

**DEVELOPING TOURISM GUIDE BOOK FOR STUDENTS OF
NATSIR ECO SCHOOL COURSE IN TANA TORAJA**

A Thesis

*Presented as Partial Fulfillment for the Attainment of S.Pd Degree in English
Education Study Program Tarbiyah and Teacher Training Faculty State Islamic
Institute of Palopo*



By

RESKI

REG. NUMBER: 16.0202.0052

**ENGLISH EDUCATION STUDY PROGRAM TARBIYAH AND
TEACHERS TRAINING FACULTY STATE ISLAMIC
INSTITUTE OF PALOPO
2021**

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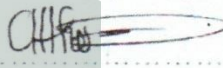
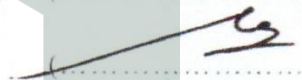
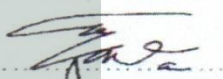

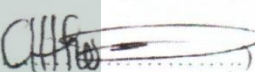
2021

THESIS APPROVAL

This thesis entitled “**Developing Tourism Guide Book for Students of Natsir Eco School Course in Tana Toraja**” Which is written by **Reski, Reg. Number. 16.0202.0052**, S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out on **Friday, 19th of February 2021 M**, coincided with **7th Jumadil Akhir 442 H**, it is authorized and acceptable as partial fulfillment for **S.Pd.** degree in English language teaching.

Friday, 19th of February 2021
7th Jumadil Akhir 1442 H

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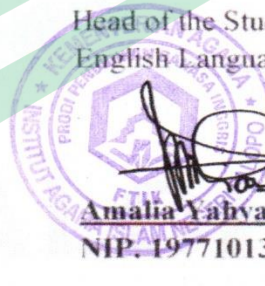
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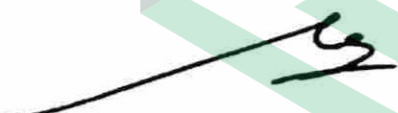
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Palopo, Januari 2021

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The Researcher

Reski



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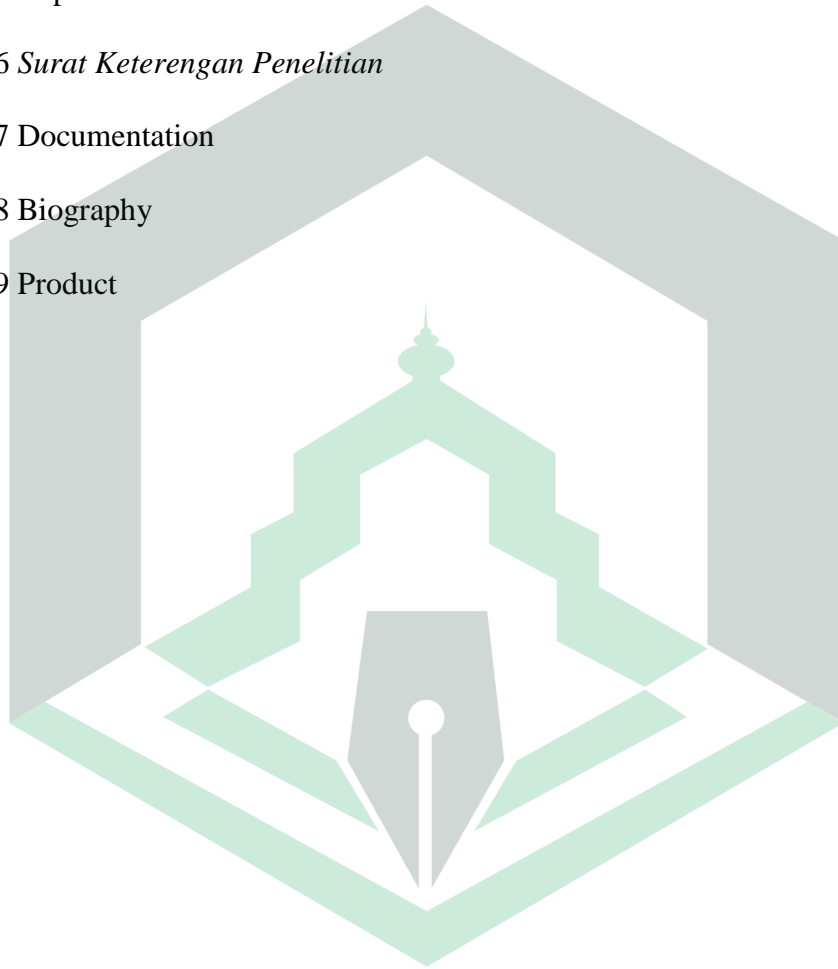
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ABSTRACT

Reski, 2021, *“Developing Tourism Guide Book for Students of Natsir Eco School Course in Tana Toraja”*. Thesis English Study Program Educational Department in the State Islamic Studies Palopo Supervised by Sahraini and Wahibah

This research aims to make a tourism guide book for students of Natsir Eco School. Based on observation on 24 August 2019, the researcher found few problems such as the students are difficulty in guiding, lack of knowledge about how to guide the tourist, the students do not know to start to guide the tourists, students do not have enough confidence, the students are difficult to find a good way to guide the tourists especially give how to manage tourists., the students lack knowledge about tourist attraction and culture in Tana Toraja, the material of teaching in Natsir Eco School does not provide how to guide. The research design used in this research was Research and Development (RND) utilized Borg and Gall. The instruments were used in this research were questionnaires for need analysis and an observation sheet for three expert validators. In this research, three experts were involved to validate the product. There were four systematic aspects that they validate of the product: Format Guide Book, Guide Book Content, Language, and Writing. The result of this research was a guide book and how to guide tourists. Therefore the product of this research was appropriate to be applied to students of Natsir Eco School.

Keywords: Developing, Tourism Guide Book, English for Eco School.

CHAPTER I

INTRODUCTION

A. Background to the Study

The purpose of learn English language is to develop the students' language skills. There are many opportunities for students to know many think and they can explore many things. One of the opportunities that cannot be neglected is material guide book because this material will help students to be success of their better live in the future. Therefore, material guide book is essential not only to get the information about how to be a tour guide but also to comprehend the students guiding. There are many material guide books but not specific.

In the nature school context of material guide is rare especially in nature school. The students do not only learn about fourth skills, but also take a role as a host. It means that they must be able to comprehend material guide book which is shown in the guiding. Furthermore, the students are also purposed to take tourists around Tana Toraja which are related to their achievement. In order to achieve those important goals, the material guide book should be successful enough in making the students' guiding better.

There are many Toraja guide book in Toraja but the books are not focused in Toraja. The books also put another destination out of Toraja. Readers sometimes become confused and think Toraja is a complete destination but in fact it is not.

When the researcher practiced to teach in Natsir's Eco School, it was found that most of the students did not know how to manage and guiding the tourist well. It is caused by having no material guide book that guides them how to manage and guide tourist. The students' failure in guide the tourists is caused by also many factors; one of them is could not speak well because they do not have the material. The learning process of material is none continuously enmeshed the typical activity in whatever the students should have the material independently and they checked by their fluency and pronunciation. That capacity seems effective to gain a higher talent in guiding in the detailed the guide book; but it cannot range the general aspects of the entire material guide book that the students should be able manage time, creation interpretation, creation fun tour, and to know what tourists need. Additionally, that conservative material obviously made the book used the time more and could be stated as incompetence, due to all the students' necessity to know the material how to guide tourists.

Many people visit Tana Toraja not only domestic, but also from around the world so that it will be opportunity for students to learn how to be a tour guide in Tana Toraja. Because many places are interest but students find difficult to guide tourist and the material is not available and the students have to order from outside Tana Toraja.

One of the reason is the students do not know the way they guide because lack of material of guide book and knowledge about tourist attraction. Many students annoy that. It is because they do not have material guide book. It is necessary for students to have this material and help them become a tour guide.

Based on the statement above the writer developed material guide book for students of Natsir's Eco School in Tana Toraja. Developing Material Guide Book of Students of Natsir's Eco School in Tana Toraja is a material guide book to guide a student how to be a tour guide. This material helps them to manage their tour. The study pictorial how learning managerial experiences catch position in the cultural context of language make use of vocational area, in addition to offering an account of outcome in a language class test where a guide book was engaged as a central teaching support. The result was more reliably is grounded in knowledge as the results of the links between research-based insights into material development for particular occupational purposes, and classroom practices all aid make stable educational decisions.

In this research, the researcher wants to make the students feel joy when they start their tour. The researcher tried to make material for guide book that may effective for students with their guiding. The researcher was really interested in "Developing Tourism Guide Book for Students of Natsir Eco School Course in Tana Toraja".

B. The Identification of the Problems

Associated with context of the problem, the following problems can be identified what the problems are:

1. The students are difficult in guiding, lack of knowledge about how to guide the tourist, the students do not know how to start guide the tourist, students do not have enough confidence.

2. The students are difficult to find a good way to guide the tourists especially in practicing how to manage tourists.
3. The students are lack of knowledge about tourist attraction and culture in Tana Toraja.
4. The material in Natsir's Eco School does not provide how to guide material for students.

C. The Limitation of the Problem

In this analysis did only focus on developing guide book for students of Natsir's Eco School in Tana Toraja.

D. The Formulation of the Problem

How to develop the materials guide book that suitable for students' Natsir Eco School that can students apply in Tana Toraja.

E. The Objectives of the Study

Based on formulation of the problem, the researcher finds away the objectives of this study is to evolve the materials guide book for students' Natsir Eco School

F. The Specification of the Study

The expected product specification in device development research this material is:

1. Develop material for tour guide book that can help the students to start their own tour.
2. Learning devices for tour guide in Tana Toraja.

3. Material devices improve students' knowledge about tour guide, how to manage the tour, control the situation, and keep tour save and comfy.

G. The Significance of the Study

Benefits of the research expected develop learning devices are:

1. Help the students develop tour guiding in Tana Toraja.
2. Add material tour guide book in Natsir's Eco School.
3. Invite students become tour guide in Tana Toraja.

H. The Assumption and Delimitation of the Study

Found on the field study, Tana Toraja is one of destination that tourist from another country comes to get holiday or just enjoy the culture and the nature. However, there are not many guides in Tana Toraja, but students do not find a good one and could not learn from those guide book. The guide book will contain about guiding, managing time, organizing the tourist before tour. Besides, the guide book is easily to read and comfy to bring it. However, the guide book is just for students who are interest about guiding. The book will be provided in Natsir Eco School only.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

The following researchers that have done by some students and people around Tana Toraja. They used various methods, strategies to find out the students guiding ability and they reported to expose the identification of students respond in material guide book to make material and learning process more effective some of the researchers are cited briefly below:

1. Toraja DMO (Destination Management Organization) supported by DPC (Dewan Pimpinan Cabang) HPI (Himpunan Parawisata Indonesia) Toraja and Swisscontact Wisata guide book under the title “Toraja Pocked Book for Tour Guide” (Toraja DMO, 2018).

The objectives of this research was to design materials tourism guide book that was accessible for tourist and domestic the book is focused on guiding tourist and domestic to see tourist attraction and culture of Toraja.

2. Swisscontect guide book under the title “Toraja Guide to The Magnificent Sight and Attraction of The Sacred Highlands “Toraja Guide book is to support the project’s aim to promote Toraja as a tourist destination. (Toraja Guide to The Magnificent Sight and Attraction of The Sacred Highlands, 2018).

The objectives of this research was aim to promote Toraja as a tourist destination not only that this book also include beyond of Toraja, there are also culinary, maps, culture and people of Tana Toraja.

3. Hugo Itamar, A. Samsu Alam, Rahmatullah under the title of “Strategi Pengembangan Pariwisata di Kabupaten Tana Toraja” this research about strategy how to develop tourism in Tana Toraja. (Government: Jurnal Ilmu Pemerintahan Volume 7, Nomor 2, Juli 2014 (91-108).)

The objectives of this research in achieving a superior and developing tourism sector, planning and managing are needed so that the tourism sector can provide a maximum contribution to the region, not only is it expected from the tourism sector then it can also improve the quality life of the community.

From the previous findings above, the writer use material guide book this material guide book will be help students to be able make tour with tourist and will help them manage tour, as host the students will help tourist to know better about Tana Toraja. This research will difference with previous finding above. The writer used material guide book to know how to start tour with tourist. Help tourist to explore Tana Toraja and guide the tourist to the magnificent sight and attraction in Tana Toraja.

B. Developing Guide Book

All information about developing guide book has been use for increase local's economic for help the local advertise their beautiful place. Book is a vital element resource for an extensive range of organizations and individuals affected

with continuous development at state and at local levels, nearly for international organizations involved with supporting such development. (Organization for Economic Co-operation and Development. 2002. (No. 330.13/D13s).). Local community will have a good life I they can apply the guide book so they do not need pay tour guide for give information. There are several to develop guide book:

1. Electronic Guide Book

Developing and install a system appropriate to guest in Lancaster. The system that put together portable computing technologies without cable infrastructure to current town for the guest with information tailored to both their personal and substantial contexts. (Cheverst, K., Davies, N., Mitchell, K., Friday, A., & Efstratiou, C. (2000, April). In addition there are still more other technology that can use for to develop guide book. Mobile tourism is new trend that relative in tourism and to incriminate the use of mobile device for electronic tourist guide. (Kenteris, M., Gavalas, D., & Economou, D. (2009).). This mobile tourism could help tourist to get information easier with their mobile phone, however there still limit access for guide who does not know technology yet. Tour guide application for outside environment. The application is a software that support location and not only location there are other elements like building in view, attractions and equipment nearby such as telephones. (Simcock, T., Hillenbrand, S. P., & Thomas, B. H. (2003, January). The application is useful for tourist to know the location and equipment that nearby, the application could help tourist that lost instead of ask people, however may the application have to connect in internet, so

it is not access in area that not have access internet.

2. Sustainable guide book

Sustainable guide book is very important for communities around the world, so guide book can use exist and can help local's economies, not only local and also for the tourist could get the benefit from the sustainable guide book. Community based-tourism is a good way to keep tourism could sustain in the world. Community based-tourism can really help locals to more creative and innovative to make things that the locals can show their skill and talent to the tourist in natural way so the around communities still natural environment. Richards, G., & Hall, D. (Eds.). (2003). On the other hand communities based tourism can destroy the local themselves if they cannot control the tourist who came to the community, however tourist can destroy the natural environment by make the price higher and people who has money will build hotel and café that will take local's land. Sustainable development for tourism has been recent for years. There has been a compatible failure within the tourism information to connect with the idea to the theory of its parental paradigm, sustainable development. Consequent, the applicability of sustainable development to the specific particular of tourism and theory of sustainability, so it purposes a mode of sustainable development compered principles of sustainable tourism. (Sharpley, R. (2000).). In specific particular of tourism is rarely questioned and there are a consistent fail. Sustainable guide book need to plan, especially techniques of planning sustainable developing, provide information such as strategy, market planning, how to manage environmental and socioeconomic impacts, marketing

and common management for tourism area. (McIntyre, G. (1993). The local people have role that could manage tourist how come to the community. They can good give service to the tourist, so the tourist will satisfied and plan to come again.

3. World Travel Guide Book

The world travel guide provides a detail information and solid travel capacity designed inspiring global travellers. Tourist industry can coast damage to natural and social environments worldwide, Wood, K. ; House, S. has been argue to provide a balance analysis about positive and negative impact of tourism, (Wood, K., & House, S. (1992). In addition, tourists who plant to travel have to prepare themselves and learn about the place that they will visit. Community, tourist and operator to work together for get more sustainable tourism. Mason, P., Johnston, M., & Twynam, D. (2000). On the other hand, if they work along that can create good world travel guide in the future.

C. Definition of Tourism

Beard (American historian, archivist and educationist) says travel is more than looking of sight; it is a change to goes on, deep and persistent, the ideas of live. The tourism business is a global phenomenon. It is huge business and will pursue growing. Tourism is alive with dynamic growth, new activities, new destination, new technology, new markets and quick changes. (Goeldiner and Ritchie, 2006). Tourism is travel for competitive, retirement or business proposes. The World Tourism Organizations defines the tourist as the people who “traveling and stay in places out of their familiar environment for more than twenty four hours and not

more than one successive year of leisure, business and other purposes not joint to the exercise of an enterprise remunerated from within the place visited.

Consequently, based on the definition above the writer concludes tourism an activity that done individually or group of individuals, which lead to a motion from one place to another place, from one country to another in short time a specific task, or it this visit a place of few places in the propose of entertain which lead to an awareness of other civilizations and culture.

Types of Tourism

According to Spillane (1987: pp.29-31), tourism is divided into few types based on motif of travel destination. The types are:

a. Recreation Tourism

This tourism is done to use the days off to rest, recovering physical fitness and spiritual, and refresh yourself from fatigue and exhaustion. Could be done in place ensure that these goals offering recreational enjoyment needed, like the beaches, mountains, resort centres and healthy centres.

b. Cultural Tourism

This tourism is characterized by a series of motivations, like the desire to study in the centres of teaching and research, studying the cultural, institutional, a different way of life, visiting historical monuments, relics of the past, of the centres and religious, musical art festival, theater, volk dance, and others.

c. Pleasure Tourism

This tourism is done by the people who leave their home for vocation, fresh air fulfilling the will of curiosity, relaxing to see something new, enjoy the beauty of nature, know the local folktale, and others.

d. Sport Tourism

This tourism is divided into two categories.

- Big sport events, namely the major sporting events such as Olympics, rugby, Commonwealth games, Asean Games and football World Cup.
- Sporting tourism of the practitioners, namely sport tourism for those who want to practice and the practice itself as mountain climbing, horse riding sport, and others.

e. Business Tourism

This tourism is professional form of travel or trip due to something to do with the job or position, which does not give it to someone to choose the destination and time to travel.

f. Convention Tourism

This tourism is much in demand by countries due to when held a convention or meeting will be many participants staying within a certain period in the country that organize the convention. The countries often

hold this convention will establish structures that support the holding of the convention tourism.

D. How to Develop the Materials

Material development is either a field of study and a functional undertaking. Like a field of study it studies the principles and procedures of the form, implementation and assessment of language teaching materials' (Tomlinson 2011: 66). The material has to provide what tourists need, to explore their destinations and activities so they could manage their time and money. In developing tourism has long regarded as central of economic development, employment, and poverty alleviation. Di Giovine, M. A. (2010). In addition the material development has to prepare well.

1. Steps To Develop Learning Material

According to Mr. Shared Ranjit in his paper (How to develop and Produce Simple Learning with Limited Resources) there are 10 steps.

- a. Identification of the problem and need
- b. Analysis of the problem
 - Resistance pattern/KAP
- c. Analysis of the problem
 - Identification of need and motivating factors
 - Persuasion tactics
- d. Objective setting
- e. Selection of the topics

- f. Format selection
- g. Content arrangement
 - Script visual
- h. Editing
- i. Testing
- j. Revision

2. Tourist attraction

Tourist attraction to attract tourists to have good experiences in leisure time and get explanation of places can attract tourists. (Leiper, N. (1990). Beside the places will take care so the tourists can enjoyable and satisfied, that the places will famous so there more tourists came in those places. Tourist satisfiers with destination area, the satisfaction of the tourist were derived: cost, hospitality, eating, drinking facilities, accommodation facilities and environment. (Pizam, A., Neumann, Y., & Reichel, A. (1978).

3. Tourist Experience

There are plenty of ways of looking at the tourism experience. One is to break it into three stages. (Doswell, R. (2009).

- a. What happens before leaving home. Studying the people is like.
Choosing the destination. Making the acquisition.
- b. What happens to be on the way there and back. The travel.
Departing and arriving.
- c. What happens once there? The quality of the whole experience.
Memories and satisfactions. Dissatisfaction.

Strategic tourism marketing plan contains many recommendations for your city, from mission statement to specific tactics that provide of generators of revenue and environmental improvements. (Nykiel, R. A., & Jascolt, E. (1998).

4. Information

One important factor that is contained in an attempt TIC (Tourist Information Centre). With a reliable workforce, TIC's can improve the quality of service. (Rachel, R. (2015). In addition information research and the decision-making process of tourists have received great attention in tourism research information and both are studied to be important theoretical. (Pesonen, J., & Pasanen, K. (2017).

E. Tourism Guide Book

Increasing attention tourism is now receiving as a field of study, widespread agreement on defining the basic concept has not yet been reached. Tourism is same as a field of study, focusing especially on its definition, characteristics, and major concepts. Rather than proposing a definition, (Morley, C. L, 1990 Vol.1 No.1 pp.3-8 ref.16). Tour guides are well-placed to foster sustainable tourism result by, for example, communicating and to connect clients with the natural and cultural environment and its values (via nature and heritage interpretation), and conveying, monitoring and role-modeling appropriate guest behavior in these environments. Furthermore, tour guides have had limited exposure to use theory, tools and techniques for optimizing the guest experience and visitor-environment interaction. Not surprisingly, then, findings to date suggest that guides may not be

fully realizing their potential to communicate and role-model sustainability in their tour content and action. With the ever increasing pressure for tourism to appreciate its cultural and ecological sustainability, (Betty Weiler, Aise Kyoungjin. 2011 Vol. 36 pp. 113-125).

F. Destination in Indonesia

1. Rich Diversity

The world's fourth most populous country 245 million and counting is a sultry kaleidoscope that runs along the equator for 5000km. It may well be the last impressive adventure on earth. From the western of Sumatra to the eastern edge of Papua, this people defy homogenization. It is a territory of many cultures, peoples, plants, customs, features, animals, food and artwork. People whose are as radically different from each other. No man may be an island but here every island is a unique blend of the men, women and kids who live upon it. Over time deep and rich cultures have evolved, from mysteries of the religious Balinese to the utterly non-Western belief system of the Asmat people of Papua. (Lonely Planet Indonesia 10th Edition, 2013: 3)

2. Beaches and Volcanoes

Venturing through the islands of Indonesia you will see a land as various and unusual as those living upon it. Look at Sulawesi on a map and you will save yourself the cost of a Rorschach test. Or scene Sumatra from the air and be respectful a legion of nearly 100 volcanoes marching off into the distance, several capable of blowing at any time. Dramatic sights are the norm. There is the

sublime: an orangutan lounging in a tree. The skillful: a Balinese dancer executing narrow moves that would make a robot seem loose-limbed. The idyllic: a deserted stretch of blinding white sand on Sumbawa set off by sky blue water and jungle hills. . (Lonely Planet Indonesia 10th Edition, 2013: 3)

3. Great Adventure

This ever-intriguing, ever-intoxicating land holds few of the last great adventures on earth. Sitting in the open door of a train whizzing across Java, dawdling away time on a ferry bound for Kalimantan, hanging onto the back of a motorbike on Flores or simply trekking through wilderness you are sure nobody has seen before – you will enjoy infinite exploration of the infinite variety of Indonesia's about 17,000 islands. . (Lonely Planet Indonesia 10th Edition, 2013: 3)

G. Toraja

1. Geography and Distances

Toraja is located around 310 kilometers north of Makassar, the capital of the south Sulawesi Province. The island of Sulawesi, formerly known as Celebes, is the eleventh largest island in the world and is the fourth-largest island in the Republic of Indonesia. This vast island holds a population of roughly 18 million people. It is located between the Maluku archipelago (Moluccas) and Kalimantan, the Indonesian portion of the island of Borneo. Sulawesi divides into six provinces that include:

- a) Sulawesi Utara (North Sulawesi).
- b) Sulawesi Barat (West Sulawesi).

- c) Gorontalo.
- d) Sulawesi Tengah (Central Sulawesi).
- e) Sulawesi Selatan (South Sulawesi).
- f) Sulawesi Tenggara (Southeast Sulawesi).

The island's striking starfish or K-like shape is only the start of its uniqueness. Toraja is a mountainous region, known as the highlands of South Sulawesi. (Toraja DMO, 2018: 14).

2. Climate

Toraja lies in the highlands of south Sulawesi, so the air is typically cooler than in the other regions in the province. The temperature in Toraja ranges between 17 to 35 Celcius (around 63 to 95 Fahrenheit) and the humidity is usual around 85%. (Badan pusat statistik Toraja Utara, 2017).

3. Regencies in Toraja

Toraja is made up of two regencies named Tana Toraja and Toraja Utara. Up until the late 2000s, Toraja was only made up of one regency named Tana Toraja. However, in 2008, Toraja was divided into two: Toraja Utara (North Toraja) regency and Tana Toraja regency (UU RI No 28). The region was divided due to the high population in Toraja and with the division, the government hoped that the two regencies could better serve their respective regions in terms of services offered as well as better pursue development of infrastructure. (Toraja DMO, 2018: 34).

a) Tana Toraja

Table 2.1 The population of Tana Toraja

| Tana Toraja | |
|--------------------------|-----------------------------|
| Area (2015) | 2.054.3 km ² |
| Province | Sulawesi Selatan |
| Population (2015) | 228.984 |
| Capital | Makale (34,9935 as of 2015) |
| Elevation (Makale, 2015) | 760 metres |

Data collected from Badan Pusat Statistik Tana Toraja

b) Toraja Utara

Table 2.2 The population of Toraja Utara

| Toraja Utara | |
|--------------------------|------------------------------|
| Area (2015) | 1.151.47 km ² |
| Province | Sulawesi Selatan |
| Population (2015) | 225.520 |
| Capital | Rantepao (26.640 as of 2015) |
| Elevation (Makale, 2015) | 802 metres |

Data collected from Badan Pusat Statistik Toraja Utara.

H. Tourist Attractions in Tana Toraja**1. Papa Batu (Stone Roof Tongkonan)**

The house was founded around 700 years ago and the roof is made of andesite and padas stone. Papa's Batu Tongkonan is considered to be last Tongkonan house with a roof of stone and it's considered sacred by the people of

the region. You must knock three times on the doorframe with your head before entering the house. (Toraja DMO, 2018: 12).

2. Ke'te Kesu' (Tongkonan Village, Clif Burial Site)

Ke'te Kesu' is one of the oldest religions and most visited traditional villages in the Kessu' sub-district of Toraja Utara. It preserves the ancient traditions and culture of Toraja and is located to the south of Rantepao. (Toraja DMO, 2018: 94).

3. Bori Kalimbuang (Tongkonan, Megalithic Stone Complex, Baby Grave in Tree)

Bori Kalimbuang is a megalithic funeral site that is a combination of burial site and ceremonial ground. You can see the ceremonial ground from the main road. There are about 102 menhirs (standing stone pillars) at the site. The pillars are supposed to celebrate a measure by the dead nobles who are buried at the section.

Immediately to the left of the ceremonial ground is the burial ground where tombs are still carved out of rock. Behind the site away from the road is a modern cemetery. Bori Kalimbuang has cultural significance for Torajans. Ceremonies and rituals for the Torajan dead are held at the site.

(<https://discoveryourindonesia.com>)

4. Patung Yesus Bukit Buntu Burake (Large Statue of Jesus)

Located on top of Buntu Burake (Burake Hill), a large statue of Jesus overlooks the city of Makale, Tana Toraja. After a short 4 kilometers drive up from Makale along winding mountain roads, park your vehicle and walk up the

cement step past souvenir kiosks to get a beautiful view of Makale and the surrounding landscapes. ((Toraja DMO, 2018: 110).

I. Culture in Toraja

1. Culture in Toraja

Ethical regulations and rites, as well as holy symbol, guide the Torajan's cycle of life. These values are the ones that typically guide people in both factual and divine aspect of life, not only shaping people's daily interactions and relationship with others humans, but with nature as well. *Aluk Todolo* shapes the Torajan way of life, creating a rock solid culture that has remained largely unchanged for centuries. (Toraja DMO, 2018: 136).

2. Traditional Houses and Village Structure

Nothing symbolizes Toraja more vividly than the iconic wooden, boat shaped roofed and delicately carved houses that blend seamlessly with the surrounding landscape. These *Tongkonan* are not just a home for the Torajans, but are considered a small universe, a wonder of architecture since the down of Toraja's civilization. (Toraja DMO, 2018: 140).

By the examples above the writer understands about Toraja. Finally he feels to apply it in research to see how important the guide book in Toraja will Approach applied in Tana Toraja in order to help Torajan to start tour with tourist and help Torajan to know better about Tana Toraja, hope this guide book will be useful for Tana Toraja's future.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research and Development

The research method used was Research and Development use producing certain products, and test the efficiency of the product. Product contains learning product used research that is need analysis and to test the efficiency of product in order to affair in the wider society (Sugiyono, 2009: 297).

This research and development is a process for developing and validating products that will be used in education and learning. This research and development is an attempt developing and to produce a product in the form of multiple intelligences based on simple plane material.

According Borg and Gall (in Sugiyono: 2009:11) states that for needs analysis research so that it can produce hypothetical products often used basic research method. To text product those are still hypothetical in nature, experiment or action research is used. After the product is has been tasted, then it can be apply. The product testing process with this experiment is called applied research. Research and development aims to find, develop and validate a product.

B. Procedure of Research and Development

. Borg and Gall (in Nana Syaodih Sukmadinata: 2009:169-170) describes ten steps of implementation of research and development strategy as follows;

1. Research and Information Collecting. Measurement of needs, literature study, internal research small scale and value judgment.
2. Planning. Prepare research plants, including abilities needed for conducting research, the information of objectives to be achieved with the study, design or research steps, possible testing in a limited scope.
3. Develop Preliminary from of Product. Development of learning materials, learning processes and evaluation instrument.
4. Preliminary Field Testing. Trials in the field in 2 to 5 students with 5 to 7 local people. During the trial observations will held, interview and distribution of questionnaire.
5. Main Product Revision. Repair or perfecting the outcome of the trial.
6. Main Field Testing. Conduct extensive trials in 8 to 10 students with 15 to 20 local people quantitative data on local people appearance before and after using the tried model collected. Results of data collection are evaluated.
7. Operational Product Revision. Improving product results from field test.

8. Operational Field Testing. Held from 15 to 17 students with 21 to 24 local people the subject. Testing is done through questionnaire, interviews and observations and analyses of the results.
9. Final Product Revision. Improvements are based on input from the field implementations test.
10. Deamination and implementation. Report the result of the product.

In this study, the data were quantitative. Questionnaires were distributed for the students of Natsir's Eco School to obtain the students' needs and target needs. This questionnaire was in the form of multiple choices. The needs analysis questionnaire was analyzed using frequencies and percentages. The expert judgment questionnaire was analyzed using the Liker-Scale questionnaire which was analyzed using descriptive analysis.

C. Design of the Material Guide Book for Tourism

The design of this product trial was guide book that consisted information about Toraja, tourist attraction, and culture in Toraja. (Tana Toraja Guide Book for Guiding Tourist) This product was given to Natsir's Eco School as the subject of research to determine the level of attractiveness, usefulness, and effectiveness of tour guide.

1. Test Subject.

This development research was focused on Natsir's Eco School. The researcher chooses Natsir's Eco School based on the result of observations the

stage need analyses. Based on the result of this observation noted that Natsir's students need this guide book for guide tourist that came at this school, because the students don't know how to guide the tourist, so sometimes the students struggle to guide tourist. With this book the researcher hopes Natsir's student will solve this problem.

2. Data Collections Techniques and Instruments

This research and development uses several types of methods in collecting data, namely; questionnaire, observations, and interviews. The following in an explanation of each method:

a. Questionnaire

The questionnaire will use to determine the assessment of material guide book. The questionnaire used in this research and development is questionnaire structured using descriptive quantitative.

The following Formula: (Arifin Zainal, 2013 : p.228)

The number of answering the most important = The 1st x4 =...

The number of answering the second important = The 2st x3 =...

The number of answering the third important = The 3rd x2 = ...

The number of answering the fourth important = The 4th x1 =...

Total score =...

After calculating the total score, the researcher calculated the mean score by using the following formulation:

$$M = \frac{B}{N}$$

M : mean score

B : total score

N : total number of the students

After calculating the total score, the researcher calculated the value by using the following formulation:

$$X = \frac{M}{N} \times 100\%$$

= x 100%

X : the value

M : mean score

N : total number of value

After figure it out the value of every material topic, the researcher defined them as effective material topics the students deeply need in learning English for Beginner/Elementary. They will show by the following table.

([http://starnew.uny.ac.id/upload/131808346/pendidikan/BAB+15+MENGELOLA H+NILAI.pdf](http://starnew.uny.ac.id/upload/131808346/pendidikan/BAB+15+MENGELOLA+H+NILAI.pdf))

Table 2.3 Material Topics Qualification of Questionnaire.

| Score | Percentage | Qualification |
|-----------|------------|----------------------|
| 3.6 – 4 | 90% - 100% | The most important |
| 2.6 – 3.5 | 65% - 89% | The second important |
| 1.6 – 2.5 | 40% - 64% | The third important |
| 0 – 1.5 | 0% - 39% | The fourth important |

b. Observations

The researcher does observations to know the response of Natsir's students about the guide book.

c. Interview

The researcher will interview students, tour guides, and tourists about information, comments, and suggestions. The researcher chooses the interview method because it is easier to get information from students, tour guides, and tourists, besides the information obtained is more in-depth.

3. Data Analysis Technique

Data from the analysis of needs obtained from Natsir's students is used to compile the background and know the level of the need for development programs. Data on

identifications of needs this is equipped with data on the identification of resources used to determine the product specifications develop.

The researcher collected data is conformity with happen in Toraja because in Toraja is place with many tourist attractions and many people visit Toraja not only domestic but also from another country.

Data analysis based on expert test instrument and field test to assess is the product important or not and product can help Natsir's students. Expert test assessment score and field test on.

The number of answering excellent = $E \times 5$ =...

The number of answering good = $E \times 4$ =...

The number of answering fairly = $W \times 3$ =...

The number of answering poor = $F \times 2$ =...

The number of answering very poor = $P \times 1$ =...

Total score =...

E : Excellent

G : Good

F : Fairly

P : Poor

VP : Very Poor

After calculating the total score, the researcher calculates the mean score by using the following formulation,

$$M = \frac{B}{N}$$

M : mean score

B : total score

N : total number of materials topics

After calculating the total score, the researcher calculated the mean score by using the following formulation:

$$X = \frac{M}{N} \times 100\%$$

= 100%

X: the value

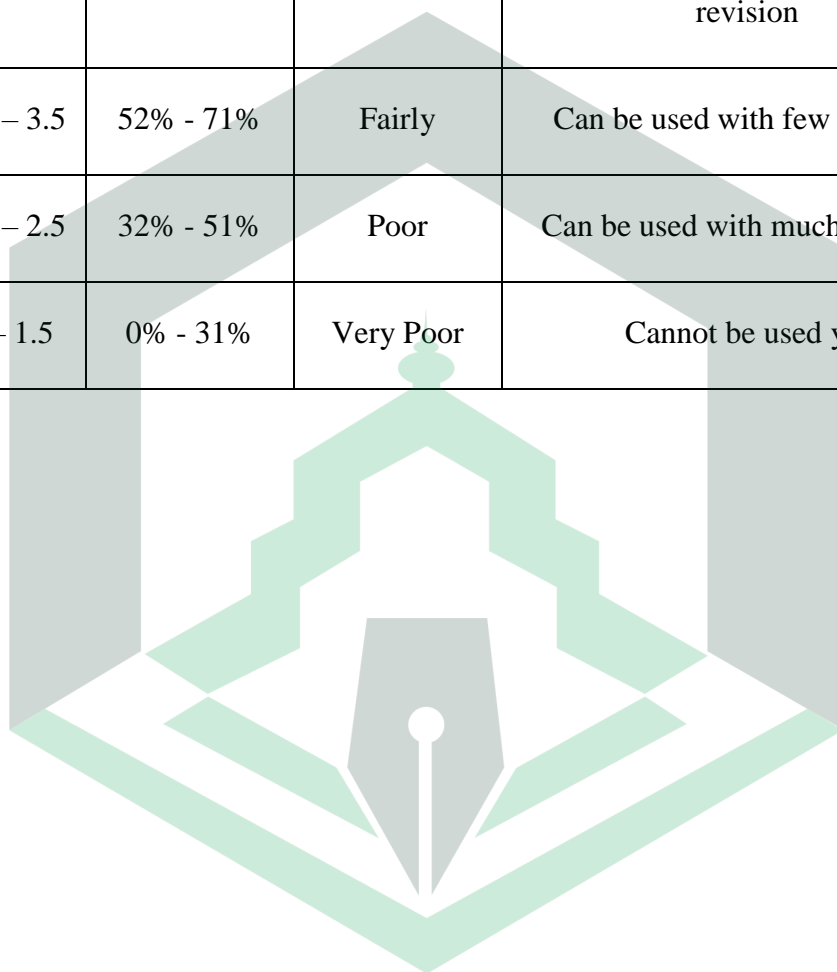
M: mean score

N: total number of value

After calculating the mean score of every material topic, the researcher defines them as effective material topics the learners deeply need in learning.

Table 2.4. Material Topics Qualification of Product Evaluation

| Score | Percentage | Qualification | Classification |
|-----------|------------|---------------|--|
| 4.6 – 5 | 92% - 100% | Excellent | Can be used without revision |
| 3.6 – 4.5 | 72% - 91% | Good | Can be used with a little bit revision |
| 2.6 – 3.5 | 52% - 71% | Fairly | Can be used with few revision |
| 1.6 – 2.5 | 32% - 51% | Poor | Can be used with much revision |
| 0 – 1.5 | 0% - 31% | Very Poor | Cannot be used yet |



BAB IV

FINDING AND DISCUSSION

A. Findings

The purpose of this research produce a tourism guide book, with material that suitable for students of Natsir Eco School. The researcher presented that the respondent is from different background consisted of focusing subject to another. Most of them have good English and could communicate with foreign tourist. The researcher gave questioner and interview.

1. The Step of Collecting Data

a. Questioner

The researcher has collected data from students of Natsir Eco School, but due to pandemic the researcher need to go to meet each student and gave the questioner. The result of the questioner is:

Table 2.4 The percentage of the learners' preference

| Qualification | Preferred Material | Number of Leaners | % |
|---------------|--------------------|-------------------|---|
|---------------|--------------------|-------------------|---|

| | | | |
|-----------------------------|--|----|------|
| The Most Important | How to guiding tourist in a good way and information. | 11 | 100% |
| | Lack of tourism guiding book in Tana Toraja | 11 | 100% |
| | Guide book for tourist in Indonesia still need improvement | 11 | 100% |
| | Having the knowledge and insight of tourism. | 11 | 100% |
| | Local guide book for tourism that can be sustainable to support local economic | 10 | 91% |
| The Second Important | Be part of tourism developing in Tana Toraja | 9 | 82% |
| | Recreation tourism | 9 | 82% |
| | Culture. | 9 | 82% |
| | Recreation tourism | 8 | 73% |
| | Non electronic book. | 8 | 73% |
| | How to guide. | 8 | 73% |
| | Culture. | 7 | 64% |
| | Sight and activities. | 7 | 64% |
| The Third Important | Tourist attraction. | 6 | 55% |

As a whole, among the material, the researcher has presented that the respondent mostly want to material that associated with how to guide, culture sight and activities. In addition, the learners still lack of guiding book, therefore

the tourism guide book the researcher has designed tourism guide book that the level of the students in intermediate.

b. Interview Tour Guide

Based on the results of the interview collected from five tour guides the writer can conclude that:

- Tour guides should be knowledgeable. It means the tour guides have to read many books that connected with tourism and having latest information about place, not only those, but also the latest information about their country.
- Tour guides should be familiar with the area or location, before the tour start tour guides need to about the location that they visit.
- Tour guides should be communicative, informative, and responsive.
 - Communicative, the meaning is willing talking to people and give them valid information. (Cambridge Dictionary).
 - Informative, providing much useful information. (Cambridge Dictionary).
 - Responsive, saying or doing something as a reaction to something or somebody, especially in a quick or positive way. (Cambridge Dictionary).
- Tour guides should prepare things need during the tour. These important, the tour guides should know what they need during the tour, so when the tour guides having problem they know how to take better action.

- Tour guides should know how to handle complains. Many tourists complain during tour, so this the responsible of the tour guide could handle many complain and could solve the problem nicely.
- Tour guides have to understand the needs of the tourist what they like and what they do not like. Tour guide need to know what the tourist need. The tour guide has to alert about those things.
- Tour guides should be punctual. If your tour guide is not on time to meet arriving attendees at the meet up location it will be confusion, frustration and unhappy client.

A hugely an important aspect works in the tourism sector is having people on your team who will inspire travelers and locals to come back and telling their friends.

c. Interview Foreign Tourist

The writer interviewed five foreign tourists who have visited Tana Toraja. The writer wanted to know their opinion about culture, landscape, people, service, tour guide and food in Tana Toraja. The five foreign tourists the writer interviewed, few of them said that they were interested in Tana Toraja, especially cultural and many things unique that they had not ever seen, beside they like the landscape such as mountain, valley, river and lots of rice field, food and people. They said Indonesian is kind and easily to smile to other people. They satisfied with the service had given in Tana Toraja including the service of the tour guides and local's hospitality. But there few things those the foreign tourist suggest.

It is about the information, because in Tana Toraja still less tourist information so the foreign tourist hopes that will be much tourist information in Tana Toraja.

2. The result of expert judgment of instruments

The result of expert's validation would be conveyed as follows.

Tabel 2.5 expert's validation of instruments

| No | Criteria | Average Score | Description | Follow Up |
|-----|---|---------------|-------------|--------------------------------------|
| I | Aspek isi | | | |
| | 1. Tujuan penelitian dinyatakan dengan jelas. | 3.5 | Fairly | Can be used with few revision |
| | 2. Tujuan kuesioner dinyatakan dengan jelas. | 3.5 | Fairly | Can be used with few revision |
| | 3. Petunjuk pengisian kuesioner mudah dipahami | 4 | Good | Can be used with little bit revision |
| II | Aspek Cakupan (isi) | | | |
| | 1. Butir-butir kuesioner mencakup data yang berhubungan dengan isi yang dibutuhkan responden. | 4 | Good | Can be used with little bit revision |
| | 2. Butir-butir kuesioner mencakup data yang berhubungan dengan pariwisata. | 4.5 | Good | Can be used with little bit revision |
| | 3. Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pemanduan. | 4.5 | Good | Can be used with little bit revision |
| | 4. Butir-butir kuesioner mencakup data yang berhubungan dengan informasi pariwisata. | 4 | Good | Can be used with little bit revision |
| III | Aspek Bahasa | | | |

| | | | | |
|-----------|---|-----|--------|--------------------------------------|
| | 1. Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia dan Bahasa Inggris yang baik dan benar. | 3.5 | Fairly | Can be used with few revision |
| | 2. Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia dan Bahasa Inggris yang efektif. | 4 | Good | Can be used with little bit revision |
| | 3. Butir-butir kuesioner dalam Bahasa Indonesia dan Bahasa Inggris yang efisien. | 4 | Good | Can be used with little bit revision |
| | 4. Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai dengan tingkat kemampuan responden. | 4 | Good | Can be used with little bit revision |
| IV | Indikator Validasi (wawancara pemandu) | | | |
| | 1. Ketepatan dalam penggunaan kata maupun bahasa. | 4 | Good | Can be used with little bit revision |
| | 2. Pertanyaan tidak menimbulkan penafsiran ganda. | 4.5 | Good | Can be used with little bit revision |
| | 3. Kejelasan aspek yang ingin diketahui dan dipertanyakan. | 4 | Good | Can be used with little bit revision |
| | 4. Kesesuaian soal dengan tujuan penelitian. | 4 | Good | Can be used with little bit revision |
| V | Indikator Validasi (wawancara wisatawan) | | | |
| | 1. Ketepatan dalam penggunaan kata maupun bahasa. | 3.5 | Fairly | Can be used with few revision |
| | 2. Pertanyaan tidak menimbulkan penafsiran ganda. | 4 | Good | Can be used with little bit revision |

| | | | | |
|--|--|-------------|-------------|---|
| | 3. Kejelasan aspek yang ingin diketahui dan dipertanyakan. | 3.5 | Fairly | Can be used with few revision |
| | 4. Kesesuaian soal dengan tujuan penelitian. | 4 | Good | Can be used with little bit revision |
| | Total Score | 3.94 | Good | Can be used with little bit revision |

The outcome of expert's validation instrument in description is good with average score 3.94 which means that the instrument can be used with little bit revisions.

3. The result of expert judgment of product

Tabel 2.6 expert's validation of product

| No | Criteria | Average Score | Description | Follow Up |
|----------|---|---------------|-------------|--------------------------------------|
| I | Instructional Material | | | |
| | 1. Kesesuaian indikator pencapaian hasil belajar dengan kompetensi dasar | 3 | Fairly | Can be used with few revision |
| | 2. Kejelasan materi pembelajaran | 3,6 | Good | Can be used with little bit revision |
| | 3. Kesesuaian pemilihan gambar, warna, maupun posisi gambar pada cover design | 4 | Good | Can be used with little bit revision |
| | 4. Kesesuaian materi prasyarat dan materi yang di butuhkan siswa | 4 | Good | Can be used with little bit revision |
| | 5. Kesesuaian pengalaman belajar dengan indikator pencapaian hasil belajar | 4,3 | Good | Can be used with little bit revision |

| | | | | |
|--|---|-----|--------|--------------------------------------|
| | 6. Penggunaan bahasa ditinjau dari kaidah bahasa inggris | 4 | Good | Can be used with little bit revision |
| | 7. Sifat komunikasi bahasa yang digunakan | 3.6 | Good | Can be used with little bit revision |
| | 8. Kesesuaian sumber belajar | 3.6 | Good | Can be used with little bit revision |
| | 9. Materi yang mengajarkan siswa dalam memandu tourist di Tana Toraja | 4.3 | Good | Can be used with little bit revision |
| | 10. <i>Tourism guide book</i> yang di kembangkan memberikan penjelasan secara jelas pada setiap poinnya | 4.3 | Good | Can be used with little bit revision |
| | 11. Materi (panduan, informasi tempat dll) diambil dari sumber-sumber terbaru tentang topic yang di bahas | 3.6 | Good | Can be used with little bit revision |
| | 12. Bentuk materi dalam <i>tourism guide book</i> ini disajikan secara beragam | 2.6 | Fairly | Can be used with few revision |
| | 13. Materi yang diberikan dalam <i>tourism guide book</i> ini mendorong siswa untuk aktif di lapangan | 3.3 | Fairly | Can be used with few revision |
| | 14. Penyajian materi mendorong siswa untuk mengenali keberhasilan atau kekurangan mereka dalam belajar bahasa inggris | 4 | Good | Can be used with little bit revision |
| | 15. Poin-poin yang diberikan di dalam materi dapat membantu siswa dalam memahami topik utama | 4 | Good | Can be used with little bit revision |

| | | | | |
|-----------|--|-----|--------|--------------------------------------|
| | 16. Materi yang mengajarkan siswa dalam memandu <i>tourist</i> di Tana Toraja | 4 | Good | Can be used with little bit revision |
| | 17. Penyajian materi mendorong siswa aktif dalam proses belajar mandiri | 4,3 | Good | Can be used with little bit revision |
| II | Initial Design | | | |
| | 1. Kejelasan pembagian materi | 4 | Good | Can be used with little bit revision |
| | 2. Kejelasan sistem penomoran | 4 | Good | Can be used with little bit revision |
| | 3. Pengaturan ruang/ tata letak | 3,6 | Good | Can be used with little bit revision |
| | 4. Kesesuaian jenis dan ukuran huruf | 4,3 | Good | Can be used with little bit revision |
| | 5. Pengaturan ilustrasi/ gambar | 3,3 | Fairly | Can be used with few revision |
| | 6. Ilustrasi yang diberikan mampu menambah pemahaman pada informasi yang disampaikan | 3,6 | Good | Can be used with little bit revision |
| | 7. Ilustrasi yang ditampilkan secara serasi sesuai dengan topic pembahasan | 4 | Good | Can be used with little bit revision |

| | | | | |
|------------|--|-----|------|--------------------------------------|
| | 8. Ilustrasi yang diberikan memiliki ukuran yang proporsional sehingga memberikan gambaran yang akurat tentang objek yang dimaksud | 3.6 | Good | Can be used with little bit revision |
| III | Aspek of Language | | | |
| | 1. Bahasa yang digunakan dalam instruksi sesuai dengan tingkat perkembangan siswa | 4 | Good | Can be used with little bit revision |
| | 2. Bahasa yang digunakan dalam penjelasan sesuai dengan tingkat perkembangan kognitif siswa | 3.6 | Good | Can be used with little bit revision |
| | 3. Bahasa yang digunakan sesuai dengan kemampuan berbahasa siswa | 3.6 | Good | Can be used with little bit revision |
| | 4. Bahasa yang disajikan jelas dan mudah dipahami oleh siswa | 4 | Good | Can be used with little bit revision |
| | 5. Bahasa yang digunakan sesuai dengan kaidah bahasa inggris yang benar | 3.6 | Good | Can be used with little bit revision |
| | 6. Tourism guide book yang dikembangkan tidak terlalu banyak menggunakan kata-kata yang rumit | 4 | Good | Can be used with little bit revision |

The outcome of expert's validation product in description is good with average score 3.76 which means that the product can be used with little bit revisions.

B. Discussion

As product based research, it aims to design guide book that suitable for Natsir Eco School Course's students. The result of this research is appropriate with guide book material. The tourism guide book that is appropriate with the students of Natsir Eco School includes several components:

1. Welcoming to Tana Toraja that explains little bit about how wonderful Tana Toraja and tell how Toraja got its name.
2. A guide for to guide that most students choose. The content is to guide students to better guide, lots of steps that they can easy follow; moreover the students learn how to get responsible of the tourists.
3. Culture in Tana Toraja if the students already know about guiding they can straight away tell story about culture in Tana Toraja. There are traditional house and village structure, *rambu solo*, *ma'nene* and *tau tau*.
4. Sight and activities this associated with Tana Toraja, due to in Tana Toraja many sight and activities so the students can take their tourists to see some sight and activities which is offered, so the students can use their guiding to guide tourists and foreign tourists.

The result of needs analysis which had been conducted in Natsir Eco School Course showed the students' activities that support the ability of guiding tourist, but the students is lack of how to guide material and do not enough knowledge of Tana Toraja side. Product has been written, the next step was expert judgment process. Here, the tourism guide book was assessed by three experts. The materials tourism guide book was design with material that associated with

student's needs.

In the previous research, *Toraja Pocked Book for Tour Guide* (2018) design Toraja guide book, for the most part, it has alike objective of the this research. It is designing guide book. In spite of that, this research objective more specific on culture, ethnic, people, tourist attraction. *Toraja Guide to The Magnificent Sight and Attraction of The Sacred Highlands* (2018) had the identical purposes escorted by this research. It is designing guide book. *Toraja Guide to The Magnificent Sight and Attraction of The Sacred Highlands* is not really focus in Toraja it has also included beyond Toraja and there are also culinary, maps, culture and people of Toraja. Hugo Itamar, A. Samsu Alam, Rahmatullah (2014) the objectives of this research in achieving a superior and developing tourism sector, planning and managing are needed so that the tourism sector can provide a maximum contribution to the region, not only is it expected from the tourism sector then it can also improve the quality life of the community. The most difference from all previous study is they did not refer to how to be a guide. *Toraja Pocked Book for Tour Guide* (2018) and *Toraja Guide to the Magnificent Sight and Attraction of The Sacred Highlands* (2018) are containing information about north Toraja and Tana Toraja. Hugo Itamar, A. Samsu Alam, Rahmatullah (2014) is focus in Tana Toraja, but the difference is they focus on strategy.

The design guide book as the product of this research has several differences from the previous guide book, including.

1. Guide books for tourism do not focus on Tana Toraja it also put another region such as Makassar, Bulukumba, and north Toraja the book guide book put the tourist attraction in those places. Based on the background the researcher focuses on Tana Toraja and the content of the guide book that the researcher makes is in Tana Toraja and put tourist attraction, culture from Tana Toraja only.
2. The researcher directly meet the students and give the questionnaire, furthermore researcher has conversation between students. Students tell what they need in guiding. So the content of material is from what students really need to become tour guide in Tana Toraja.
3. The most significant different is all the previous study is they did not have material how to be tour guide, whereas the new guide book has. The guide book that developed by the researcher has content that discusses about step-step to start guiding, conversation between tour guide and tourist, furthermore the researcher put expression that commonly used in guiding.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

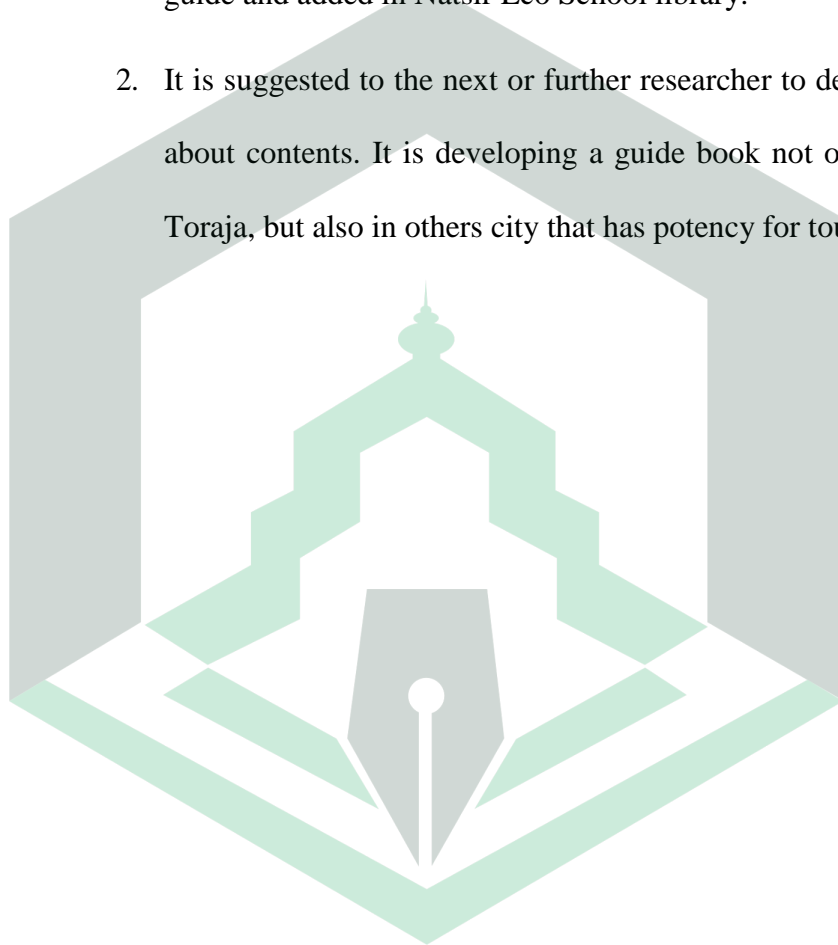
A. Conclusions

Based on findings and discussion, the conclusion of the research is that the students of Natsir Eco School are enjoyed guiding. They wanted to take parts of guiding in Tana Toraja with tourism. As Tana Toraja is known as one of the touristic places in South Sulawesi therefore, this opportunity can be such an open door to the students to guide them and take them in the tourist attraction in Tana Toraja. However, as the researcher found that the students still had some difficulties in guiding tourist. So, the guiding book for tourist developed by the researcher could be one solution to help the students how to guide well. The Guide book that is appropriate with students includes several components such as learning about Tana Toraja, guiding, culture, sight and activities. Furthermore the book will contribute in Natsir Eco School. The book is simply amazing with some easy contents to understand by the students and has simply design.

B. Suggestion

Based on the conclusion above, the researcher would like to give suggestions as follows:

1. It is suggested to the Natsir Eco School to use this product as book that can be distributed to students who want to be a tour guide and added in Natsir Eco School library.
2. It is suggested to the next or further researcher to develop more about contents. It is developing a guide book not only in Tana Toraja, but also in others city that has potency for touris.



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BLUEPRINT OF NEED ANALYSIS QUESTIONNAIRE

| Criteria of The Question | | The Porpose of The Question | Item Number | References |
|--------------------------|------------|---|-----------------|---|
| Target Need | Need | Find out what learner's need in guide book To find out goal in tourism | 1, 6, 9, 12, 14 | <ul style="list-style-type: none"> ➤ Tribe and Xiao (2011) ➤ Roberts, L., and Hall, D (Eds) (2001) ➤ Butler, R. W. (1991) ➤ Rachel, R. (2015) |
| | Lacks | To find out learner's lack of guide book for tourism | 3, 11 | <ul style="list-style-type: none"> ➤ Schaff, B (2009) ➤ Hsu et al (2008) |
| | Wants | Find out learner's interest in guide book for tourism | 2, 4, 5, 7, 8, | <ul style="list-style-type: none"> ➤ Schaff, B (2009) ➤ Roberts, L., and Hall, D (Eds) (2001) ➤ Cheverest, K. et al (2000) ➤ Sharpley, R. (2000) ➤ Wood, K., and House, S. (1992) ➤ Rachel, R. (2015) |
| Learning needs | Activities | To find out preferred in tourism | 10, 13 | <ul style="list-style-type: none"> ➤ Ap and Wong, (2001 : 551) ➤ Rachel, R. (2015) |

QUESTIONNAIRE

DEVELOPING TOURISM GUIDE BOOK FOR STUDENTS OF NATSIR ECO SCHOOL COURSE IN TANA TORAJA

“English for guide”

A. Data Responden :

Nama :

Usia :

Jenis Kelamin :

B. Petunjuk Pengisian.

Berilah tanda (X) pada pilihan yang sesuai dengan apa yang paling menggambarkan keadaan Anda saat ini, serta sesuai dengan yang Anda butuhkan atau yang Anda inginkan terkait dengan buku pemandu.

1. Apakah Anda butuh buku pemandu dan materi apa yang harus ada di dalamnya?

- a. Ya, cara-cara memandu yang baik dan benar, serta informasinya.
- b. Tidak, karna buku yang ada sudah bagus.
- c. Lainnya (sebutkan bila ada)...

2. Apakah yang membuat Anda menyukai buku pemandu untuk *tourist*?

- a. Ingin menjadi bagian dari pengembangan wisata di Tana Toraja.
- b. Karna ingin berkomunikasi langsung dengan *tourist*.
- c. Ingin lebih professional dalam pemandu *tourist*.
- d. Lainnya (sebutkan bila ada)...

3. Apakah buku pemanduan khusus *tourist* sudah ada di daerah Anda?

- a. Sudah banyak.
- b. Belum ada.
- c. Masih kurang.
- d. Lainnya (sebutkan bila ada)...

4. Sektor pariwisata apakah yang Anda sukai?

- a. Budaya.
- b. Tempat wisata.
- c. Suku.
- d. Alam.
- e. Lainnya (sebutkan bila ada)...

5. Di bawah ini manakah jenis *tourist* yang sering anda temui di Tana Toraja?

- a. *Recreation Tourism* (Parawisata untuk Rekreasi).
- b. *Cultural Tourism* (Parawisata Budaya).
- c. *Pleasure Tourism* (Parawisata untuk bersenang-senang).
- d. *Sport Tourism* (Parawisata Olahraga).
- e. *Business Tourism* (Parawisata Bisnis).
- f. *Convention Tourism* (Convensi Parawisata)
- g. Lainnya (sebutkan bila ada)...

6. menurut Anda jenis *tourist* manakah yang mudah untuk di pandu?

- a. *Recreation Tourism* (Parawisata untuk Rekreasi).
- b. *Cultural Tourism* (Parawisata Budaya).
- c. *Pleasure Tourism* (Parawisata untuk bersenang-senang).
- d. *Sport Tourism* (Parawisata Olahraga).
- e. *Business Tourism* (Parawisata Bisnis).
- f. *Convention Tourism* (Convensi Parawisata)
- g. Lainnya (sebutkan bila ada)...

7. Manakah buku pemandu wisata dibawah ini yang Anda sering gunakan?

- a. Buku elektronik berbasis aplikasi.
- b. Buku buatan lokal yang dapat digunakan terus menerus untuk mendukung ekonomi lokal.

- c. Buku perjalanan yang memiliki informasi tentang banyak tempat wisata di berbagai negara.
- d. Lainnya (sebutkan bila ada)...

8. Jenis buku apa yang mudah untuk digunakan pada saat anda memandu?

- a. Buku electronic.
- b. Buku nonelctronic.
- c. Lainnya (sebutkan bila ada)...

9. Materi apa yang menurut Anda yang harus di perbanyak dalam buku *guide book*?

- a. *Tourist attraction.*
- b. *How to guide.*
- c. *Information.*
- d. Lainnya (sebutkan bila ada)...

10. Apa pengaruh paling dominan menurut Anda dalam parawisata?

- a. *Sight and activities.*
- b. *Accommodation.*
- c. *Facilities and service.*
- d. *Transportation and infrastructure.*
- e. Lainnya (sebutkan bila ada)...

11. Bagaimana menurut Anda, buku pemanduan yang sudah ada Indonesia?

- a. Sudah bagus.
- b. Masih kurang bagus.
- c. Belum ada.
- d. Lain-lainnya (sebutkan bila ada)...

12. Jenis informasi apakah yang di butuhkan oleh *tourist*?

- a. *Culinary.*
- b. *Culture*
- c. *Ethnic*
- d. *Villages.*
- e. Lain-lainnya (sebutkan bila ada)...

13. Menurut Anda apa yang harus di miliki oleh seorang pemandu wisata?

- a. *Good performance.*
- b. *Having the knowledge and insight of tourism.*
- c. *Have high discipline*
- d. Lainnya (sebutkan bila ada)...

14. Objek parawisata apa yang paling diminati oleh para *Tourist*?

- a. *Tourist attraction.*
- b. *Culture.*
- c. Lainnya (sebutkan bila ada)...



INTERVIEW GUIDE

NAMA : AMIRUDDIN
WAKTU : 14,9,2020
LOKASI : TANA TERAJA

Daftar pertanyaan di bawah ini bertujuan untuk mendapatkan informasi tentang pemandu.

1. Hal-hal apa saja yang harus diketahui oleh *Tour Guide* dalam pemanduan wisata?
2. Bagaimana cara memberikan pemanduan agar menarik wisatawan?
3. Apa saja kegiatan *Tour Guide* selain perjalanan wisata?
4. Apa kendala-kendala yang dihadapi oleh *Tour Guide* dalam melayani wisatawan?
5. Bagaimana cara mengontrol situasi wisatawan saat berwisata?
6. Tahapan apa yang harus di buat dalam merencanakan sebuah pemanduan wisata?
7. Hal-hal apa saja yang harus dipersiapkan dalam perjalanan wisata?
8. Apa saja perlengkapan dan peralatan yang di butuhkan pemandu wisata?
9. Bagaimana cara menghadapi wisatawan dalam kelompok besar dan kelompok kecil?
10. Bagaimana cara berkomunikasi dengan *Leader Guide* dalam memandu?

1. - Lokasi objek
 - Apa yang ada ~~di~~ di lokasi objek
 - Keinginan wisatawan
2. - Menggunakan bahasa yang mudah di mengerti oleh wisatawan
 - Tidak menguasai pembicaraan
 - Memberikan informasi ~~yang~~ yang mudah diterima oleh wisatawan
3. - Wisata dalam
 - Wisata kuliner
 - wisata kelas
 - wisata pendidikan
4. - kefidakan pemahaman bahasa
 - Makanan yang tidak sesuai dengan selera wisatawan
5. - Menggunakan bahasa yang sopan
 - Menghindari pertingaan yang bisa membuat kurang nyaman wisatawan
6. - komunikasi dengan wisatawan terlebih dahulu
 - mempersiapkan perlengkapan memandu
 - mencari informasi tentang objek yang akan di kunjungi
7. - persiapan diri (fisiik dan mental)
 - Hal-hal yang di butuhkan wisatawan
 - Transportasi
8. - Google Map
 - perlengkapan P3K
 - Biaya kalium perjalanan wisata
9. - cara menghadapi wisatawan kelompok besar :
 - Membuat tim kerja. Dari tim kerja tersebut kita bagi tugas untuk mempersiapkan perlengkapan dan peralatan yang digunakan untuk memandu
- cara menghadapi wisatawan kelompok kecil :
 - Mengkain cukup 1 atau dua orang saja untuk memandu wisatawan kelompok kecil tersebut
10. - cara menghadapi leader guide dalam memandu :
 - = Menanyakan keinginan wisatawan yang di pandu.
 - Memahami peran leader guide
 - Tidak menguasai wisatawan yang di pandu oleh leader guide.

INTERVIEW GUIDE

NAMA : *ESRA.*

WAKTU : *Jumat, 12, 9, 2020*

LOKASI : *Tana Toraja*

Daftar pertanyaan di bawah ini bertujuan untuk mendapatkan informasi tentang pemandu.

1. Hal-hal apa saja yang harus diketahui oleh *Tour Guide* dalam pemanduan wisata?
2. Bagaimana cara memberikan pemanduan agar menarik wisatawan?
3. Apa saja kegiatan *Tour Guide* selain perjalanan wisata?
4. Apa kendala-kendala yang dihadapi oleh *Tour Guide* dalam melayani wisatawan?
5. Bagaimana cara mengontrol situasi wisatawan saat berwisata?
6. Tahapan apa yang harus di buat dalam merencanakan sebuah pemanduan wisata?
7. Hal-hal apa saja yang harus dipersiapkan dalam perjalanan wisata?
8. Apa saja perlengkapan dan peralatan yang di butuhkan pemandu wisata?
9. Bagaimana cara menghadapi wisatawan dalam kelompok besar dan kelompok kecil?
10. Bagaimana cara berkomunikasi dengan *Leader Guide* dalam memandu?

1. Hal-hal yang harus diketahui oleh Tour Guide dalam pemantauan wisata yaitu mempunyai pengetahuan mengenai lokasi / tujuan wisata yang terbaik, dan mengetahui aturan di tempat wisata.

2. Cara memberikan ^{pemanduan} agar menarik wisatawan yaitu
- kita harus kreatif, - menyapa wisatawan dengan ramah dan sopan, serta memberikan informasi secara detail dan mudah dipahami, membuat pengunjung merasa terhibur.

3. Kegiatan tour guide selain perjalanan wisata yaitu
- memberikan informasi tujuan / tempat destinasi wisata.
- Sebagai interpretasi warisan, budaya dan sejarah.

4. Kendala - kendala yang dihadapi oleh Tour Guide dalam melayani wisatawan yaitu adanya perbedaan pendapat / komunikasi. Pembukaan tujuan destinasi tidak tepat waktu, kondisi kendaraan, keamanan dan kesehatan yang tidak memuaskan.

5. Cara mengatasi masalah kondisi psikologis wisatawan saat berwisata yaitu memberikan pelayanan yang memuaskan, kesenangan serta kepuasan dalam perjalanan wisata. Memahami emosi wisatawan, dan karakter serta menciptakan suasana yang hangat dan menarik dan memberikan pelayanan yang terbaik.

6. Langkah-langkah merencanakan sebuah pemanduan wisata yaitu 1. Pratur, 2. Tour 3. Pasca Tour.

7. Hal-hal yang harus dipersiapkan dalam perjalanan wisata yaitu - kesiapan mental, fisik dan kesehatan, makanan dan minuman, Tujuan destinasi wisata (Tempat wisata) Transportasi, alat komunikasi (HP).

8. Perlengkapan dan perlengkapan pemandu wisata yaitu Map, aplikasi cuaca, map, kompas, Tanda pengenal, smart watch, HP, Pengeras suara.

9. Cara menghadapi kelompok wisatawan yang besar dan kecil adalah memberikan pelayanan yang menarik dan memuaskan & serta pelayanan yang sama antara wisatawan satu dengan yang lainnya.

10. Cara menghadapi leader guide dalam memandu adalah kita harus bersikap ramah dan sopan karena leader guide mempunyai peran penting untuk mengawasi dan mengelola perjalanan wisata.

INTERVIEW GUIDE

NAMA : LPI SAPAN PULO

WAKTU : JUMAT, 11-9-2020

LOKASI : TANAH TORAJA

Daftar pertanyaan di bawah ini bertujuan untuk mendapatkan informasi tentang pemandu.

1. Hal-hal apa saja yang harus diketahui oleh *Tour Guide* dalam pemanduan wisata?
2. Bagaimana cara memberikan pemanduan agar menarik wisatawan?
3. Apa saja kegiatan *Tour Guide* selain perjalanan wisata?
4. Apa kendala-kendala yang dihadapi oleh *Tour Guide* dalam melayani wisatawan?
5. Bagaimana cara mengontrol situasi wisatawan saat berwisata?
6. Tahapan apa yang harus di buat dalam merencanakan sebuah pemanduan wisata?
7. Hal-hal apa saja yang harus dipersiapkan dalam perjalanan wisata?
8. Apa saja perlengkapan dan peralatan yang di butuhkan pemandu wisata?
9. Bagaimana cara menghadapi wisatawan dalam kelompok besar dan kelompok kecil?
10. Bagaimana cara berkomunikasi dengan *Leader Guide* dalam memandu?

1. Yang harus di ketahui tour guide dalam pemanduan wisata ?
adalah : rute, objek wisata, budaya,
2. Cara memberikan panduan agar menarik wisatawan
adalah : di selingi dgn candaan dalam memberikan panduan,
3. Keperluan tour guide sebe selama perjalanan wisata
adalah : Memastikan Akomodasi Stand By, mempersiapkan materi - materi perjalanan wisata.
4. Kendala - kendala yang dihadapi tour guide dalam melayani ^{wisatawan} tour guide adalah : kelompok wisatawan / group yg berpecah sehingga sehingga pemandu kesulitan dalam memberikan informasi -
5. Cara mengatasi masalah kondisi psikologis wisatawan
Saat berwisata adalah memberikan arahan / informasi kepada wisatawan, pemandu maupun Mengkondisikan wisatawan.
6. Langkah - langkah merencanakan pemanduan wisata adalah pemandu harus Stand By di area di titik kumpul sebelum waktu yg ditentukan, menginformasikan detail tour
7. Hal - hal yg dipersiapkan dalam perjalanan wisata adalah mempersiapkan kendaraan, mempersiapkan makanan atau minuman, - mempersiapkan tempat istirahat -
8. Perlengkapan dan peralatan pemandu wisata adalah
 - ① Maps
 - ② Psk
 - ③ Senter
 - ④ Jas Hujan
 - ⑤ Kamera
 - ⑥ Uang
 - ⑦ Handphone
9. Mengatasi wisatawan kelompok Besar
 - mampu mengontrol kelompok.
 - Tegas dalam memberikan arahan.
 - Brigab dalam mengambil keputusanMengatasi wisatawan kelompok kecil adalah
 - Mendisiplinkan touris / wisatawan
 - tidak memilib kasih
10. Menghadapi leader guide dalam pemandu adalah
 - pemandu mempunyai wawasan yang luas
 - pemandu mengetahui sejarah hrs. tempat wisata yang akan di kunjungi.
 - menyampaikan informasi yang jelas dan akurat.

INTERVIEW TOURIST

NAMA : Mickie Lang

WAKTU :

LOKASI : Melbourne, Australia

Daftar pertanyaan di bawah ini bertujuan untuk mendapatkan informasi tentang *tourist*.

1. Where do you come from? We come from Melbourne, Australia
2. Why did you come to Indonesia? To do volunteer work and travel before our son starts school next year.
3. What made you come to Indonesia? We wanted to go somewhere warm.
4. How long will you stay in Indonesia? We will be in Indonesia for six months, but we have to go to Singapore to get a new visa after four months.
5. What do you want to do in Indonesia? We want to meet Indonesian people and learn some Bahasa. We want to explore and find out more about Indonesian cultures.
6. Are you having a good trip? Yes, we love it here. We have made so many friends and had a wonderful time so far.
7. What do you think about Indonesia? We love Indonesia. The people have been friendly everywhere we go. We have had fun teaching and travelling. Our son gets to play with local kids, and even adults.

8. What do you think about Toraja? Toraja is one of the most beautiful places we have been. The hills mean that there are views everywhere we go and we love to see the Tongkonan. For Indonesian people, Toraja is cold but for us it is nice and warm, but not so hot that we can't walk everywhere.
9. Do you find difficult to go to Toraja? Yes, the drive was very long and winding and the driver went very fast, our son got sick in the car.
10. Was the journey to Toraja difficult? As per answer to question 9 (I would recommend using this question instead of question 9, this one is worded better).
11. Are you interest to visit, why? We came to Toraja because our friend recommended an English school the students are a lot of fun. We get to live with the family and they are beautiful people.
12. Is it difficult to find a good tour guide? Not for us because we, a good tour guide were recommended to us by the family we stay with.
13. Is the tour guide guiding you well? Yes, he created a one-day tour of sites around Toraja. We saw the cave graves and went swimming in the blue pool.
14. What things the tour guide should know about guiding? The tour guide should know where to find local attractions and the stories of why those places are interesting or important. The guide should know about local culture, nature, religion, and food. The guide should know enough about other cultures to be able to tell the tourists what is different in Tana Toraja.

15. What steps can a guide take to attract tourists? To attract tourist, the guide could create a website, advertise online, or put advertisement into hotels or cafes.

16. What obstacle faced by the tour guide in the service of tourist? Not many tourists speak Indonesian so the tour guide will need to have good language skills or it will be difficult for them to communicate. Many European tourists speak good English so the guide may not need to speak other European languages. Tourists are often tired and overwhelmed. Also, people from other countries are often not as patient as Indonesians so they can be a bit grumpy.



INTERVIEW TOURIST

NAMA : **Alix Emanuela Ruiz, Marc-Olivier Lespérance, Édouard Lespérance et Jules Lespérance**

WAKTU :

LOKASI : **Saint-Jérôme, Québec, Canada**

Daftar pertanyaan di bawah ini bertujuan untuk mendapatkan informasi tentang *tourist*.

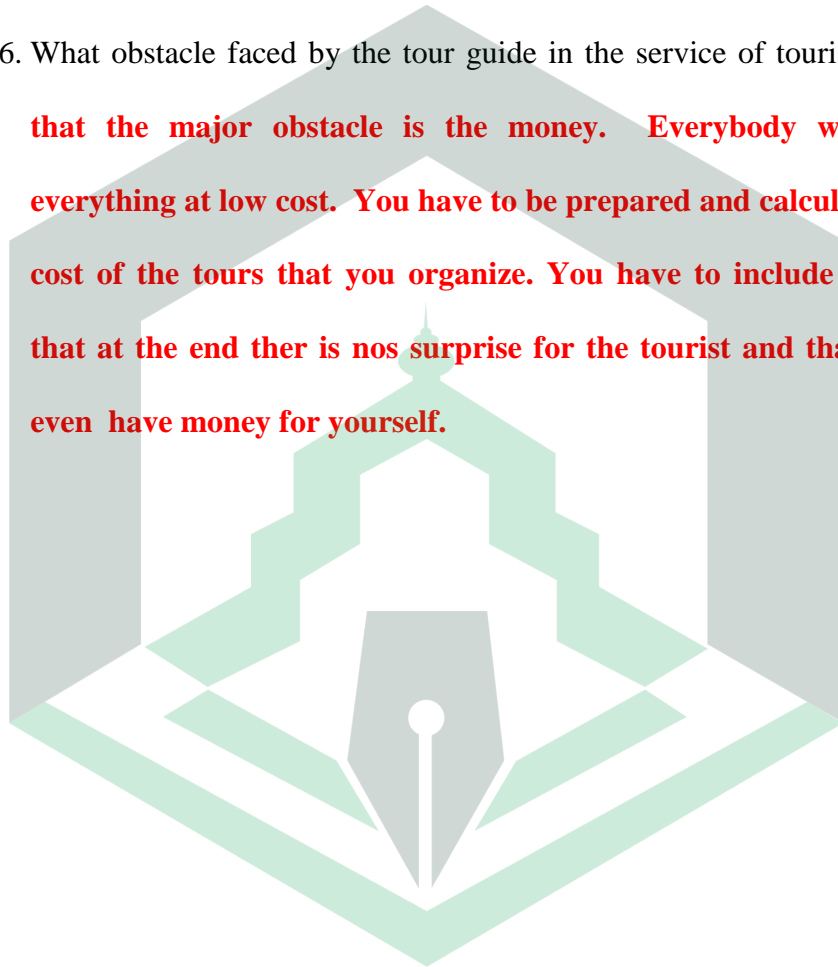
1. Where do you come from? **Saint-Jérôme, Québec, Canada**
2. Why did you come to Indonesia? **We were traveling for one whole year and we wanted to end the Asian part of our trip in Indonesia, especially on Sulawesi island.**
3. What made you come to Indonesia? **The beauty of the sea, the diversity of fauna and flora, the traditions and the culture.**
4. How long will you stay in Indonesia? **We spent 50 days on Sulawesi.**
5. What do you want to do in Indonesia? **We wanted to visit Torajas, and do snorkeling all around the island**
6. Are you having a good trip? **We fell in love with Indonesia. The people are so generous. We learned a lot while traveling in your country.**
7. What do you think about Indonesia? **Indonesia is a great country with a lot to offer. We hope that one day, all the others islands will receive their part of tourism such as Bali does. We think that there is so**

much more to see, to discover: religion, traditions, culture, oceans, etc.

8. What do you think about Toraja? **Toraja is a very nice place to visit. Even if we are in 2020, they kept their traditions and ways of living. We enjoyed visiting that area of Sulawesi.**
9. Do you find it difficult to go to Toraja? **Yes it is difficult to reach the Toraja. You have to be ready to do many hours by bus (night mostly) and not necessarily by sleeping bus. We were very tired of our trips to get and even to leave Toraja.**
10. Was the journey to Toraja difficult? **Difficult no, we learned how to harvest many things, we assist at a wedding and funerals.**
11. Are you interested to visit, why? **As we said, it was to meet people who are living in traditional way.**
12. Is it difficult to find a good tour guide? **No, we always easily found persons who were interested to guide us and to make us discover their part of the island.**
13. Is the tour guide guiding you well? **Yes, we saw so many things that we didn't expect: seabed, landscapes, lakes, families, traditions, etc.**
14. What things the tour guide should know about guiding? **That it is important to know the expectations of the tourists that he is guiding. What they want to see, how much they are ready to pay, how many days they want to spend in each place. Do they want to visit super touristy places or live with locals, etc.**

15. How the step for the guide for a guide to attract tourists? **It is important for a guide to offer something that nobody else offers. Tourists want to visit exclusives places. Be different by offering real experiences like visiting Natsir farm where people can stay and learn about your culture.**

16. What obstacle faced by the tour guide in the service of tourist? **I think that the major obstacle is the money. Everybody want to see everything at low cost. You have to be prepared and calculate the real cost of the tours that you organize. You have to include everything that at the end ther is nos surprise for the tourist and that you may even have money for yourself.**



INTERVIEW TOURIST

NAMA : Stefan Verhaert

WAKTU : 11th July 2020

LOKASI : Makale

Daftar pertanyaan di bawah ini bertujuan untuk mendapatkan informasi tentang *tourist*.

17. Where do you come from?

I was born in Belgium but I live in Germany.

18. Why did you come to Indonesia?

A friend told me she was on holiday in Indonesia. She said Indonesia is a beautiful country and the people are very friendly.

19. What made you come to Indonesia?

I'm having a sabbatical in Germany. That means I don't have to work for one year. So far I didn't travel outside of Europe. So I decided to travel further now when I have time.

20. How long will you stay in Indonesia?

I will stay for 2 months.

21. What do you want to do in Indonesia?

I want to work as a volunteer for one month and then I will travel for one month.

I found an organic farmer on the WWOOF- website. WWOOF stands for Willing Worker On Organic Farm. So these are farmers who look for volunteers. This way I met Natsir. He looked for volunteers who can teach English in his small school. And he is a farmer. He mainly makes chocolate and coffee. But he also has goats and grows a lot of vegetables. Then I want to travel around Sulawesi. I like snorkeling and I will visit places where I can do that like the Togean Islands and Bunaken. I also want to visit some national parks because I'm very interested in nature.

22. Are you having a good trip?

Yes, so far it has been very good.

23. What do you think about Indonesia?

Indonesia is amazing. For me it is the first time I stay in a tropical country. There are a lot of plants and animals I have never seen before. And it's interesting to see how cacao grows and how you can make chocolate out of it.

The people are really friendly. They often say hello and a lot of people ask if they can take a picture. Some people just come up and want to talk. Most of the Indonesian people don't speak English very well. I wonder if they didn't pay attention in school.

There is one thing I don't like about Indonesia. You can see rubbish and waste everywhere. I was walking in Pare-Pare along the coast and there was a lot of waste in the water. I don't understand why the people don't clean it. Even here in Makale people throw their waste in the river. This is

something you don't see in Germany. I try to explain to the Indonesian people the plastic will fall apart in very small pieces. They are called microplastics. The fish will eat these small pieces. And the people will eat the fish. So in the end we humans will be eating our own plastics. I'm sure a lot of tourists don't like this. But you don't have to clean it up because of the tourists, you have to clean it up for yourselves.

24. What do you think about Toraja?

It is really nice. I also like it because it is not very touristic. The scenery is great and I like the mountains very much. I hope the Torajan people help each other and I hope they keep their culture alive. I'm sure this is what a lot of tourists like. I also like to see people with different religions can live in peace together.

25. Do you find difficult to go to Toraja?

Once you are on the right bus, it's not difficult. You just sit and wait. You can read or talk to people. But it takes some time to find out where and which bus you have to take. Luckily the people are very friendly.

26. Was the journey to Toraja difficult?

No, the busdriver did all the work.

27. Are you interest to visit, why?

Actually that was just because Natsir lives here. I'm interested in organic farming.

28. Is it difficult to find a good tour guide?

It's difficult to find somebody who speaks English. But at Natsir's place I got to know you, Upi . And you have been a very good tour guide. You showed me Palopo and you told me a lot about the Torajan culture. You even took me on the back of your motorcycle and brought me from Palopa to Makale. On the way you showed me cloves, you showed me a traditional market and the graves of the babies in the tree. That was very interesting and a great adventure. I'm very thankful to you, Reski. (or William, as you used to call yourself)

29. Is the tour guide guiding you well?

Yes, I would recommend him.

14. What things the tour guide should know about guiding?

Most importantly, he should know English. It doesn't have to be perfect, but you should be able to understand him. He also has to know a lot about his own country, his own area and his own town. For me, the most interesting facts are about history, culture and nature.

He should know interesting places and sights. It's clever to ask the tourist what he would like to visit. Because tourists are not all the same, they have different interests and different tastes. The tour guide told me a lot about nature, he showed me the first mosque in Palopo and also knew about Indonesian traditions.

15. What steps can a guide take to attract tourists?

If you are not part of an organization, the easiest is to go up to the tourist and introduce yourself. A tour guide can just offer help, if he sees a tourist is looking for something.

I met a lot of nice Indonesian people who just came up to me and wanted to talk. They said they wanted to practice their English. Like that, it was easy for me to ask the questions I had and they told me a lot about Indonesian life. If a guide wants money for touring, this should be made clear beforehand! It's no problem to ask for money, but tourists don't like "financial surprises" in the end. Another good way to "find" tourists is leaving contact cards or a flyer in the hotels.

16. What obstacle faced by the tour guide in the service of tourist?

I think the language is often the biggest problem. This can result in misunderstandings.

Another problem can be trust. A lot of tourists have problems trusting "a stranger".

Tourists need some time to get to know the guide and learn to trust him. Before Reski was my tour guide, I had a lot of time and possibilities to see he was a good, trustworthy person. That made me feel at ease and made it a great experience for me.

LEMBAR VALIDASI INSTRUMENT EVALUASI UNTUK AHLI MATERI

Pengembangan Buku Pemandu Wisata Untuk Siswa Natsir Eco School

A. Petunjuk pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Berilah tanda () pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
 - 1: tidak layak
 - 2: kurang layak
 - 3: cukup layak
 - 4: layak
 - 5: sangat layak
4. Anda di mohon kesediannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

| NO | URAIAN | Kelayakan | | | | |
|----|---|-----------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| I | Aspek Isi | | | | | |
| | a. Tujuan penelitian dinyatakan dengan jelas. | | | | ✓ | |
| | b. Tujuan kuesioner dinyatakan dengan jelas. | | | | ✓ | |
| | c. Petunjuk pengisian kuesioner mudah dipahami. | | | | ✓ | |
| II | Aspek Cakupan (Isi) | | | | | |
| | a. Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi yang di butuhkan responden | | | | ✓ | |

| | | | | | |
|-----|--|--|---|---|---|
| | b. Butir-butir kuesioner mencakup data yang berhubungan dengan parawisata | | | | ✓ |
| | c. Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pemanduan | | | | ✓ |
| | d. Butir-butir kuesioner mencakup data yang berhubungan dengan informasi parawisata | | | ✓ | |
| III | Aspek Bahasa | | | | |
| | a. Butir-butir kuesioner dirumuskan dalam dalam bahasa indonesia dan bahasa inggris yang baik dan benar. | | ✓ | | |
| | b. Butir-butir kuesioner dirumuskan dalam bahasa indonesia dan bahasa inggris yang efektif. | | | ✓ | |
| | c. Butir-butir kuesioner dirumuskan dalam bahasa indonesia dan bahasa inggris yang efisien. | | | ✓ | |
| | d. Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden. | | | ✓ | |

C. Komentor

Isi instrument penelitian bank internet & angket harus saling sejalan & sesuai dengan tujuan pengumpulan data.

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D. Saran

Gunakan bahasa yg. baik dan dapat dimengerti
& tidak bermakna ambigu!

E. Kesimpulan

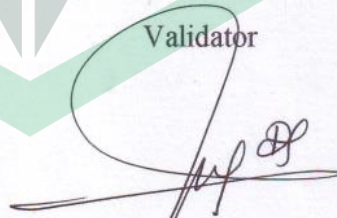
Instrument kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut

Koreksian ada di lembar Instrument, silakan diperbaiki!

Palopo, September, 2020

Validator



Dewi Furwana, S.Pd.I., M.Pd.

NIP. 19870831 201503 2 006

VALIDASI INSTRUMENT PENELITIAN

(WAWANCARA PEMANDU)

A. Judul penelitian

Developing Tourism Guide Book for Studetns of Natsir Eco School Course In Tana Toraja

B. Focus penelitian

Bagaimana pendapat para pemandu wisata mengenai cara pemanduan yang benar dan baik.

C. Kriteria validasi wawancara

1. Ketepatan dalam penggunaan kata maupun bahasa
2. Pertanyaan tidak menimbulkan penafsiran ganda.
3. Kejelasan yang diketahui dan ditanyakan.
4. Kesesuain soal dengan tujuan penelitian.

D. Pedoman wawancara

1. Hal-hal apa saja yang harus diketahui oleh *Tour Guide* dalam pemanduan wisata?
2. Bagaimana cara memberikan pemanduan agar menarik wisatawan?
3. Apa saja kegiatan *tour guide* selain perjalanan wisata?
4. Apa kendala-kendala yang dihadapi oleh *Tour Guide* dalam melayani wisatawan?
5. Bagaimana cara mengontrol situasi wisatawan saat berwisata?
6. Tahapan apa yang harus di buat dalam merencanakan sebuah pemanduan wisata?
7. Hal-hal apa saja yang harus dipersiapkan dalam perjalanan wisata?
8. Apa saja perlengkapan dan peralatan yang di butuhkan pemandu wisata?
9. Bagaimana cara menghadapi wisatawan dalam kelompok besar dan kelompok kecil?
10. Bagaimana berkomunikasi ^{cara} ^{dengan} *leader guide* dalam memandu?

E. Validitas

| No | Indikator Validasi | Nilai | | | | |
|----|--|-------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1. | Ketepatan dalam penggunaan kata maupun bahasa. | | | | ✓ | |
| 2. | Pertanyaan tidak menumbulkan penafsiran ganda. | | | | | ✓ |
| 3. | Kejelasan yang di ketahui dan di pertanyakan. | | | | ✓ | |
| 4. | Kesesuain soal dengan tujuan penelitian. | | | | | ✓ |

Adjust from. Repo IAIN-tulungagung.ac.id.

Keterangan:

5 = sangat baik/sangat sesuai/sangat tepat

4 = baik/sesuai/tepat

3 = sedang

2 = kurang baik/kurang sesuai/kurang tepat

1 = sangat kurang baik/sangat kurang sesuai/sangat kurang tepat

F. Penilaian Umum

Kesimpulan penilaian secara umum terhadap instrument ini

- layak digunakan
- layak digunakan dengan perbaikan
- tidak layak di gunakan

lingkari sesuai dengan penilaian Bapak/Ibu

Catatan/Revisi Intrument

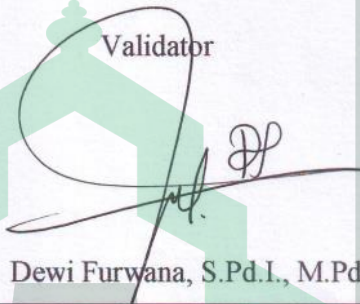
Sudah layak digunakan dgn perbaikan !

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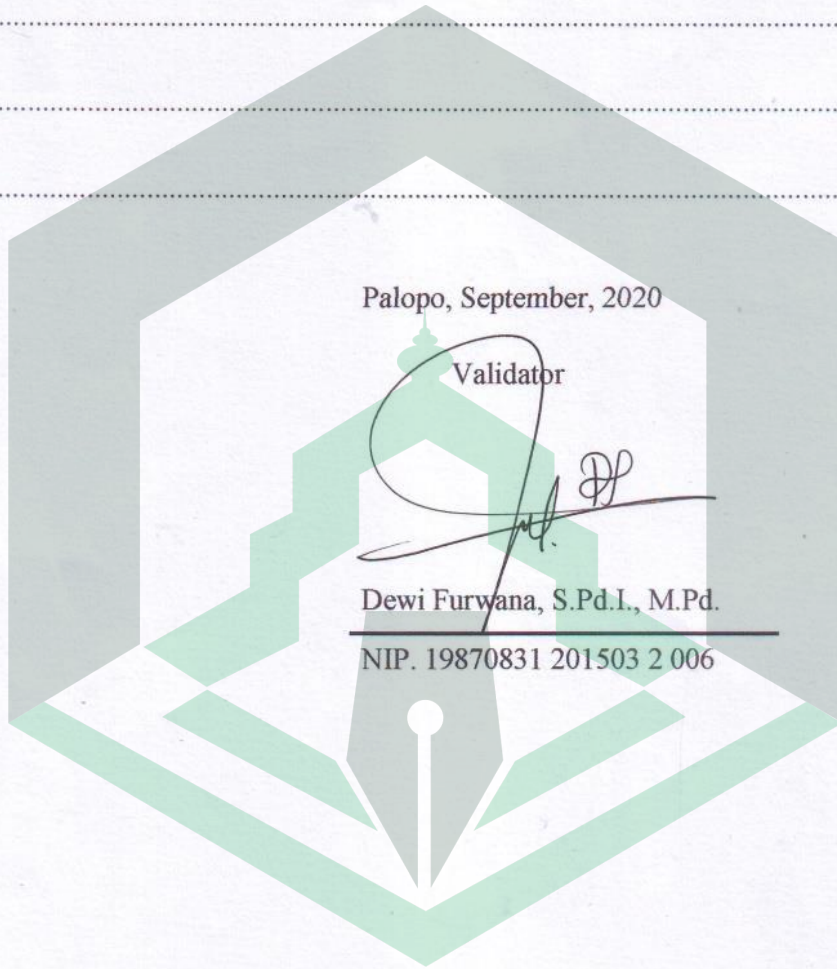
Palopo, September, 2020

Validator



Dewi Furwana, S.Pd.I., M.Pd.

NIP. 19870831 201503 2 006



VALIDASI INSTRUMENT PENELITIAN

(WAWANCARA WISATAWAN)

A. Judul penelitian

Developing Tourism Guide Book for Studetns of Natsir Eco School Course In Tana Toraja

B. Focus penelitian

Bagaimana pendapat para wisatawan asing mengenai Tana Toraja dan pemanduan di Tana Toraja.

C. Kriteria validasi wawancara

1. Ketepatan dalam penggunaan kata maupun bahasa
2. Pertanyaan tidak menimbulkan penafsiran ganda.
3. Kejelasan yang diketahui dan ditanyakan.
4. Kesesuain soal dengan tujuan penelitian

D. Pedoman wawancara

1. Where do you come from?
2. Why did you come to Indonesia?
3. What made you come to Indonesia?
4. How long will you stay in Indonesia?
5. What do you want to do in Indonesia?
6. Are you having a good trip?
7. What do you think about Indonesia?
8. What do you think about Toraja?
9. Do you find difficult to go Toraja?
10. Was the journey to Toraja difficult?
11. ~~Why were you interested to visit?~~
12. Is it difficult to find a good tour guide?
13. Is the tour guide guiding you well?
14. What things the tour guide should know about guiding?

Yuni Rama Artingan
Are you interest to visit? why

15. How to give a guide to attract tourists?

16. What obstacle faced by the tour guide in the service of tourist?

E. Validitas

| No | Indikator Validasi | Nilai | | | | |
|----|--|-------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1. | Ketepatan dalam penggunaan kata maupun bahasa. | | | ✓ | | |
| 2. | Pertanyaan tidak menimbulkan penafsiran ganda. | | | | ✓ | |
| 3. | Kejelasan yang di ketahui dan di pertanyakan. | | | ✓ | | |
| 4. | Kesesuain soal dengan tujuan penelitian | | | | ✓ | |

Adjust from. Repo IAIN-tulungagung.ac.id

Keterangan:

5 = sangat baik/sangat sesuai/sangat tepat

4 = baik/sesuai/tepat

3 = sedang

2 = kurang baik/kurang sesuai/kurang tepat

1 = sangat kurang baik/sangat kurang sesuai/sangat kurang tepat

F. Penilaian Umum

Kesimpulan penilaian secara umum terhadap instrument ini

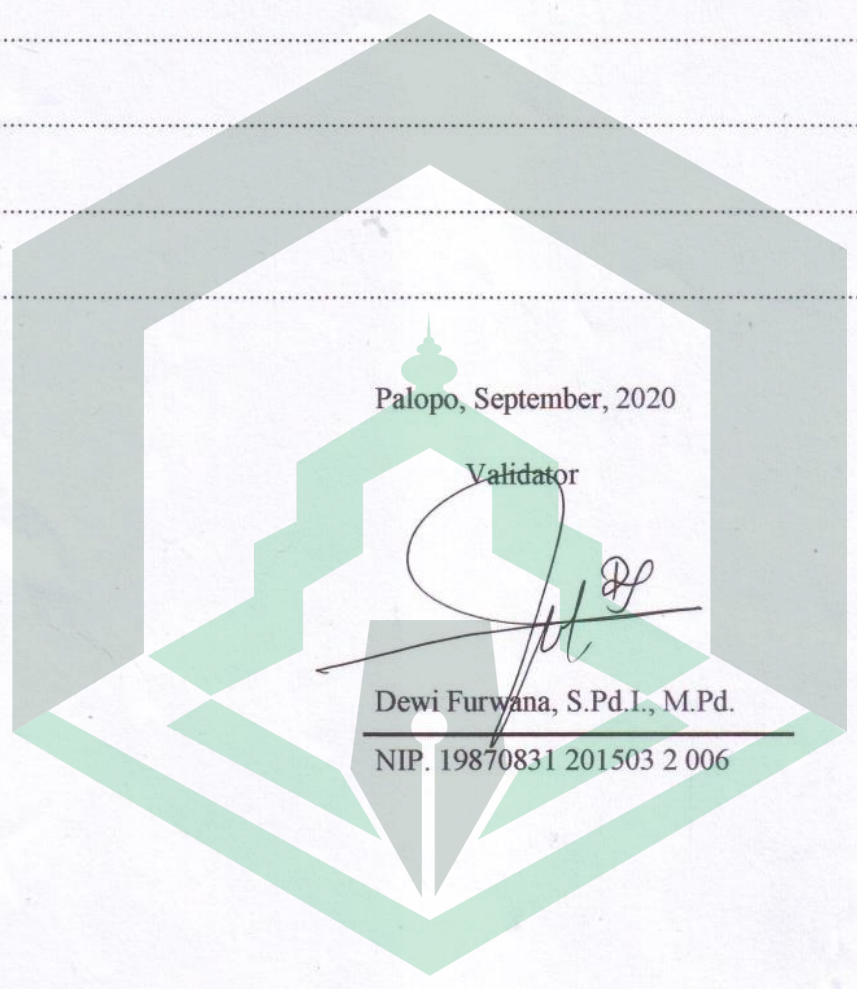
- layak digunakan
- layak digunakan dengan perbaikan
- tidak layak di gunakan

lingkari sesuai dengan penilaian Bapak/Ibu

Catatan/Revisi Intrument

Silakan diperbaiki khususnya dalam memparkan/memberi
pertanyaan harus lebih jelas dan tepat sasaran!

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Palopo, September, 2020

Validator

A handwritten signature in black ink, appearing to be 'Dewi Furwana', is written over the 'Validator' text and extends across the name and NIP information below.

Dewi Furwana, S.Pd.I., M.Pd.

NIP. 19870831 201503 2 006

LEMBAR VALIDASI KUESIONER

Pengembangan Buku Pemandu Wisata Untuk Siswa Natsir
Eco School

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Berilah tanda (**√**) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut: 1: tidak layak
2: kurang layak
3: cukup layak
4: layak
5: sangat layak
4. Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

| NO | URAIAN | Kelayakan | | | | |
|----|--|-----------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| I | Aspek Isi | | | | | |
| | a. Tujuan penelitian dinyatakan dengan jelas. | | | √ | | |
| | b. Tujuan kuesioner dinyatakan dengan jelas. | | | √ | | |
| | c. Petunjuk pengisian kuesioner mudah dipahami. | | | | √ | |
| II | Aspek Cakupan (Isi) | | | | | |
| | a. Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi yang dibutuhkan responden | | | | √ | |
| | b. Butir-butir kuesioner mencakup data yang berhubungan dengan pariwisata | | | | √ | |
| | c. Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pemanduan | | | | √ | |
| | d. Butir-butir kuesioner mencakup data yang | | | | √ | |

| | | | | | | |
|-----|--|--|--|--|---|--|
| | berhubungan dengan informasi pariwisata | | | | | |
| III | Aspek Bahasa | | | | | |
| | a. Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia dan Bahasa Inggris yang baik dan benar. | | | | √ | |



| | | | | | |
|--|--|--|--|---|--|
| b. Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia dan Bahasa Inggris yang efektif. | | | | √ | |
| c. Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia dan Bahasa Inggris yang efisien. | | | | √ | |
| d. Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden. | | | | √ | |

C. Komentar

Kuesioner sudah tergolong baik untuk digunakan sebagai instrument *need analysis* pembuatan buku karena didasarkan pada dimensi dan indikator yang jelas.

D. Saran

- Tampilan kuesioner yang akan dibagikan kepada responden sebaiknya disederhanakan, tidak perlu menampilkan kolom indikator/teori yang menjadi acuan peneliti. Sediakan ruang yang cukup untuk menuliskan jawaban pertanyaan.
- Perbaiki kesalahan ketik kata, ketidaksesuaian pemilihan kata, dan kesalahan struktur kalimat.

E. Kesimpulan

Instrument kuesioner ini (lingkari salah satu pilihan):

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan (*lihat saran*)

Palopo, 3 September 2020

Validator

Magfirah Thayyib, M.Hum.
NIP. 19850719 201801 001

VALIDASI INSTRUMEN PENELITIAN (WAWANCARA PEMANDU)

A. Judul Penelitian

Developing Tourism Guide Book for Students of Natsir Eco School Course In Tana Toraja

B. Fokus Penelitian

Bagaimana pendapat para pemandu wisata mengenai cara pemanduan yang benar dan baik

C. Kriteria Validasi Wawancara

1. Ketepatan dalam penggunaan kata maupun bahasa
2. Pertanyaan tidak menimbulkan penafsiran ganda
3. Kejelasan yang diketahui dan ditanyakan
4. Kesesuaian soal dengan tujuan penelitian

D. Pedoman Wawancara

1. Hal-hal apa saja yang harus diketahui oleh *tour guide* dalam pemanduan wisata?
2. Bagaimana cara memberikan pemanduan agar menarik wisatawan?
3. Apa saja kegiatan *tour guide* selain perjalanan wisata?
4. Apa kendala-kendala yang dihadapi oleh *tour guide* dalam melayani wisatawan?
5. Bagaimana cara mengatasi masalah kondisi psikologis wisatawan saat berwisata?
6. Bagaimana langkah-langkah merencanakan sebuah pemanduan wisata?
7. Hal-hal apa saja yang harus dipersiapkan dalam perjalanan wisata?
8. Apa saja perlengkapan dan peralatan pemandu wisata?
9. Bagaimana cara menghadapi wisatawan kelompok besar dan kelompok kecil?
10. Bagaimana menghadapi leader guide dalam memandu?

E. Validitas

| No | Indikator Validasi | Nilai | | | | |
|----|---|-------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1. | Ketepatan dalam penggunaan kata maupun bahasa. | | | | √ | |
| 2. | Pertanyaan tidak menimbulkan penafsiran ganda. | | | | √ | |
| 3. | Kejelasan aspek yang ingin diketahui dan dipertanyakan. | | | | √ | |
| 4. | Kesesuaian soal dengan tujuan penelitian. | | | | √ | |

Adapted from Repo IAIN-tulungagung.ac.id.

Keterangan:

5 = sangat baik

4 = baik

3 = sedang

2 = kurang baik

1 = sangat kurang baik

F. Penilaian Umum

Kesimpulan penilaian secara umum terhadap instrument ini:

- a. layak digunakan
- b. layak digunakan dengan perbaikan
- c. tidak layak digunakan

Catatan/Revisi Instrument

- Beberapa pertanyaan (i.e. 1 dan 2, 6 dan 7, 7 dan 8) terkesan sama dan cenderung menghasilkan pemahaman/jawaban yang sama jika tidak disertai *follow up questions*.
- Urutan pertanyaan sebaiknya dibuat kronologis, misal perencanaan dan persiapan lebih dahulu dibandingkan kendala dan masalah yang dihadapi.

- Konsistensi format bahasa tetap harus diperhatikan meskipun akan digunakan secara lisan tapi pelaporan tetap secara tertulis, misal 'hal-hal apa saja' vs 'apa saja', 'bagaimana cara menghadapi' vs 'bagaimana menghadapi'.

Palopo, 3 September 2020

Validator



Magfirah Thayyib, M.Hum.
NIP. 19850719 201801 001



VALIDASI INSTRUMEN PENELITIAN (WAWANCARA WISATAWAN)

A. Judul Penelitian

Developing Tourism Guide Book for Students of Natsir Eco School Course In Tana Toraja

B. Fokus Penelitian

Bagaimana pendapat para wisatawan asing mengenai Tana Toraja dan pemanduan wisata di Tana Toraja

C. Kriteria Validasi Wawancara

1. Ketepatan dalam penggunaan kata maupun bahasa
2. Pertanyaan tidak menimbulkan penafsiran ganda
3. Kejelasan yang diketahui dan ditanyakan
4. Kesesuaian soal dengan tujuan penelitian

D. Pedoman Wawancara

1. Where do you come from?
2. Why did you come to Indonesia?
3. What made you come to Indonesia?
4. How long will you stay in Indonesia?
5. What do you want to do in Indonesia?
6. Are you having a good trip?
7. What do you think about Indonesia?
8. What do you think about Toraja?
9. Do you find difficult to go Toraja?
10. Was the journey to Toraja difficult?
11. Why were you interested to visit?
12. Is it difficult to find a good tour guide?
13. Is the tour guide guiding you well?

E. Validitas

| No | Indikator Validasi | Nilai | | | | |
|----|---|-------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1. | Ketepatan dalam penggunaan kata maupun bahasa. | | | | √ | |
| 2. | Pertanyaan tidak menimbulkan penafsiran ganda. | | | | √ | |
| 3. | Kejelasan aspek yang ingin diketahui dan dipertanyakan. | | | | √ | |
| 4. | Kesesuaian soal dengan tujuan penelitian. | | | √ | | |

Adapted from Repo IAIN-tulungagung.ac.id.

Keterangan:

5 = sangat baik

4 = baik

3 = sedang

2 = kurang baik

1 = sangat kurang baik

F. Penilaian Umum

Kesimpulan penilaian secara umum terhadap instrument ini:

- layak digunakan
- layak digunakan dengan perbaikan
- tidak layak digunakan

Catatan/Revisi Instrument

- Pertanyaan 1-7 yang bersifat umum dan kurang sesuai dengan tujuan penelitian (yaitu mengetahui pendapat wisman mengenai Tana Toraja dan pemanduan wisatanya).
- Pertanyaan 2 & 3 serta 9 & 10 memiliki makna yang sama dan akan menghasilkan jawaban yang sama jika tidak ada klarifikasi esensi.

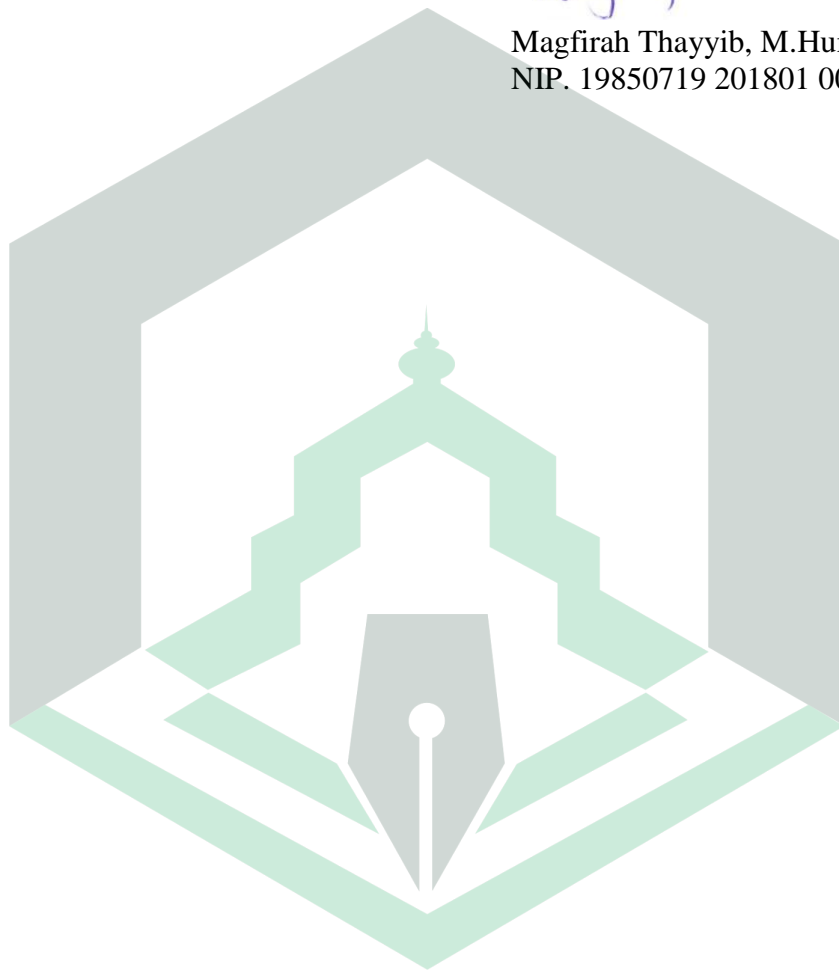
- Kalimat pertanyaan 9 dan 11 perlu perbaikan struktur/grammar sedangkan kalimat pertanyaan 12 dan 13 perlu ditambahkan lokus agar lebih jelas.

Palopo, 3 September 2020

Validator



Magfirah Thayyib, M.Hum.
NIP. 19850719 201801 001



SURAT PERMOHONAN *EXPERT JUDGMENT*

Hal : Permohonan Kesiediaan *Expert Judgment*

Lampiran : 1 Rangkap

Kepada Yth.

Di_

Tempat

Dengan Hormat,

Sebagai salah satu syarat dalam pembuatan Tugas Akhir Skripsi, bersama ini saya:

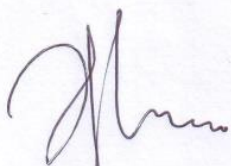
Nama : Reski
NIM : 16.02.02.0052
Judul Penelitian : Developing Tourism Guide Book for Students of Natsir Eco School Course in Tana Toraja

Memohon dengan sangat kesediaan Bapak untuk memberikan penilaian pada produk yang telah saya buat berupa Tourism Guide Book untuk siswa Narsir Eco School di Tana Toraja.

Demikian permohonan saya sampaikan, atas bantuan dan kesediaan Bapak, saya ucapkan banyak terima kasih.

Palopo, 14, Desember 2020

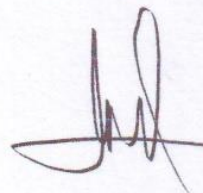
Expert Judgment



Dr. Masruddin, M.Hum.

NIP 19800613 200501 1 005

Pemohon



Reski

NIM: 16.02.02.0052

KUESIONER PENILAIAN UNTUK PARA AHLI

Pengantar:

Kuesioner ini merupakan instrumen penilaian terhadap *Tourism Guide Book*. Saya sangat mengharapkan partisipasi Bapak/Ibu untuk mengisi kuesioner ini sebagai masukan atas *book* yang saya kembangkan. Atas kesediaan dan partisipasi Bapak/Ibu, saya ucapkan terimakasih.

Expert Identity:

Name : Dr. Masruddin, M. Hum.
Sex : Male/ Female
Last Education : SD
Expertis : Language Expert/ Material Expert

A. Petunjuk Pengisian:

Berikut ini adalah butir-butir pernyataan yang berkaitan dengan *Tourism Guide Book* yang telah dikembangkan. Bapak/Ibu dipersilakan untuk memberikan tanda centang (✓) sesuai bobot yang dikelompokkan berikut

Keterangan Skala Penilaian

- 1: berarti "sangat kurang baik/very poor"
- 2: berarti "kurang baik/poor"
- 3: berarti "cukup baik/fairly"
- 4: berarti "baik /good"
- 5: berarti "baik sekali/excellent"

Mohon kepada Bapak/Ibu untuk menulis saran perbaikan di akhir lembaran kuesioner ini.

B. Penilaian di tinjau dari beberapa aspek

| No | Aspek yang dinilai | Bobot | | | | |
|----------|---|-------|---|---|---|---|
| I | Instructional Material | | | | | |
| | 1. Kesesuaian indikator pencapaian hasil belajar dengan kompetensi dasar | 1 | 2 | 3 | 4 | 5 |
| | 2. Kejelasan materi pembelajaran | | | ✓ | | |
| | 3. Kesesuaian pemilihan gambar, warna, maupun posisi gambar pada cover design | | | | ✓ | |
| | 4. Kesesuaian materi prasyarat dan materi yang di butuhkan siswa | | | | ✓ | |
| | 5. Kesesuaian pengalaman belajar dengan indikator pencapaian hasil belajar | | | | ✓ | |

| | | | | | |
|-----------|---|--|--|---|---|
| | 6. Penggunaan bahasa ditinjau dari kaidah Bahasa Inggris | | | ✓ | |
| | 7. Sifat komunikasi bahasa yang digunakan | | | ✓ | |
| | 8. Kesesuaian sumber belajar | | | ✓ | |
| | 9. Materi yang mengajarkan siswa dalam memandu <i>tourist</i> di Tana Toraja | | | ✓ | |
| | 10. Tourism guide book yang di kembangkan memberikan penjelasan secara jelas pada setiap poinnya. | | | ✓ | |
| | 11. Materi (panduan, informasi, tempat dll) diambil dari sumber-sumber terbaru tentang topik yang di bahasa | | | ✓ | |
| | 12. Bentuk materi dalam <i>tourism guide book</i> ini disajikan secara beragam | | | ✓ | |
| | 13. Materi yang diberikan dalam <i>tourism guide book</i> ini mendorong siswa untuk aktif di lapangan | | | ✓ | |
| | 14. Penyajian materi mendorong siswa untuk mengenali keberhasilan atau kekurangan mereka dalam belajar bahasa inggris | | | ✓ | |
| | 15. Poin-poin yang diberikan di dalam materi dapat membantu siswa dalam memahami topik utama | | | ✓ | |
| | 16. Materi yang mengajar kan siswa dalam memandu <i>tourist</i> di Tana Toraja | | | | ✓ |
| | 17. Penyajian materi mendorong siswa aktif dalam proses belajar mandiri | | | ✓ | |
| II | Initial Design | | | | |
| | 1. Kejelasan pembagian materi | | | ✓ | |
| | 2. Kejelasan sistem penomoran | | | ✓ | |
| | 3. Pengaturan ruang/ tata letak | | | ✓ | |
| | 4. Kesesuaian jenis dan ukuran huruf | | | ✓ | |
| | 5. Pengaturan ilustrasi/ gambar | | | ✓ | |
| | 6. Ilustrasi yang diberikan mampu menambah pemahaman pada informasi yang disampaikan | | | ✓ | |
| | 7. Ilustrasi yang ditampilkan secara serasi | | | ✓ | |

| | | | | | | |
|--------------------------------|---|--|--|--|---|--|
| | sesuai dengan topik pembahasan | | | | | |
| | 8. Ilustrasi yang diberikan memiliki ukuran yang proporsional sehingga memberikan gambaran yang akurat tentang objek yang di maksud | | | | / | |
| III ASPECTS of LANGUAGE | | | | | | |
| | 1. Bahasa yang digunakan dalam instruksi sesuai dengan tingkat perkembangan siswa | | | | / | |
| | 2. Bahasa yang digunakan dalam penjelasan sesuai dengan tingkat perkembangan kognitif siswa | | | | / | |
| | 3. Bahasa yang digunakan sesuai dengan kemampuan berbahasa siswa | | | | / | |
| | 4. Bahasa yang disajikan jelas dan mudah dipahami oleh siswa | | | | / | |
| | 5. Bahasa yang digunakan sesuai dengan kaidah bahasa inggris yang benar | | | | / | |
| | 6. Tourism guide book yang dikembangkan tidak terlalu banyak menggunakan kata-kata yang rumit | | | | / | |

C. Penilaian Umum

Simpulan Penilaian secara umum

(mohon lingkari angka di bawah ini sesuai penilaian Bapak/ Ibu)

| | |
|--|--|
| <p>a. Instructional material ini :</p> <ol style="list-style-type: none"> 1. Sangat kurang baik 2. Kurang baik baik 3. Cukup baik ④ Baik 5. Baik sekali | <p>b. Instructional material ini :</p> <ol style="list-style-type: none"> 1. Belum dapat digunakan 2. Dapat digunakan dengan revisi banyak 3. Dapat digunakan dengan beberapa revisi 4. Dapat digunakan dengan revisi sedikit 5. Dapat digunakan tanpa revisi |
|--|--|

D. Komentor dan Saran Perbaikan

Spelling di Perhatikan
Kalam bisa kamungkinan percakapan
antara guide dan turis di dalam
negeri



Palopo, 19 Desember, 2020

Penilai Kelayakan

A handwritten signature in black ink is written over the text 'Penilai Kelayakan'. The signature is stylized and appears to be 'M. M. M.' or similar. Below the signature is a horizontal line.

SURAT PERMOHONAN *EXPERT JUDGMENT*

Hal : Permohonan Kesediaan *Expert Judgment*

Lampiran : 1 Rangkap

Kepada Yth.

Di_

Tempat

Dengan Hormat,

Sebagai salah satu syarat dalam pembuatan Tugas Akhir Skripsi, bersama ini saya:

Nama : Reski
NIM : 16.02.02.0052
Judul Penelitian : Developing Tourism Guide Book for Students of Natsir Eco School Course in Tana Toraja

Memohon dengan sangat kesediaan Bapak untuk memberikan penilaian pada produk yang telah saya buat berupa Tourism Guide Book untuk siswa Narsir Eco School di Tana Toraja.

Demikian permohonan saya sampaikan, atas bantuan dan kesediaan Bapak, saya ucapkan banyak terima kasih.


Tana Toraja,
Palopo, 16, Desember 2020

Expert Judgment



Natsir

Pemohon



Reski

NIM: 16.02.02.0052

KUESIONER PENILAIAN UNTUK PARA AHLI

Pengantar:

Kuesioner ini merupakan instrumen penilaian terhadap *Tourism Guide Book*. Saya sangat mengharapkan partisipasi Bapak/Ibu untuk mengisi kuesioner ini sebagai masukan atas *book* yang saya kembangkan. Atas kesediaan dan partisipasi Bapak/Ibu, saya ucapkan terimakasih.

Expert Identity:

Name : NATSIR
 Sex : Male/ Female
 Last Education : S1
 Expertis : Language Expert/ Material Expert

A. Petunjuk Pengisian:

Berikut ini adalah butir-butir pernyataan yang berkaitan dengan *Tourism Guide Book* yang telah dikembangkan. Bapak/Ibu dipersilakan untuk memberikan tanda centang (✓) sesuai bobot yang dikelompokkan berikut

Keterangan Skala Penilaian

- 1: berarti "sangat kurang baik/very poor"
- 2: berarti "kurang baik/poor"
- 3: berarti "cukup baik/fairly"
- 4: berarti "baik /good"
- 5: berarti "baik sekali/excellent"

Mohon kepada Bapak/Ibu untuk menulis saran perbaikan di akhir lembaran kuesioner ini.

B. Penilaian di tinjau dari beberapa aspek

| No | Aspek yang dinilai | Bobot | | | | |
|----------|---|-------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| I | Instructional Material | | | | | |
| | 1. Kesesuaian indikator pencapaian hasil belajar dengan kompetensi dasar | | | ✓ | | |
| | 2. Kejelasan materi pembelajaran | | | | ✓ | |
| | 3. Kesesuaian pemilihan gambar, warna, maupun posisi gambar pada cover design | | | | ✓ | |
| | 4. Kesesuaian materi prasyarat dan materi yang di butuhkan siswa | | | | | ✓ |
| | 5. Kesesuaian pengalaman belajar dengan indikator pencapaian hasil belajar | | | | | ✓ |

| | | | | | |
|---|--|--|---|---|---|
| 6. Penggunaan bahasa ditinjau dari kaidah Bahasa Inggris | | | | ✓ | |
| 7. Sifat komunikasi bahasa yang digunakan | | | ✓ | | |
| 8. Kesesuaian sumber belajar | | | | ✓ | |
| 9. Materi yang mengajarkan siswa dalam memandu <i>tourist</i> di Tana Toraja | | | | | ✓ |
| 10. <i>Tourism guide book</i> yang di kembangkan memberikan penjelasan secara jelas pada setiap poinnya. | | | | | ✓ |
| 11. Materi (panduan, informasi, tempat dll) diambil dari sumber-sumber terbaru tentang topik yang di bahasa | | | | | ✓ |
| 12. Bentuk materi dalam <i>tourism guide book</i> ini disajikan secara beragam | | | ✓ | | |
| 13. Materi yang diberikan dalam <i>tourism guide book</i> ini mendorong siswa untuk aktif di lapangan | | | | | ✓ |
| 14. Penyajian materi mendorong siswa untuk mengenali keberhasilan atau kekurangan mereka dalam belajar bahasa Inggris | | | | | ✓ |
| 15. Poin-poin yang diberikan di dalam materi dapat membantu siswa dalam memahami topik utama | | | | | ✓ |
| 16. Materi yang mengajar kan siswa dalam memandu <i>tourist</i> di Tana Toraja | | | | | ✓ |
| 17. Penyajian materi mendorong siswa aktif dalam proses belajar mandiri | | | | | ✓ |
| II Initial Design | | | | | |
| 1. Kejelasan pembagian materi | | | | | ✓ |
| 2. Kejelasan sistem penomoran | | | | | ✓ |
| 3. Pengaturan ruang/ tata letak | | | | | ✓ |
| 4. Kesesuaian jenis dan ukuran huruf | | | | | ✓ |
| 5. Pengaturan ilustrasi/ gambar | | | | ✓ | |
| 6. Ilustrasi yang diberikan mampu menambah pemahaman pada informasi yang disampaikan | | | | | ✓ |
| 7. Ilustrasi yang ditampilkan secara serasi | | | | | ✓ |

| | | | | | | | |
|------------|---|--|--|--|--|---|--|
| | sesuai dengan topik pembahasan | | | | | | |
| | 8. Ilustrasi yang diberikan memiliki ukuran yang proporsional sehingga memberikan gambaran yang akurat tentang objek yang di maksud | | | | | / | |
| III | ASPECTS of LANGUAGE | | | | | | |
| | 1. Bahasa yang digunakan dalam instruksi sesuai dengan tingkat perkembangan siswa | | | | | / | |
| | 2. Bahasa yang digunakan dalam penjelasan sesuai dengan tingkat perkembangan kognitif siswa | | | | | / | |
| | 3. Bahasa yang digunakan sesuai dengan kemampuan berbahasa siswa | | | | | / | |
| | 4. Bahasa yang disajikan jelas dan mudah dipahami oleh siswa | | | | | / | |
| | 5. Bahasa yang digunakan sesuai dengan kaidah bahasa inggris yang benar | | | | | / | |
| | 6. Tourism guide book yang dikembangkan tidak terlalu banyak menggunakan kata-kata yang rumit | | | | | / | |

C. Penilaian Umum

Simpulan Penilaian secara umum

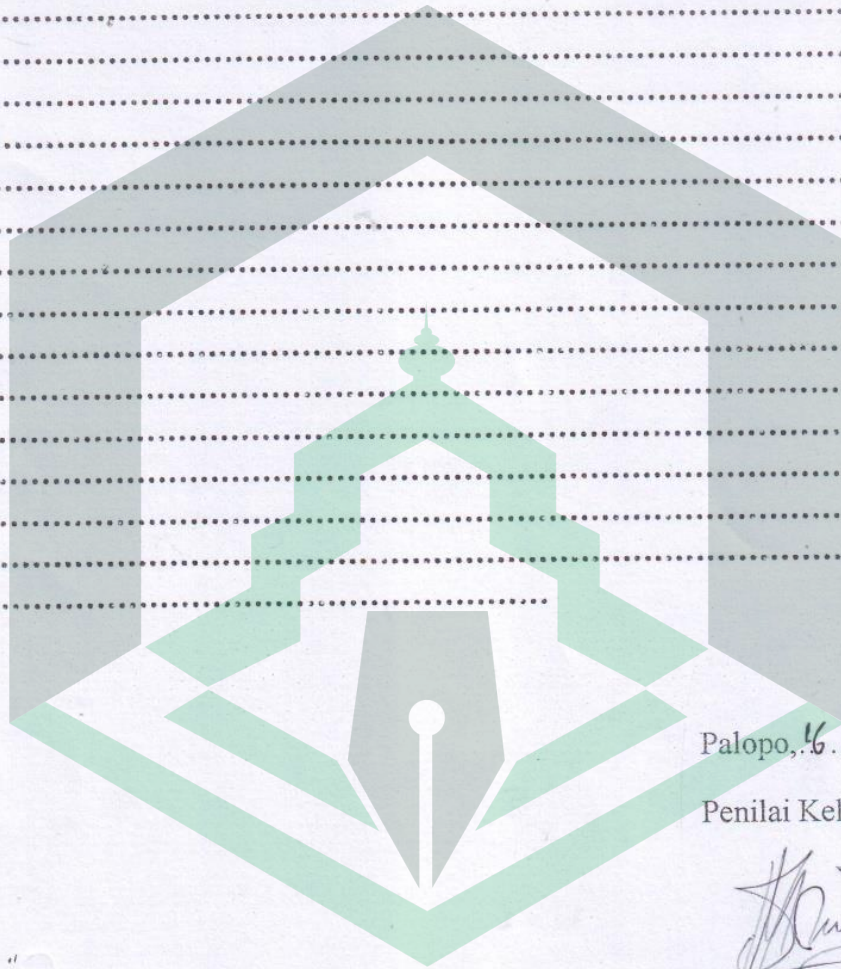
(mohon lingkari angka di bawah ini sesuai penilaian Bapak/ Ibu)

| | |
|--|--|
| <p>a. Instructional material ini :</p> <ol style="list-style-type: none"> 1. Sangat kurang baik 2. Kurang baik baik 3. Cukup baik ④ Baik 5. Baik sekali | <p>b. Instructional material ini :</p> <ol style="list-style-type: none"> 1. Belum dapat digunakan 2. Dapat digunakan dengan revisi banyak 3. Dapat digunakan dengan beberapa revisi 4. Dapat digunakan dengan revisi sedikit 5. Dapat digunakan tanpa revisi |
|--|--|

D. Komentor dan Saran Perbaikan

Perhatikan spellingnya, kalau perlu kembangkan lagi kata kata yang ada

tambahkan materi yang dapat di gunakan siswa dalam percobaan



Palopo, 16 December 2020

Penilai Kelayakan

A handwritten signature in black ink, written over a horizontal line. The signature is stylized and appears to be the name of the assessor.

KUESIONER PENILAIAN UNTUK PARA AHLI

Pengantar:

Kuesioner ini merupakan instrumen penilaian terhadap *Tourism Guide Book*. Saya sangat mengharapkan partisipasi Bapak/Ibu untuk mengisi kuesioner ini sebagai masukan atas *book* yang saya kembangkan. Atas kesediaan dan partisipasi Bapak/Ibu, saya ucapkan terimakasih.

Expert Identity:

Name : Abbar, S.Pd.I., M.Ed
Sex : Male/Female
Last Education : Master of Education
Expertis : Language Expert/ Material Expert

A. Petunjuk Pengisian:

Berikut ini adalah butir-butir pernyataan yang berkaitan dengan *Tourism Guide Book* yang telah dikembangkan. Bapak/Ibu dipersilakan untuk memberikan tanda centang (✓) sesuai bobot yang dikelompokkan berikut

Keterangan Skala Penilaian

- 1: berarti "sangat kurang baik/very poor"
- 2: berarti "kurang baik/poor"
- 3: berarti "cukup baik/fairly"
- 4: berarti "baik/good"
- 5: berarti "baik sekali/excellent"

Mohon kepada Bapak/Ibu untuk menulis saran perbaikan di akhir lembaran kuesioner ini.

B. Penilaian di tinjau dari beberapa aspek

| No | Aspek yang dinilai | Bobot | | | | |
|----------|---|-------|---|-----|---|---|
| I | Instructional Material | | | | | |
| | 1. Kesesuaian indikator pencapaian hasil belajar dengan kompetensi dasar | 1 | 2 | 3 ✓ | 4 | 5 |
| | 2. Kejelasan materi pembelajaran | | | ✓ | ✓ | |
| | 3. Kesesuaian pemilihan gambar, warna, maupun posisi gambar pada cover design | | | | ✓ | |
| | 4. Kesesuaian materi prasyarat dan materi yang di butuhkan siswa | | | ✓ | | |
| | 5. Kesesuaian pengalaman belajar dengan indikator pencapaian hasil belajar | | | | ✓ | |

| | | | | | | |
|-----------|---|--|--|---|---|---|
| | 6. Penggunaan bahasa ditinjau dari kaidah Bahasa Inggris | | | | ✓ | |
| | 7. Sifat komunikasi bahasa yang digunakan | | | | ✓ | |
| | 8. Kesesuaian sumber belajar | | | ✓ | | |
| | 9. Materi yang mengajarkan siswa dalam memandu <i>tourist</i> di Tana Toraja | | | | ✓ | ? |
| | 10. <i>Tourism guide book</i> yang di kembangkan memberikan penjelasan secara jelas pada setiap poinnya. | | | | ✓ | |
| | 11. Materi (panduan, informasi, tempat dll) diambil dari sumber-sumber terbaru tentang topik yang di bahasa | | | | ✓ | |
| | 12. Bentuk materi dalam <i>tourism guide book</i> ini disajikan secara beragam | | | | ✓ | |
| | 13. Materi yang diberikan dalam <i>tourism guide book</i> ini mendorong siswa untuk aktif di lapangan | | | | ✓ | |
| | 14. Penyajian materi mendorong siswa untuk mengenali keberhasilan atau kekurangan mereka dalam belajar bahasa Inggris | | | | ✓ | |
| | 15. Poin-poin yang diberikan di dalam materi dapat membantu siswa dalam memahami topik utama | | | | ✓ | |
| | 16. Materi yang mengajar kan siswa dalam memandu <i>tourist</i> di Tana Toraja | | | | ✓ | |
| | 17. Penyajian materi mendorong siswa aktif dalam proses belajar mandiri | | | | | ✓ |
| II | Initial Design | | | | | |
| | 1. Kejelasan pembagian materi | | | | ✓ | |
| | 2. Kejelasan sistem penomoran | | | | ✓ | |
| | 3. Pengaturan ruang/ tata letak | | | ✓ | | |
| | 4. Kesesuaian jenis dan ukuran huruf | | | | | ✓ |
| | 5. Pengaturan ilustrasi/ gambar | | | | ✓ | |
| | 6. Ilustrasi yang diberikan mampu menambah pemahaman pada informasi yang disampaikan | | | | ✓ | |
| | 7. Ilustrasi yang ditampilkan secara serasi | | | | ✓ | |

| | | | | | | |
|--------------------------------|---|--|--|---|---|---|
| | sesuai dengan topik pembahasan | | | | | |
| | 8. Ilustrasi yang diberikan memiliki ukuran yang proporsional sehingga memberikan gambaran yang akurat tentang objek yang di maksud | | | ✓ | | |
| III ASPECTS of LANGUAGE | | | | | | |
| | 1. Bahasa yang digunakan dalam instruksi sesuai dengan tingkat perkembangan siswa | | | | ✓ | |
| | 2. Bahasa yang digunakan dalam penjelasan sesuai dengan tingkat perkembangan kognitif siswa | | | ✓ | | |
| | 3. Bahasa yang digunakan sesuai dengan kemampuan berbahasa siswa | | | ✓ | | |
| | 4. Bahasa yang disajikan jelas dan mudah dipahami oleh siswa | | | | ✓ | |
| | 5. Bahasa yang digunakan sesuai dengan kaidah bahasa inggris yang benar | | | ✓ | ✗ | |
| | 6. Tourism guide book yang dikembangkan tidak terlalu banyak menggunakan kata-kata yang rumit | | | | | ✓ |

C. Penilaian Umum

Simpulan Penilaian secara umum

(mohon lingkari angka di bawah ini sesuai penilaian Bapak/ Ibu)

| | |
|---|--|
| <p>a. Instructional material ini :</p> <ol style="list-style-type: none"> 1. Sangat kurang baik 2. Kurang baik baik 3. Cukup baik 4. Baik 5. Baik sekali | <p>b. Instructional material ini :</p> <ol style="list-style-type: none"> 1. Belum dapat digunakan 2. Dapat digunakan dengan revisi banyak 3. Dapat digunakan dengan beberapa revisi 4. Dapat digunakan dengan revisi sedikit 5. Dapat digunakan tanpa revisi |
|---|--|

D. Komentar dan Saran Perbaikan

~~Check for Spelling~~
Check for misspellings



Palopo, 13/01/21

Penilai Kelayakan


Aster, S.Pd., M.Ed

SURAT PERMOHONAN *EXPERT JUDGMENT*

Hal : Permohonan Kesiadaan *Expert Judgment*

Lampiran : 1 Rangkap

Kepada Yth.

Di_

Tempat

Dengan Hormat,

Sebagai salah satu syarat dalam pembuatan Tugas Akhir Skripsi, bersama ini saya:

Nama : Reski

NIM : 16.02.02.0052

Judul Penelitian : Developing Tourism Guide Book for Students of Natsir Eco School Course in Tana Toraja

Memohon dengan sangat kesediaan Bapak untuk memberikan penilaian pada produk yang telah saya buat berupa Tourism Guide Book untuk siswa Natsir Eco School di Tana Toraja.

Demikian permohonan saya sampaikan, atas bantuan dan kesediaan Bapak, saya ucapkan banyak terima kasih.

Palopo, 14, Desember 2020

Expert Judgment



Akbar, S.Pd.I.M.Ed

NIP 19791031 201101 1 005

Pemohon



Reski

NIM: 16.02.02.0052



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH & ILMU KEGURUAN

Jl. Agatis Kel. Balandai Kec. Bara 91914 Kota Palopo
Email: ftik@iainpalopo.ac.id / Web: www.ftik-iainpalopo.ac.id

Nomor : 696 /In.19/FTIK/HM. 01/09/2020
Lampiran : -
Perihal : **Permohonan Surat Izin Penelitian**

Palopo, 4 September 2020

Yth. Bupati Tana Toraja
Kepala Badan Kesbangpol dan Linmas
di -
Tana Toraja

Assalamu Alaikum Wr. Wb.

Dengan hormat, kami sampaikan bahwa mahasiswa (i) kami, yaitu :

Nama : Reski
NIM : 16 0202 0052
Program Studi : Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Tahun Akademik : 2019/2020

akan melaksanakan penelitian dalam rangka penulisan skripsi pada lokasi Natsir Eco School Course Tana Toraja dengan judul: **"Developing Tourism Guide Book For Students of Natsir Eco School Course in Tana Toraja"**. Untuk itu kami mohon kiranya Bapak/Ibu berkenan menerbitkan Surat Izin Penelitian.

Demikian surat permohonan ini kami ajukan, atas perhatian dan kerjasamanya kami ucapkan banyak terima kasih.

Wassalamu Alaikum Wr. Wb.



Dekan,

[Signature]
Dr. Nurdin K, M.Pd
NIP 19681231 199903 1 014



DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
KABUPATEN TANA TORAJA

IZIN PENELITIAN

Nomor: 83/IX/IP/DPMPTSP/2020

DASAR HUKUM :

1. Undang-Undang Republik Indonesia Nomor 18 tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan Teknologi;
2. Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014 tentang Perubahan Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
3. Peraturan Bupati Tana Toraja Nomor 9 tahun 2017 Tentang Pelimpahan Kewenangan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Tana Toraja.

Dengan ini memberikan Izin Penelitian Kepada :

N a m a : **RESKI**
Nomor Pokok : 1602020052
Tempat/Tgl.Lahir : Katonantana / 05 Maret 1995
Jenis Kelamin : Laki-Laki
Pekerjaan : Mahasiswa
Alamat : Aju Bittie, Kelurahan Waetou, Kecamatan Malangke Barat, Kabupaten Luwu Utara
Tempat Meneliti : Rembon Tana Toraja

Maksud dan Tujuan mengadakan penelitian dalam rangka Penulisan Skripsi dengan Judul :

“Developing Tourism Guide Book For Students of Natsir Eco School Course in Tana Toraja”

Lamanya Penelitian : 14 September 2020 s/d 17 September 2020

Dengan ketentuan sebagai berikut :

1. Mentaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
2. Penelitian tidak menyimpang dari maksud izin yang diberikan.
3. Menyerahkan 1 (satu) exemplar Foto Copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Tana Toraja.
4. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak mentaati ketentuan-ketentuan tersebut diatas.

Demikian Izin Penelitian ini diberikan untuk dipergunakan sebagaimana mestinya.



Makale, 14 September 2020

a.n. **Bupati Tana Toraja**
Kepala Dinas,



YURINUS TANGKELANGI, SH., MH.
NIP.19650211 199610 1 001

YAYASAN CINTA TORAJA BERSINERGI
NATSIR ECO SCHOOL

Alamat Dusun Randanan, Lembang Maroson, Kec. Rembon, Kab. Tana Toraja
Telp/Fax +6285256070656 E-mail :
<https://www.workway.info/en/host/172851463463>
Tana Toraja

SURAT KETERANGAN PENELITIAN

Nomor : 01 /NES.IX/2020

Yang bertandatangan di bawah ini :

N a m a : Natsir
Jabatan : Ketua Yayasan

Dengan ini menyatakan bahwa :

N a m a : Reski
Jenis Kelamin : Laki-Laki
Alamat : RSS Balandai
Pekerjaan : Mahasiswa
NIM. : 16.0202.0052

Bahwa yang bersangkutan benar-benar telah mengadakan penelitian di yayasan kami sehubungan dengan penulisan Skripsi yang berjudul "*Developing Tourism Guide Book For Students of Natsir Eco School Course In Tana Toraja*"

Demikian keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Tana Toraja, 17 September 2020

Ketua Yayasan,

Natsir



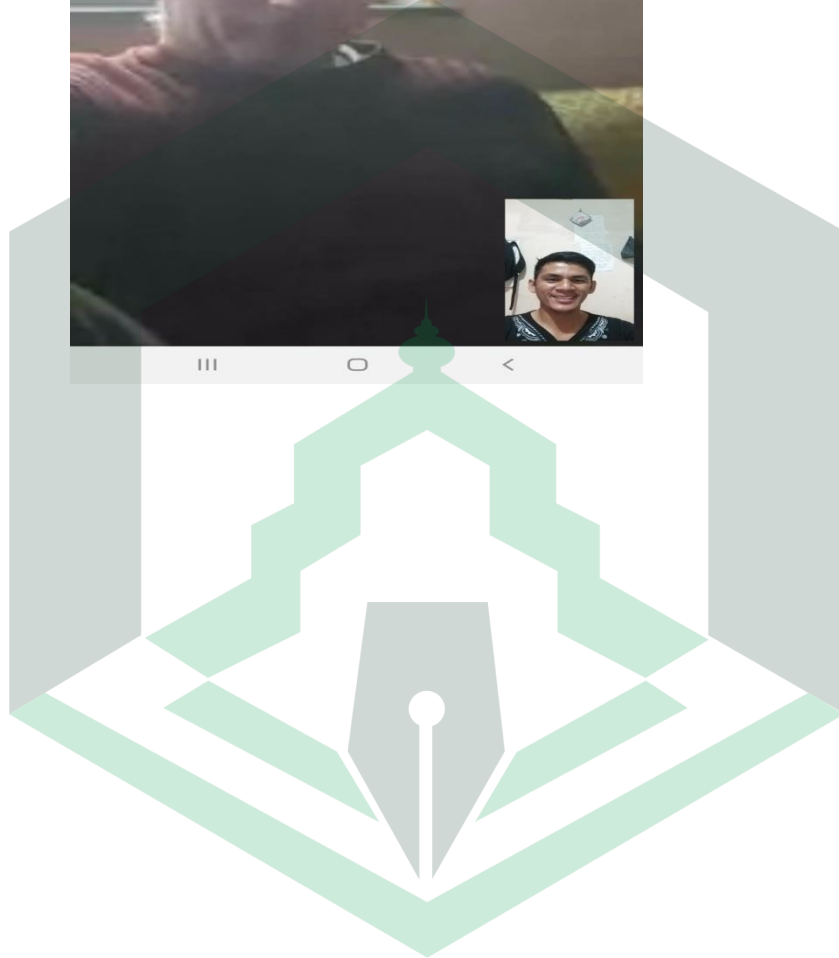
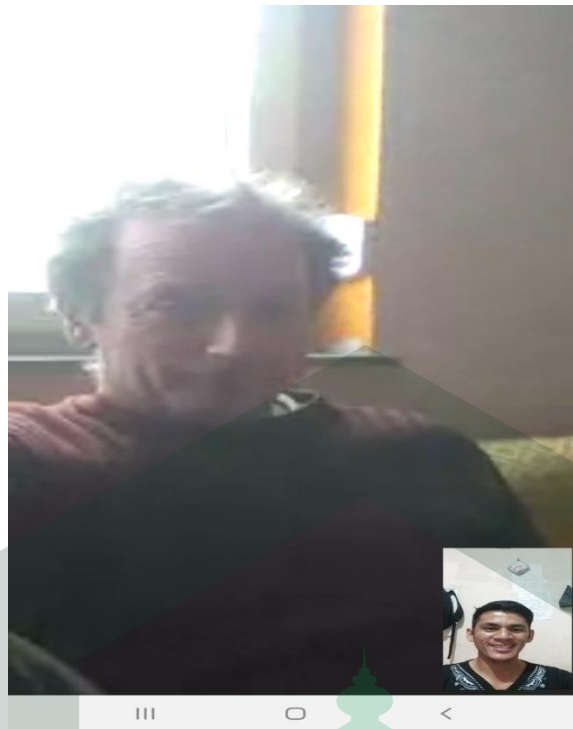
1. Students' questionnaires



2. Interview Guide



3. Interview Tourist



CURRICULUM VITAE



The writer, Reski, was born on March 5th, 1995 in Katonantana District, Malangke Barat regency, South Sulawesi, he has two brothers and five sisters. He is the seventh child of Mustamin and Musdia. He is one of students IAIN Palopo. In 2018 he started teaching English in Natsir Eco School in Tana Toraja until now. He is enjoying teaching English and he sometimes travelling.



TANA TORAJA

GUIDE BOOK FOR GUIDING TOURIST



ACKNOWLEDGEMENTS

We always pray to Allah SWT. Because with Taufiq and his guidance, this tourism guide book can be completed properly. Prayers and greetings go out to the lord of the great Prophet Muhammad. Who have brought humans out into the realm of darkness into the realm of light and also become good role models in human life.

First and foremost, I have to thank to my parents for their love and support throughout my life. Thank you both for giving strength, benediction and chase my dream. My sister, my borther and all my family also always give me support.

A big thank you to Natsir Eco School for it helps providing information about how to be a good guide, thank you also for the member of the Natsir Eco School for help and revision of this book.

Another thank you goes to both superviser, for their help to advice, help and revision of this book. Without them this book would have been imposibble.

Finally, I would like to thank to my friends who give me support, revision and help, especially for their kindness and make me feel special.

FORWARD

Tana Toraja: Guide Book for Guiding Tourist

Buku yang berjudul "*Tana Toraja: Guide Book for Guiding Tourist*" adalah product penelitian dan pengembangan (*research and development*). Buku ini membahas tentang Tana Toraja, bagaimana mengenal Tana Toraja secara mudah dan ada juga bagaimana cara menghadapi wisatawan mancanegara yang datang di Tana Toraja, buku ini dikembangkan sesuai dengan *need analysis* (analisis kebutuhan) terhadap masalah-masalah yang di hadapi oleh siswa Natsir Eco School.

Buku ini membahas tentang Tana Toraja dan bagaimana cara memandu wisatawan mancanegara yang dibagi menjadi 4 sub-pembahasan dengan jumlah halaman 49. Sub-pembahasan 1 yang terdiri dari 2 halaman membahas tentang bagaimana Toraja mendapatkan namanya. Sub-pembahasan 2 yang terdiri dari 25 halaman membahas tentang bagaimana cara memandu tourist mancanegara dan beberapa contohnya. Sub-pembahasan 3 membahas tentang budaya yang ada di Tana Toraja yang terdiri dari 6 halaman. Sub-pembahasan 4 terdiri dari 11 halaman, membahas tentang tempat wisata yang bisa di kunjungi di Tana Toraja.

Buku ini mempunyai beberapa kelebihan yang tidak di miliki oleh buku lainnya. 1. Bahasa inggris yang digunakan berada pada level yang rendah dan mudah untuk di pahami, shingga mempermudah pembaca untuk memahami isi buku ini. 2. Buku ini didesain dengan sederhana dan disertai gambar yang berwarna,

sehingga hal ini membuat si pembaca tidak merasa bosan pada saat membacanya. 3. Buku ini tidak hanya membahas tentang Toraja tetapi juga membahas tentang bagaimana cara memandu wisatawan mancanegara. Kemudian, buku ini dikembangkan sesuai dengan yang di butuhkan oleh siswa yang ingin menjadi pemandu.

Melihat dari beberapa kelebihan yang dimiliki buku ini, maka di harapkan buku ini menjadi salah satu referensi baik bagi siswa maupun orang local yang ingin menadu wisatawan mancanegara di Tana Toraja.



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Welcome to Tana Toraja

The sacred and unique culture hiding in the highland of South Sulawesi. Ancient traditional has been exist for ages. Beautiful landscape complemented by green terraced of rice field. Traditional house with the wonderfull shape, tongkonan homes of Tana Toraja.

The word "Toraja" is originate from the Bugis words to riaja – "to" means "person," "ri" means "from," and "aja" to refers to the Western the part of the region. Therefore, the name can be understood the meaning "the people who come from the west." Toraja is renowned for their tradional tongkonanand their woodcarvings, in additional to their unique and impressive death ceremonies that contain water buffalo and pig sacrifices that are also fundamental in lots of aspect of Toraja people in daily life. Age-old customs and traditional tie together the past with the present, uniting contemporary Toraja people with their ancestors.

Prior to the arrival of Christianity, the Toraja people believe in many goods but worshipped Puang Matua as the exceptional god

of their family. Christianity undermined some traditional Toraja people beliefs, but the ceremonies are still an essential part of life.

Vocabulary

| | | | |
|--------------|------------------------|-------------|----------------|
| Sacred | Keramat/Sakral | Renowned | Terkenal |
| Complemented | Menambahkan/Melengkapi | Fundamental | Sangat penting |

Adjust from. U-Dictionary

A Guide to Tour Guide

A. Why is guiding important

Working in tourism as a guide allows you to share your culture and empower the local economy. As a guide you are an ambassador for your culture and can directly influence how visitors feel about Tana Toraja. Without tour guide, visitors will have difficult time understanding and experiencing your local culture.

1. Using the knowledge you already have, you can use your unique culture to teach others about local history and a different way of local life.

2. You have more wisdom and having experience from living here, and that will make you a better, more authentic tour guide.
3. Other local bussines can profit from tourism. For example, if children in your village can play traditional music, you could include them in your tours and give them some of the profits for their musical skill.
4. Overall, by introducing tourists to Tana Toraja, you will not only boost the local economy, but create international awareness and appreciation for this amazing region of South Sulawesi.

B. How to be the Best Guide

What makes an awesome tour guide? There are many things that will lead to success as a guide, but here are a few of the most important:

1. Knowledge.
 - a. Simply being from a place does not mean that you will be a good tour guide. It is crucial that you have a breath of knowledge about the local culture. When giving a tour, your guests will ask you hundreds of questions about everthing

from “what is the plant?” to “how did Islam get introduced to Sulawesi?” you do not have to have an answer for everything, but you must know basic history, and understanding of the region.

- b. It is a great idea to brush up on your history and ask questions to locals who may have the answer for tough questions.
- c. However, you should always know the answer to things related to your tour such as where the bathrooms are, what time the bus will come etc...

2. Being Prepared

- a. A prepared guide is a great guide. You should have practiced all aspects of your tour before you welcome foreign tourists, guest and local tourists. Having little bits of information to share at many locations on your tour is essential. Always be organized and know where you are going, how you are getting there and how long each portion of the tour will take. You do not want to linger too long at the market if you end up missing the last bus to your next destination.

b. Also, be prepared for the worst. Carry a first aid kit, have a cell phone charger on hand, and always have a plan B in case something goes wrong.

3. Confidance

How is a group of tourist supposes to follow a guide who is shy, nervous or uncomfortable speaking publically? Maintaining a professional, confident demeanor will give you foregin tourists and guest's faith in your abilities, even you are nerveous, pretend to be confident. Fake it till you make it!

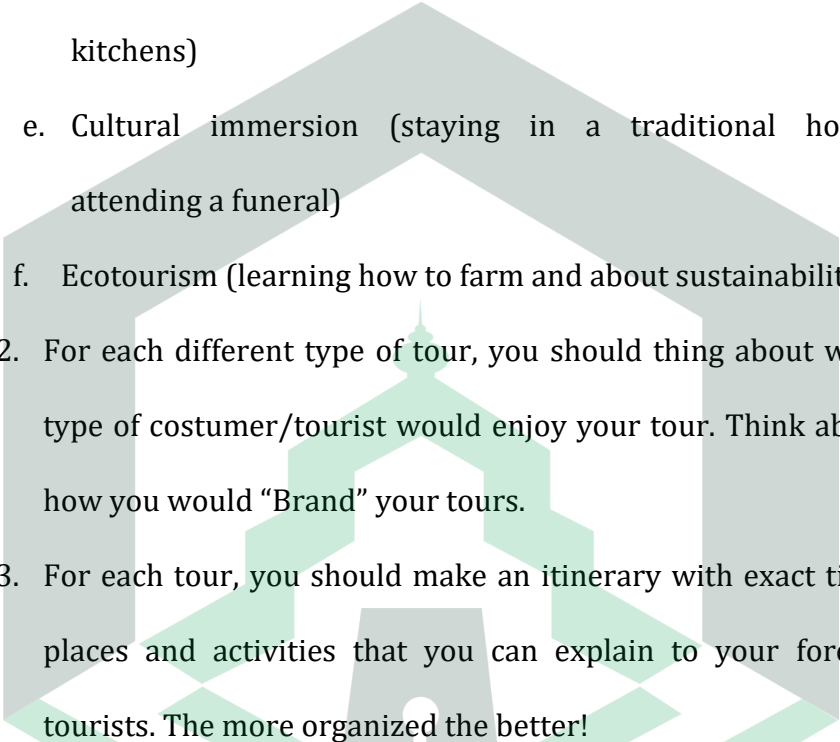
4. Personality

Every guide is different, and that is ok! Whatever your personality is (goofy, calm, loud, etc...) it is good to bring it to your guiding personal. It is much better to act authentically that try to be something you are not. If you are be yourself. Your guests will notice and like you more.

C. How to Prepare a Tour

Before start to welcome foreign tourists into your village or home, it is important to properly plan and prepare for your tours to make everything easier when you start the tour.

1. What kind of tours you like to give :

- 
- a. Multy-day (overnight stay)
 - b. Single day (out and back in one day)
 - c. Hiking, adventure tours (physically demanding)
 - d. Food and cooking (going to local markets, warungs and kitchens)
 - e. Cultural immersion (staying in a traditional house, attending a funeral)
 - f. Ecotourism (learning how to farm and about sustainability)
2. For each different type of tour, you should think about what type of customer/tourist would enjoy your tour. Think about how you would “Brand” your tours.
 3. For each tour, you should make an itinerary with exact time, places and activities that you can explain to your foreign tourists. The more organized the better!

D. Example Itinerary for a Single Day Ecotourism/Cultural Tour

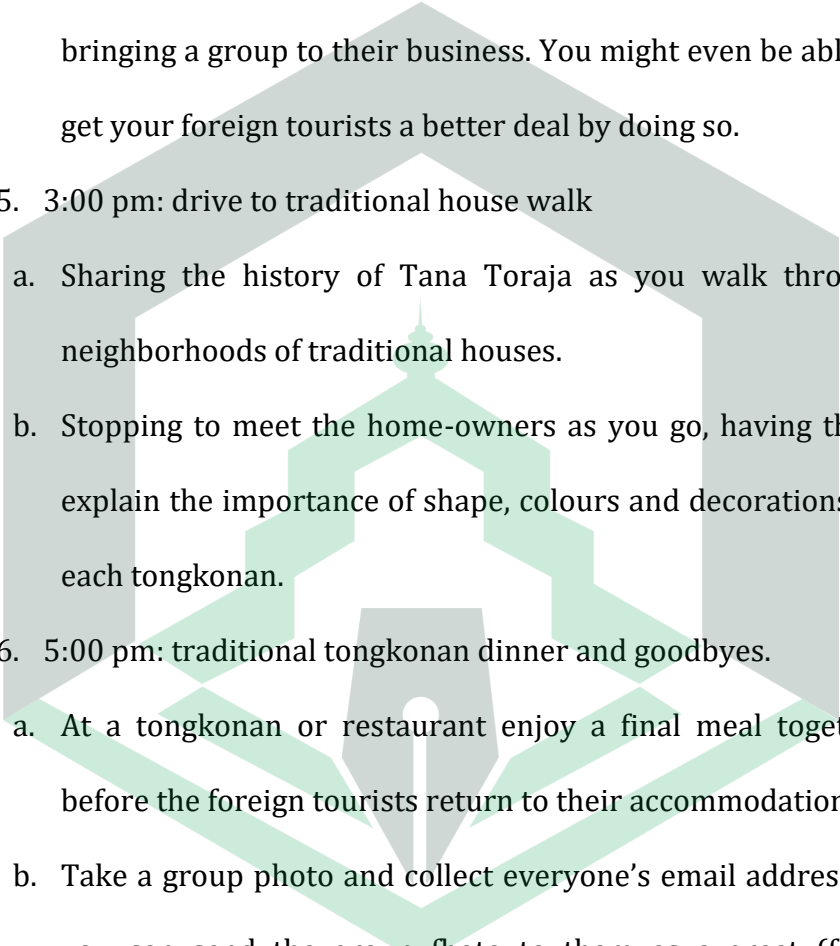
1. 10 am: meet your foreign tourists.

Introductions and description of the day’s activities. Use the time to introduce yourself and get to know the foreign tourists. First impressions are very important, so always greet

foreign tourists professionally and with a smile. It is a good idea to have foreign tourists share some information about themselves (where they from, things they enjoy etc...) to create a good group dynamic from the start of the tour. Remember the most important things for your foreign tourists comfort: Toilet, Food and Drink (TFD). Explain to the foreign tourists where and when they will have access to TFD and ask if they need anything before the tour begin.

- a. Also, you need to ask if the foreign tourists have any special needs (dietary restrictions, allergies, injuries, health problem etc...) that you should know about.
 - b. For example, if someone has a peanut allergy, you must call the lunch and dinner cooks to make sure nothing has any trace of peanut products.
 - c. If you realize that a foreign tourist has a physical disability, it is your responsibility to arrange appropriate transportation for them to make them feel welcome and capable of the tour.
2. 10:30 am: walk to organic farm and learn about traditional farming practices.

- 
- a. Meet the farmer and have him explain the many types of fruits and vegetables that he grows.
 - b. Then have your foreign tourists get their hands dirty and help the farmer plant. (it is good to have your foreign tourists participate in activities that make them feel closer to your culture! It is really fun for them).
3. 12:00 pm: lunch.
- a. Meet the farmer's wife and help to prepare a meal. (learning about the ingredients they planted or harvested on the farm).
 - b. After lunch, possibly provide a recipe for the foreign tourists so they can try and cook that same meal at home in their countries.
4. 1:30 pm: drive to traditional market (free time)
- a. Allow your foreign tourists some free time to wonder around the traditional market. It is always a good idea to be close by in case they have questions or need help with prices. By working as a tour guide, you can create good bussines relationship with local vendors.

- 
- b. If you know that one warung has the best soto ayam, or most beautiful bracelets, you can tell your foreign tourist and bring more business to their stands. It is a good idea to talk to vendors before your tours to let them know you will be bringing a group to their business. You might even be able to get your foreign tourists a better deal by doing so.
5. 3:00 pm: drive to traditional house walk
- a. Sharing the history of Tana Toraja as you walk through neighborhoods of traditional houses.
 - b. Stopping to meet the home-owners as you go, having them explain the importance of shape, colours and decorations on each tongkonan.
6. 5:00 pm: traditional tongkonan dinner and goodbyes.
- a. At a tongkonan or restaurant enjoy a final meal together before the foreign tourists return to their accommodation.
 - b. Take a group photo and collect everyone's email address so you can send the group photo to them as a great (free) souvenir.

- c. It is a good idea to end where you started to ensure your foreign tourists are able to get back to their hotels/homestays.

E. Things to Consider when Creating Tour

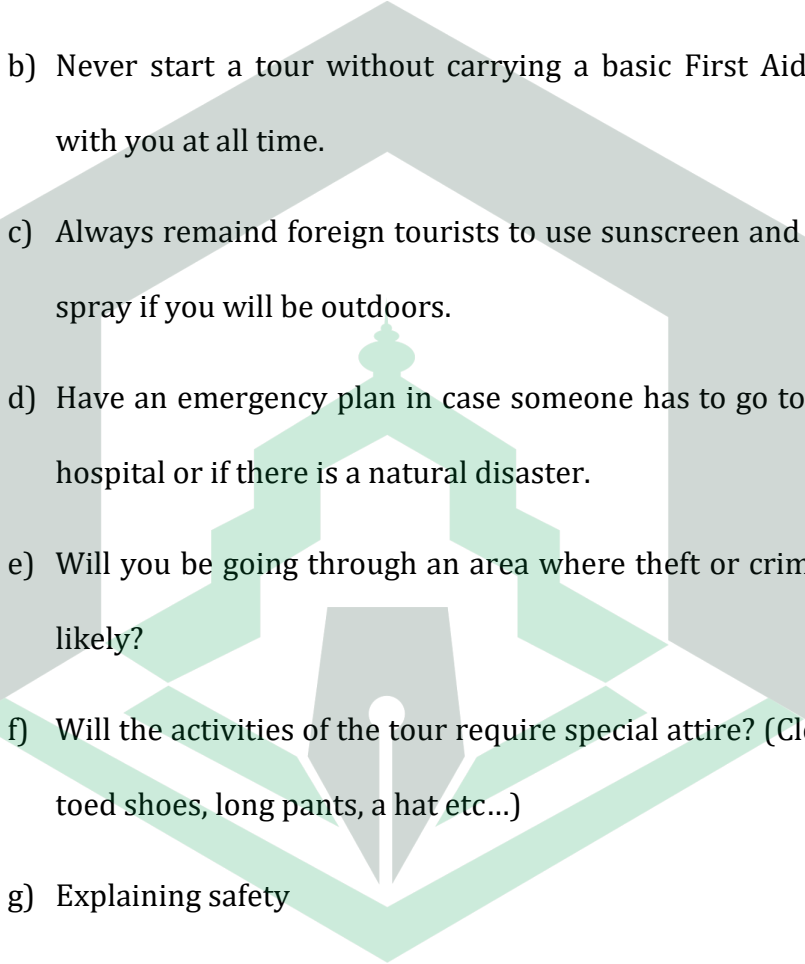
Time: how long will your tours be and how many are you comfortable with doing a week? It is a good idea to start out slowly (one or two tours a week) until you feel confident to do more. Remember, tour guiding is hard! You do not want to tire yourself out. Remember to keep up with your other duties outside of guiding (schoolwork, other jobs, house chores etc...).

Transportation: how will you safely and successfully move your foreign tourists from point A to point B? If you only have one or two people, maybe you can use motorbike, but tours with 4 or more, you will need to organize a car or bus. Will there be a lot of walking or hiking? If so, you will need to let your foreign tourists know in advance the physical demands of the tour. Not everyone can handle hiking up the steep hills of Tana Toraja.

Capacity: how many tourists can you have on one tour? Remember, having a large group can be difficult when it comes to transportation or at smaller businesses. Think about having to explain the process of coffee making to 4 people... now think about explaining to 40 people! You should be able to communicate effectively with all members of your tour at all times. It is better to give a great tour to 4 people, than struggle to keep track of 16 people. Especially when you thinking about an over-night tour consider where everyone will sleep.

Safety: in most countries, every tour guide must have insurance to cover the possible safety risk of each tour. However, in Indonesia things are a little different! It is a really good idea to create some kind of written document (Assumption of Risk Form) to release you from the liability of any injuries or damages that may occur on your tour. You do not want to be held responsible (sued) if one of your foreign tourists breaks a leg, or has their bag stolen during your tour. When creating a tour, you must think about the possible risks associated with every activity.

For example:

- 
- a) If you are using motorbike, you should always have drivers who are experienced with enough helmets for everyone.
- b) Never start a tour without carrying a basic First Aid Kit with you at all time.
- c) Always remind foreign tourists to use sunscreen and bug spray if you will be outdoors.
- d) Have an emergency plan in case someone has to go to the hospital or if there is a natural disaster.
- e) Will you be going through an area where theft or crime is likely?
- f) Will the activities of the tour require special attire? (Close-toed shoes, long pants, a hat etc...)
- g) Explaining safety
- Please keep your seatbelts fastened at all times.
 - For your own safety, we ask that you refrain from putting your arms out the window.
 - Please do not feed the animals.
 - Please stay with your group at all times.

- Please keep to the sidewalk.
- I do not recommend swimming here. The water is very rough.

h) Explaining rules

- You are strictly forbidden from taking photographs inside the museum.
- Please stay in the market path.
- I am sure this goes unsaid, but remember to place all trash in the garbage bins.
- Please pay attention to the time. We do not want to keep the driver waiting.
- Classes are in session, so we need to keep our voices down.
- The bus will be leaving at 05:00 pm sharp.
- You will have some free time to look around after lunch.
- Please meet back here in one hour.

When things go wrong, be a swam: swams appear to be gracefully floating on the water, but if you look below the surface, you will see their feet kicking and spinning rapidly! When something stressful happens, do not panic; try to remain calm on the surface like a swam (Even if you are and freaking out!) if you start to panic, your foreign tourists will panic too.

F. Start Tour with Tourist

Silence can be uncomfortable during a tour. While you cannot talk the whole time, you have to know as much about scenery, culture and history for the places where you are giving tours so that you can keep the tourist interested. If you ever run out of something to say, you can always point out something. Here are some different ways you can point out interest during the tour.

a) Tour guide

- In front you. Is...
- On your right/left you will see...
- Up ahead...
- As we turn the corner here, you will see...
- If you look up you will notice...
- Look to the east...
- To your west...
- In a few minutes we will be passing...
- We are now coming up to...
- You may have noticed...
- Take a good look at...
- Keep your eyes open for...

b) Sample conversation

- Sample conversation 1

Guide: It is about a three minute ride up to the top of the mountain. As we pass the two towers.

Tourist: This thing is safe, right?

Guide: Yes, you do not have anything to worry about. We do about 100 trips a day up the mountain, and these tours have been going on for over ten years without any accidents. Keep your eyes open for wildlife as we ascend. It is not uncommon to see buffalo and even other animals.

Tourist: What is that mountain to the left called?

Guide: That is mount Kandora. Now if you look up straight ahead, you should be able to see clouds and terrace of ricefield.

Tourist: Are there any baby birds?

Guide: That is a good question. I have not seen yet, but we usually see them around this time of year.

Tourist: what is that house like shape of boat, to right of the ricefield?

Guide: I am glad you asked. That is called Tongkonan. It is actually a traditional house from Toraja and the roof is made from bamboo.

Tourist: Is this the highest mountain in this region.

Guide: Actually, this is the highest mountain in this region.

Tourist: Wow, this mountain has a great view. I should take photos.

Guide: I glad you like the view.

- Sample conversation 2

Guide: If you have any question while we are going along, please do not hesitate to ask.

Tourist: I have a question actually.

Guide: Sure, what is that?

Tourist: Where is the best place to have dinner around here?

Guide: Well, that is a tough question. There are so many good restaurants. My personal favourite is Warung Mama Ayu.

Tourist 1: How do we get there?

Guide: I will point it out when we pass it. It is going to come up on your right in a few minutes.

Tourist 2: My husband wants to know if we are going to be passing any coffee shop today.

Guide: Coffee shop. No I am afraid all of the coffee shops are further into the city. We are going to be staying in the village today. I can give you map of the city, though. It shows where all of the coffee shops are.

Tourist 1: Sorry, I have another question.

Guide: No problem. That is what I am here for.

Tourist 1: Are we allowed to take pictures once we get inside the museum?

Guide: Oh, I am glad you asked that. I forgot to mention that taking photographs inside the art gallery and the museum is prohibited. However, you can take pictures of the grounds and the outside of the building. The architecture is beautiful.

Tourist 2: Oh, and what time will we be stopping for lunch?

Guide: We will break around noon and meet back at the bus at 01:00 sharp.

c) Answering questions

As a tour guide you will face new challenges every day. One of the hardest parts is answering question. You will not always know what questions people will ask, however, you can anticipate certain types of questions and certain ways that question will be asked. You should learn how to use variety when you answer questions or respon to comments. Finally, it is important to know how to politely explain that you do not

understand a question. You may use this to ask there is something tourist needs.

- Do you have a question, sir?
- Is there something I can help you with?
- I will try my best to answer your question.
- I am afraid I do not have the answer to that, (sorry I do not know.)
- That is an interesting question.
- I wish I knew the answer. (Sorry I do not know.)
- Hmm. That is a tough question.
- I will have to look into that further.
- I will ask someone about that.
- Pardon my English; I do not understand your question.
- I am not sure, but I can find out for you.

G. Customer Service

As a tour guide, your number one goal is to keep your customer's happy. Just like any other service job (hotel clerk, server, flight attendant, etc.) you must always work hard to keep your foreign tourists comfortable. The difference between a good guide and a great guide is simple: going beyond the expectation of your foreign tourists to provide an unforgettable travel

experience. Working in customer service, a few things to remember

- a) The customer is always right.
- b) Always be polite, saying “thank you,” “you are welcome,” “please,” and address your foreign tourists formally.
- c) If your foreign tourist needs something, it is your job to help them fulfill their need.
- d) Even if something is not your fault, apologize and try to find a solution.

1. Culture shock

It is important to understand that some of your foreign tourists have grown up in a very different culture than your own. Although many of your customers may have been in Indonesia for a while, some might know too many things. Culture shock is normal, but it is your job as a guide to try and help your foreign tourists with the discomfort they may feel. Put yourself in their shoes. Imagine landing in a new country where everything seems foreign and you do not speak the language!

1) Things that might cause culture shock for western tourist:

- a. Indonesian-style toilets
- b. Unfamiliar foods
- c. Traditional ceremonies (especially the public slaughtering of animals)
- d. Anything that is different or outside the your foreign tourist's culture.

2) How to handle culture shock:

- a. If you notice that your foreign tourists seem distant, confused, upset, or uncomfortable, they may be experiencing culture shock. The best thing to do is communicate with your foreign tourist's information about this new culture.
- b. It is a good idea to ask if anyone in the group has never used an Indonesian-style toilet. If so, simply explain (in a polite way) what they should expect. Remind them that toilet paper is not usually

provided and that they should never put toilet paper or other products into the toilet.

- c. Knowledge is the best cure for culture shock!
Encourage your group to ask questions so you can help them with any discomfort they may be experiencing.

2. Managing Expectations

When you are giving a tour, your foreign tourists will already have an idea of what the tour will be like. They may have read about Tana Toraja from Lonely Planet, or have been on other cultural tours in the past. Regardless what they expect from your tour, you must manage their expectations. What that means is presenting an honest description of your tour so they are not disappointed.

3. Group Dynamic

- 1) Whether you have a large group or small group of tourists, you will be in charge of managing group dynamic. The group dynamic is the overall feeling in a group of people. The dynamic can change depending

on who is in a leadership role, and if the group is experiencing any sort of conflict.

2) On a tour, a healthy group dynamic is based on you as the group leader. By acting confidently, being organized, kind, and knowledgeable, your guest will trust you and accept their role in the group as active learners.

3) An unhealthy group dynamic could be caused by many things:

a. If you are not prepared for the tour, are late, do not know any history about Tana Toraja, then your group will not respect you or follow you willingly.

b. If there is a foreign tourist who knows a lot about Tana Toraja, he/she might try and take over as the guide, interjecting with their knowledge, showing off any chance they can. This can be frustrating as a tour guide trying to do your job. Instead of offending the guest by reminding them that they are not guide, let them share their knowledge and then

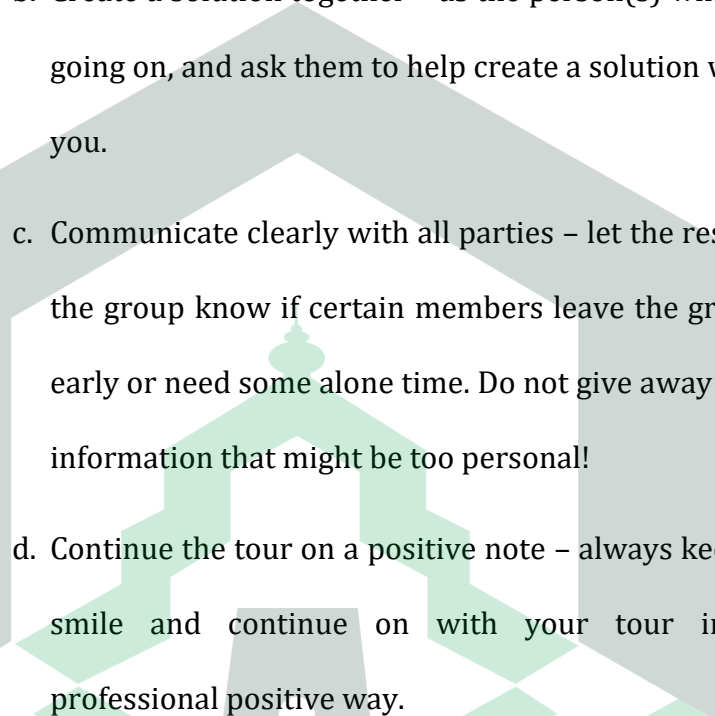
compliment it with your own knowledge, thanking them for sharing.

c. Your foreign tourists may be from different countries, causing some tension for various reasons.

If you are noticing any issues between foreign tourists, try and talk to them early before the conflict becomes too intense.

d. It is not uncommon for families, friends or couples to experience relationship troubles while travelling. You may experience a couple who is angry each other or publically fighting on your tour. If they fighting become too distracting, you should separate the forign tourists in conflict to try and come up with a solution together.

4) In any case, you must try and manage the dynamic of your tour group in a positive way. Using the same steps in conflict resolution, you can remain in charge of your group and keep everyone positive.

- 
- a. Minimize harm. Try to isolate the person(s) in your group who are negatively affecting the group dynamic.
 - b. Create a solution together – as the person(s) what is going on, and ask them to help create a solution with you.
 - c. Communicate clearly with all parties – let the rest of the group know if certain members leave the group early or need some alone time. Do not give away any information that might be too personal!
 - d. Continue the tour on a positive note – always keep a smile and continue on with your tour in a professional positive way.

H. Ethics of Tourism in Tana Toraja

Ethics is defined as the moral principles, basically, deciding if something is right or wrong. When it comes to tourism, many debates about what is ethical and what is not. A traditional funeral in Tana Toraja is a very sacred and unique part of the local culture. Tourists may be welcomed to a funeral ceremony by

those hosting the event. It may be alright to take photos at the funeral (always ask first!), but one of your foreign tourists is taking selfie and posting inappropriately with a patung (wooden replica of the deceased). In order to run an ethical tour, you should intervene with the foreign tourists and explain why their action is not OK.

Vocabulary

| | | | |
|------------|---------------------|------------|------------|
| Empower | Mendaulatkan | authentic | Otentik |
| Influence | Mempengaruhi | Profits | Keuntungan |
| Certain | Yakin/tentu | Dynamic | Dinamis |
| Resolution | Resolusi/pernyataan | Variety | Variasi |
| Spinning | Pergantian | Assumption | Asumsi |

Adjust from. U-Dictionary

Culture of Tana Toraja

Ethical regulations and rites, in addition to holy symbols, guide the torajan's cycle of life. These values are the ones that usually guide people in both true and sacred aspect of life, not only shaping people's daily interactions and relationship with other humans, but with nature together with. *Aluk Todolo* shape the Torajan way of life,

creating a rock solid culture that has remained mainly unchanged for centuries. The way of life ancestors still remains, like people when scare to not obey the teaching will bring to disaster.

A. Tradisional House and Village Structure



Nothing symbolies Toraja more clearly than the iconic wooden, boat-shaped roofed and softly carved houses that blend seamlessly with around terrace of beautiful landscape. These *Tongkonan* are not just a home for the Toraja people, but are deliberate a small iniverse, a wonder of architecture since the dawn of Toraja people civilization. The traditional house acts as a central point for Toraja people to be concerned with around while comleting daily tasks and to respect the dead people.

The name *Tongkonan* originates from the Torajan word “*Tongkon*” which means “to sit” to describe one of the central functions of the home as a space for family gatherings. *Tongkonan* are the main centre of social-cultural life. It does not matter how far Toraja people travel, even out of Indonesia, their lives will always cycle back to their home *Tongkonan*. This is because to the fact that each family is bonded by the rituals and ceremonies connected with this traditional house.

B. Rambu Solo.

Rambu solo ceremonies is ceremonial death for Toraja society that aims of honor and bring the souls of the dead person to the realm of



Adjust from. Koran Tempo.com

soul, that is back to the afterlife with their ancestors in a *Buya* (heaven). This traditional ceremony has become tourists' entertainment for ages. It is actually a procession of the death. The

local people assemble in one place and carrying the small *Tongkonan* and bring it around village with shout and joy after that they will go where the burial site is to bury the dead person. The shape of the small *Tongkonan* same as a traditional house of Toraja and the color is mostly red. Few men would carry the small *Tongkonan* to the burial site. The other people follow it and hold the long red fabric behind. For foreign tourist, it is possible to observe this procession. You should not make a scene or cause any problems during the ceremony, apart from that, the local may prohibit you to not join.

C. Ma'nene

Ma'nene is a traditional ceremony to change the clothes of the corpses of the ancestors. The ceremony usually held every three



Adjust from. Infobudaya.net

years and it depend the family if they want do the *ma'nene* usually in August. Native Toraja people trust that if they not carry out the ritual, then their rice field will be damaged by insect and vermin that come

suddenly. When *ma'nene* carries out, the coffins of the ancestors will be removed from the stone tombs and placed in the ceremonial area. The activities usually take half an hour, after changing the clothes of the ancestors, then the family gathering to enjoy a meal together. *Ma'nene* is usually associated with Rambu Solo traditional ceremony, where families bring animals for sacrifices like water buffalo and pigs to the grave to ask for protection and praying for abundant sustenance.

D. Tau Tau

Tau tau means "like a person". A *tau tau* is not the image of the departed, but rather portraying the soul of the dead person which will



be continue its excursion to its next life cycle. The figure could reach up to 1.5 tall. It is usually well-dressed in traditional clothing, with entire accessories and jewelry. A specialist (*Pande tau tau*) manufacture the figure based on the social status of the departed. 3 types of woods as a base, bamboo plants for the lowest social, the wood of Randu (*Kapuk* for local language) for the middle and the

wood of jackfruit (Nangka for the local language) for the highest status social, *pande tau tau* usually stop near the house of the departed, while practicing some contribution during the manufacturing the figure. Following the funeral ceremony which takes days to be ended, the Tau tau will be placed close to the grave keeping the memory of the “Old” to live on.

Vocabulary

| | | | |
|-------------|----------------------|----------|--------------------------------|
| Ethical | Bermoral/beretika | Shaping | Bentuk |
| Regulations | Peraturan/maklumat | Iconic | Ikonis/berkenaan dengan gambar |
| ancestors | Leluhur/nenek moyang | Departed | Yang meninggal dunia |

Adjust from. U-Dictionary

Sight and Activities

Having completed the expedition from Makassar to Toraja, it is time to get out and explore the magnificent sights and maintain the dynamic culture of this unique region. Tana Toraja has so much to offer in manner of cultural attractions, ceremony and brilliant mountainous landscape. Information about some the best cultural

attractions in Tana Toraja is listed below, be it the singular burial site or traditional *Tongkonan* villages. Every site is given a little backround containing its history, the Toraja people costum they are entrenched in, in addition to some explanation regarding what to anticipate in each destination.

A. Cultural Attractions.

1) Kolam Makale (Statue and Pond)

Kolam Makale refers to the statue of a local hero named Lakipadada situated within pool water in the heart of Makale.



This pond and its inhabitant statue were built and officially opened by Vice President H. Muhammad Jusuf Kalla on October 28, 2006. Together with being a monument to the hereditary history and victories of the people of Tana Toraja, benches are located at strategic locations around the pond together with a foothpath that is often used as a place for a relaxed walk or shove.

2) Papa Batu

Papa' Batu is the name of the *Tongkonan* located in Lembang Tumakke in the Rembon sub-district of Tana



Adjusted from. Kompasiana.com

Toraja. The house was founded around seven hundred years ago by a man called *Butu Batu*. What differentiates it from other *Tongkonan* houses is that the roof is made of andesite and padas stone, which is a unique and magnificent expression. Stone in Bahasa Indonesia is *batu*. Suitably, this is the only known *Tongkonan* surviving with a roof of stone. Because of high building costs for materials and construction, only the wealthy people could have built this one-of-a-kind home.

3) Burake Hills

Standing tall in a hill with a magnificent view is a statue of Jesus Christ, which somewhat offers a little bit of Brazil's Cristo Redentor in Tana Toraja. Once you crop up, you will be greeted by the enchanting view. A trip here is perfect for tranquillity and nature. Do not forget to take many pictures here for a trip to never forget!



B. Graves in Caves, Cliffes and tress

1) Kambira (baby Graves)

Kambira is located in the Sangalla' region of Tana Toraja and is around nine kilometers to the east of Makale. Previously trees in Kambira were used as existing graves for babies who



Adjusted from. Kompasiana.com
According to the genealogical Toraja people belief system of *Aluk Todolo*, if a baby who does not have teeth died, it is deliberate to still be pure and therefore cannot be buried in the ground or interred in a cliff. Instead, these babies must be placed in trees. During the ritual of entombing a baby in a tree (*Massilli*), a pig owned by the baby's parents is sacrificed and the meat is cooked inside bamboo (*dipiong*). The

meat cannot be qualified with salt, it cannot be brought to the parents' house and the baby's whole family have to eat the meat.

2) Landan Kote, Lion Tondok Iring (baby Graves)

Lion Tondok Iring is one more burial site in Sangalla' where babies used to be interred in trees after their death. The story is almost same as Kambira. The same types of trees (*tarra'* and *sipate*) because of the great amount of sap in the trees, which symbolized breast milk.



Adjust from. DocPlayer.net

3) Sirope' (cliff Burial Site)

Sirope' is located in North Makale about one kilometer from the main road. This limestone cliff burial sitehouse *erong* (cuffins) and some *Tau tau* statues.



Adjust from. Langkan Maega.com

This grave belongs to high-class family in the region of Lion and Tondok Iring. Trail up to the top of the grave that offers an amazing view of the surrounding landscape.

The history of this site goes back to the setting up of the village Lion Tondok Iring. As the myth goes, this area was first visited by Puang Batan di Lomben, followed by the arrival of Puang Tarangenge who build *Tongkonan* at the top of the mountain Kambio Langi'. The people in this region used to bury defunct family members in the underground until realizing that is touched plants and animals in the surrounding local area. When seeking for a sense for why the land was negatively stirring the

plant and animals around these cemeteries were dying, people come to the conviction that the earth was angry and consequently the departed. They met again in Sirope', which got its name from this conference which in Basa Toraja is "sirompa" or the conference of some villages. From this point forward, these villagers begin to place family members in cave and cliff graves such as Sirope'

4) Tampang Allo (Cave Burial Site)

The Tau Tua here is one of the most remarkable sights in Tana Toraja. The graves belong to the prime of Sangalla, descendants of the



Adjust from. Travelingyuk.com
mythical sacred being Tamborolangi, who is believed to have introduced the caste system, death rituals and agricultural techniques into Toraja people society. The previous royal families of Makale, Sanggala and Menkendek all claimed tumble from

Tamborolangi, who is said to have descended from heaven on a stone staircase, take a Kijang from Makale to Sangalla, get off about 1km after the turn-off to Suaya, and walk a short distance through the rice fields to Tampangallo.

C. Natural Attractions

1) Pango-Pango

Pango-pango

refers to the tallest mountain in south Makale that hold factual implication because of their use during the Dutch occupation and when the Japanese occupied the



Adjust from. Data Wisata.com

archipelago of Indonesia in the 1940s. Today, located around 30 minutes from the town of Makale, Agrowisata Pango-pango offers numerous activities and sight for local tourists and foreign

tourists to enjoy. Wonder around the coffee plantation, maintain the view of Makale.

2) Kandora Mountain

Terraced of rice field and *Tongkonan* surround this beautiful and impressive mountain is located in the sub-district of Makendek,



Adjust from. Facebook.com

Tana Toraja. At 1130 metres above sea level (3,707 feet), this high mountain, called *Buntu Kandora* in *Basa Toraja*, is familiar amongs hiking, climbing and nature enthusiasts alike. This region also has a rich mythological history linked to the emergence of Toraja. For people in this region of Tana Toraja, *Kendora* symbolize the location where, according to legend, *Tamboro Langi'* is claimed to have descended from the sky and help establish democratic structures for people to govern of their village.

3) Ollon

Ollon, a collection of rolling hills located in Lembang Buaakayu, in the sub-district of Bonggakaradeng, Tana Toraja, is



located around 40 km from the centre of Makale. These valleys surround a green, twisting river hugged by white sand beaches and offers impressive places to camp for the night. Ollon is rather new destination and most roads to and Ollon are still under progress. Consequently, it is suggested that you visit during the dry season, to prevent getting cemented in the mud.

Vocabulary

| | | | |
|-------------|------------------|-----------|----------------------|
| Magnificent | Sangat bagus | Establish | Mendirikan/membentuk |
| Crop up | Muncul tiba-tiba | Defunct | Mati/punah |
| Remarkable | Luar biasa/hebat | Prevent | Mencegah |

Adjust from. U-Dictionary

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