

Research Article

STUDENTS' PERCEPTION OF DEVELOPING BILINGUAL MATERIAL FOR THE TOURISM INDUSTRY

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There exists research about developing books, websites, and other beneficial tools using bilingual language to support learning media or the tourism industry. However, limited studies explore the perceptions of the people who developed bilingual applications, websites, or learning media. This study aimed to accommodate students' perceptions while developing bilingual applications, websites, or learning media. The participants are D-4 English for Tourism Industry students at the State Polytechnique of Malang. It was conducted qualitatively. The data were gathered from the questionnaire, interview, and documents. The result showed that most of them had positive perceptions of developing bilingual material. However, they had difficulties translating specific words or phrases and faced obstacles in following up the application of bilingual products they had made. By knowing their perceptions on translating the text, developing the bilingual product, and applying the product, hopefully, the future researcher will face fewer obstacles in developing bilingual material, especially for the tourism industry.

Keywords: *bilingual approach, students' perceptions, tourism industry*

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1. INTRODUCTION

The purpose of this study was to investigate students' perspectives on developing bilingual material for the tourism industry. The researchers also sought to explore students' exposure to English and their problems with specific skills. The purpose of this study is to provide background information about students' learning experiences and how they learn English. In addition, the results of the study will provide basic data for the analysis of students' needs. Students lack specific skills that will be a very important source of development materials. Ultimately, the significance of this study is that it clearly shows how students in tourist colleges and universities perceive English language learning.

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With greater mobility and a more integrated global economy, once-isolated communities must find ways to work with people of different cultures and backgrounds. Being bilingual (and multicultural) equips individuals with language skills and the important social skills necessary to work with people of different cultures and backgrounds. These skills include perceiving others more, empathising more, and communicating more effectively. Marian and Shook (2012) found that bilingualism can bring tangible, practical benefits. The improvements in cognitive and sensory processing induced by bilingual experiences help bilingual persons better process information in their environment, resulting in more precise signals for learning. The caution may explain why bilingual adults learn a third language better than monolingual adults learn a second language.

When discussing bilingual skills, we usually think of the tourism industry. Tourism has been and will continue to be an essential area for those interested in practising different foreign languages. According to studies conducted by the Ministry of Tourism and Creative Economy, English is one of the most important worldwide due to the large number of speakers who use it as a first and second language. Suppose we can encourage the practice of bilingualism. In that case, the country will have more and better job opportunities, not only in the physical sense but also in the cultural and social sense.

Language plays a crucial role in forming impressions. Topler (2018) stated that language plays a vital role in the tourism industry as a means of communication, thought and connotation. Language also plays a crucial role in branding a particular tourism destination. For students in the tourism industry, bilingual knowledge is focused on English for particular purposes, such as English for business communication, English for hospitality, English for tourism, English for tourism, etc. All subjects mainly use listening, speaking, writing and reading projects. When working on this project, students must be able to create a project in both languages. Therefore, students need bilingual knowledge to develop projects in the tourism industry (Rohmahwati, 2016). She pointed out that English language projects are based on constructivist learning theory, which reveals that learning succeeds when students are motivated and successful. It is more valuable to help them to implement knowledge.

Students' perception is an important aspect of the educational world; perception can cause students to say what they need and what they think about their project. It can also help the teacher understand what the students require. Without students' perception, the teacher will not know what they think of them, whether they understood what they were taught about the project, and the teacher will be unable to see themselves through

the eyes of the students. According to Könings (2007), students have perceptions of the teaching and learning environment.

Some previous studies can be used as a reference for this research. Kim et al. (2016) conducted the first previous study, which investigated engineering students' perceptions of EMI and L1 use in EMI classes and made recommendations for the directions that Korean engineering schools should take concerning EMI. The study's findings indicated that EMI should be maintained, but with changes to mandatory school policies. Furthermore, students from all schools were supportive of L1 use in EMI classes: roughly 90% of respondents from each school believed that L1 should be used to facilitate their learning.

Ni Luh Putu et al. (2022) carried out a similar study. At SMA Astika Dharma, they conducted research on students' needs in developing English for tourism learning materials. According to the findings of that study, digital bilingual learning materials are required to support students' English learning. Furthermore, they believe that English for the Tourism Industry is distinct from English in general. This finding may be helpful in providing additional support to students who have a favourable opinion of bilingual English for tourism learning materials.

Asrifan et al. (2017) conducted research on the perceptions of students in Indonesia of bilingual-based materials in English for educational technology. According to the findings of this study, students have a positive perception of the use of bilingual-based materials in their English language courses. They believe the materials are appropriate and easy to understand. Furthermore, because there was a scarcity of research on students' perceptions of developing bilingual programs, the researchers sought to learn about students' perceptions of developing bilingual programs for the tourism industry.

2. METHOD

In this study, the researcher used a descriptive qualitative approach as the method to answer the questions. The research design was chosen since it is appropriate to describe the students' perception on developing bilingual material as their final project. It included eight participants as the objects in this study. They are students of English for Tourism Industry at State Polytechnic of Malang. They are suitable to be participants in this study since they need to develop and produce a bilingual product which has a beneficial implementation in tourism industry. The participants were gathered by the variation of the products; Learning media tale book, website *Museum Tengger*, website museum of *HAM Munir*, guidebook *Bawean Island*, guidebook *Kayangan Api*,

guidebook *Kampung Jawi*, Mobile application for temporary *Gubug Wayang* museum, and e-glossary application for Geophysics Department.

The data were collected by using questionnaires, interviews, and documents. The questionnaire was distributed to the students using the Google forms' link. They filled the questions anywhere provided an internet connection. Six questions were rated by using the Likert Scale. The second instrument is interview. The data was collected remotely by having dialogues via WhatsApp phone call. The last instrument is documentation which were taken from the final report of students' final exam. Those three instruments were gathered to measure and prove the reliability and validity of the data by using triangulation.

After all the data were collected, the researchers analyzed it together. The interview data was transcribed and categorised by the type of products. The data analysis for the questionnaire was conducted through categorisation and description. There are eight items of questions and four options on the Likert Scale, which are Strongly Disagree (1), Disagree (2), Agree (3), and Strongly Agree (4).

3. FINDINGS AND DISCUSSION

This section delves into the questionnaire and data interview results. The findings are organised in accordance with the research problem described in the introduction section.

TABLE 1: Data from Questionnaire.

No.	Statements	Central Tendency	Imperative
1	Developing a bilingual project helps you in learning English	83%	Very Strong
2	A bilingual project eases you to understand new vocabulary in English	80%	Strong
3	A bilingual project eases your English writing skill	80%	Strong
4	Developing a bilingual project helps you to understand the method of translating	77%	Strong
5	Developing a bilingual project is essential for the tourism industry in order to facilitate foreigners	80%	Strong
6	You find the difficulty to translate some uncommon words from the original language to the Target Language	72%	Strong
7	You feel happy when developing a bilingual project	80%	Strong
8	You are challenged when developing a bilingual project	70%	Strong

The first research question, which aimed to investigate students' perceptions toward developing bilingual material for the tourism industry, revealed that they had a positive perception of using a project as a medium to improve their bilingual skills. It is consistent with the findings of Kelilo (2012). This finding was supported by data analysis from the questionnaire and interviews. According to statement number one, students have strong positive perceptions of a project that assists them in learning English. It was demonstrated by the fact that the central tendency of this statement reached 83%, indicating that they had a very strong perception that using bilingual material can help students improve their English and bilingual skills. Furthermore, it was supported by the fact that no students answered disagree or strongly disagree with the first statement. It was demonstrated by seven statements (numbers 2-8) in the students' questionnaire responses. Therefore, the researchers concluded that the students had positive perception toward developing bilingual material for tourism industry.

The results of the questionnaire were backed up by data from interviews. The following questions were raised during the interview session: 1) Do you agree that the lecturer's bilingual language used in your English classroom helps you learn English? 2) Do you agree that the lecturer's bilingual language used in your English classroom helps you understand the material given by the lecturer? 3) Can bilingual-based materials in your English classroom benefit you in learning English? 4) Does the lecturer's bilingual language used in your English class help you learn English? Which English skills will benefit from it?; 5) Have you ever felt that your lecturer's use of bilingual-based materials confused you when learning English?; 6) As the conclusion, do you agree or disagree with bilingual-based materials in your English classroom?

According to the data obtained from some interview questions, students' responses to the lecturer's use of bilingual language were positive, stating that bilingual language was necessary for English classes (Dujmovic, 2007; Kelilo, 2012; Auerbach, 1993; Atkinson, 1987; Schweers, 1999; Latsanyphone & Bouangeune, 2009). The reasons varied according to how they felt, thought, and experienced things (Kumar et al., 2013; Harnad, 1987). According to the findings, bilingual-based materials provided certain benefits to students learning English. According to the data obtained from some interview questions, student responses to the use of developing bilingual material for the tourism industry were positive, stating that bilingual language was necessary in the tourism industry. Božinovic and Sindik (2013) emphasized the significance of FL learning by stating that proficiency in multiple foreign languages is an essential prerequisite for successful communication in the tourism industry and mutual understanding among

students participating in exchange programs with different universities, particularly in foreign countries.

The reasons varied according to how they felt, thought, and experienced things (Kumar et al., 2013). According to the findings, this research revealed that materials for the tourism industry provided certain advantages for students to complete the project. According to the findings of the interviews, students identified six advantages of bilingual language use in developing projects for the tourism industry:

- 1) Assisting them in learning new terminology related to the tourism industry.
- 2) Assisting them with the project.
- 3) Assisting them in asking and answering questions during the project.
- 4) Assisting them in correctly reading something in English.

Furthermore, the use of developing bilingual material for the tourism industry improved four English skills (reading, writing, listening, and speaking). However, the use of bilingual-based materials in their project greatly aided their writing ability.

4. CONCLUSION AND RECOMMENDATION

After knowing the result and discussion about this research, it could be concluded that the students have a positive perception towards the development of bilingual media for English in the tourism industry. It means that a bilingual final project is very useful for vocational students in performing their ability in learning English. It is an essential thing to be seen that developing bilingual media for English in the tourism industry since it has a lot of benefits.

On the other hand, students faced difficulty in developing bilingual programs, for example, it is about translating uncommon words or phrases to the target language. Moreover, some obstacles occurred in following up the implementation of bilingual products they have made. It relates to the technical problem. Further, from all the obstacles experienced by the students, it needs to be guided and supervised by the lecturer during the process of developing the bilingual product to minimize students' obstacles in developing a bilingual project. By knowing the results of this study and the obstacles that the students faced, it could be a reference for the future researcher to avoid some troubles that are commonly encountered.

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