at the A1 level. Based on these results, it can be concluded that the language aspect of German teaching materials, which are based on tourism and Indonesian culture, is considered good, with a total average score of 89.

Based on prototype testing conducted by experts, the results were obtained from assessments, criticisms, and suggestions. These findings were used as a basis for

improving teaching materials. The following are the results of improvements made to German teaching materials based on tourism and Indonesian culture.

Improvements in Diction of the Dialogue and Reading Sections. Improvements to the diction in teaching materials are thoroughly carried out in all chapters. The language used is commonly found in tourism and cultural activities in Indonesia. Therefore, reference books on Indonesian tourism and culture need to be added, and field observations need to be conducted again. However, these word choices are still adjusted to the theme and difficulty level of each chapter.

Improvements in Exercises. In the exercises section, three forms of exercises need to be corrected, specifically in the areas of listening and speaking skills. Improvements need to be made to the format of listening exercises in German videos that feature Indonesian tourism. Videos can be taken from ZDF, What's Next, and WDR Reisen. For speaking practice, it is necessary to include pictures that can assist students in enhancing their speaking skills.

Improvements in Indonesian Tourism and Cultural Content. Tourism and cultural content need to be improved. Initially, only tourism and cultural information came from Bali and Java. However, according to expert advice, cultural information should also include prominent and captivating cultural or traditional festivals, such as Kasodo (East Java), Rambu Solok (Toraja, South Sulawesi), Nyongkolan (Lombok), Erau Kertanegara Festival (East Kalimantan), Baliem Valley Festival (Papua), Stone Jump Festival (Nias, North Sumatera), Sekaten (Yogyakarta), Gandrung Sewu Festival (East Java), Toba Lake Festival (North Sumatra), and Dieng Culture Festival (Central Java).

Improvement in Grammar Materials. The grammar material is considered too complex. The experts suggest that the grammar material in teaching materials be prepared based on the grammar of the main book, Netzwerk A1.

Improvements in Layout Design. According to the German teacher, the layout of teaching materials needs to provide more space for users to write small notes. In addition, the exercise layout also needs more space for filling in the answers.

3.2   Discussion

Teaching materials must provide students with an overview of Indonesian tourism and culture, enabling them to comprehend the competencies they need to acquire. In addition, the use of appropriate and engaging teaching materials can have a significant impact on students' success in achieving their learning goals in studying German.

Based on the needs analysis and the teaching materials used, it was found that the materials used for teaching are from Germany and do not incorporate any elements of Indonesian culture. The solution to these problems is to develop teaching materials that incorporate elements of tourism and Indonesian culture.

A comparison was conducted between prototypes with repairs and teaching materials to identify the differences in teaching materials before and after improvements. After conducting prototype tests with German teachers and experts in German language teaching materials focused on tourism and Indonesian culture, the teaching materials underwent improvements in four areas: (a) the selection of commonly used words in the tourism and cultural sectors, (b) the training format, (c) the content related to Indonesian tourism and culture, and (d) the layout.

Based on the advice of experts, it is recommended to expand and enhance the vocabulary commonly used in the fields of tourism and culture. The words should appear in the dialogue and readings. Improvement can be achieved through increased practice, specifically by incorporating more listening and speaking exercises. The exercise is still considered inadequate. Improvements and additions have also been made to various forms of Indonesian tourism and cultural content.

This German teaching materials, which focuses on Indonesian tourism and culture, is quite interesting. The teaching materials are equipped with pictures and examples that are adapted to the context of Indonesian tourism and culture, making the learning experience more meaningful. In addition, this book contains supplementary materials such as motivation, vocabulary, and cultural insights that can inspire and motivate students to enhance their abilities. Indonesian tourism and cultural materials in teaching materials can also be an attraction. Thus, students can deepen their knowledge of Indonesian tourism.

Indonesian cultural components have not been widely incorporated into the teaching of German language in Indonesia. The cultural component is never used in German classes because it is not relevant to the use of German language in Indonesia. There are two benefits if the components of Indonesian tourism and culture are used in learning German. First, students will develop a greater sensitivity to Indonesian culture. Second, having a good understanding of Indonesian tourism and culture will make it easier for individuals to work in the tourism sector.

In addition to covering tourism and Indonesian culture, this German language book is very useful for improving German language skills because it includes exercises for practicing the four language skills and grammar. Meanwhile, the vocabulary section at the end of the book can increase students' vocabulary.

4   Conclusion

Prototype German language teaching materials based on tourism and Indonesian culture were prepared and developed according to the characteristics and principles of developing teaching materials. The teaching material in the form of this book can be used as a supplementary book to the main book, Netzwerk A1. The Indonesian tourism and cultural content contained in the teaching materials is very useful for students to understand two cultures at the same time. When using Netzwerk A1, students cannot understand Indonesian tourism and culture because Netzwerk was not written by Indonesians. In addition to a good understanding of Indonesian tourism and culture, this book can also improve your German vocabulary and four language skills.

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