

**TEACHING STRATEGIES IN EFT AT UKI TORAJA AS  
TOURISM REGENCY**

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**ABSTRACT**

*This research was to find out teaching strategy in english for tourism subject at UKI Toraja as tourism regency.. The method used in this research is qualitative method. The subjects of this research are the two lecturers of English for tourism at English Department UKI Toraja and the students of fifth semester of English Department UKI Toraja. The instrument used in this study were interview protocol. Based on the data obtained, the results show that: 1). there are ten teaching strategies applied by the lecturer in teaching the EFT materials; a) conducting self-study, b) introducing local content through media, c) giving individual assignment, d) creating group assignments, e) working in pair, f) lecturing, g) presentation, h) simulation, i) conducting field-study, j) drawing conclusion.*

**Keywords:** *English for tourism, teaching strategy, tourism regency*

## INTRODUCTION

As one of tourism regency in Indonesia, Tana Toraja district which has a 3,203 km<sup>2</sup> amount and a population of 221,081 (2010), is one of South Sulawesi's most popular tourist destinations. Due to the Tana Toraja tribe community's continued adherence to a distinctive belief system and way of life that is strikingly similar to Nias culture, Tana Toraja has been designated as one of the global cultural heritage sites by UNESCO. The Aluk To Dolo, which had not previously been acknowledged, received official status about 1970 when it was assigned to the Hindu religion. Such recognition suggested that prospective civil officials might list Aluk Ta Dala as their religious affiliation when seeking for a job for the first time (Nooy-Palm: 1979)(Eni, 1967).

Toraja is well-known for its unique culture as Welfare (2013) wrote, *Rambu Solo* is extraordinary, due to the unique and attractiveness, incomparable with any other parts of the world(Welfare, n.d.). According to Sandarupa, Assagaf and Hasyim (2015) Toraja is located in the mountainous area which is difficult to reach. This condition has caused people to be in isolation for long, and probably this was one of the reasons that explain why they could maintain their tradition and culture(Sandarupa et al., 2015).

Toraja culture occupies a strategic position both in Indonesia and in the world because it contains a number of local wisdoms which became the capital of the nation and the universal values that can impede world as his own (Sandarupa, 2014). People from all over the world come to see the uniqueness of Toraja. *Rambu solo*, *rambu tuka*, carving, *tongkonan*, traditional clothes, traditional foods, and *ma'nene* are the most common things about Toraja culture that people talk about(Sandarupa, 2014).

The way people live now is controlled by the present technological advancement. The impact of social media, where individuals interact and make friends, gives western cultures the chance to undermine local culture. Lack of knowledge causes cultural acculturation, which gives rise to new cultural types. The public welcomes the arrival of culture in its raw form. The community's native culture suffered severe degeneration as a result. The introduction of foreign cultures has a variety of impacts in Indonesia. The culture of Indonesia is slowly dying out. The varied interests of people that necessitate putting one's own interests ahead of those of others have given rise to various commercials that encourage us to use slang in modern and unconventional circumstances. Therefore, the character of individuality.

The UKI toraja English department has been offering a study program that includes an English for Tourism course since 2010 to provide the learning process based on students' needs in Toraja as one of tourism regency in Indonesia. This course was initially only available as an elective within the English Education Study Program. This was because it was thought at the time that the students should enroll in this course because they live in an area where tourism is common. The English for Tourism course was declared mandatory and moved to the third and fifth semesters of the academic year as a result of this decision. It is expected of students who graduate from UKI Toraja's English Department that they will work in fields related to tourism as well as teaching English because it is well known that Tana Toraja is one of Indonesia's top tourist destinations. They may be able to work in a hotel, as a tour guide, at tourist attractions, or in the distribution of tourist information, among a number of other tourism-related jobs. Since it is well known that Tana Toraja is a popular tourist destination in Indonesia, graduates of UKI Toraja's English Department are not only expected to teach English as a second language, but also to work in fields associated with tourism. For example, they might be able to find work as a tour guide, at tourist attractions, or in the distribution of tourist information, among a number of other tourism-related professions.

The information that was included in this framework prior to it becoming a subject that was required only focused on tourism in general and was gathered from a wide range of sources. Nevertheless, new materials that were partially based on Toraja or regional culture were created after it was deemed a required subject. The preparation of the

required materials prior to the first class meeting is the responsibility of each of the two lecturers who are in charge of this course. Meetings are held to discuss and plan the materials that will be used to teach this subject in the class.

The topics addressed in this course related to the tourism in Toraja as one of tourism regency and they were travel, cuisine, lodging, the local culture of Toraja, and tourist spots in Toraja. These subjects could provide the answers to the questions or train students to become Toraja students who can learn about culture and explain the local circumstances, way of life, and tourist attractions. According to the experts, it is essential to do a Needs Analysis (NA) in order to precisely evaluate what English abilities kids need in order to enable them to excel in both academic and occupational settings. Because of this phenomenon, the author made the decision to research UKI Toraja's EFT teaching strategies as one of tourism regency.

## METHOD

This study aims to describe the lecturers' approach to teaching EFT at UKI Toraja as a tourism regency. As a result, the descriptive qualitative method was used in this study.. According to Miles and Huberman (1994)(Miles, M. B., & Huberman, 1994), analysis consists of three simultaneous activities: data reduction, data display, and conclusion formulation / verification. The process of selecting, focusing, simplifying, abstracting, and manipulating data that appears in written-up field notes or transcriptions is referred to as data reduction. A display is a well-organized, condensed collection of facts that allows for conclusion drawing and action. As the analyst moves forward, the conclusions are also confirmed. Researchers came to a quick conclusion while collecting data. Of course, drawing conclusions cannot be done hastily; it must return to the data to be validated. The final 20 conclusions occur not just during the data collecting process, but must also be confirmed. The data were collected from the interview with two EFT's lecturers and the fifth semester of English Department of UKI Toraja who have passed this subject.

## RESULT AND DISCUSSION

### Result

These results of the analyses of interview data about the tactics utilized by the lecturers in implementing tourism English materials on UKI Toraja as tourism regency are described below. English Department UKI Toraja has two lecturers who focused on teaching English for travel.

#### a. *Extract 1: Conducting Self Study*

Self-study is a lecturer-led activity in which students are asked to develop problems, gather knowledge, and create a product that summarizes what they have discovered and learnt. Students can use this technique at home instead of in class with the lecturer. This strategy can be used by students to learn more about the topic they were studying in class.

*Interviewer: "lalu.. e.. berkaitan dengan tugas yang diberikan kepada mahasiswa tentang local content ini.apa saja itu pak?" [ "Then about the assignments that you give to the students about the local content, what are those?" ]*

*Lecturer 1: topic-topiknya topic-topik yang di ajarkan dari segi itu misalnya mahasiswa mencari tahu sendiri segala sesuatu yang ada kaitannya dengan kehidupan masyarakat toraja setiap hari baik kehidupan maupun kematian, seperi mengidentifikasi vocab yang berhubungan dengan topik. Sehingga topic-topik itu dihubungkan di..mulai atau*

*diberikan misalnya Tongkonan.. ya.. kemudian e.. syukuran, e... kegiatan sehari-hari kemudian kearifan local toraja, kemudian bagaimana kebiasaan atau budaya orang-orang toraja dalam menjalani kehidupannya setiap hari. Kemudian bagaimana mengelola berkolaborasi dengan lingkungan antara lain bagaimana pengelolalan peternakan, e.. bagaimana mengelola perkebunan, persawahan. [“the topics that are teaching from many aspects, all those things that connect to how the Toraja people live their life each day included both death and life such as identifying the vocabularies that might involved in topics. Then those topic are linked and given such as Tongkonan, thanksgiving, or the social culture of Toraja people suc as vet, farming, and gardening”].*

Lecturer 2: *Jadi mereka itu semacam self-study jadi saya itu selalu meminta siswa saya untuk self-study sebelum masuk kelas, jadi RPS atau course outline sudah diberikan saat awal kelas. Jadi saya selalu perlihatkan bahwa materi ini akan kita pelajari di kelas, silahkan cari ini..ini.. dan ini.., setelah itu, di dalam kelas saya itu vocab yang banyak di ajarkan karena banyak istilah-istilah yang di industry parawisata itu yang menurut saya baru dan semakin berkembang itu istilah-istilah”. (“.....I push my students to be self-study before joining the class. RPS and course outline is given at the beginning of class. I always present that this material will be studied during the class. They have to find everything related to the materils and in my class I teach more about vocabulary because there are many new and update terms that have to be known when we study about tourism....”).*

According to the lecturers' responses to the interviews, both lecturers employ a self-study technique in the classroom when teaching English for tourism. The first comment by the lecturer indicates that when teaching local content, particularly the topic of Toraja local culture, he asks students to obtain as much information as possible about it; the topic might be the way Toraja people live their lives, the funeral ceremony, or their lifestyle. Meanwhile, lecturer 2 agreed with lecturer 1's assertions, stating that she directed students to conduct self-study in order to improve their knowledge and comprehension of the EFT topic in class.

Student 7: *“Dosen menyuruh mencari ungkapkan ungkapkan yang digunakan ketika kita "Responding to complain". (“the lecturer assigned us to look for phrases used when we respond to complain”).*

Student 13: *“Tugas yang diberikan oleh dosen kami dalam kelas EFT saat mempelajari topic tentang Types of Accommodation and hotel room yaitu harus mencari berbagai informasi mengenai topik tersebut dari sumber manapun yang bisa menjadi referensi kami setelah itu tugas tersebut dikumpulkan”. (“When we studied about types of accommodation in EFT class, our lecturer assigned us to look for information about the topic from any sources that can be references. Then we submitted the assignment”).*

Based on the students' responses to the preceding interviews, it appears that they supported the lecturers' previous remarks that self-study is one of their teaching strategies when teaching English for tourism. Student 7 stated that in order to learn how to answer to complaints, students were required to research the many expressions for how to reply to and manage customer complaints. The identical action that the lecturer undertook in class when teaching English for tourism was also conveyed by the students 13. The students went on to say that they were told to

acquire as much information as possible to serve as references for the students while they studied the issue of local content.

b. *Extract 2: Introducing Local Content through Media*

Introducing local content through media is another strategy used by the lecturers in teaching EFT materials. Media is something that is used for a particular purpose. In here two lecturers used pictures, brochure or pamphlet as media in teaching local content in EFT materials. The transcript interview indicated a strategy used by the lecturers in teaching. The researcher asked the students how do the lecturers applied the media as the introduction stage.

Interviewer: *“Waktu ibu/ bapak sudah mau masuk di materi-materi yang local itu ape saja yang bapak persiapkan?”*

[“Before setting about the local materials, what do you prepare?”]

Lecturer 1: *“Itu dikolaborasi dengan local content materi-materi yang ada yang ditempatkan di brosur itu adalah materi yang berasal dari local content. Nah... ya karena ya terima bahwa mau tidak mau kita berada di daerah Tana Toraja ya tentu saja yang harus ditampilkan di brosur itu adalah didominasi dengan e... ape... sesuatu yang ada di Toraja ini.”*

[“after that it collaborating to the local content materials on the brochure which is the local content. As we want or not we are living in Tana Toraja so of course all the content that put in the brochure has to be dominating with the local content of Toraja.” ]

Lecturer 2: *“Dikelas saya itu saya memperlihatkan foto-foto, jadi sebenarnya mulai dengan yang umum-umum dulu. Kalau saya dikelas saya saya memberikan ada buku yang saya adopsi itu secara umum menjelaskan tentang English for tourism secara umum. Ada buku kemudian ada juga audio e.. tentang topic itu setelah itu saya memperlihatkan gambar-gambar yang ada hubungannya dengan topic yang saya bahas itu.”* (“I show some photos in the class, actually starts from general thing first. In my class I gift a book that has been adopted from several books which talking about EFT in general. We use book and video about the topic then show the some pictures related to the topic”)

Through this interview, it is indicated that the lecturer 1 uses pictures, brochure or pamphlet as media in teaching local content in EFT materials. Meanwhile the second lecturer not only uses photos or images in EFT class to show local content but also prepares a book as an available resource to support the EFT class. The book was inspired by number of books ranging from general tourism to tourism materials with local content. The use of those media in learning process is crucial for educators today. Since it may be utilized to channel the sender’s messages to the recipient and can also assist students in explaining something that educators have imparted. As a result, lecturers must include media into the learning process. The lectures statements above are relevant with the students’ response in the interview below.

Student 4: *“Biasanya dosen saat mengajar di pertemuan, eh...menjelaskan apa yang dipelajari pada mata kuliah kadang melalui media...”* (“The lecturer explained the material first sometimes through pictures...”)

The student supported the lecturers’ statements by stating that in the class, the lecturers occasionally use visuals to assist them in presenting and explaining the

topics in the class.

c. *Extract 3: Giving Individual Assignment*

Individual assignments are tasks assigned to one student that must be done and completed by themselves. The benefit of individual assignments are to instill the students sense of self-reliance and complete accountability, traits the student how to find the informations directly from learning resources in the classroom, at home, and in the community, and the last to keep track of how far the students have progressed in their studies.

Interviewer: “*Lalu kegiatan utama yang ibu/bapak lakukan pada saat melibatkan local content material?*” (“So what is the main activity do you use to involve local content material?”)

Lecturer 1: “*terkadang diberikan project individu ya, ya misalnya project membuat ee laporan tentang ape yang dikunjungi, membuat laporan sebagai tugas akhir*”. [“....sometimes they are given some individual projects, for example making a paper about places thy visited as the final exam”].

Lecturer 2: “*Seperti yang saya bilang tadi ada tugas individu.....*”(As I said before, there are individual assignment”).

According to the results of the interview, shows that both the lecturers claimed that they give students individual assignments to completed. The lecturers have traditionally used this method to incorporate local content into EFT materials. The lecturer 1 stated that the individual task are frequently given to the students in the form of paper that describes a tourism object the have previously observed. They wrote an essay about it and submitted it as one of their final projects.

Student 9: “*..... mengerjakan tugas individu (tugas harian)...*”  
 (“.....doing individual assignment (daily tasks)....”)

Student 17: “*.....mahasiswa diberi tugas individu untuk mencari satu tempat yang berpotensi wisata di daerah masing-masing kemudian membuat deskripsi*”

(“.....The students were assigned an individual task to choose a place that has tourism potentials and then described it”).

The result of the interviews shows the students agreed with the lecturers statements by stating individual assignments are one of assignments given by the lecturers in EFT class. According to students 17, stated that he was given individual task to find a location with tourism potentials and then described it in English.

d. *Extract 4: Creating Group Assignments*

Group assignments are task that students must do collaboratively through converstation, the sharing ideas among group members, and the assistance of one another in completing assignments. A minimum of three students are required to complete group assignments. Students might be devided into large groups for certain tasks or assignments.

Interviewer: “*Lalu kegiatan utama yang ibu/bapak lakukan pada saat melibatkan local content material?*” (“So what is the main activity do you use to involve local content material?”)

Lecturer 1: “*Setelah itu mereka mengerjakan tugas dalam bentuk kelompok kemudian dikumpulkan*”. (“After that the students will be given assignment and work together in a group and submitted then”).

Lecturer 2: “*Jadi kebanyakan mahasiswa itu saya berikan tugas berkelompok*”.  
“Most of the students are given group assignment”.

The researcher inquired of the lecturers about the types of primary activities that should be included in EFT classes to involve local content. Both the lecturers asserted that the most common activities in the class include dividing students into groups and assigning them a work to do jointly and submit.

Student 1: “*Kegiatan yang dosen saya lakukan kebanyakan kami adalah dibagi menjadi beberapa kelompok untuk belajar hal-hal tertentu. Misalnya ketika e.. belajar tentang e.. tourism object kami dibagi menjadi beberapa kelompok bisa tiga atau empat orang untuk mengunjungi sebuah tempat kemudian kami bertiga akan berdiskusi e.. untuk memahami lebih jauh bagaimana mengeksplor tempat ini supaya lebih dike- dikenal oleh masyarakat luas. Nah, bisa saja tourism object itu sudah dikenal ataupun bisa saja sebuah tempat yang e.. memiliki potensi untuk dieksplor*”. [“the activity that my lecturer did was dividing us into several groups in order to study specific topics. For example when we study about tourism objects we were divided into several groups, might three or four students to visited the tourism object. Then we had some discussion about how to explore this place to be known by public. The tourism object could be a place that well known on public or a beautiful place that haven’t known by public that potentially to be explored as a new tourist destination in Toraja”).

Student 7: “*...kami dibagi ke dale beberapa kelompok untuk mendiskusikan bagaimana membuat reservasi saat berkunjung ke hotel atau restoran...*” (“...we were distributed into several groups to have a discussion about how to make reservation in a hotel or restaurant...”).

Students’s statements supported the lecturers’ statements. According to the students, they were frequently formed into numerous groups to accomplish certain assignments related with the topic in EFT materials. A group consists of at least three students and up to six students. Based on the student 1 statements, the group was given a task of observing a tourism object and discussing how to introduce that location into the general public. They had to find the distinctive aspects of tourism objects they had seen in order to be presented in front of the class.

e. *Extract 5: Working in Pair*

Pair work is learners working together in pairs. One of the primary reasons for encouraging pair work in the class is to provide students more opportunity to utilize their English in the class.. Working with one or more peers to gain feedback, share information, is an important component of the communicative approach, as well as a type of a collaborative or cooperative learning strategy. Pair work refers to students working together with their companions to complete activities and achieve a common goal. Working in pairs helps to create the interaction between students, which will boost their interest in the subject.

Interviewer: *Lalu kegiatan utama yang ibu/bapak lakukan pada saat melibatkan local content material?* (“So what is the main activity do you use to involve local content material?”)

Lecturer 1: “*Nah saya membuat mereka menjadi berpasang-pasangan untuk mengidentifikasi makanan-makanan yang ada di Toraja*”. (“I made them in pair-work to identify some local foods”).

Lecturer 2: “.....jadi kadang di kelas itu saya meminta siswa untuk berpasangan. Jadi dua-dua orang bekerja sama untuk e.. misalkan dalam kelas itu ada materi yang khusus tentang speaking, ada writing, ada reading, dan ada listening. Dan listening itu tadi yang saya putarkan audio, kemudian soal speaking nanti berpasangan dengan teman untuk role play.....”. (“.....I sometimes ask students to form a pair to work together in every material in the class such as speaking, writing, reading and listening. Special for listening I use audio, then for speaking the students will work in pair to do role play.....”).

The result of interviews shows that the lecturer 1 another common strategy applied in teaching EFT materials with local content is pair work. According to the lecturer's 1, statement that he makes the students work in pair to identify the local foods. The second lecturer made a similar point, claiming that she frequently assigns students to work in pairs on EFT materials such as speaking, writing, reading and listening. Students frequently do roleplay in pairs during in speaking sessions.

Student 5: “Kalau di *Tour and Tourism* tentang macam-macam tourism sih, dan kami dipasang-pasangkan untuk mengerjakan tugas yang lebih mengarah pada destinasi-destinasi yang berada pada daerah kita khususnya di Toraja, terus bagaimana meng-handle tamu di hotel dan apa saja fasilitas-fasilitas yang ada di hotel tersebut, terus bagaimana kalau misalnya ada tamu yang complain kira-kira bagaimana tanggapi dan di materi *Food and Drinks* makanan dan minuman apa saja yang ada di Toraja dan kalau di *Local Culture of Toraja* apa-apa saja yang ada di situ dan lebih mengarah ke maknanya apa dan kira-kira bisa tidak sembarang dilakukan maksudnya waktunya, kira-kira kapan waktu yang tepat dilakukan”. (“Talking about tour and tourism, we studied kinds of tourism and we were paired to do the assignment. It was specially about tourist destinations in Toraja, how to serve the visitors and explained the facilities in the hotel, how to respond complain from the visitors, and talking about food and drinks, we studied about the local food and drinks in Toraja. In *Local Culture of Toraja*, we learned about what we can find there. It was more about the meaning about the culture, when it is held”).

Student 15 : “Membuat suatu percakapan bersama dengan teman ,bagaimana cara memesan makanan atau minuman secara sopan .....” “We were assigned to make a conversation about how to order food and drinks politely..”

According to the results of the interview above, it shows that the student 5 and students 15 made the same points indicated that another common strategy used by the lecturers in teaching EFT materials with local contents is pair work. A pair work is a group filled by two students that assigned to do specific assignment was given by the lecturers. The student 5 argument shows that they were paired to do the assignment in EFT class, such as identifying the tourism objects in Toraja, making reservation at the hotel and restaurants, responding to complain, and so on. Students must create dialogues, so the students paired to do the conversation and practice it in front of the class. The statements of the students and the lecturers' statements are consistent, indicating that another common strategy applied by the lecturers in teaching EFT is pair work.



f. *Extract 6: Lecturing*

Lecturing is the most traditional strategy of teaching. This strategy refers to explaining the topic to the students. The emphasis is on the presentation of the content. The lecturer clarifies the subject matter to the students by using gestures, simple devices, changing voice, position, and facial expressions. The lecturers are more active than the students, but the lecturer also asks questions to keep the students' attention. This method is cost-effective and can be used with a large number of students. It saves time while also covering the curriculum.

Interviewer: *Lalu kegiatan utama yang ibu/bapak lakukan pada saat melibatkan local content material?* ("So what is the main activity do you use to involve local content material?")

Lecturer 1: ".....Kemudian responding to complain, responding to complain ini saya menjelaskan antara lain tentang seseorang yang complain tentang di hotel dale bahasa Inggris. Misalnya airnya tidak jalan, kemudian e.. misanya kunci rusak, lalu seorang turis datang di resepsionis untuk menyatakan itu, lalu kemudian kita mengajarkan bahwa ketika kunci rusak atau air tidak jalan, maka yang di panggil itu adalah maintenance, untuk memperbaiki itu....".  
".....*Responding to complain, I explain this and give an example about the real case a person complain at the hotel in English. For example water not flows, broken door key, and the tourist come for the complain and explain how to solve those problems.....*".

Lecturer 2: ".....Kalau materi soal tipe akomodasi dan soal types of hotel room, di akomodasi saya ajarkan dan jelaskan bahwa di hotel itu memiliki beberapa banyak apa namanya... hotel itu ada namanya bintang satu, bintang dua, bintang tiga, bintang, dan bintang lima. Nah kalau tidak salah di Toraja itu yang paling tinggi itu bintang tiga. Kemudian kita memperlihatkan ada jenis-jenis kamar, ada itu namanya superior, ada delux, ada standar, itu juga kita perkenalkan melalui.. di kelas ya.. kita perkenalkan melalui gambar.....".  
".....If the topic is about types of accommodation and hotel room, in accommodation I teach about the level of the hotel as follows; hotel bintang 1, bintang 2, bintang 3, dan bintang 5. If I am not mistaken, the highest level of hotel in Toraja is hotel bintang 3. Next we also offer the types of room. There are superior, delux and standard. We teach the students about it in the class by pictures.....".

According to the interviews above, the researcher asked the lecturer about the main activity they use to involve local content material. The results of the interviews show that the lecturers often use lecturing as the teaching strategy in teaching EFT materials. The lecturer 1 states that most of the time he uses lecturing in the beginning of the class in order to explain to the students about the local content material such as how to manage and respond to the complaints from the hotel or restaurant. The second lecturer's opinion is in line with the first lecturer's opinion which stated that she uses lecturing strategy in teaching EFT materials in the class. The lecturer explains that she uses lecturing strategy in teaching the topics types of accommodation and hotel rooms.

Student 13: ".....*awalnya dosen masuk dalam topik tersebut dengan memberikan penjelasan ....*" ".....At the beginning, the lecturer talked about the topic and explained it ..."

Student 15: "*Dosen memberikan penjelasan mengenai handling and making*

*reservation...*” “The lecturer gave explanation about handling and making reservation..”

The students’ arguments based on the above mentioned interviews backup the previous statements from two lecturers. The lecturers main activity in EFT class according to student, was lecturing. The lecturer used explanation as a teaching strategy in teaching EFT materials, particularly in teaching handling and making reservations at the hotel and restaurant topic, based on the most recent student 15.

g. *Extract 7: Presentation*

A presentation method is a way for one or more presenters to express their thoughts, ideas, and feelings in front of the audience, whether or not they use a paper manuscript. For the most part, the presentation method necessitates a summary of the issues to be discussed. The purpose is to educate the students how to think critically and analytically.

Interviewer: *Lalu kegiatan utama yang ibu/bapak lakukan pada saat melibatkan local content material?*” (“So what is the main activity do you use to involve local content material?”)

Lecturer 1: *“membuat catatan-catatan dan membuat laporan nantinya dan di presentasikan dalam ruang kelas setelah itu”*. (“making notes, and paper to be presented in front of the class”)

Lecturer 2: *“..... Kadang juga saya suruh presentasi...”* “...sometimes I ask the students to make a presentation”

From the two statements above, the lecturers 1 ask the students to gather the informations about the tourism objects, write a report that will be presented as the result of their observation. Meanwhile the second lecturer claims that sometimes in teaching and learning process she used presentation strategy to convey the EFT materials during the teaching and learning process.

Student 3: *“....dan hasil observasi kami tersebut kami presentasikan di depan kelas jadi akan menjadi informasi tambahan di kelas karena tempat yang akan kami observasi berbeda-beda jadi akan di sharing saat pertemuan berikutnya...”* “...and the result of our observation will be presented in front of the class and it will be additional information in the class because the places we observe are different...”

Student 11: *“Mempresentasikan salah satu tourist destination yang ada di Toraja didepan kelas”* “Making presentation about the tourist destination in toraja in front of the class”.

Presentation is another typical teaching strategy employed by EFT lecturers while delivering local topics. Based on the students' perspectives, the lecturer's assertions that presentation is one of the teaching strategies used in EFT class are consistent with the students' reasons. The student 3 gave a clear explanation during the interview that the lecturer frequently uses presentations in teaching EFT, especially after witnessing the tourism item. The students were given the task of observing various tourism objects in Toraja or perhaps Toraja Utara, and then presenting their findings at the following meeting.

That moment was priceless for EFT students because each group showed different sites throughout the presentation, allowing students to share a wealth of

information about the distinctive features of tourism objects. The material that had been provided became additional information for other kids, such as Toraja, who were interested in learning more about their scenery. Students 11 made the same issue, claiming that in EFT class, they were given presentations in understanding local information, particularly while studying Toraja's tourist spots.

*h. Extract 8: Simulation*

Simulation is a teaching method that puts students in situations where they must actively solve problem to test their knowledge and skills. the students must quickly asses to the situation, choose the best course of action, and follow the correct procedural steps when participating in a scenario. The lecturers can assess whether students have grasped the material and are translating their learned knowledge into skills. Not only are simulations beneficial to students, but they can also be used by patients to practice new skills and measure their progress.

Interviewer: *Lalu kegiatan utama yang ibu/bapak lakukan pada saat melibatkan local content material?* (“So what is the main activity do you use to involve local content material?”)

Lecturer 1: *di .. kalau ada kesempatan mereka ditugaskan untuk mengamati langsung bagaimana proses penanganan wisatawan itu kemudian mempraktekkannya.*

( “.....If there any chance, the students will be given an opportunity to handling the tourist...”)

Lecturer 2: *“.... di objek wisata itu mahasiswa berperan langsung sebagai guide untuk menjelaskan kepada teman-temannya....”* (“..Students take a part in tourism destination as guide directly to explain it each other...”)

In this study, the researcher started asking questions of an English for

Tourism lecturer at the English Department about the primary activities they engage in when teaching local content in EFT classes. The interviews revealed that simulation is one of several teaching tactics used by lecturers to incorporate local information into EFT materials. Both instructors emphasized that one of the teaching strategies they used in teaching EFT was simulation. Lecturer 1 went on to say that in his lesson, he involved the students in seeing how to deal with tourists and practicing how to be a good guide. In the meantime, lecturer 2 reported that simulation was also used in her EFT lesson.

Student 6: *“Mencari kosa kata yang digunakan saat memesan atau mengkonfirmasi pesanan tempat kemudian membuat percakapannya dan mempraktekkan dengan teman di kelas”* [“looking for vocabulary used to make reservation or when handle reservation then make conversation and practice the conversation in front of the class.”]

Students 17: *“Mencari kosa kata bagaimana ketika sedang menghendel misalnya pada hotel, membuat percakapan bersama teman dan mempraktekkannya”.* (“Looking for vocabulary needed when we handle reservation in a hotel and making conversation with friends”)

Both students' statements, as evidenced by the above-mentioned interview findings, suggest that the students' and lecturers' arguments are in agreement. Everyone agrees that the instructor is using simulation to incorporate local information into the EFT materials. Students 6 and 17 both confirmed that they used simulation to learn how to make a hotel reservation. They were given the task of

identifying and listing the vocabulary that are likely to be used in hotel or restaurant reservations. They prepared themselves to rehearse the topic in front of the class after having a talk with their seatmate about booking a hotel or restaurant reservation.

i. *Extract 9: Conducting Field-Stud*

Students' activities outside classroom, It is based on the assumption that the students most valuable experiences are gained through the use of the senses to capture the images. It is linked to the majority of educational institutions. It is the technique that's frequently used as part of a study. Field study also assisting students in acquiring new knowledge and skills as well as developing interests attitudes.

Interviewer: *Lalu kegiatan utama yang ibu/bapak lakukan pada saat melibatkan local content material?* ("So what is the main activity do you use to involve local content material?")

Lecturer 1: *"...ada saatnya nanti mereka juga dibawa ke tempat-tempat wisata anggaph mereka juga adalah wisatawan dan melihat secara langsung ape yang dijelaskan dale ruang kuliah..."* ("...Next there will be a turn for students to visit the tourism objects, and see by themselves all the things that they have been learned in class. I think that's all...").

Lecturer 2: *"...Tapi ada feel tricknya mereka , jadi mahasiswa itu saya buat dale group dan mereka ke hotel untuk langsung observasi ke hotel dengan surat permohonan ke hotel bahwa mahasiswa akan datang untuk mengobservasi jenis-jenis kamar yang ada di hotel...."* (".....The students are also given feel trick. They are divided into the groups after that they are sent to the hotel with recommendation letter to do observation about the types of room in that hotel....")

According to the findings of the interviews, the lecturer used the field study to teach local content in EFT materials such as making hotel reservations and visiting tourist attractions in Toraja. They had the opportunity to observe firstly how to effectively manage and guide tourists at a touristic destination. Students can not only observe but also feel the best by learning and practicing alongside their peers. While visiting tourism objects or hotels, field study becomes sessions for students to get knowledge and experience. In the interviews, the EFT lecturers made the same assertion, stating that field study is always used as a teaching approach in learning tourism. The field study enables the teacher to better convey local content to students, and the students will have less difficulty grasping the material.

Student 9: *"Berkunjung ke tempat acara Toraja seperti Rambu Tuka' dan Rambu Solo', Aluk2, kemudian melakukan wawancara dengan warga atau petinggi atau pemangku adat sebagai Narasumber, ..."* ("Visiting Torajan ceremonies like rambu tuka' and rambu solo', the ceremony of the ancient belief called aluk, then interviewing local people and the chief of aluk.....").

Student 12: *".....mengunjungi tempat wisata, mengikuti atau berkunjung ke tempat acara Toraja seperti Rambu Tuka' , Rambu Solo', dan Alik Todolo.."* ("...attending ceremonies such as rambu tuka', rambu solo', and Aluk todolo (Toraja ancient belief...)"')

While the researcher asked students who had completed an EFT class what actions their lecturer engages in when teaching local content in EFT materials, they highlighted field investigation. When they were studying Toraja's local culture,

students 9 and 12 were assigned to visit Torajan ceremonies such as *Rambu Tuka'* and *Rambu Solo'*, as well as the ritual of the old belief known as aluk, and then interview local residents and the chief of aluk. The students took advantage of the opportunity to learn more about their own culture by observing and interviewing locals about traditional festivities.

j. *Extract 10: Drawing Conclusion*

A judgement or decision about a character, setting or event is referred to as a conclusion. It is attained through the application of critical thinking and review of information provided. Drawing conclusions is the process of making sense of what isn't explicitly stated by using information that is implied or inferred.

Interviewer: "Bagaimana cara ibu mengakhiri kelas EFT ini?"

("How do you end your class?")

Lecturer 1: "*Ya pasti kita berikan kesimpulan mengenai topic pada pertemuan hari itu..*" ["there must be a conclusion I the end of the meeting related with the topic.."]

Lecturer 2: "*Untuk mengakhiri selalu memberikan kesimpulan, jadi e.. kesimpulan di kelas EFT, misalnya topic kita hari ini membahas soal story telling. Jadi kalau kita berbicara tentang story telling ke tamu, karena sebenarnya tujuan utama English for tourism yang local content itu ya siswa tau tentang budaya Toraja dan bagaimana mereka menjelaskan itu ke tamu.....*" ("I always give conclusion of the study. For example when we study about story telling to the visitors because the main point of EFT that involve local content material is students understand about Torajan culture and they are able to explain it to the visitors.....")

In the interviews above the researcher asked the lecturer about how do they end their EFT classes. Both of the EFT lecturers said that drawing conclusion is another common strategy they applied in teaching local content. During the interviews, the researcher questioned about how the speaker ends their EFT classes. Drawing conclusions is another typical method used by both EFT instructors when teaching local topic in EFT materials. When lecturer 1 finishes the class, he discloses that he draws conclusions related to the themes. The second speaker expresses the same sentiments about how critical it is to form conclusions at the end of her EFT class. Drawing conclusions is a necessary in her class, which is why, while teaching local content to students, such as how to be a competent guide at a tourist area, the lecturer constantly tries to discover a trick to locate the major point of the materials and conclude the benefit of the information.s in EFT materials. The lecturer 1 reveals that he takes conclusion related with the topics everytime he ended up the class. The second lecturer also express the same ideas how important the drawing conclusion at the end of her EFT class. In her class drawing conclusion is a must, that's why in teaching local contents to students such as being a good guide at tourist destination the lecturer always try to find the trick to find the main point of the materials and take conclusion the benefit of the materials itself.

Student 1: "*Ya biasanya yang dosen lakukan e yang pertama pasti memberikan kesimpulan tentang e.. seputar pertemuan hari ini, ape saja manfaat-manfaat dari pertemuan hari ini..*" ("Yes he usually did first is took a conclusion about the topic of that day, the learning goals of the topic").

Student 3: "Yah dosen kami biasanya memberikan kesimpulan mengenai ape yang dipelajari saat itu" (" Yes he always took a conclusion about the topic of that day" )

The students' arguments based on the results of the interviews above significantly backed the professors' perspectives. It can be seen that student 1 decided to agree that the professor usually ended their meeting with a conclusion. Drawing a conclusion allowed the professor to go into greater detail with the students on the value of the materials and the benefits of studying that subject. Meanwhile, the third pupils stated the same opinions, and the lecturer never failed to complete their discussion with a conclusion.

### **Discussion**

Armstrong (2020) defines teaching strategy as approaches for assisting students in learning required course information and developing future goals that are realistic (Amstrong, 2020). Teaching strategies identify the various possible learning methods in order to build the best plan for dealing with the chosen target group. A major pillar in the construction of a successful teaching method is assessing students' learning capacity. Learning strategy is a highly specialized branch of science. To put it another way, learning strategies necessitate a broad scientific scope. Not only that, but the learning approach also includes a variety of teaching methods, ideas, concepts, learning models, and classroom management strategies. Furthermore, the learning method must be linear or follow applicable rules such as pedagogical and educational rules when being implemented.

A teacher who can create and organize an effective and efficient learning model so that students can achieve the minimum completeness criteria value as an effort to improve the quality of education plays a vital role in enhancing student learning outcomes. The teacher's role and obligation is to provide a learning environment that can develop learning outcomes as much as feasible. A technique for delivering learning activities that can stimulate the creation of more effective and efficient learning is required. Teachers must be able to give students opportunity to experience or do something for themselves, to follow the process, to observe an object, to evaluate, prove, and to form their own conclusions about an object. Teachers must be able to design learning experiences that shift from a teacher-centered to a student-centered model.

The focus on this part is to investigate what kinds of teaching strategy applied by lecturer at UKI Toraja in teaching English for tourism. Therefore, the researcher applied the teaching strategy based on Wehrli (2003) ("1 j i ~ " ‡ % o E , , , L . . . ~ 1 1 1 j i ;" 2018). In this study the researcher found that there are ten teaching strategies applied by the lecturer in teaching the EFT materials, they are conducting self-study, introducing local content through media, giving individual assignment, creating group assignments, working in pair, lecturing, presentation, simulation, conducting field study, drawing conclusion.

Ruth (2020) Self-study, which includes an attitude component that takes the initiative to learn with or without the help of others who can formulate learning objectives, identify learning resources, select and implement appropriate learning strategies, and evaluate learning objectives [8], is the readiness or willingness of a person to learn on their own. There are two ways to define independent learning: either as a learning process where students are fully responsible for planning, implementing, and evaluating key learning materials, or as a learning process where students are fully responsible for planning, implementing, and evaluating key learning materials. According to a different perspective, children who are responsible and engaged in their education have a distinctive feature called independent learning. an addition of the earlier study by Werly (2020), which found that students frequently conduct their own research online [9]. His findings confirmed the use of self-study in the study of teaching English for tourism. The major objectives of self-study are to increase knowledge, broaden understanding, and professional practice as an educator. As was already established, action research, teacher research, and reflective practice are all strongly tied to self-study. All of these techniques are based on the idea that the knowledgeability of practitioners (teachers or teacher

educators)—their capacity to instruct, assist learning, support meaningful activities, etc.—is what determines the quality of education. (] Vanassche, E. and Keltchermans, 2016). An important aspect of self-study is to search for the “gap” (distance) and contradictions between personal theory, own beliefs, thoughts, ideas, and how own teaching is actually conducted (Harris, 2007). A key characteristic of self-study is that it is initiated and carried out by practitioners whose practice is studied (Nilsson, P. and Loughran, 2012). Nilsson and Loughran (Loughran, 2007) emphasizes and argues that it is teacher educators themselves who must have control over the development and knowledge generation of teaching about teaching in teacher education, and how to facilitate teacher students’ development, understanding and learning processes. This implies that it is the practitioners (teacher educators) who are responsible and must take responsibility for investigating, describing and articulating the relationship between the given teaching and the students’ development, understanding and learning. The results of this study also demonstrated that one of the teaching strategies used by teachers is self-study. The students are required to learn independently through self-study from a variety of themes, including all those that relate to how the Toraja people live their lives on a daily basis, including both life and death, such as identifying the vocabulary that may be used in topics. Then topics that are actually related to the way that Toraja people live on the territory of the tourism reGENCY are linked and provided, such as Tongkonan, Thanksgiving, or the social culture of the Toraja people, such as farming and gardening. Self-study is intended to improve students' understanding and comprehension of the relevant local culture.

Local content is introduced through media as the lecturer's second instructional approach for incorporating tourism resources in the classroom. The purpose of communicating messages from the sender to the message receiver through media is to increase the message recipient's knowledge. Learning media can improve student learning outcomes by grabbing students' attention and fostering learning motivation, claim Sudjana and Rivai (2013:2) (Ibrahim & Ishartiwi, 2017). Students will be able to better understand the subject matter and grasp the learning objectives as the meaning of the subject matter will be made clear. Teaching strategies will not only be more diverse, but they will also go beyond simple verbal narration using the teacher's words. so that teachers don't get tired and pupils don't become bored, especially when the teacher teaches each subject individually. According to Sadiman (2012), instructional media can be used for a variety of purposes: (a) Clarify the presentation of information or messages so that they are not overly verbalistic (in the form of written or spoken words); (b) Overcoming the limitations of space, time, and senses, for example, objects that are too large can be replaced with pictures, films, and other media; (c) The use of various educational media in the learning process will strengthen students' active attitudes and can motivate students to learn; and (d) Given the characteristics, environment, and other factors (Wulansari, 2017). This is due to the use of the same instructional material, the same learning experience, and the same stimulus to learning. Supporting facilities for carrying out teaching activities is an important part that must be provided because it is seen as a means to improve teaching performance in implementing the learning activity, because the available adequate learning facilities can enable lecturers to improve the quality of teaching (Ramdhani, M. A., & Muhammadiyah, 2015). In this study the researcher found that another teaching strategy applied by the teacher in teaching EFT at UKI Toraja is introducing local culture through media. The lecturer use pictures, brochures, pamphlet, banner, which involved local content materials to be delivered in the EFT class.

Giving individual assignment is another teaching strategy applied by the lecturer in teaching English for tourism materials at UKI Toraja. Individual assignments, according to Apriyanto, Nurdin (2018), are an attempt to create possibilities for students to learn according to their needs, ability, speed, and in their own way. Every person or student has

unique characteristics that can influence their learning style. These distinctions can be noticed in: 1. Development of the mind 2. Language proficiency 3. Prior work experience 4. Learning styles of students 5. Students' abilities and interests 6. Personality of the student It is envisaged that the manner of assigning individual assignments will allow pupils to express themselves (Apriyanto et al., 2018). Each student has the option of studying fully or totally according to their learning style and prospective talents. According to Cooper (1994), homework can encourage children to have more independence, self-direction, self-control, and time management skills. (Cooper, 1994). Likewise, Ramdass and Zimmerman (2011) note that homework enhances students' self-regulation which promotes students' motivation, cognitive, and metacognitive skills in language learning. This makes students have motivation to monitor their learning and seek appropriate strategies to complete homework and achieve learning goals (Ramdass, D., & Zimmerman, 2011). Latif (2011) graded assignments are also considered to have positive impacts on students' learning and can improve their academic performance (Latif, E., 2011). Giving individual assignment to students is done by the lecturers at UKI Toraja as one of teaching strategy in involving local content in EFT materials.

Creating group assignments is another teaching strategy applied by the lecturer in teaching English for tourism materials at UKI Toraja. In schools and postsecondary institutions, group learning—which is frequently used interchangeably with collaborative learning, cooperative learning, peer learning, community learning, and constructive learning—is now a standard practice (Ward and Masgoret, 2004) (Ward C, 2004). Compared to independent work as well as it is thought to offer a more welcoming and encouraging learning atmosphere (Gupta, 2004) (G. M, 2004). Schofield (2006) illustrates how group learning builds critical thinking abilities, personal responsibility, reasoning levels, and positive interdependence, enhances problem-solving techniques, and internalizes subject matter information (S. M, 2006). The finding of this study indicates that one of lecturers' strategies in teaching English for tourism is giving group assignment. The students were formed into a group to do some observations at hotel, restaurant, and tourism object at Toraja and Toraja Utara to study related topic with local content in tourism materials that the lecturer delivered in the class.

Bercikova (2007: 12) Acknowledge that in the classroom, working in pairs allows students to collaborate with one another to verify each other's work and engage in communicative activities. It is quite essential when learning a language, especially when writing. Students can organize paragraphs, separate ideas into groups, and edit each other's writing (Pavlina, 2007). McDonough (2004) explains that when it comes to helping with foreign language learning, pupils who work in pairs are better than groups. Teachers handle pupils more easily as a result of which they provide the kids greater attention. The teacher only briefly discusses the subject matter nearby using pairwork tactics, so that students can later practice with their partner mates to better comprehend the lesson (McDonough, 2004). The lecturer's next method of teaching English for tourism in the lesson is having students work in pairs. When students work in pairs, they naturally communicate more and learn more. It enables students to think and try out new concepts and vocabulary. It can be a soothing method for students to put new knowledge and ideas into practice, and it works best in large groups. Students will quickly become used to working in pairs and like learning this way once certain patterns are formed. Assisting shy and reserved students in developing confidence in their capacity to participate in lessons, giving more students the chance to speak about a science concept, share ideas, and advance their knowledge and understanding, allowing students to learn from one another, providing some degree of privacy and allowing them to test ideas in a less public setting, and providing you, the teacher, with space and the chance to gather evidence In this study, the researcher discovered that lecturers incorporate the local content in teaching English for tourism by working in pairs. In this research the researcher found that the lecturer use this working in pair strategy to implementing the local content in



teaching English for tourism. The students assigns to work in par when they are learning about, food and drinks, or even making conversation and practice it with their seatmate.

Latin *lectus*, a past participle of *legere*, which means to read a speech given to a group of people or a class for teaching. It is believed that the lecture predates the invention of the printing press by several centuries. The lecturer served as the knowledge's gatekeeper because books were expensive and in short supply, therefore the learner had to memorize it (Brown, 2002)(S, 2002). In higher education, lecturing is still a common teaching strategy, especially when it comes to disseminating knowledge to a sizable student body. Many of the same concepts that support an effective lecture also support an effective conference presentation. The most practical and economical method of teaching any subject is through lectures. It hardly ever calls for the use of scientific instruments, experiments, or supporting materials, with the exception of the board(Held & McKimm, 2009). The lecture method is a kind of classroom instruction that is teacher-controlled and information-centered, with the teacher acting as a role resource. The learner is a passive listener as the lone teacher speaks in this way. The connection between the student and the teacher consequently grows monotonous in the classroom. The lecture method is commonly used in the educational field. This method is employed to learn new knowledge and ideas. Cognitive goals are the main focus of the lecture approach. This process can be used with or without assistance (props or teaching resources). Anyone can use the lecture method of education. This approach does not require any drawn-out steps. In front of the class, the teacher merely discusses the subject matter. According to research, the lecture teaching method is used in the beginning of the class, when the lecturer may occasionally need to introduce the subject to the students.

Presentation-based learning activities are one of the techniques that are considered to be the main way to develop students' active learning. Students create, arrange, and present thoughts and information on a specific topic using this technique. (Shaw, 2001)(Shaw, 2001). Students who speak in front of the class are essentially honing communication and argumentation abilities as well as gaining confidence to speak in front of the class. Students felt that the presentation helped them grasp the course material better, taught them how to conduct independent research, and promoted more positive classroom interactions and group learning (Ghorbani & Ghazvini, 2016; Opitz & M, 2010)(Ghorbani, A., & Ghazvini, 2016)(Opitz, H. S. B., & M, n.d.). Students can present their thoughts individually or in groups in front of an audience by using this technique. Before the class, students should use to discuss a specific subject.increasing one's capacity for critical thought. Critical thinking is the capacity to analyze a situation rationally and objectively such that the outcomes are congruent with the empirical facts. Through presentations, students will learn how to think critically, enabling them to identify problems and compile the necessary information to address them. The second advantage of presentations is that they encourage more class engagement from the students. It is believed that using a presentation to increase student participation is effective. because certain jobs are assigned to them and they are organized into groups. The majority of the students participate in discussions and listen to lectures given by a small group of students in front of the class. enhancing the communication abilities of students. Third, teach pupils how to be self-reliant. The use of presentations as a teaching strategy can aid pupils in becoming more unique. Although the teacher does not continually entice the students with material, they do have the choice to actively search for information depending on the subject. Later, students can analyze the information they have acquired to see if it is acceptable for the presentation topic and ask the teacher for input. Another benefit of presentations is that they motivate pupils to read more. Of course, students should read the book being used as a source when compiling their presentation materials. The quality of your presentation will improve you are read more books. The study discovered that one of the teaching strategies used by the teacher to teach English for tourism materials was the presentation.

The second method of instruction used by the lecturer in this study to teach English for tourism is simulation. Simulation is a practice and learning technique that can be used with a range of trainees and disciplines. It is a method (not a technology) to enhance and replace authentic experiences with guided ones that are frequently "immersive" in nature and properly evoke or replicate important aspects of the real environment in a fully interactive fashion., according to Lateef (2010)(Lateef, 2010). An example of hands-on learning is a simulation. It follows constructivist and student-centered teaching and learning principles. By putting principles into practice, simulations aid in learning. They help students grasp the subtleties of an idea. Since they get to participate in the activity rather than merely listening to or watching it, students typically find them to be more intensely interesting than other activities. When local content is included, the researcher found that simulation can be employed as a teaching strategy in the instruction of English for tourism. This technique is applied when a professor gives a student the task of developing and presenting a conversation about a particular subject in front of the class. When the students go to a tourist attraction and practice being a helpful tour guide there, the simulation is also conducted.

The next teaching strategy is conducting field-study. Based on Syardiansyah (2018:11) In order to allow students greater freedom in the learning process and hence boost mastery of the abilities to be attained, field study is an activity or learning process that requires directly observing the conditions of the outdoors to be observed.(Syardiansyah, n.d.). Allowing students to gaze directly at the site (field-study) in accordance with the theme of the subject they are currently learning is one of the most effective ways to increase their understanding and knowledge of the thing. The activity is therefore expected to increase students' ability to master the material they are studying. This discovery suggests that this method was used to observe the tourist attractions in Toraja or Toraja Utara. The lecturer and the students are on a study trip and are viewing

The last teaching strategy apply by the EFT lecturers in teaching EFT materials at UKI Toraja is drawing conclusion. Widiawaty (2021) Information that is obliquely stated or inferred is referred to as drawing conclusions. Thus, the information is never presented in a straightforward manner. A conclusion is typically a declaration that results from the overall insights of the discussion or investigation.(Anggoro et al., 2021). The researcher discovered that the lecturer never skips the activity of coming to conclusions when presenting EFT materials to students in order to improve their understanding of the subject.

## CONCLUSION

Based on the research findings and discussion in the previous chapter, the researcher comes to the following conclusions: It is identified that there are ten teaching strategies applied by the lecturer in teaching the EFT materialsin at UKI Toraja as tourism regency, they are conducting self-study, introducing local content through media, giving individual assignment, creating group assignments, working in pair, lecturing, presentation, simulation, conducting field-study, drawing conclusion.

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