Designing English Module for Guides of Museum Pustaka Lontar, Karangasem, Bali

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Abstract

Museum Pustaka Lontar in Karangasem, Bali, has preserved and promoted lontars, the manuscripts that carried the ancient texts of Balinese tradition. This research and development study constructed an English module for the local guides at the lontar museum. The needs analysis derived from the observation of the museum, and interviews with the guides, investigated the guides' necessities, lacks, and wants in learning English. The result showed that the local guides needed modules where the materials correspond to the guiding sequences of the museum. The materials had to also accommodate the translation of museum lontar-specific terms into English. Conversation-based materials were the most requested, as it resembled their daily interaction with visitors. These findings served as the base for the material development of the English module. Guides, language learners, and teachers in the tourism field might source their learning from the module.

Keywords: English module; local guide; Museum Pustaka Lontar

1. Introduction

Lontar manuscripts refer to the stacks of sheets made of palm leaves, locally called *ental*, on which the scripts are written. Before paper was invented, Balinese people commonly made use of the leaves to record their works. The manuscripts were typically written by people in distant past generations and were passed down from one generation to the next. These classical manuscripts on the leaves are valuable as they hold sizeable knowledge and possess religious significance (Darmayasa et al., 2022, p. 67). For hundreds of years, lontar manuscripts have shared an abundance of insight about Hindu Vedic scriptures, religious rules, laws, *awig awig* (regulations), architecture, ethics,

and morals contained in these texts. The manuscript also brings insight into *usada*, homoeopathy, and healing. In addition, lontar explains *wariga*, namely astronomical and astrological information, in addition to history, art, and stories (Putra, 2015, p. 6).

As a destination whose development was initiated by the village community, the Museum Pustaka Lontar in Karangasem, Bali, had contributed to introducing and preserving these ancient texts (Photo 1). Upon their arrival, visitors would be greeted with a typical drink based on a recipe from the lontar script, as well as an explanation of the process of making lontar. They were then directed to some displays and sketches of the lontar manuscripts and then taught to write with a *pengrupak* blade on the leaf sheets.

Photo 1. The entrance gate of Museum Pustaka Lontar (Photo: Dika P. Koeswiryono)

The lontar collection is abundant and the guiding staffs were very knowledgeable and helpful, but the museum was lacking in one aspect, skills in English communication. None of the guides there were graduates of the English language program, nor had they specifically taken any English courses. This hindered their communication in explaining the process of making and writing lontar. They also had difficulty translating the lontar-specific terms from Balinese into English. These shortcomings could be overcome by providing an

English module so that the guides could develop their communication skills. The module would be designed in such a way that the guides could independently enrich the vocabulary and improve grammar. They would also be given an English glossary, so they could find equivalents to explain the concept and vocabulary of lontar in English.

English for Specific Purposes (ESP) is one of the important branches of teaching English today. General English is sometimes not enough to answer the needs of learners who require English language skills in special situations, both in the academic and professional realms. This special need demands certain steps or procedures in the development of teaching materials so that suitable teaching can be designed properly.

English for Specific Purpose can be applied in various fields of work, for example in the fields of health, business, and tourism. One application of ESP in the tourism sector is intended for tour guides, in this case, guides at the Lontar Pustaka Museum. In the museum, the guide is expected to excel in foreign languages, possess sufficient knowledge of the tourist destination, and have the capability to communicate with the visitors. For that reason, this research and development study was aimed at constructing an English module for the local guides at the *lontar* museum. It was hoped that through the English module, the museum's guides could improve their services, which in turn would contribute to increasing the number of visits and spreading understanding about lontar conservation.

2. Literature Review

Several researchers have reviewed the discussions on LM, involving its abundance of availability, the effort to preserve and promote lontar, and the innovation to digitalize it. Lontar is a part of the Balinese living tradition, and this is a province with a high lontar population. Ardiyasa (2021) affirmed that there are no less than 25,000 lontar palms scattered throughout the island. The high number of manuscripts that have been preserved is driven by several factors. On the island of Bali, there are large populations of palm trees.

There are also centers for activities related to lontar, such as making, copying, and literary activities. Several foundations were actively improving the community's lontar literacy (Wisnu et al., 2021). The preservation of lontar is also supported by the intensive lontar writing competitions held in schools, and thanks to the dedication of the libraries that store and care for these ancient sheets. Technology also contributes to protecting the existence of lontar through the digitization process, so that lontar can be accessed more widely (Ginting et al., 2021).

As part of the tourism industry, the local guides introduce tourists to the

sites and help them experience the trip deeply. For that reason, Chanwanakul (2021, p.1) conducted research to evaluate how effective tourist guides at historical attractions could communicate. It was discovered that the guides performed well in presenting the information accurately and naturally.

Regarding the design of English modules for the tourism field, several research has explored the construction of English modules for professional needs. Kanoksilapatham & Suranakkharin (2019) suggested that the English materials should be relevant to the learners' surrounding context and environment, as this would assist them in recalling their background knowledge, on which they will build the language skills. Ratminingsih et al., (2018), who conducted a need analysis of English learning for guides at Buleleng, Bali, suggested that improving local guides' English skill could increase their professional opportunities, and develop their social and economic condition. In addition, she found that it is best to give contextual-based materials to the local guide, as it needs to be relatable to their occupational learning needs.

In the same field, Meunchong, (2022, p. 14) investigates how community-based tourism members could improve their English through learning media. As the research was conducted during the covid-19 pandemic, the media was developed around online platforms. Meunchong also focused the learning on local wisdom and community tradition. Similar to the previous research, the current study also attempted to construct an English module for professional needs, featuring contextual-based material. More specifically, the current study highlights Balinese local wisdom through the investigation of the lontar museum's guiding process. It explored how the Balinese ancient manuscripts were preserved to keep their Balinese-unique content intact and accessible to modern society.

The concept of storynomics, therefore, could be inserted into the guides' English material, as this approach prioritizes narration, creative content, and living culture. It eliminates scepticism by wrapping the meaning of the story in emotion (McKee & Gerace, 2018).

3. Method and Theory
3.1 Method

This is a research and development study, focused on the development of English for Specific Purposes (ESP), aiming at producing English learning modules for the local guides at the museum. According to Anthony (2018), the four pillars of ESP include the need analysis, the learning objectives, the material and method, and the evaluation. However, due to time limitations, the current study reached only the third stage, which is the material and method. The last stage, evaluation, will be a subject to be investigated at the next research.

3.1.1 Need analysis

The starting point of any ESP course is understanding the learners' needs. These would allow the instructor to more precisely identify the necessities that determine success. It is also critical to gain information on the educational background of the staff, their previous exposure to English, their ages and experience, and their general English proficiency. This information would allow the instructor to understand the potential lacks that the learners might have. Finally, the instructor could also ask about the learners' desires to help understand their wants. All ESP courses start out with questions about the necessities, lacks, and wants of the target learners, in addition to questions about the environment in which learning will take place.

3.1.2 Objectives

It is essential to quickly establish what language, genres, and skills the learners might be expected to use in a target situation. In addition, it is important to form a set of learning objectives for the class. Once a set of learning objectives have been decided, an instructor then needs to consider how to sequence these in a way that is not only clear and logical but also interesting and enjoyable. The sequencing should also allow for flexibility and provide learners with opportunities for practice and reinforcement. The learning objectives of ESP are expressed in ways that are directly linked with the results of a needs analysis.

3.1.3 Materials

In constructing the learning materials, instructors need to ensure that it could help learners to understand the what, why, and how of the target language setting. It should also help learners to build their language skills, and assist them to use language skills actively. The material should encourage the incidental learning of target language skills, and help learners develop a positive emotional response to the target language skills (Anthony, 2018).

This research took place at the Museum Pustaka Lontar, in the village of Penaban, Karangasem Regency, Bali. This museum contributes to the education and preservation of lontar manuscripts. The informants in this study were the three tour guides at the Lontar Library Museum.

Data were collected through observation and interviews. In the observation, researchers observed the activities of the museum's visitors, besides observing the interpretation activities carried out by museum guides. Researchers also interviewed the museum guides regarding the order of the guiding process and the difficulties encountered in the interpretation, as well as their expectations of the English modules.

The data obtained from interviews, observations, and questionnaires were then analyzed qualitatively with an interpretative approach, by going through several processes such as data verification, data reduction, data presentation, and drawing conclusions. The development of the English training model for the Museum Pustaka Lontar guides was then narrated descriptively.

3.2 Theory

3.2.1 Lontar Manuscripts

Lontar is a type of writing material used by the Balinese in Bali and western Lombok. It is made of leaves, generally the fan-shaped leaves of the lontar palm tree (*Borassus flabellifer* or Palmyra), and is still used for rendering writings, especially texts that are valuable to the owner because they contain information about family, traditions, profession, or ancestors' activities. Many Balinese maintain and venerate lontar for this reason (Hinzler, 1993). Besides being guarded for keeping important notes on various fields, lontar are also considered sacred objects so offerings for lontar are periodically made in several ceremonies. Pigeaud (1967, in Putra, 2015) classifies lontar manuscripts in Bali into four broad categories, namely religion and ethics; history and mythology; belles lettres; and science, art, civilization, law, folklore, and customs of the people. Lontars carried instruction on disease treatment, such as the one described by Cahyaningrum & Ardhana (2022 p. 1).

Behind the preservation of the lontar manuscripts and the traditions that preserve them, the making of these manuscripts goes through a long stage. Only leaves from palm trees ageing at least three years old and growing on calcareous soil or seaside are good for harvesting. The leaves are then soaked for several weeks to remove the content that attracts termites. The next step is boiling, where the lontar sheets are soaked in various spice mixtures for several hours. The lontars are then pressed in the *blabag* to make them straight and neat, before being punctured for thread insertion (Putra, 2015).

3.2.2 English Material Development

English for Specific Purposes differs from other types of language studies in that it concentrates on specific, purposeful uses of language, sometimes known as 'context-reduced' language. This is more abstract and less dependent on the immediate context than general or daily language use. English for Specific Purposes is founded on the simple notion of doing research and providing learner-centered language teaching (Hyland & Jiang, 2021). This study adopted English Material Development to sequence the steps through which the English module for the guides of Museum Lontar is constructed. When creating resources for English for Specific Purposes (ESP), teachers have distinct

responsibilities than when creating materials for general English. He must first perform a need analysis to determine the learner's linguistic needs (Hutchinson & Waters, 1987). He must also choose a syllabus that could maximize learning. A teacher of ESP should also prepare relevant vocabulary and specific phrases that students will need while working. Teachers of ESP are also expected to have a broad understanding of the subject matter they teach (Vičič, 2011).

The English module for the guides of Museum Pustaka Lontar is an implementation of English for Specific Purpose (ESP). According to Anthony (2018), the sequence of ESP developments includes identifying needs in the design of ESP courses and programs, deciding learning objectives, deciding the materials and methods, and evaluating the course. However, in this research, the development would cover only the first three steps, i.e. conducting the need analysis, deciding the learning objectives, and designing the materials.

Needs analysis is a very essential element of ESP material development. Dudley-Evans et al., (1998) proposed that in the needs assessment, educators need to consider several aspects such as the information about the learners' profession, their English proficiency level, their lack or limitation in mastering English, an understanding of how they will use English in the target situation, what they want from the class. Anthony (2018) elaborated that an instructor should take into account the diagnostic, discrepancy, and democratic views of needs. Once determined, the learner's necessities, lacks, and wants, are then translated into specific learning objectives. The next step is to evaluate, adapt and utilize either published or customised material, as well as organize and present the material with different teaching and learning methods.

When developing English learning for local guides, one had to determine what language aspects he needs to focus on, as it would affect how they would give service to the visitors. Chanwanakul (2021) suggested several tourist guide-specific language aspects that a learner could develop. Among many of them were giving directions, explaining each tourist attraction, and sharing trivia and stories. Besides, he should also be able to demonstrate language skills such as using appropriate vocabulary and phrases, using grammar correctly, and showing accurate pronunciation and intonation. As for presentation ability, a tourist guide should create a positive atmosphere, encourage tourists to participate, and invite them to interact.

4. Results and Discussion
4.1 Result
4.1.1 Museum Profile

The establishment of the museum had actually taken place in April 2017. But it was only in January 2018 that the foundation decided to open the museum

for public. Despite its adjacency to the frequently visited Tirta Gangga, the museum did not receive an abundance of visitors. An average number of fifteen persons came to see the site each day, many of whom are guests from Australia, Germany, and the Netherlands. Perhaps what leads to the low numbers of visits is its location; one had to drive to a narrow road with dense bamboo bush leading to the village. It is equipped with facilities to serve the guests, such as toilets, wifi, and outbound gear.

4.1.2 The Need Analysis

Based on the result of the interview and observation, the need analysis outlined the necessities, lacks, and wants of the lontar museum's guide in learning English. Table 1 depicts the summary of the need analysis.

Table 1. The questions and the answer of the need analysis

No.	Questions	Answer
1	What is their first language?	Balinese and Bahasa Indonesia
2	What is their level of English?	Beginner
3	How do they prefer to study?	Through practising conversation
4	Why are they taking the course?	To help them communicate with foreign visitors
5	What knowledge and skills do they currently lack?	English vocabulary and phrases related to the Lontar Museum
6	What is the target setting?	The Museum Pustaka Lontar
7	How will language be used in the target setting?	Used between the local guides and the foreign visitors

Necessities: the need analysis demonstrated that the English module needed to suit the sequence through which visitors were guided in exploring the museum. The first encounter was the main gate, where one could see a structure of a wall made of a mixture of soil, water, grass, and other substances. They were then greeted with the welcome drink of *bawang adas* (Eleutherine bulbosa), made of a species of rare plant growing around the museum. The next stop was the *bale pasraman*, where the guides explained how lontar leaves were harvested and processed before it was ready to write on. The next building was the traditional *paon* (kitchen), roofed with multiple layers of thatch. Visitors were then directed to the display hut that showed lontars of various sizes, ages, and kinds before they could try writing their own names on the leaf sheets. Besides the manuscript, the village also attracts visitors with its traditional dancing arts.

Lack: The interview and observation revealed that the guides had difficulties translating some lontar-specific terms into English. They also lacked grammar knowledge. Pronunciation is also an aspect they found hard to comprehend, as it was often inconsistent with how the words are written.

Wants: As a big part of the guides' duty was explaining the lontar, they wanted the module to showcase the sequence through which the guiding process took place. They also requested that the module focus mostly on the spoken aspect.

Presented below is the model of the English module for the tourist guide. The module, however, has only been designed and has not been field-tested, hence the absence of its evaluation.

4.1.3 English Module for guides at Museum Pustaka Lontar

The modules constructed in this research were designed to meet the language necessity, wants, and lack of guides based on the findings of the interview and observations in the lontar museum. For the guides at the museum, the materials had been assembled into a module named "English Module for Guides of Museum Pustaka Lontar". This module included English content about lontar harvesting, preparation, and writing, which aided the guide in explaining how the lontar preservation center works. In addition to improving English language proficiency, this module sought to increase knowledge of the value of the lontar manuscript as a tourism attraction,

The module, as the name implied, delivered materials with simple yet useful lessons to assist guides in providing guide services to English-speaking visitors. The materials were intended for beginners, although advanced users could benefit from its content as well. The lesson also covered the expressions and terminology needed for basic communication in guiding procedures. Although each unit covered all four aspects of the language, speaking skills were the most heavily stressed because guiding work demanded them to utilize English verbally.

The duration of the guiding might vary, but it was planned to last for two hours, beginning at the guest entrance and concluding at the exit. Visitors were initially encountered with a large panel of a map that displayed the main building site of the museum. They are then guided to the gate built from soil, called *tatal,* where they learn how traditional Balinese house structures were constructed without the use of cement.

The next stop was the *bale pasraman* (monastery hall), a building with showcases of tools to press, cut, and puncture the lontar sheets. Visitors were

then escorted to witness the gallery, where numerous lontar *cakep* or stacks were displayed. Based on the need analysis, a module consisting of four units is designed. Below is the overview of the units of the English Module for Guides at Museum Pustaka Lontar, designed for eight meetings, each last for 90 minutes.

Unit 1. Welcome to Museum Pustaka Lontar

"Welcome to Museum Pustaka Lontar" was the title of the first unit. It contained a telephone conversation between the guide and the visitors as a simulation of a reservation. The unit also demonstrated how the guide could introduce themselves, and how to tell the time. From this unit, the guides could learn how to use English to explain the history of the museum. As the museum was built with Balinese architecture, the unit also elaborated on knowledge about Balinese's soil wall (*tatal*), the kitchen (*paon*), and the thatch (*alang-alang*) roof (Photo 2). This part was presented in the form of dialogue to resemble the interaction between the local guide and the visitors. The next part displayed the Balinese *paon* where guides are directed to learn how to explain the uniqueness of Balinese kitchen.

Photo 2. Balinese kitchen, built of clay balls (Photo: Dika Pranadwipa Koeswiryono)

Unit 2. The Long Journey of Lontar Sheets

This unit featured English procedure text that expanded on the steps of the preparation of the lontar sheets. The iconic welcome drink of the museum, *bawang adas* (*Eleutherine bulbosa*) was the first discussion in this unit.

Next, the unit explained what kinds of lontar species were the most ideal, how old the leaves should be, and how to harvest them (Photo 3). The unit then displayed how to prepare those lontar sheets before they were ready to be written on. This included soaking of the leaves, boiling, pressing, shaving, and lining. Regarding the vocabulary aspect, this unit exhibited several lontar-making-specific terms, such as *blabag, nyerut, nyepat, and mirit*.

Photo 3. "Only lontar of certain species and of a certain age can be used (Photo: Dika Prandawipa Koesiryono).

Unit 3. In the Gallery

Visitors were then directed to the next zone, the lontar gallery, where the lontars are wrapped and displayed in wooden *keropak* boxes, decorated with attractive carvings and colors. The third unit, "In the Gallery", displays how different types of lontar were exhibited and explained, therefore raising visitors' awareness of the classification of the manuscripts.

Next, because the visitors are then taught how to write their own name on a piece of lontar, this unit also taught knowledge about Balinese alphabet and writing (Photo 4). The village where this museum takes place owns several distinctive traditional dances. This unit had therefore contained the description of those local arts.

Photo 4. The table of Balinese alphabet to help visitors learn writing (Photo: Dika Pranadwipa Koeswiryono).

Unit 4. The Museum's Surroundings

In some categories of lontar manuscripts, narratives about Balinese local tales are depicted. This unit presents those folk stories as reading comprehension material, where the grammar aspects of the past tense were inserted. Another category of lontar shares knowledge about local medicinal plants.

In this unit, guides were taught how to explain the use of *usada* (Photo 5). Besides the observation and interview, the module sourced its material from literature such as that of Darma & Sutramiani (2019) about the literary work contained in lontar; Kurnia & Sudarma, (2017) that discussed the digitalization of lontar manuscripts, and Suarta et al. (2018) who concerned lontar's readability.

Photo 5. A drink made of bawang adas (kleutherine bulbosa), whose recipe was based on lontar manuscript (Photo: Dika Pranadwipa Koeswiryono).

4.2 Discussion

The needs analysis discovered that the tourist guides in the lontar museum preferred oral activities and enrichment of vocabularies to help them communicate the guiding material. This echoed the finding of Ratminingsih et al. (2018, p. 5) that tourist guides in Buleleng regency, Bali, requested learning activities that improve speaking skills. A similar conclusion was found by Meunchong (2022), who stated that English learning for community-based tourism in Phetchabun Province should be focused on speaking and vocabularies.

Besides deriving its content from the result of observation and interview, the module was also sourced from several works, such as that of Hanum & Warseno, (2015), who discussed the study of Balinese ethnomedicines. Regarding the Balinese traditional house, some parts of the module were also derived from Indra (2019). The section where the lontar writing steps were elaborated was contributed by the works of Sariani (2010) and Putra (2015).

The module can hopefully contribute to Balinese local value, as it highlights the ancient manuscripts and traditional building of the island.

The English module for tourist guides at the lontar museum presented common expressions in welcoming visitors and explaining the overview of each site in the museum. This feature suited the finding of Chanwanakul (2021), who was highlighting tourist guides' communication ability at historical tourist destinations in Thailand. Because the museum was located in a rural area, the module displayed English lessons drawn from the museum's surrounding natural and cultural situation. This suggestion is supported by (Ratminingsih et al. (2018) who stated that contextual-based content – the one that relates closely to real work situations–is highly essential for the learning module for tourist guides.

For the same reason, Meunchong (2022) suggested that in designing learning media for tourism, one needs to focus on the local wisdom, culture, and tradition of the community. Another study equally proposed that the learning material should be linked to the student's local context and community. The culturally relevant materials could recall learners' background knowledge, and therefore should also be made as authentic as possible (Kanoksilapatham & Suranakkharin, 2019). Elaborating story is an important part of the module, as what was found by Sukanadi et al., (2022) who explored how storynomic could help promoting a heritage site.

The material development of ESP, especially the one aimed at workers at cultural sites, should be conducted through rigorous need analysis to accurately identify the learners' language needs. The analysis's result determines the lesson's vocabulary, structures, and phrases. According to Sufiyandi (2020), the materials should trigger a stimulus for learning, meaning that they should be relevant to the site the guide will be explaining, but at the same time offer some new knowledge. Materials should also be well-sequenced, giving a predictable and recognizable pattern that suits the guides' work tasks. Finally, the materials should be authentic, driven from sources intended for purposes other than language learning, and therefore provide real-world expressions.

5. Conclusion

This is a research and development work intended to construct an English module for the guides at the Museum Pustaka Lontar. The rationale of this research was the hindrance the local guides faced in explaining the museum to foreign visitors. The needs analysis investigated the guides' necessities, lacks, and wants in learning English. The investigation discovered that they needed the English module that represented the whole guiding sequence of the museum. Regarding their language limitation, the guides found trouble

arranging English sentences, and lacked knowledge of English pronunciation and vocabulary, especially those related to lontar manuscripts and equipment. They additionally hoped that the module could contain a sufficient portion of conversations, to accommodate their job which involved a high amount of oral explanation.

The need analysis served as the base for the material development of the English module. It featured the conversation between the visitors and the guides and some explanation of the building structure of the museum. It showcased the tools used to prepare the lontar leaves, from the harvesting to the step where the sheets were ready to be written. Besides, the module displayed instructions on how one could learn to write with the Balinese alphabet. As the village in which the museum took place was rich with cultural arts, the last unit of the module presented several reading comprehension passages about its traditional dances.

Implication

The module might be helpful for the guides at the museum to advance their English, and therefore give better service for the visitors. Language learners and teachers in the tourism field might source the learning from the module to improve the learning. This research, however, was conducted in a single lontar museum, and therefore did not represent a comprehensive language learning need of the guides at the other similar museums.

The next researcher could expand the data gathering by observing more lontar centers. In addition, this research only covered the first three stages of EFP material development: conducting need analysis, determining the learning objectives, and constructing the materials. The fourth stage, evaluating the lesson, was not yet done due to time limitations. Future studies might be focused on the evaluation of available tourism-focused EFP learning materials.

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