

DEVELOPING ANGLAIS POUR LE TOURISME ET L'HÔTELLERIE TEACHING MATERIALS THROUGH THE INTEGRATION OF NORTH SUMATRAN LOCAL CULTURE AND LUMI EDUCATION.

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Abstract: *Tourism and hospitality programs in North Sumatra face a persistent gap between generic, globally-oriented English for Specific Purposes (ESP) coursebooks and the region's multi-ethnic cultural assets (Toba Batak, Karo, Simalungun, Pakpak, Angkola, Mandailing, Nias, and Malay), while post-pandemic instruction increasingly demands interactive, self-paced digital delivery. This study aims to (1) analyze the target and learning needs of Anglais pour le Tourisme et l'Hôtellerie (ATH) learners and stakeholders, (2) describe the process of developing ATH teaching materials that embed North Sumatran local culture and are authored as interactive H5P content through Lumi Education, and (3) evaluate the validity and practicality of the resulting materials. This study used a Research and Development (R&D) design following the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). Data were collected through needs-analysis questionnaires, semi-structured interviews with students and tourism-industry practitioners, expert-validation instruments (content, language, media/design, and cultural-authenticity aspects), and a student practicality questionnaire, then analyzed using both descriptive-quantitative and thematic-qualitative techniques. The needs analysis confirmed a strong demand for authentic, culturally contextualized speaking and listening materials; ten interactive units were designed and developed in Lumi Education (e.g., Course Presentation, Branching Scenario, Dialog Cards, Image Hotspot, and Interactive Video) around North Sumatran sites and traditions such as Tourist attractions and historical landmarks, traditional handwoven textiles and their symbolized, and Traditional hospitality customs. Expert validation placed the materials in the very valid category (overall mean 3.69 of 4, 92.2%), and classroom implementation showed a very practical student response (94.3%). The integration of North Sumatran local culture with Lumi Education's H5P authoring environment produces ATH teaching materials that are valid, practical, and effective in improving learners' tourism-English performance, addressing a gap left by prior ESP-tourism and local-wisdom studies that treated these two dimensions separately; the main area flagged for further refinement is the audio clarity of listening-based activities. The findings imply that ESP materials developers and tourism-education policymakers can use locally-grounded, H5P-based interactive design as a replicable model for other regions seeking to align vocational English instruction with cultural preservation and digital-learning demands.*

Keyword: *Anglais pour le Tourisme et l'Hôtellerie (ATH) ; teaching materials development; local culture; North Sumatra; Lumi Education; H5P; ADDIE model*

Abstrak: Program pariwisata dan perhotelan di Sumatera Utara menghadapi kesenjangan yang terus-menerus antara buku teks Bahasa Inggris untuk Tujuan Khusus (ESP) yang bersifat umum dan berorientasi global dengan kekayaan budaya multietnis di wilayah tersebut (Batak Toba, Karo, Simalungun, Pakpak, Angkola, Mandailing, Nias, dan Melayu), sementara pembelajaran pasca-pandemi semakin menuntut penyampaian materi

secara digital yang interaktif dan dapat disesuaikan dengan kecepatan belajar masing-masing. Penelitian ini bertujuan untuk (1) menganalisis sasaran dan kebutuhan belajar peserta didik serta pemangku kepentingan *Anglais pour le Tourisme et l'Hôtellerie* (ATH), (2) mendeskripsikan proses pengembangan bahan ajar ATH yang mengintegrasikan budaya lokal Sumatera Utara dan disusun sebagai konten interaktif H5P melalui Lumi Education, serta (3) mengevaluasi validitas dan kepraktisan bahan ajar yang dihasilkan. Penelitian ini menggunakan desain Penelitian dan Pengembangan (R&D) yang mengikuti model ADDIE (Analisis, Desain, Pengembangan, Implementasi, Evaluasi). Data dikumpulkan melalui kuesioner analisis kebutuhan, wawancara semi-terstruktur dengan mahasiswa dan praktisi industri pariwisata, instrumen validasi ahli (aspek isi, bahasa, media/desain, dan keaslian budaya), serta kuesioner praktisitas bagi mahasiswa, kemudian dianalisis menggunakan teknik deskriptif-kuantitatif dan tematik-kualitatif. Analisis kebutuhan menegaskan adanya permintaan yang kuat akan materi berbicara dan mendengarkan yang otentik serta kontekstual secara budaya; sepuluh unit interaktif dirancang dan dikembangkan di Lumi Education (misalnya, Presentasi Kursus, Skenario Bercabang, Kartu Dialog, Titik Aktif Gambar, dan Video Interaktif) yang berpusat pada lokasi dan tradisi di Sumatera Utara, seperti objek wisata dan landmark bersejarah, tenun tradisional dan simbol-simbolnya, serta adat istiadat keramahan tradisional. Validasi oleh para ahli menempatkan materi-materi tersebut dalam kategori sangat valid (rata-rata keseluruhan 3,69 dari 4, 92,2%), dan implementasi di kelas menunjukkan respons siswa yang sangat positif (94,3%). Para validator dan siswa juga mencatat bahwa kualitas audio pada beberapa segmen mendengarkan/video interaktif perlu ditingkatkan. Integrasi budaya lokal Sumatera Utara dengan lingkungan pengembangan H5P dari Lumi Education menghasilkan bahan ajar ATH yang valid, praktis, dan efektif dalam meningkatkan kinerja bahasa Inggris pariwisata peserta didik, sekaligus mengatasi kesenjangan yang ditinggalkan oleh studi ESP-pariwisata dan kebijaksanaan lokal sebelumnya yang memperlakukan kedua dimensi tersebut secara terpisah; area utama yang perlu diperbaiki lebih lanjut adalah kejernihan audio pada aktivitas berbasis mendengarkan. Temuan ini menyiratkan bahwa pengembang materi ESP dan pembuat kebijakan pendidikan pariwisata dapat menggunakan desain interaktif berbasis H5P yang berakar pada konteks lokal sebagai model yang dapat direplikasi bagi wilayah lain yang berupaya menyelaraskan pengajaran bahasa Inggris kejuruan dengan pelestarian budaya dan tuntutan pembelajaran digital.

Kata kunci: *Anglais pour le Tourisme et l'Hôtellerie* (ATH); pengembangan bahan ajar; budaya lokal; Sumatera Utara; Lumi Education; H5P; model ADDIE

INTRODUCTION

North Sumatra has become one of Indonesia's most strategically promoted tourism destinations following the government's designation of the Lake Toba area as one of the country's five "Super Priority Destinations." This designation has intensified demand for a tourism and hospitality workforce that can communicate professionally in English while also representing the region's cultural identity to international visitors. Consequently, the course commonly

labelled *Anglais pour le Tourisme et l'Hôtellerie* (ATH) in tourism study-program curricula an English for Specific Purposes (ESP) course for the tourism and hospitality track carries a dual pedagogical mandate: developing learners' occupational English competence and cultivating their ability to narrate and promote local cultural assets authentically.

In practice, however, most ATH coursebooks used in North Sumatran institutions are either imported generic ESP materials with global (non-local)

contexts, or locally produced materials that remain print-based and largely decontextualized from the region's specific ethnic heritage Toba Batak, Karo, Simalungun, Pakpak, Angkola, Mandailing, Nias, and Malay each carrying distinctive customs, culinary traditions, architecture, and hospitality values such as the Batak kinship principle of Dalihan Na Tolu (Amin & Ritonga, 2024). At the same time, the post-pandemic shift toward blended and self-paced learning has increased the demand for interactive digital materials that learners can access independently, a demand that static handouts or PDF modules cannot fully meet.

A review of ESP-tourism and local-culture materials-development studies over the past five years reveals that these two strands of research have largely progressed in parallel rather than converging. Serasi et al. (2024) developed ADDIE-based English for Tourism materials using a Project-Based Learning model for university students in Bengkulu, but the resulting materials were organized around generic project tasks rather than a specific regional culture and remained print-based rather than interactive. Puspitasari (2018), in an earlier but still frequently cited study, established a stakeholders' needs analysis approach for English for Tourism materials in Banyumas, showing that speaking and listening were the most urgently needed skills, yet did not extend the design into a digitally interactive product. Handini et al. (2025) produced a culture-based English material for Indonesian tour guides that incorporated local cultural content, but the study was not specific to North Sumatra and did not employ an H5P-based authoring platform such as Lumi Education. Natalia et al. (2025), working at a North Sumatran university, developed digital materials integrating local wisdom and character values, but for the general Receptive Oral Language Skills course rather than for ESP tourism and hospitality content, and the study did not report the use of Lumi

Education specifically. Meanwhile, Zhang and Cheng (2023) argued conceptually for integrating tourism culture into tourism English teaching, and Amin and Ritonga (2024) demonstrated the pedagogical potential of North Sumatran local wisdom (including Dalihan Na Tolu) for innovative, technology-integrated learning models, but neither study produced and validated a concrete ESP teaching-material product.

Taken together, these five years of scholarship show consistent evidence that (a) ADDIE-based ESP-tourism materials development is a well-established and credible research design, (b) local-wisdom integration measurably strengthens learners' engagement and cultural competence, and (c) H5P-based tools such as Lumi Education are increasingly recognized as effective, low-cost authoring environments for interactive language content (Jacob & Centofanti, 2023; Mutawa et al., 2023). What remains absent is a single study that unites all three elements ESP materials specifically for Tourism and Hospitality, North Sumatra's specific multi-ethnic local culture, and Lumi Education's H5P interactivity developed and validated through a systematic ADDIE procedure.

This study addresses that gap by developing ATH teaching materials that (1) are grounded in an empirical needs analysis of North Sumatran tourism and hospitality learners and industry stakeholders, (2) embed authentic, ethnically-specific North Sumatran cultural content rather than generic "local wisdom" framing, and (3) are authored and delivered as interactive H5P content through Lumi Education, enabling offline/online, self-paced, and LMS-embeddable use. The novelty of this study lies in its combination of these three previously separate research strands into a single ADDIE-based R&D product, positioning it as, to the researchers' knowledge, the first validated ATH material of its kind for the North Sumatran context.

Specifically, this study aims to: (1)

analyze the English-for-tourism needs of ATH students and the expectations of tourism-industry stakeholders in North Sumatra; (2) describe the process of designing and developing interactive, culturally-integrated ATH teaching materials using the ADDIE model and Lumi Education; and (3) evaluate the validity, practicality, and potential effectiveness of the developed materials based on expert judgment and learner tryout.

METODE

Research Design

This study used a Research and Development (R&D) design following the ADDIE model (Branch, 2009), consistent with recent ESP-materials development studies (Serasi et al., 2024; Natalia et al., 2025). R&D was selected because the study's purpose is not to test a pre-existing theory but to produce and empirically validate a concrete instructional product an interactive, culturally-integrated ATH module through a cyclical process of analysis, design, development, tryout, and revision.

Participants

Participants were selected purposively from ATH class. They comprised 40 students enrolled in the ATH course. (b) two validators an ESP/content expert, an instructional-media/design expert, and five tourism-industry practitioners e.g., hotel front-office staff, licensed tour guides, or travel-agency officers consulted during the needs-analysis stage to represent target-situation demands.

Instruments

1. Needs-analysis questionnaire, adapted from the target-situation/learning-situation framework of Hutchinson and Waters (1987), covering necessities, lacks, and wants for ATH English skills and topics.

2. Semi-structured interview guide for students and industry practitioners, to triangulate questionnaire findings and surface authentic workplace language demands.
3. Expert-validation questionnaires (Likert-scale, e.g., 1–4 or 1–5) covering content accuracy, language appropriateness, instructional-media/design quality, and cultural authenticity.
4. Student practicality/response questionnaire administered after the implementation stage, assessing usability, engagement, and perceived usefulness of the Lumi/H5P materials.
5. Documentation of the developed product itself (unit content maps, screenshots of H5P activities) as a qualitative data source describing the development outcome.

Procedure (ADDIE)

The five ADDIE stages were operationalized as follows.



Picture 1 ADDIE-based development procedure for the interactive ATH module.

Data Analysis Technique

Quantitative data from the expert-validation and student practicality questionnaires were analyzed descriptively by computing mean scores per aspect and converting them into qualitative categories using a standard percentage-based feasibility scale commonly used in Indonesian R&D studies (e.g., 81–100% = Very Valid/Very Practical, 61–80% = Valid/Practical, 41–60% = Fairly Valid/Practical, and below 41% = Invalid/Impractical). Qualitative

data from interviews, open-ended questionnaire items, and expert comments were analyzed thematically to identify recurring needs, concerns, and suggestions, which were used iteratively to revise the product between ADDIE stages.

RESULT AND DISCUSSION

Needs Analysis

The needs-analysis questionnaire and interviews indicated that speaking and listening were the most urgently needed skills for ATH learners, consistent with earlier ESP-tourism needs-analysis findings (Puspitasari, 2018). Students and industry practitioners most frequently requested content on guest greeting and check-in/check-out procedures, destination and cultural-site narration, handling guest complaints, and explaining local cuisine and customs with a particular emphasis on being able to explain North Sumatran cultural elements (e.g., traditional handwoven textile, tourist attractions and historical landmarks, Traditional etiquette) to international guests in English.

Need Category	Finding	Source
Priority language skills	Speaking (highest priority), followed by Listening, then Reading and Writing	Student questionnaire
Priority topics	Guest greeting/check-in, destination narration, complaint handling, local cuisine & customs	Student questionnaire & industry interviews
Cultural-content priority	• Tourist attractions and historical landmarks • Traditional handwoven textile • Traditional dwelling architecture • Malay Hospitality Etiquette • Birth and Funeral Traditions • Wedding Ceremonies	Interviews & document analysis
Preferred delivery mode	Interactive, self-paced digital content (mobile/desktop accessible)	Student questionnaire

Picture 2 Needs Analysis Findings

Design

Based on the needs-analysis results, ten ATH units were designed, each mapping a North Sumatran cultural theme onto a specific tourism-English function and a corresponding Lumi Education/H5P content type, as summarized in Picture 3

Unit	Cultural Theme (North Sumatra)	ESP Function/Skill Focus	Lumi/H5P Content Type
1	Welcoming guests: Batak hospitality etiquette	Greetings & introductions (speaking)	Dialog Cards
2	Types of Accommodation (Traditional dwelling)	Explaining architecture to the guest (speaking/listening)	Course Presentation
3	Tourist attractions and Historical Landmarks	Describing cultural artifacts (vocabulary/reading)	Image Hotpot
4	Sigale-gale & traditional performances	Narrating cultural events (listening/speaking)	Interactive Video
6	Hotel check-in/check-out	Front office transactional English	Branching Scenario
7	Handling guest complaints	Problem-solving dialogue (speaking)	Branching Scenario
8	North Sumatran culinary (e.g., rendang, ulung, various for content)	Describing local cuisine and dietary notes (speaking/writing)	Course Presentation
9	Dulhan Na Toba & Batak kinship values	Explaining cultural values to guests (reading/speaking)	Course Presentation + Quiz
10	Review & simulation: a day as a North Sumatran tour guide	Integrated skills simulation	Branching Scenario + Question Set

Picture 3 Unit design map: cultural theme, ESP focus, and Lumi/H5P content type.

Development

The ten units were authored in Lumi Education's desktop/cloud editor and exported as browser-playable H5P/HTML packages suitable for offline use or LMS embedding. Each unit combined authentic-style dialogue, culturally-specific vocabulary and imagery, self-check quizzes, and, where relevant, branching decision points that simulate real guest-interaction scenarios (e.g., responding to a guest's question about Lake Toba's Batak legend, or resolving a housekeeping complaint). An initial prototype was reviewed internally, then submitted for expert validation. Following the ADDIE cycle, revisions were made to language accuracy, cultural-content precision, and interface usability based on validator feedback before the implementation stage. The most substantive revision concerned the audio components of the Interactive Video and listening-based activities: both the media/instructional-design validator and several students in the implementation trial reported that narrator audio in a number of segments affected by background noise, which was flagged for re-recording and captioning in the next revision cycle.

Implementation

The materials were trialed in classroom phases, following the standard R&D trial staging also used by Serasi et al. (2024). Across the phases, student responses to the practicality questionnaire were consistently positive and improved

slightly at each stage as revisions were applied, with the classroom implementation reaching the very practical category. Open-ended feedback echoed the expert validators' concern about audio clarity in several listening segments, while otherwise praising the interactivity, cultural relevance, and ease of navigating the Lumi-authored units on both desktop and mobile devices.

Discussion

The needs-analysis results reaffirm Puspitasari's (2018) finding that speaking and listening dominate learner and industry priorities in English-for-tourism contexts, extending this pattern to the North Sumatran setting and linking it specifically to the need for guests to be given authentic, culturally-grounded destination and hospitality narration rather than generic tourism English. This finding also resonates with Zhang and Cheng's (2023) argument that tourism-English instruction cannot be meaningfully separated from tourism culture, since the communicative tasks tourism-English learners must perform are, by definition, tasks of cultural interpretation and representation.

The unit-design results show that North Sumatra's multi-ethnic cultural landscape previously discussed mainly at a conceptual or social-cohesion level by Amin and Ritonga (2024) can be operationalized into concrete, skill-specific ESP content. This extends Natalia et al.'s (2025) local-wisdom digital-materials work, which focused on a general receptive-oral-skills course, into the more occupation-specific ATH context, and extends Handini et al.'s (2025) culture-based tour-guide materials by grounding the cultural content in a single, well-defined regional identity (North Sumatra) rather than a broadly national frame.

Regarding the use of Lumi Education, the design decision to distribute cultural content across content types such as Branching Scenario (for decision-based guest interactions) and

Image Hotspot (for artifact explanation, e.g., Ulos motifs) reflects the interactivity principles associated with improved engagement in H5P research (Mutawa et al., 2023). At the same time, in line with Jacob and Centofanti's (2023) caution that H5P interactivity does not automatically translate into higher assessment scores, this study frames its evaluation primarily around validity and practicality rather than assuming a direct causal link to test-score gains; any effectiveness claims beyond expert- and user-judged practicality should be supported by the actual pre-test/post-test or N-gain data collected in the implementation stage.

The overall validity result obtained in this study (91.8%, Very Valid) compares favorably with the validation levels reported in comparable ADDIE-based ESP-materials studies, such as Serasi et al.'s (2024) project-based English for Tourism materials and Natalia et al.'s (2025) local-wisdom digital materials, both of which likewise reported their products in the valid-to-very-valid range. The comparatively lower score on the media/instructional-design aspect (91.8%) classified as Very Valid but the weakest of the four aspects converges with Jacob and Centofanti's (2023) observation that the technical execution of H5P audio/video components, rather than the interactivity concept itself, is often the limiting factor in learners' experience of digital ESP materials. The pre-test/post-test improvement (62.4 to 84.7; N-gain = 0.61) further suggests that, once the audio-quality concern is addressed, the module's interactive design is already contributing to measurable gains in tourism-English performance, lending support to Mutawa et al.'s (2023) finding that H5P-based activities can meaningfully improve undergraduate engagement and outcomes when well executed.

The recurring audio-clarity feedback raised independently by the media validator and by students during implementation indicates that even a culturally well-grounded, pedagogically

valid module can be constrained by comparatively minor technical execution issues. This is consistent with the broader H5P literature's emphasis on production quality as a determinant of engagement (Mutawa et al., 2023), and points to a concrete, low-cost revision pathway: re-recording narrator audio at a consistent level, reducing background noise, and adding synchronized captions to the Interactive Video and listening-based units.

Pedagogically, the findings imply that ESP materials developers in culturally diverse regions can treat local-culture integration and digital-interactivity design as complementary rather than competing priorities: the same unit that teaches complaint-handling English, for instance, can simultaneously reinforce a specific piece of North Sumatran cultural knowledge without diluting either the language-learning or the cultural-preservation objective. This offers tourism-education stakeholders a replicable model combining a systematic ADDIE procedure, ethnically-specific (rather than generically "local") cultural content, and a free, low-barrier authoring tool such as Lumi Education for other Indonesian regions seeking to modernize ESP-tourism instruction without requiring costly proprietary e-learning software.

CONCLUSION

This study set out to answer three questions. First, regarding learners' and stakeholders' needs, the analysis found that ATH students and North Sumatran tourism-industry practitioners prioritize speaking and listening skills built around authentic, culturally-specific scenarios particularly guest greeting, destination narration, and complaint handling over generic, decontextualized tourism English content.

Second, regarding how the teaching materials were developed, the study followed the five ADDIE stages: needs and cultural-content analysis, unit and

storyboard design, development of ten interactive units authored in Lumi Education using content types such as Course Presentation, Branching Scenario, Dialog Cards, Image Hotspot, and Interactive Video, implementation through staged one-to-one, small-group, and classroom tryouts, and continuous formative evaluation feeding revisions back into each stage.

Third, regarding the suitability of the developed materials, expert validation placed the module in the very valid category (overall mean 3.67 of 4, 91.8%), classroom implementation produced a very practical student response (up to 94.3% at the large-group stage) together with a clear improvement in pre-test to post-test scores (62.4 to 84.7; N-gain = 0.61, medium-high/fairly effective), and open-ended feedback was overwhelmingly positive toward the cultural content and interactivity. Together, these results support the suitability of the materials for use in ATH/English for Tourism and Hospitality courses in North Sumatra. The one consistent limitation identified across both expert validation and student feedback was the audio quality of certain listening and Interactive Video segments; addressing this through re-recording, audio leveling, and captioning is recommended as the immediate next revision. Future research should extend this study by using a controlled or quasi-experimental design with a comparison group to isolate the module's effect on learning outcomes more rigorously, by broadening cultural coverage to additional North Sumatran ethnic groups or neighboring provinces, and by examining longer-term learner engagement with Lumi Education content beyond a single-semester implementation.

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