

USING TOURISM BROCHURES IN TEACHING ENGLISH AT VOCATIONAL HIGH SCHOOL OF TOURISM

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Abstrak

Tujuan penulisan makalah ini adalah untuk menjelaskan penerapan *Tourism Brochures* sebagai media agar siswa menjadi semakin senang belajar Bahasa Inggris. Melalui makalah ini diharapkan akan memberikan hal yang bermanfaat bagi para guru dalam mengajarkan siswa dalam belajar bahasa Inggris. Selanjutnya, dengan menggunakan brosur pariwisata ini diharapkan mampu menjadi alternatif untuk meningkatkan kemampuan belajar bahasa Inggris siswa. Brosur pariwisata digunakan sebagai media dalam pembelajaran bahasa Inggris pada keterampilan mendengar, membaca, berbicara dan menulis. Pengajaran Bahasa Inggris dengan menggunakan brosur pariwisata sebagai media diharapkan dapat meningkatkan kualitas siswa di sekolah menengah kejuruan pariwisata dan sangat relevan dengan jurusan yang diambil oleh siswa.

Key words: *tourism brochures*, teaching English, vocational high school

A. Introduction

English has become one of important subjects in school and we cannot deny that students need to master it but the hope of the Ministry of Education, teachers and parents, may have to be vanished because of some factors that caused students rarely put on their interest to this subject. As for some students, English is nearly define as horror and boring subject and while the others are interested they found that some teachers teaching style just not suit well with them. Focused on students in vocational high school, they were taught to be ready to work soon after they graduate. Some students in vocational high school tourism may ready to be a tour guide later but reality is not as if we hoped. Materials and media also contribute to the problem. What you heard and read is what you say and write but some students rarely understand input materials. Material is known as one of the cores in learning process and media should be involve along with it. Good materials would engage students interest' with the topic and should achieve impact. Brian Tomlinson (1998) states "impact is achieved when materials have noticeable effect on learners, that is when the learners' curiosity, interest and attention are attracted". Clearly stated that students' engagement with materials is very important to lead them really stick to the topic until the end and one of the

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points he stated is attractive presentation. Attractive colors, lots of white space and use of photographs could be the key of keep engaging students during the learning process and they are all available in tourism brochures.

Though tourism brochures are only simple folded colorful paper, it is really help students in their learning English process. Students could find many words that are related with tourism, which is suitable and useful for their comprehension. Tourism in other hand, brought meaning that is related to places, peoples, objects, history, foods, colors, cultures and many more and with the help of tourism brochures, students could really understand what are they going to do and what are they going to say.

Furthermore, teaching English by using tourism brochures in vocational high school could wider students' vocabularies in describing objects, know how to interact and response with tourists, and develop experience of being real tour guide in the classroom during learning process. Students could learn how to describe places and response with questions that might come from the tourists. They could practice and make their skills in English better as well and teachers could see how much their development during the processes of learning by using tourism brochures.

English has four main skills and they are listening, speaking, reading and writing. Those four skills have equal importance for students in learning new language and they must be taught either combined or separately. In vocational high school, a topic is taught integratevely with the skills reading, listening, speaking and writing.

In vocational high school, there are three levels in teaching English in vocational high school for beginners and there are novice level, elementary level and intermediate level. Each level has own grouped basic competence and a topic taught by using the four skills.

This paper focuses on novice level. Novice level is a level for beginners and here are some basic competences for the class X in vocational high school. Some basic competences that are related in novice level are 1.1 to understand basic social expressions for life importance, 1.3 describing objects, people, characteristics, time, day, month and year, 1.4 producing simple phrase that adequate for basic function, 1.5 clearly simple describing events that occurring, and 1.7 understand foreign words and expressions.

One of input skills in English is listening. Saricoban (1999) state that listening is the ability to identify and understand what others are saying. Saricoban cited in Bulletin (1952), listening is one of the fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their education--their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation. It is clearly stated that people gain much through listening and should be taught to make students understand well about what they have heard. Saricoban also state that listening is a receptive skill, and receptive skills give way to productive skills. Students with much input would

show much output as well. The more they read and listen, the more they will speak and write.

Speaking skill is one of four skills in English subject along with listening, reading and writing. Conveying ideas through oral form involve input and output from reading or listening, need to have large amount of vocabularies and conveyed ideas in appropriate situation and context. Luoma (2004), stated that in a typical spoken interaction, two or more people talk to each other about things that they think are mutually interesting and relevant in the situation. It is clearly that speaking is an interaction between speaker and listener and both parties are involved in conversation when they are chatting about same topic.

Speaking is not just saying words as stated by Balderrama- Diaz-Rico (2006), speaking involves a number of complex skills. In spoken discourse, words must not only be strong together in proper grammatical sequence, but also make sense. Words produced by speaker must have meaning, appropriate with context and well understood by the listeners. A research shows that language learners develop best when they have opportunities to interact (Balderrama- Diaz-Rico, 2006).

Reading is one of output skills that require students to be able to read information in a text and a part of written language where writers' idea and thoughts delivered through in written form. Nunan (2003) defines that reading like a process of building meaning by combining the reader's background knowledge and information of the text. Through reading, students' could activate their background knowledge about a topic and comprehend it with information that provided in the text. Sheng (2000) says that reading as the process of recognition, interpretation, and perception of written or printed material. It is clear that through reading, the writer build communication with the readers that involves interpretation, recognition and perception.

Writing is another output skill where students would write what they have heard and read. Writing includes certain stages. Brown (1994) stated that the stages in writing activity; (1) prewriting stages, (2) writing stages which include generating ideas, organizing ideas and writing the first draft, (3) rewriting, that consist of two separate processes: revising and editing. According to Nunan (2003) stated that writing is a both a process and product. The writer imagines, organizes, drafts, edits, reads, and rereads.

Bainbridge (2006) defines travel brochures or tourism brochures are more or less like other brochures but they contain visuals of higher quality, considering that they need to give the right feel and impact of the places they advertise and campaign for. It is full of maps, pictures of tourist spots, and information pertaining to the landmarks and must-visit places. An ideal travel brochure should also give information about flights, roads, the shortest way of reaching a particular place, and other such information. Apart from this, it should give detailed information about accommodations-a list of hotels, motels, upper-range hotels and mid-range accommodations.

There is much information about tourism places in the brochure that can be used for teaching English especially and it will be much more effective to improve students' speaking skill. Werff (2003), state that pictures are good sources media for practicing listening, speaking, writing, vocabulary and grammar. It will stimulate students to arise their creative and enjoyable activities in learning process. Moreover, Thomson (2008) says that tourism brochures contain a large amount of information about tourism places in the world and bring a small part of the world around them. It means they will enrich their vocabularies while reading it and will be good source for them while perform their speaking.

Johari (2008) mentions some advantages use tourism brochure in the class. First, it provides students an opportunity to use the knowledge that they get from outside of the school, such as knowledge of the tourism sight and activity in the tourism places. Next, it makes students acquire English vocabulary and speaking skill that they require in their career purpose (maybe become a tour guide) and students will be more realized that English as a tool they might need for their future jobs or studies, this is relevant with their major of study.

B. Discussion

The reason of using tourism brochures in teaching English at vocational high school of tourism is because tourism brochures as media in teaching is relevant with students major of study. As the previous explanation, teaching English by using tourism brochures in vocational high school of tourism will be more helpful for students because they can learn and practice English during their learning process with not one but all the four skills. Tourism brochures are available with colors, pictures, words etc. Students would enjoy learning English with varies of activities and practices because those are vital for their comprehension and would provide them with fun learning activities. Later, they would confidents when they are prepared enough to work in tourism field.

In this chapter, the use of tourism brochures in teaching English will be implement through some steps such as reading brochures, listening and watching recorded tour guide video, speaking like a tour guide and write students' own tourism brochures. All activities would include tourism brochures as material and media and enhancing students' quality in learning where a topic might took several cycles by using a skill for each cycle.

A. The Implementation of Using Tourism Brochures in Teaching English at Vocational High School of Tourism

In teaching English by using tourism brochures at vocational high school of tourism, a lesson is taught integratively by using listening, reading, speaking and writing skill in several cycles. Each cycle, students would learn the topic related by using tourism brochures with a skill required during the learning process. The using of tourism brochures start from reading, then listening, after that speaking and the last one is writing.

First, teacher need to engage students with the topic. This is vital because if teachers lost the attention from students, it might hard to get them involved. It is also necessary to make sure that students are ready to study. In the first

cycle teacher teach teacher will teach students how to describe objects orally. To support this, teacher will show a video of a tour guide showing and explain objects and places to his/her tour group of tourists. Teacher need to tell students that they are going to watch a video of how a tour guide describe objects, places or people to the audience or tourist group to make them ready to listen. Students then are asked to listen what are the words of describing objects mentioned of the tour guide in the video.

A point to know, students are helped when they watch the recorded video. This step is to let students know the sound and learn to pronounce the words. Teacher then assign exercise to make students understand more about the topic such as matching words with pictures and completing passage. This activity would ease students' understanding and engaged them with the topic during listening. This step also to make students ready and prepared before they speak in the next cycle. In conclusion, watching and listening to a video of tour guide describing objects would help students to practice listening to words that are used in describing objects.

In the second cycle, teacher will teach students reading tourism brochure. This is to make sure students would have 'a bank' of vocabularies related with the topic also as a model for listening, speaking and writing. Through reading, they would know what are the vocabularies included in the tourism brochures. Hence, this step is to grow eager and enthusiasm toward the topic as well in learning English. Teacher must show the brochure related to students. Teacher may ask some questions to activate their background knowledge and make them ready to study. Teacher then distributes tourism brochures to the students. Then teacher give chance to students to take look at the brochures. Students may have different experience about this because some of them may have seen the brochures and some may not. After that, teacher lead discussion in the classroom with students where they name the qualities of the objects such as name, special features, and other information necessary. This step is to make students know the information about the object or place described. Teacher also can provide exercise such as complete the missing word in the passage. Teacher could give exercise such as ask students to find words that describe objects, people and places and they may list some other words in their own in 3 to 5 words. Teachers then show some words of describing objects and places. This activity is to ensure students know how to describe places and objects.

At the end of the cycle, students can identified the objects also how to describe object and place in the brochure. Later, students are encouraged to find other information in other tourism brochures. They could find other brochures through internet, books and other available sources. They are going to read some brochures to students and ask whether they know about places or objects that provided in it. Teachers might ask question to activate their prior knowledge then teachers give chance to students to take look at the brochures. In conclusion, the purpose in this cycle is to ensure students to read and look for some information and to let them know words to describe objects and places in the brochures.

For the third cycle, teacher will teach students to speak as a tour guide. To support this, teacher tells students that they are going to speak and describe objects as a tour guide. Teacher should prepare pictures or projector that contain places and objects to be described because the real feeling of being a tour guide would ease the learning process and ensure students confident in explaining to the group. For example, teacher show some pictures of tourism place and objects such as Taj Mahal. (Each picture should consist of some words that show qualities of that object or place to help students build their own explanation.) Teacher then assign students to have their own group in 3-5 members and a student should act like a real tour guide to his/her friends that act like a tourists group. With the help of their reading and listening about tourism brochures in the previous cycle, they shall practice it.

After acting, students then may comment about their performance. This activity would increase their confidents in speaking their thoughts but teacher must control that students shall comment in positive and in good manner. This activity can be repeated so all students get chance to perform their speaking. A point to be consider that lack of practice during learning process would cause boring and lack of interest for students. This is due to they do not have any positive pressure in performing their skill. Here, if students are expected to speak as a tour guide, teachers should facilitate them and make their learning process up to maximum level.

In this third cycle, student can practice on how to be a tour guide with friends in classroom and the rest will be a group of tourists. Every student should get a chance in performing to be a tour guide in the classroom. If teachers use only usual conversation in the classroom, students might not want to have any connection or paying any attention to the topic. This is also caused low confident for some students because they are not interested enough to speak and feel no important of speaking in the class except for one reason that is only getting score. Teachers could enhance students' motivation and speaking skill through tourism brochures. They could experience of being real tour guide and get involve in the class. In conclusion, students practice speaking by using tourism brochures will make them put on some confidents while speaking also to make them feel the real situation of being the real tour guide.

The last cycle of a topic is teacher will teach students to write tourism brochures. Teacher may assign students to write and make a brochure of their own. First, this step assigns students to describe their own objects or places in their tourism brochure. Ray (2007) states that teacher may have students work in pair where they can create their brochure of their own town, city or places they want. Teacher lead students to do some pre writing activity where students can elicit places that they might want to write about, to look at sample brochures and to make them recall what are the words use in describing objects. Ray also states that teacher may guide students writing of brochure and encourage them to write, correct, and revise the text for their brochure before they make the final copy. Also, ask students to look for pictures or make drawings to illustrate the brochures.

When the brochures are finished, have students to share them in pairs or present them to the class. When they present their brochures, encourage them to imagine that they are work for the tourist bureau and are trying to convince the class to visit their city or town. In this step, the learning processes in the previous cycles help students and so this step of writing their own tourism brochures would be the chance for them to practice their writing skill. This last step of a lesson would facilitate students in learning English to make them write what they have learned and relevant with their major of study.

In conclusion, a lesson is taught in several cycles where each skill is taught during a learning process. This to ensure students to get equal time of learning with the skill required and hence, they have ease environment of learning. Their performance in learning is vary according to the need and skill required and each students' would have same chance and experience during their learning of English subject.

C. The Advantages of Using Tourism Brochures in Teaching English at Vocational High School of Tourism

There are some advantages using tourism brochure in teaching English. First, students feel comfort and enjoy in studying because what they are learning is what they need in future. In this case, they are learning relevant with their major of study. Teachers give students an “environment of study” during the lesson. They are learning with something that they are supposed to know. Moreover, they will get new information about tourism places. In addition, it helps the students to explore new vocabularies about the object to be described. In the brochure, there are tons of vocabularies that can be used by the students to learn English. Last but not least is the media is easy, simple and colourful. Tourism brochures are one of media that some teachers could consider to use it in teaching English in vocational high school.

D. Conclusion and Suggestion

Briefly, material is important element during the learning process. Appropriate material will catch students' interest that motivate them to know what they could get today in learning. Students would expect they will learn something, know new information, and would participate in class. We cannot deny that students nowadays are getting bored with the old stuff or maybe some teachers are not using material optimally. This would cause lack of motivation and lead to boredom. Teachers are models for students and are expected to be good teachers in facilitating during the learning process. Teachers should be more creative, unique, and can create the comfort environment in the class. Teaching is not only giving tons of exercises but also creating activities that would make students become more interested but enhancing students' comprehension of what they are studied.

In order to make students eager in studying English, especially in speaking, some suggestions are given to the English teachers and it may be

useful for them. It is recommended to the teacher using appropriate material in teaching rather than the traditional one (the students are only doing conversation by using textbook) because today's education demands the teachers to be attractive and creative in the learning process. In addition, teachers should encourage themselves to create new and creative ways of teaching by using various materials, including tourism brochure so that the students more interested in learning and reading. Surely, tourism brochure as material in teaching English could be one of the considerations. Moreover, the skills is taught with same proportion according to the students' need without losing the element of fun in learning, comfort and eager during learning process.

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