Developing E-Module of English for Tourism Based on Brain-Based Learning Approach at State Polytechnic of Lampung

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The development of the global tourism industry is rapidly making the importance of English communication skills a priority in the tourism workplace. State Polytechnic of Lampung has provided English subjects 1, 2, and 3 for its students. Unfortunately, the implementation does not give a significant contribution to improve students' English communication skills. The English instructional materials do not fulfil students' needs and stakeholders' needs inspiring a review of English instructional materials through a new concept of developing English material for tourism with a brain-based approach. The brain-based learning approach has a significant contribution to how instructional English learning was designed to achieve the effectiveness of learning results. This paper aims to present a new concept of developing an electronic module or e-module of English for tourism based on the brain-based learning approach. The development of this e-module applies the research and development (R&D) model of Dick and Carrey and Hardiman Meriale Model. The result of this paper is a concept of developing an e-module of English for tourism with a brain-based learning approach that focuses on four skills of English for communication namely speaking, listening, reading and writing skills.

Key words: *developing English e-module, English for tourism, brain-based learning.*

Introduction

The global tourism industry continues to develop rapidly and has opened a large workplace in Indonesia. There were 15,81 million foreigners who visited Indonesia in 2018. Foreign tourism visitors have increased by about 58% in 2017 with total visitors at 245 million in Lampung province. This has caused tourism industries in Lampung province to grow well. Tourism industries play an important role in Lampung province because they have become one of the mainstays of Lampung revenue sectors. The development of tourism industries makes English communication skills acquisition more important. Employees who work in the tourism sector have to be able to communicate with foreigners who use foreign languages such as English (Erin, et al., 2018; Zandi and Haseeb, 2019).

The minister of manpower and transmigration republic of Indonesia had set a decree in the tourism sector at sub-sector tour and travel (Framework of Indonesian National Qualification (Kerangka Kualifikasi Nasional Indonesia, KKNI: 2004) that English communication competencies must exist in speaking, reading and writing in the levels of elementary working proficiency, intermediate working proficiency and advanced working proficiency. Puspita sari (2018) found that employees who work in the tourism sector required these skills to the following degree: speaking (100%), listening (75%), writing (25%), and reading (25%). Common English language problems faced included less practice available than needed for hotel and tourism workers, lack of cooperation within the tourism industry to strengthen business networks for all stakeholders, less practice in reading and explaining the tourism city map, and difficulty in understanding English accents such as English speakers from China, Japan, India.

The ASEAN study center reported that the quality of Indonesian skills and professional workers who have competence in English communication skills was 44%, computer skills was 36%, ability to learn faster was 30%, thinking skill was 33% and basic skills was 13%. In addition department labor dan manpower noted that the Indonesian barrier in ASEAN Economic Community is English communication. In the survey result of EPI (English Proficiency Index) conducted by EF (English First) in 2018, Indonesia was categorized as low proficiency (score: 51.56) in the 51st rank from 80 countries and in 13th rank from 21 Asian countries.

State Polytechnic of Lampung (Polinela) is the only vocational higher education facility located in Lampung province. It supports Lampung province government by establishing a tour and travel study program to provide human resources with professionals dedicated to tourism workplaces. Lampung government gives scholarships to 40 senior high school graduates every year to continue their study at a tour and travel study program in Polinela. The alumni will work in the tourism workplace in Lampung province or other provinces in

Indonesia. Therefore Polinela has to make sure that the graduates have competence in English communication (Fatula, 2018).

The Curriculum of State Polytechnic of Lampung has provided English subjects 1, 2, and 3 for students in all study programs. Unfortunately, the implementation does not give a significant contribution to improve students' English communication skills. The result of TOEIC (Test of English for International Communication) test conducted by ETS (Educational Testing Service) in 2018 showed that 300 students' English communication skills on average were categorized at the elementary level (average score 329). There are 2 students (0,67%) in the level of advanced working proficiency (score 785-900), 7 students (2.33%) in basic working proficiency level (score 605-780), 40 students (13,33%) in intermediate level (score 405-600), 192 students (64%) in elementary level (score 255-400) and 59 students (19,16%) in novice level (score 5-250). It can be concluded that in general, the students' skills in English communication is very low (Olkiewicz, 2018).

The gap of learning performance discrepancy is caused by three factors; 1) limited resources, 2) less motivation, and 3) less knowledge and skills (Branch, 2009; Sen, Bingol & Vayvay 2017). In edition Gagne (2005) explained that internal factors namely learner characteristics which deal with store memories, state of mind, willingness and learning goal and external factors such as learning neighborhood, learning resources and learning management factors influence the learning correlation. Furthermore Ashraf (2017) concluded that a relaxing non-threatening environment helps students to stimulate meaningful learning and emotional support which can motivate students to learn and help memory work better when exploring and understanding the content. Emotion is fundamental to learning and instruction that neglects the emotional dimension of learning is likely to be ineffective, therefore brain research suggests that schools have to provide a positive learning environment (Christina, 2008; Sharif, Wahab & Sarip 2017).

Brain-Based Learning Approach (BBLA) is one of the effective teaching approaches that refer to the learning method which concerns the characteristics the brain is naturally designed to learn (Jensen, 2000; Sanchez, 2018). Brain-based learning is a combination between brain science and common sense that learning activities simultaneously engage right and left hemispheres of the brain, with greater real-world relevance and more meaningful experiences of learning and permanent brain connection (Jayalakshmi, 2013; Shi & Qu 2018). Mary (2016) reported that brain-based learning has a significant effect on academic achievement, total stress and student habits.

Based on the interview and observation completed during this research at State Polytechnic of Lampung (Polinela), it was found that the English class for tourism faced some problems related to students' English communication competency and learning materials development.

The students of Polinela have low proficiency in English (at the elementary level, TOEIC average score 329), difficulty in expressing ideas verbally, lack of vocabulary, poor collocations i.e. incorrect or inappropriate word choices, poor pronunciation, unmotivated and lack of confidence when speaking English. Additional problems are identified in learning material development in that lecturers have to develop English materials to meet not only the standard Frameworks of Indonesia National Qualification (KKNI) in the tourism sector but also stakeholders' needs.

Considering the phenomenon explained above this research proposes a concept of how to develop English for tourism material which can solve current learning problems. Developing an e-module of English for tourism based on brain-based learning is one of the ways to overcome internal students learning problems which answer the following research questions: 1) What are the needs of students of tour and travel study program in State Polytechnic of Lampung and the needs of stakeholders in tourism sector in Indonesia especially in Lampung province, 2) How is an e-module of English for tourism developed? 3) How is an e-module of English for tourism implemented and 4) How is the effectiveness of an e-module of English for tourism evaluated?

Literature Review
Brain-based Learning Approach

Educational neuroscience is a new discipline resulting from the inter-relatedness of psychology, pedagogy and neuroscience. Psychology is the study of mental processes responsible for cognition and behaviour and pedagogy which is the study of the art and science of teaching education and neuroscience is the study of the brain's development, structure and function (Karinca, 2013). Educational neuroscience has provided a new framework for rethinking learning and teaching and an attempt to bridge the gap with an understanding of the brain through the study of neurobehavioral integration (Elshamy, & Ahmed, 2017; Jabarullah and Hussain, 2019). From this point of view the brain will be relevant for thinking about educational practices, that the experience of educators is relevant for better understanding the brain, which proves to be the milestone and leads to the Brain-based Learning development (Sousa, 2003; Song, Jia & Lee 2018).

Brain-based Learning (BBL) principles are derived from understanding the processes of the brain based on research derived from a collaboration of disciplines including, but not limited to: cognitive neuroscience, social neurosciences, biology, and artificial intelligence modelling (Jensen, n.d.). The brain learns best when it processes cognitive, effective, and psychomotor information simultaneously (Jensen, 2005). Brain-based learning is a natural, motivating, and positive way of maximizing learning and teaching.

In light of the research carried out on the brain, Caine & Caine (1991) (11) with regard to the effect of the brain functions on learning have posed 12 fundamental principles. It is crucial that these brain-based principles are known and the curriculum is designed accordingly for a more efficient learning environment. The principles of fundamental brain-based learning as follows:

1) The brain is a parallel processor.

2) Learning engages the entire physiology.

3) The search for meaning is innate.

4) The search for meaning occurs through "patterning".

5) Emotions are critical to patterning.

6) The brain process parts and wholes simultaneously.

7) Learning involves both focused attention and peripheral perception.

8) Learning always involves conscious and unconscious processes.

9) We have at least different types of memory: a spatial memory system and a set of systems for rote learning.

10) We understand and remember best when facts and skills are embedded in natural, spatial memory.

11) Learning is enhanced by challenge and inherited by threat.

12) Each brain is unique.

Brain-based learning can be practiced in teaching strategies through three instructional techniques namely; relaxed alertness, orchestrated immersion, and active processing (Caine & Caine, 1991).

a. *Relaxed Alertness:* To create an optimal emotional social climate for learning, a relaxed learning/teaching environment is needed. Providing a relaxing teaching/learning environment creates an optimal emotional and social climate for learning. Teachers have to do their best to eliminate fear in the learning environment. Learners' interest in the material taught optimizes their learning, and relaxed brain triggers learn. The brain does not retain some information when the amygdala block them because learners feel anxious or fear and demotivated to learn (Hardiman, 2013; Stavrou, 2018).

b. *Orchestrated Immersion:* Teaching practice will be effective if it involves student's concentration on the content they learn. Students also have to use their memory to explore the content that is characterized by holistic and correlative nature (Caine & Caine, 2002).

c. *Active Processing:* Teachers should allow learners to consolidate and internalize information through active processing (Caine & Caine, 1991). Students with active brains achieve meaningful learning throughr memory work that relates new objects to the ones already exists in their cognitive structure.

Brain-based research assists the educator in identifying optimal strategies, assessment, and learner engagement, thus inspiring educators to consider a framework embracing brain-based strategies to promote students' learning success. Hardiman (2012) developed a model of The Brain-Targeted Teaching (BTT) to utilize research-based teaching strategies steeped in neurological and cognitive science findings which promote learning and enhanced student outcomes. This model embodies the alignment of research and practice to further pedagogical skills so that all students can become creative and innovative thinkers and learners (Hardiman, 2012a, p. 11). Furthermore, BBT provides educators with a cohesive framework for fragmented principles and concepts of the brain in education.

The BTT model identifies six focus areas conducive to effective learning environments (Hardiman, 2012; Subramaniam & Anandasayanan 2018). The six interrelated focus areas, also referred to as brain-targets, include:

1) Brain-Target One: Establishing the emotional climate for learning; Exploration of the interconnection of emotions and learning. It is important that educators understand the influence of emotional arousal, both positive and negative, on attention, memory and high order thinking.

2) Brain-Target Two: Creating the physical learning environment; Classroom can shape learning. The strategies of classroom arrangement, classroom displays, encourage movement, bring sense of order and beauty in the classroom environment will engage students' attention and learning tasks.

3) Brain-Target Three: Designing learning Experience; prior knowledge usage to categorize stimuli and combine them with new knowledge to create patterns of thinking and learning.

4) Brain-Target Four: Teaching for mastery of content, skills, and concepts; Exploration of the connection between learning and memory, reviewing how to process, encode, and stored the information and experience. Learning content, skills, and concepts require that learners retain information and use it meaningfully.

5) Brain-Target Five: Teaching for the extension and application of knowledge-creativity and innovation in education; teaching and learning must promote the application of knowledge into real-world and problem-solving task.

6) Brain-Target Six: Evaluating learning; It is a critical component of the learning and teaching process that demonstrates continuous evaluation can enhance learning and memory.

English for Tourism

The quickly developing tourism and hospitality industry can influence English language acquisition as it is the most widely used and spoken language in global tourism in the twenty-first century (Aliana, 2011). English for tourism has a major role in the delivery of quality

services in the tourism sector. Therefore employees who work in the tourism and hospitality industry are entirely and highly aware of the importance of English and have to have good English communication skills in their workplace. English is the first important foreign language for the tourism industry in Indonesia as a means to communicate, negotiate, and execute transactions with tourists by tourism employees. Since the tourism industry is one of the fastest-growing business in Indonesia, English for tourism and hospitality has been categorized under English for specific purpose (ESP) and it is very important and essential in all professional fields specifically in the tourism and hospitality industry due to its specific nature and concepts (Nahid, 2017).

Studies of English for tourism showed that students and employees in tourism and hospitality have got English communication skills problems in their workplaces. The English problems are; oral communication/speaking (Sofyan and Damayanti, 2018), listening, writing and reading (Puspitasari, 2018, Al-Khatib, 2005), inability to understand foreigners' accents, inappropriate words and expressions, inadequate vocabulary, and lack of grammar knowledge (Pracanant, 2012). In addition Khuong (2015) investigated that the problems dealing with English for tourism are specific to: quality of the lecturers, English subject in the tourism curriculum, teaching materials, students' opportunities to communicate in English and the assessment processes.

English communication skills for tourism are suggested to cover; general language skills namely speaking, listening, reading and listening (Puspitasari (2018), Aliana (2011), Prachanant (2012), Kusum (2016)) and specific English skills in tourism workplace such as; writing and sending email and faxes, booking and on-line ticketing, browsing the internet, making online hotel booking and offering destination guides (Nahid, 2017), elaborate written documents such as letters or budgets, telephone conversations, making presentations to audiences, attending fairs and conferences and understanding all types of written information on tourist destinations (Kusum, 2016). Puspitasari (2018) investigated tourism industry workers need to be able to communicate English in some tourism services English topics such as; greeting, facial expression and body movement (non-verbal communication), cross-cultural understanding, types of accommodation, hotel facilities, staffing and internal organization, reservation and check-in, hotel and restaurant services, phone calls, complaints and solution, describing tourism object, tour guiding and presentation skill (presenting destination).

Electronic Module (E-module)

The development of information and technology has eased learning and teaching in the industrial 4.0 era. Both teachers and students can access instantly millions of learning resources online through their electronic devices such as android smartphones, laptop and

personal computers. One of the technological devices used widely in the era of globalization is an Android smartphone. The research institution of digital marketing predicted that more than100 million Indonesian people are smartphone active users. So there is no doubt that almost all adults students have Android smartphones. Unfortunately many of them use their devices improperly for example to play games. Innovative and creative educators ought to see this phenomenon as a challenge to have more effective learning and teaching activities by developing excellent instructional materials for learning such as e-book and e-module.

The technology development of e-book or electronic book encourages a combination between printing technology and computer technology in learning activities. Various print learning media can be transformed into electronic ones or as an e-module or electronic module. Muladi (2018) defined electronic module as a form of self-learning material presentation that is systematically arranged into small learning units to achieve certain learning goals, which are presented in an electronic format, where each learning activity is linked as navigation that makes students become more interactive with the program, equipped with the presentation of tutorial videos, animations, and audio to enrich the learning experience. E-module is considered as an independent, integrated and interactive medium which can be accessed anytime, anywhere by whomever. Therefore e-module could be the solution of learners who have not had enough time to learning in the classroom. E-module is used as instructional material in e-courses in higher education institution where traditionally connection is limited due to lack of academic hours (Ludmila M, 2015).

The study of the development of e-modules as learning material shows that the use of e-module in the learning process is more effective than the print module: effective to improve the learning outcomes, to motivate and encourage the students to be active in the learning process, and effective in engaging more active and responsible learning (Imansari, N. & Sunaryantiningsih, 2017, DeWitt, et al., 2014, and Asad Ali, 2014).

Method

This research was conducted in the State Polytechnic of Lampung at tour and travel study program. The developing e-module of English for tourism based on brain-based learning applies and adapts research and development (R&D) model of Dick and Carrey and Hardiman Meriale Model, Brain-Based Targeted Learning (BBTL).

Dick and Carey Model research and development consist of ten main stages; 1) Identify Instructional Goals, 2) Conduct instructional Analysis, 3) Analysis learners and context, 4) Write performance objective, 5) Develop Assesment Instruments 6) Develop Instructional Strategy 7) Develop and Select Instructional Material 8) Design and conduct formative

evaluation of instruction, 9. Revise Instruction, 10) Design and Conduct summative evaluation

Figure 1. Dick and Carey Instructional System Design Model
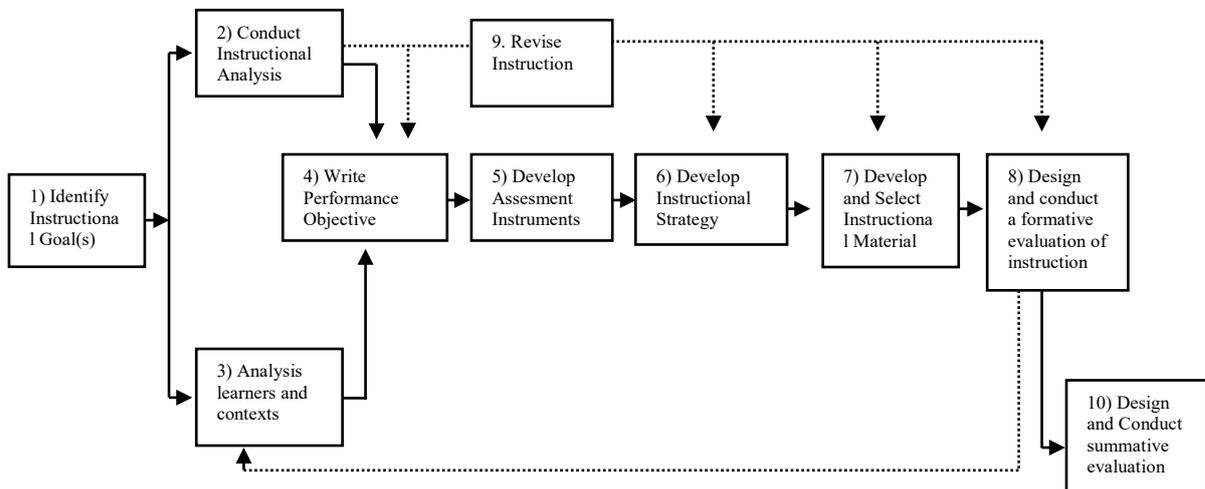
Hardiman Meriale Model Brain-Based Targeted Learning (BBTL) has six interconnected focus areas as brain-target of learning; 1) Establishing the emotional climate for learning, 2) Creating the physical learning environment, 3) Designing learning Experience, 4) Teaching for mastery of content, skills, and concepts, 5) Teaching for the extension and application of knowledge-creativity and innovation in education, and 6) Evaluating learning.

Figure 2. Hardiman Meriale Model-Brain-Based Targeted Learning (BBTL)
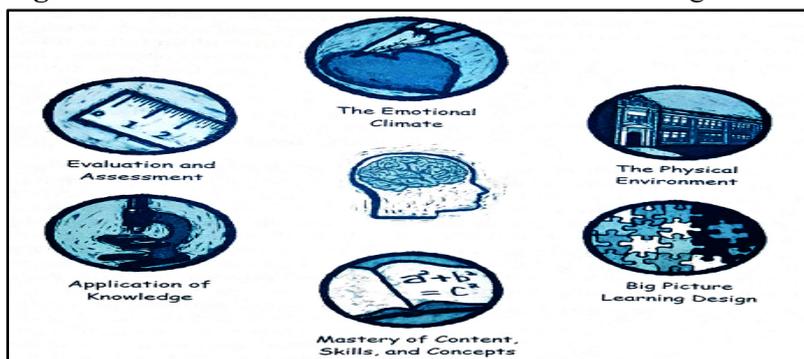
Discussion

Providing a qualified source of learning materials is one effort to minimize the gap of learning discrepancy. Designing English learning materials for tourism has to consider student needs and stakeholder needs in the tourism industry. Tourism industries such as tour and travel companies, hotels and restaurants need employees who can communicate English well in both in spoken and written form. A lot of employees face English problems generally

in the skills of speaking, listening, reading and writing. Specific problems of English competence which were identified are writing and sending email and faxes, bookings and on-line ticketing, browsing the internet, making online hotel bookings and offering destination guides, elaborate written documents such as letters or budgets, telephone conversations, making presentations to audiences, attending fairs and conferences and understanding all types of written information on tourist destinations.

Information technology and communication (ITC) have been developing very rapidly in the twenty-first century. The use of technology in language learning especially English for tourism is considered very important to help learners improve their English competency. Developing interactive English instructional materials needs to align with technology which learners can use and access on their devices (Android smartphone, netbook, and personal computer) everywhere, every time and everyone. It is important for achieving the learning goals due to the lack of academic hours in English class. In addition internal factors; store memories, state of mind, willingness and learning goal and external factors; learning neighborhood, learning resources and learning management that influence English learning need to be analyzed as the basis of designing e-modules.

The concept of developing e-modules of English for tourism based on brain-based learning for students of State Polytechnic of Lampung is to answer the research questions; what are student's needs and stakeholder's needs in English for tourism, how to develop the e-module, how the e-module will be implemented, and how to evaluate the effectiveness of the e-module. It is the adaptation of two models (Dick and Carey and Hardiman Model) as the basis of developing an e-module of English for tourism which has the following main steps;

Step One: Identify Instructional Goal(s)

This step is the most critical event in developing this e-module. It must been done properly or it will not serve the real student and stakeholder needs. The goal has to be accurate to avoid the risk of planning instructional material solutions. Identifying goals could be done with four common methods as suggested by Dick and Carey;
  1) Subject-matter expert approach; to develop e-module of English for tourism would have a great result by getting some suggestions from tourism and hospitality experts,
  2) Content outline approach; developing e-modules by considering curriculum standards of tourism and framework of Indonesian National Qualification Framework (KKNI) in the sector of tourism at tour and travel sector,
  3) Administrative mandate approach; national and local government of Lampung province has a certain goal on tourism industries, It would be become one of the references in design e-module of English for tourism, so that e-module could be used for government purposes.

4) Performance technology approach; e-module is set to respond to problems or opportunities in tourism industries.

Step Two: Conduct Instructional Analysis

The first phase in performing the instructional analysis is classifying the goal of learning English for tourism into the domain of learning (intellectual skills, psychomotor skills, attitudes, and verbal information), and the second is sequencing the major steps required to perform the English for the tourism learning goal. The second phase is analyzing subordinate skills by examining each step to determine what learners must know and able to do before they perform step goals.

Step Three: Analysis learners and context

Analyzing learners means determining the target of population that are students of Polinela. This step writer would have structured interviews and question and heads of department and study program tour and travel operators, lecturers, and students. These interviews aim to find information about (1) entry skills, (2) prior knowledge of the topic area, (3) attitudes toward content and potential delivery system, (4) academic motivation, (5) educational and ability levels, (6) general learning preferences, (7) attitudes toward the organization giving the instruction, and (8) group characteristics. To know the entry skills of English and prior knowledge of English for tourism, and educational and ability levels, researchers might have pre-test of English (example; TOEIC or TOEFL). To determine attitudes toward content, motivation, attitudes toward tourism study program and group characteristics researchers might have interviews and administer questioners re multiple intelligence and relevant dominant hemisphere. Performing a context analysis would be intended to determine the information regarding where stakeholders would use English for tourism. In this activity the researcher would be concerned with the characteristics of the tourism industry to solve the problems of English communication skills faced by them.

Steps Four: Write performance objective

In this step the researcher should write a performance objective which describes in detail what students are able to do with the language after they complete each unit of learning instruction in e-modules of English for tourism.

Step Five: Develop Assessment Instruments

Developing assessment instruments aims to also learners to demonstrate whether they can accomplish the performance objective of the English for tourism instruction. The researcher

would compose assessment instruments or performance tasks (criterion-referenced assessment) that directly measure competencies described in the performance objective. The assessment instrument might be in the form of e.g. an entry skill test, pre-test, practice test or post-test.

Step Six: Develop Instructional Strategy

This step is to develop strategies on how the unit content of English for tourism in the e-modules is delivered. The instructional strategies would be developed based on the brain-based targeted learning model; 1) Brain-target one; establishing the emotional climate for learning, 2) Brain-target two; creating the physical learning environment; an online class can shape learning. The strategies of materials layout, displays, encourage movement, bring a sense of order and beauty in e-modules of English for tourism that will engage student attention to learning tasks, 3) Brain-Target three; designing learning experience; use students prior knowledge about English for tourism to categorize stimuli and combine them with new knowledge, 4) Brain-target four; teaching for mastery of content, skills, and concepts; exploration of the connection between learning and memory, reviewing how to process, encode, and stored the information of tourism and hospitality and tour and travel experience, 5) Brain-target five; teaching for the extension and application of knowledge-creativity and innovation in education; learning unit in e-module English for tourism must promote the application of tourism information and knowledge into real-world and problem-solving task, 6) Brain-target six; evaluating learning; to demonstrate continuous evaluation (pre-test, formative test and post-test assessment) which can enhance learning and memory.

Gagne suggested that instructional strategy should be organized into five major learning components as part of an overall instructional strategy; 1) Pre-instructional activities; what the learner has to do before completing the task in the unit of an e-module, 2) Content presentation; how content of English for tourism is presented in an e-module, 3) Learner participation; how learners are actively involved in an e-module, 4) Assessment; how to measure learner's achievement by formative testing, and 5) Follow-through activities; how to give review of the entire sequence to determine whether learner's memory and transfer needs have been addressed. When delivering a system of e-module English for tourism a researcher would use internet web-based instruction which ranges from independent study to instructor-facilitated, textual drills and practice to fully interactive multimedia to leverage access to a simple online syllabus through a comprehensive solution organized within a learning portal that includes content, instruction, interaction and assessment.

Step Seven: Develop and Select Instructional Material

Developing instructional material has to consider three factors that often cause compromise in selections of media and delivery system; (1) availability of existing instructional materials, (2) production and implementation constraints, and (3) the amount of facilitation provided by the instructor during instruction. In this step researcher would search and select existing appropriate materials English for tourism in the library (textbook and course book) and online sources; film, video, audio, website and youtube, then adapt them to meet the instructional goals. In selecting material for e-module of English for tourism have to meet with the principle of brain-based learning.

Developing and selecting materials for e-module English for tourism is started by developing a rough draft material amd rapid prototype of material. Instructional materials transform in the form of electronic module or e-book which develop with website based systems that can be accessed through an android smartphone or netbook. The e-book of English for tourism might be uploaded and published in google play store through an android application.

Figure 3. The prototype of an android smartphone for e-module English for tourism.
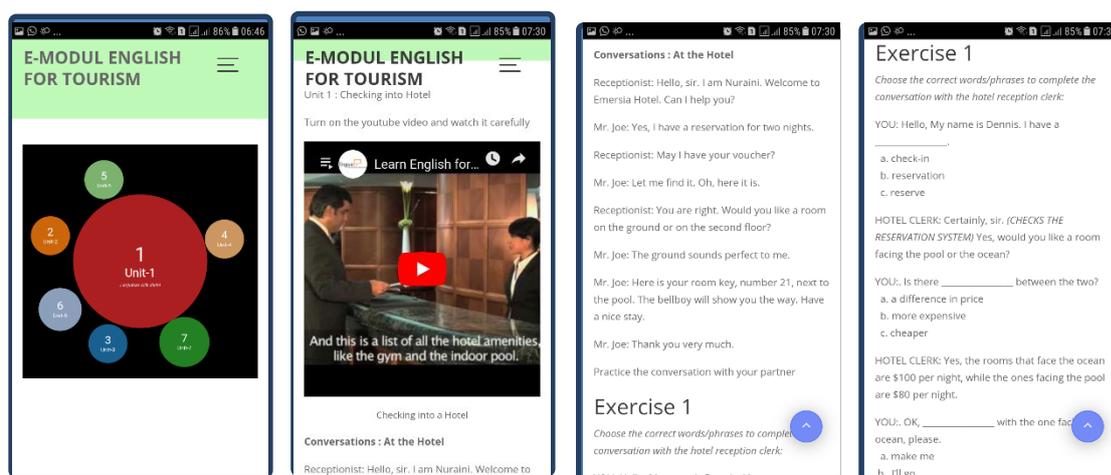
Step Eight: Design and conduct formative evaluation of instruction

In this step the researcher would design and conduct a formative evaluation of the instruction to collect data and information during the development of e-module English for tourism that can be used to improve the effectiveness of the instruction and to make it efficient. In conduction formative evaluation researcher need to conduct; 1) one to one evaluation with leaners; choose one student who is above the average in ability of English for tourism, one student who is average ability, and one student who is below average ability, 2) small group evaluation; choose a number of students that represent target learners randomly (8-20 learners). 3) Field trial; state polytechnic of Lampung would be the place where the researcher could conduct the formative evaluation.

Step Nine: Revise Instruction

To revise instruction the researcher will summarize all data collection from formative evaluation; one-to-one evaluation, small group evaluation, and field trials. All the data collection instruments (questionnaires, interviews and observation) which have been gathered would be analyzed and used as consideration to revise instructional material in the e-module of English for tourism. The e-module revision would then re-loaded on the website based system as feedback to be accessed by students and lecturers.

Step Ten: Design and Conduct summative evaluation

In this step researcher would conduct an evaluation on the e-module for tourism by collecting data and information to make decisions about whether the instruction in the e-module of English for tourism actually works as intended in the performance context. The summative evaluation would be conducted by experts through some phases;

1) expert judgment phase; a) to examine the congruence between instructional material in e-module of English for tourism and stakeholders (national and local government and tour and travel study program of Polinela) whether it solves the English communication skills for tourism problems, b) to analyze whether content, design and feasibility of transferring are complete, accurate, and current, b) to examine whether the principle of learning, instruction, and motivation clearly evident in the materials of e-module. In this phases also would be examined whether e-module of English for tourism has impact learners, job and stakeholders (tourism industries and Polinela).

2) Impact phase; conducted within stakeholders to analyze the outcome of e-module English for tourism with the following parts: focusing the impact study, establishing criteria and data needs, selecting respondents, planning study procedures, summarizing and analyzing data, reporting results, and negotiating resources.

In designing and conducting a summative evaluation step, the researcher would conduct a combination of formative and summative evaluation. The document finding is not undertaken to revise instruction but for decision making re whether to obtain or maintain the materials in e-modules of English for tourism.

Conclusion

The quality of learning materials is one component of successful learning instruction and should be designed in consideration of student and stakeholder needs (university institution, tourism industry and government institution). Tourism industries such as tour and travel companies, hotels and restaurants need human resources who are able to communicate in

English properly both in spoken and written form. English problems for the tourism industry include speaking, listening, reading and writing skills. While specific problems of English competence identified by researchers are writing and sending email and faxes, booking and on-line ticketing, browsing the internet, making online hotel bookings and offering destination guides, elaborate written documents such as letters or budgets, telephone conversations, making presentations to audiences, attending fairs and conferences and understanding all types of written information on tourist destinations.

The use of technology in English learning especially English for tourism is necessarily important in helping learners to improve their learning performance. ICT devices such as Android smartphone, netbook, and personal computers ease learner access to knowledge, anywhere anytime and for everyone. The lack of academic hours however is a big problem when learning English at university.

It is believed that by adapting two models (Dick and Carey and Hardiman Model) as the basis of developing the e-modules of English for tourism which can be accessed by students on their smartphone, English for tourism goals could be more effective and efficient.

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