

*Sari Rejeki*<sup>\*1</sup>, *Imani Satriani*<sup>\*2</sup>, *Qoute Nuraini Cahyaningrum*<sup>\*3</sup>  
INCORPORATING LESSON PLAN IN DEVELOPING AN ITINERARY  
FOR A TOUR PACKAGE TO PROMOTE LOCAL CULTURE:  
A CASE STUDY IN KAMPOENG WISATA CINANGNENG, BOGOR REGENCY

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**Sari Rejeki**<sup>\*1</sup>, **Imani Satriani**<sup>\*2</sup>, **Qoute Nuraini Cahyaningrum**<sup>\*3</sup>

[Sari.rezeki@unpak.ac.id](mailto:Sari.rezeki@unpak.ac.id)<sup>\*1</sup>

Fakultas Ilmu Sosial dan Ilmu Budaya  
Universitas Pakuan

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**ABSTRACT**

Studies on tourism in Bogor have focussed on community-based tourism, natural and outdoor tourism, the preservation of natural environment and culture of its people. This research in particular focuses on specifically combining local culture and language learning. The aim of this study is to shed light on how lesson plans can be incorporated in developing existing tour packages of a tourist attraction that promotes local culture. It proposes lesson plan by Brown and the notion of Engage-Study-Activate by Harmer. Using qualitative approach, Kampong Wisata Cinangneng located in Bogor Regency is chosen as case study. As the tour packages in Kampung Wisata Cinangneng are popular amongst elementary school students to teenagers, the lesson plans are limited to these age groups. Data collection techniques applied in this study were literature studies, observations, interview and documentation. The findings also support the use of six stages for analysis to design and develop an itinerary as part of a tour package. The stages involve determining a tourist attraction that promote local culture, studying its tour packages or programs to seek the target market and what it advertises, identifying unique local culture advocated from the tourist destination, determining local culture which can be incorporated with language learning, researching further the local culture selected. The last stage entails, applying Browns' lesson plan and Harmers' Engage-Study-Activate in the procedure. The stages of analysis proposed is seen crucial to make tour packages not only entertaining but also have educational value. In this case, preserving and promoting local culture. Drawing on the results, this study gives an advantage in the applicability of writing a lesson plan that focuses on local culture and language learning for an itinerary.

**Keywords:** *Engage-Study-Activate, Itinerary, Language Pedagogy, Lesson Plan, Local Culture, Tour Package*

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**INTRODUCTION**

There are ten types of tourism activities that are found in Indonesia Ekasani et al., (2020). Regardless, the trends that occur in the tourism sector, Indonesia is more focused on nature and culture tourism. Pertaining to tourism related to culture, even though consistent definition of cultural tourism does not

exist, Richards (2003) explains that cultural tourism involves visitors experiencing all of the 'cultural' aspects about a particular place, its' contemporary lifestyles, food, topography, environment, towns and villages, just as much as its' historic sites and cultural performances. Furthermore, Littrell as quoted by Richards (2003) concluded that culture can be viewed as comprising: what people think (attitudes, beliefs, ideas and values), what people do (normative behavior patterns, or way of life) and what people make (artworks, artefacts, cultural products). Thus, building tourism that promotes local culture is one of the techniques Indonesia is currently adapting (Nainggolan & Rahayu, 2023).

The Bogor Regency Government relies on the tourism sector to accelerate economic recovery after being affected by the Covid-19 pandemic (E. P. Putra, 2022). Tourism is the leading sector of Bogor Regency which is expected to recover faster. Bogor Regency Government continue to develop tourism potential, specifically its natural and edu-tourism in the village areas. This study is conducted to support Bogor Regency Government and Kampong Wisata Cinangneng is chosen as case study. Kampung Wisata Cinangneng is recognized in the world of tourism through its breakthrough in sustainable village by creating the Pulang Kampong Program. The Pulang Kampong Program received an award from the Ministry of Tourism and Creative Economy (Kemenparenkraf) as a pioneer of tourism villages. In addition, Kampung Wisata Cinangneng also supports the development of tourism in the field of edu-tourism by involving local culture. Edu-tourism is a field trip related activity or trip whose purpose is for recreation or entertainment and there are educational activities in it (Ekasani et al., (2020).

Tourism is the leading sector of Bogor Regency which is expected to recover faster. Bogor Regency Government continues to develop tourism potential, specifically its natural and edu-tourism in the village areas. Studies on tourism in Bogor have focussed on factors related to community-based tourism, natural tourism, outdoor tourism, the preservation of the natural environment and culture of its people. This research in particular focuses on specifically combining local culture and language learning.

Fitri and Siska (2021) conducted research related to the recovery strategy carried out by Kampong Wisata Cinangneng in facing the pandemic. The strategy adopted by Kampong Wisata Cinangneng is to apply the CHSE health protocol in accordance with the Decree of the Minister of Health number HK.01.07/MENKES/382/2020 to workers, local people, and tourists who come to visit. The strategy includes making new tour packages in accordance with health protocols, making a new tourist attraction, and selling products made of plants. The results of this study signal the need for additional research to develop a new tour package. Thus, the aims of this study are adapting and developing existing tour packages which proposes lesson plan by Brown and the notion of Engage-Study-Activate by Harmer to be included in the process of making an itinerary of a tour package. A tour package which promotes programs that support learning a foreign language and promote local culture.

## LITERATURE REVIEW

### The Concept of Lesson Plan and Engage-Study-Activate

According to Brown, the term lesson is considered to be a unified set of activities that cover a period of time, usually ranging from forty to ninety minutes (Brown & Lee, 2015: 196). Furthermore, lesson planning is the process of taking everything we know about teaching and learning along with everything we know about the students, and putting it together to create a road map for what a class period will look like (Purgason in Brown & Lee, 2015:196). Brown proposed elements of a lesson plan which include goal, objectives, materials and equipment, procedures, assessment and extra class work. In line with writing an itinerary for a tour package, this study adapts the elements; objectives, material and equipment, and procedures. The explanation is as follow:

1. There are two types of objectives identified; terminal and enabling objectives. Terminal objectives is the final learning outcomes that you will be responsible for assessing, while enabling objectives involve interim steps within a lesson plan that build upon each other and ultimately lead to a terminal objective.
2. To achieve both objectives, materials and equipment are needed. Materials and equipment involve knowing what a teacher need to take and to arrange in a classroom.
3. The third is a very general set of guidelines for planning, which is procedure. Harmer (2007:160) describes the section of procedures include patterns of interaction. The interaction can include; Teacher-Student (TS-SS), teacher talking to the whole class, Student with Student (SS) for pair work, and SSS-SSS for group work.

Most teaching sequences need to have certain characteristics or elements, whether they take place over a few minutes, half an hour, a lesson or sequence of lessons. Harmer (2007: 51-53) proposes Engage, Study, Activate in the procedure. Each stage will also provide what students, teachers do and the activities that could be conducted. The explanation is explained in detail below.

1. Engage = A stage where students must be warmed up or prepared and motivated for the lesson.
  - Teacher: elicit students' knowledge, prepare and connect the students for what they will learn that day. Teachers do their best to ensure that students engage and are motivated with the topic, exercise or language they are going to be dealing with by asking to make predictions, or relate classroom materials to their own lives.
  - Students: ready to learn.
  - Activities: games, music, discussions, stimulating pictures, dramatic stories, amusing anecdotes, etc.
2. Study = Teacher explains. Student uses the language, but still controlled practice.
  - Teacher: explains the theory (grammar, vocabulary, etc.) of language to be used by students. Let students work out the rules of language, applying discovery activities.

- Student: pay attention and practice the language. Students are asked to focus on the construction of something, whether it is the language itself, the ways in which it is used or how it sounds and looks.
  - Activities: lecturing, drilling, problem solving activities, etc.
3. Activate = exercises and activities which are designed to get students using language as freely and communicatively as they can.
- Teacher: make sure the students use the language introduced in the study stage.
  - Student: get a chance to try out real language use with little or no restriction-a kind of rehearsal for the real world.
  - Activities: role play, discussion, interview, presentation, debate, etc.

### **Types of Tourism and Basic Approaches in Combining Local Culture and Tourism Development**

Indonesia has great tourism potential. Ekasani et al., (2020) mentions ten types which thrive in Indonesia; natural tourism, religious tourism, shopping tourism, culinary tourism, cultural tourism, sports tourism, agro-tourism, political tourism or conventions, educational tourism, and wellness and health tourism.

One tourism aspect that will be the focus of this study is cultural tourism. Richards (2003) explains that cultural tourism involves visitors experiencing all of the 'cultural' aspects about a particular place, its' contemporary lifestyles, food, topography, environment, towns and villages, just as much as its' historic sites and cultural performances. Furthermore, Littrell as quoted by Richards (2003) concluded that culture can be viewed as comprising: what people think (attitudes, beliefs, ideas and values), what people do (normative behavior patterns, or way of life) and what people make (artworks, artefacts, cultural products).

There are two basic approaches in combining local wisdom or local culture in tourism development (Walker in Musaddad 2019). The first is buying products by incorporating elements of local wisdom in tourism products that can be enjoyed such as souvenirs and culinary. The second is buying experience by combining elements of local wisdom in activities that can provide direct experience. The latter justifies the need for strategies to develop interesting activities or programs for itineraries of tour packages that involve local culture or local wisdom.

### **Previous Related Research**

This section reviews the literature related to tourism in specific context. Studies have been conducted by Handoyo et al (2017), Latianingsih (2020), Fitri dan Siska (2021), Rejeki and Swetasurya (2023), and Dewi et al., (2022). Handoyo et al (2017) researched how far travel agents in special Region of Yogyakarta can create tour package for people with disabilities. The conclusion is, tour package that are available in Yogyakarta is not friendly for people with disabilities. The author employed a qualitative methodology which prescribes the use of literature review, interview and observation to collect data. The study by Handoyono et al has helped to identify the needs of specific tourism package for local demands.

Several studies have been conducted to investigate tourism in Bogor. A study by Latianingsih et al (2020) explored the management of creative and

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innovative community-based tourism villages in Tegal Waru Tourism Village, Bogor. Result of this study shows Tegal Waru Tourism Village offers great cultural potential and the involvement of community participation is the key to successful tourism. It shows how society manages its local tourism, contributing to produce a variety of tour packages that can use the full potential of its environment.

As stated above, Fitri and Siska (2021) conducted research related to the recovery strategy carried out by Kampoeng Wisata Cinangneng. The strategy includes making new tour packages. The results of this study signal the need for additional research to develop a new tour package.

A Need Analysis for Local Culture in English for Tour Guide ESP Materials in Bogor Regency was conducted by Rejeki and Swetasurya (2022). It analyzed the target and learning needs for English of local tour guides in Bogor Regency. The conclusion highlights the need for English materials for the specific purposes. This research will be able to help develop materials for tour guide as it involves language pedagogy.

Dewi et al., (2022) observed forms of outdoor tourism and how these types of tourism are a solution to maintaining health and supporting community welfare. This study aims to examine how outdoor tourism in Sentul can be a solution in providing benefits and solutions for the health and welfare of the community while maintaining the preservation of the natural environment and culture of its people. Similar to Handayono et al, the methodology of this study helps to identify the needs of specific tourism package locally.

Currently, the concept of tour packages promoting local culture with language learning is something new. This study is expected to promote local culture. In addition, it can also provide opportunities for local tourists or local visitors, specifically school students to learn English as a foreign language. Based on the above background, it is necessary to conduct research on this issue.

This research also supports the Regulation of the Minister of Tourism of the Republic of Indonesia Number 14 of 2016 concerning Guidelines for Sustainable Tourism Destinations. The regulation requires that to create tourism experiences, in order to provide benefits to the community and the environment, it is necessary to encourage the tourism system through optimizing the role of academics. Academics play a role in conducting various research and community service related to tourism development, so that tourism development is research-based. Various community services can be carried out by academics in tourism development, for that, communication and cooperation with academics in tourism development are needed (Sentanu & Mahadiansar, 2020: 13).

## **RESEARCH METHOD**

### **Context of research**

Kampoeng Wisata Cinangneng (KWC) located in Jl. Babakan Kemang Rt 1/Rw 2, Cihideung Udik, Kecamatan Ciampea, Kabupaten Bogor is chosen for this study due to several reasons. As stated above, KWC is recognized in the world of tourism through its breakthrough in sustainable village programs by creating the Pulang Kampoeng Program. The Pulang Kampoeng Program received an award from the Ministry of Tourism and Creative Economy

(Kemenparenkraf) as a pioneer of tourism villages. KWC supports the development of tourism in the field of Edu-Tourism by involving local culture.

KWC in terms of tourism has fulfilled the 4A aspects of Accessibility, Attraction, Amenities, Ancillary Service (Latianingsih, 2020). Accessibility is the access to an area or a destination. Visitors can easily access KWC by car or motorcycle. Attraction refers to tourist attractions that can be enjoyed by tourists in a destination that includes nature and cultural aspect. KWC's potential in these aspects is grouped into three, Something to See, Something to Do, Something to Buy. For Something to See, visitor can enjoy natural scenery that includes rice fields, and rivers. Something to Do, is the main attraction. KWC offers tourist attractions such as playing traditional music Gamelan, Angklung, traditional dancing, cooking traditional dishes, painting, and many more. With Something to Buy, KWC provides souvenirs such as traditional musical instruments, traditional games, and souvenirs from home industries; such as local traditional snacks. These souvenirs are available for visitors to purchase.

Amenities are accommodation that includes facilities and infrastructure. KWC provides restaurant, prayer room, parking lot, toilet, overnight facilities; 4 rooms, rice field room and village room, swimming pool and beautiful lush garden. Ancillary Service are things that support tourism such as management institutions, tourist information, travel agents, and stakeholders. Managed by its owner, the pick-up and drop-off service to and from the airport for tourists from abroad, has the full support of the Bogor Regency Culture and Tourism Office. Having support from the beginning of its establishment, KWC received support from the Minister of Tourism in 1998, Mr. Marzuki Usman.

It is known that the COVID-19 pandemic has had a significant impact on many tourist attractions. Results from previous study revealed that the number of tourist visits in KWC has decreased and there were even no visits at all (Fitri and Siska 2021). KWC adapted several steps to overcome the problem, one of which is creating new tour packages. This study helps propose steps in adapting existing tour packages which incorporate writing a lesson plan as part of developing itineraries.

### Data Sources

Primary data was obtained from the tour packages available at KWC. Programs or tour packages offered by KWC can be accessed at <https://hbkampoengwisata.id/>.



Figure 1. Kampung Wisata Cinangneng Tour Pacakges

The tour packages available at KWC are: village tour (visiting home industries), playing Angklung and singing Sundanese songs, planting rice in the rice field, washing a buffalo, playing the traditional musical instrument; Gamelan, learning a traditional dance form West Java, watching a demonstration of making traditional food and drinks, painting on a farmer's hat, making a puppet from

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cassava leaves, and having photo sessions using a traditional Sundanese dress. The programs offered by KWC attract domestic tourists from areas of Jabodetabek, also schools going for an excursion; students traveling in groups from Kindergarten to University. The activities, does not only attract local visitors, international tourists have also visited KWC. Visitors pay different fee to experience the activities. The price range depends on how many activities are involved. For example, the Pulang Kampung Program would include activities such as playing angklung using a traditional song, playing the Gamelan, dancing the traditional Sundanese Jaipong, watching a demonstration of making traditional food and drinks, and painting on a farmer's hat. The Pulang Kampung Program is chosen as tour package as it promotes Sundanese culture.

Secondary data was acquired through literature studies, interview, observation and documentation. Up to date references from textbooks to online journals were chosen to support this study.

### **Data Collection**

Semi-structure interviews were conducted with the owner and founder, and also a senior tour guide of Kampung Wisata Cinangneng. The owner of KWC was an active certified Tour Guide from 1985–1995. Developing passion in tourism, she pursued her career in the industry by establishing a tourist destination which combined local culture and education. She saw the tourism potential in Bogor, then utilized nature in the Cinangneng area. She also involved the local community to build Kampung Wisata Cinangneng. It was officially opened in 2000 and is recognized in the world of tourism through its breakthrough in sustainable village programs by creating the *Pulang Kampoeng Program*. The *Pulang Kampoeng Program* received an award from the Ministry of Tourism and Creative Economy (*Kemenparenkraf*) as a pioneer of tourism villages. The questions posed were related to experiences, views, affective factors, knowledge and background of the interviewees (Sugiyono, 2017).

Researchers have partnered with KWC in terms of building partnership in developing research and community service. With the permission of the owner, participative observations were carried out to survey the facilities in the tourist destination and tour packages which were available for visitors. To be involved in complete participative observation, the researchers bought and directly experienced the tour packages available at Kampung Wisata Cinangneng. Following the ethical considerations, before the research commenced, we had a briefing with the participants explain the research purposes and the benefits for the future tourism. We also convinced that their data would be kept confidentially only for the research purposes.

To complete the use of observation and interview methods, data collection techniques; documentation were carried out. Documents used in this study are videos and photos of traditional dancing, dresses, instruments and songs taken from observations.

### **Data Analysis**

Data analysis in this study is descriptive, that it is based on primary and secondary data. Data analysis in this study adapted Miles and Huberman model

(Sugiyono, 2017), which involves data collection, data reduction, data display, and conclusion drawing.

## **FINDING AND DISCUSSION**

Tourism is the leading sector of Bogor Regency which is expected to recover faster. Bogor Regency Government continue to develop tourism potential, specifically its natural and edu-tourism in the village areas. Recent studies on tourism in Bogor have focussed on factors related to community-based tourism, outdoor tourism and local culture. A study by Latianingsih et al (2020) explored the management of creative and innovative community-based tourism villages in Tegal Waru Tourism Village, Bogor. Result of this study shows Tegal Waru Tourism Village offers great cultural potential and the involvement of community participation is the key to successful tourism. Dewi et al., (2022) observed forms of outdoor tourism and the preservation of the natural environment and culture of its people.

The types of packages available in today's market are vast and varied. Handoyo et al (2017) researched how far travel agents in special Region of Yogyakarta can create tour package for people with disabilities. The study by Handoyono et al has helped to identify the needs of specific tourism package for local demands.

Adapting and developing existing tour packages in KWC, this study proposes lesson plan by Brown and the notion of Engage-Study-Activate by Harmer to be included in the process of making an itinerary of a tour package. A tour package which promotes programs that support learning a foreign language and preserving local culture.

After studying the tour packages and programs of Kampung Wisata Cinangneng, taking interviews, participatively observing and documenting the tourist attraction, it can be concluded that the unique local culture offered as an experience are: playing Gamelan and Angklung, dancing to the traditional Sundanese dance; Jaipong, and the demonstration of making traditional local food and drinks. Not all of the activities can be incorporated in the lesson plan. The two programs that represents Sundanese culture are; playing angklung using the Sundanese song Tokecang and learning the traditional dance; Jaipong. At this stage, it is important to be critical in finding and researching local culture that can be incorporated into English teaching materials.

Tokecang is one of the most famous traditional Indonesian songs not only in West Java but Indonesia. They are often sung and used as accompaniment songs for traditional games and were used as soundtracks for children's soap operas. It is important to note that learning traditional or folk songs help shape children's character. Folk songs contains several educational values, including instilling social and historical values, sportsmanship, and positive characters in children (Setiowati, 2020). This Sundanese folk song is loved because it is cheerful, fast-paced, with witty song lyrics. Ali (2020) explained that one of the characteristics of folk songs is that the author is rarely known. As it is with Tokecang, it is not yet known who the composer is. Here are the lyrics/verses of Tokecang.

*Tokecang tokecang bala gendir tosblong  
Angeun kacang sapapendil kosong*



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*Aya listrik di masigit meuni caang katingalina*  
*Aya istri jangkung alit karangan dina pipina*  
*Tokenchang tokechang bala gendir tosblong*  
*Angeun kacang angeun kacang sapependil kosong*

The traditional children song *Tokechang*, which stands for *Tokek Makan Kacang* or in English; *Tokek Eating Peanuts* has rich moral value. It describes a character which is the *tokek* who has the habit of eating too much. The philosophy behind the lyrics teaches a person not to be greedy or be generous, not to be selfish or to be kind. It teaches to be helpful, caring and giving. The message behind the song is intended to instill positive value to children's character. This is in line with the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System which states that the purpose of national education is to develop the ability and shape the character and civilization of a nation. Character building is an important part of education.

*Jaipong* is another local culture chosen for the purpose of this study. According to the Ministry of Education and Culture website, *Jaipong* was made in the 1970s by H. Suwanda from Karawang and Gugum Gumbira from Bandung. The two of them collaborated to create movements to the musical accompaniment. *Jaipong* exists in various cultural performances and has become an icon dance from West Java (Setyaningrum, 2018).

*Jaipong* dance depicts the positive nature of Sundanese women. The movements in the dance show persistence, determination, courage, friendliness, vitality, agility, independence, flirtatiousness, as well as responsibility and politeness. This complete combination makes *Jaipong* unique. The choreography of the dance is also named in Sundanese. It is explained below with the English translation.

**Table 1. Choreography of the Traditional Dance; Jaipong**

Name of movement in Sundanese.	Meaning in Indonesian	Meaning in English
1. Gerakan Cingeus	Cekatan	Agile
2. Gerakan Mincit	Gesit	Mobile
3. Gerakan Meliuk	Fleksibel	Flexible
4. Gerakan Variasi	Adaptif	Adaptive
5. Gerakan ngagaleong	Berani	Fearless
6. Gerakan Pencak	Adil	Just
7. Gerakan Bukaang	Anggun	Graceful

The movements above are all simple but meaningful choreography offered for visitors to experience in KWC. The detail meaning is taken from 2 sources: <https://www.suara.com/news/2021/06/18/175835/tari-jaipong-sejarah-dan-makna-setiap-gerakannya>(Aditya,2021) and <https://www.idntimes.com/life/education/robertus-ari/mengenal-tari-jaipong> (A. Putra, 2023).

The analysis above is the basis of the formulation of the terminal and enabling objectives of the lesson plan. The explanation will be given below.

**Activity 1 - playing angklung using the Sundanese song *Tokechang***

In the lesson plan, visitors are treated as learners who are both learning and experiencing local culture and English as a foreign language. Through-out the

lesson plan, visitors are referred to as students. The teachers are referred to as both teachers or tour guides.

1. Terminal Objective: students will be able to use the numbers 1 to 7 using angklung and describe what the traditional song *Tokecang* symbolizes.
2. Enabling Objectives:
  - a. Students will be able to identify the target vocabulary by doing Gallery Walk.
  - b. Students will be able to identify the target vocabulary by matching the Indonesian words with the English translation.
  - c. Students will be able to produce the target vocabulary by playing angklung.
3. Target vocabulary
  - Numbers; 1, 2, 3, 4, 5, 6, 7
  - The philosophy of *Tokecang*: do not be greedy (be generous), do not be selfish (be kind), be helpful, be caring, be giving, be cooperative
4. Procedure: Engage – Study – Activate:

Since the purpose of the procedure in the lesson plan is written for an itinerary. An additional step is included in this stage which is Opening. Opening is a stage where the teacher or tour guide introduces themselves and state the purpose of the activities.

  - a. (Opening) Students will be able to say the purpose of their activities in Kampoeng Wisata Cinangneng by listening to the teacher/tour guide. (5-10 minutes)
    - Technique and Procedure: the teacher/tour guides introduce themselves, explain the purpose of students' arrival.
    - Interaction: Teacher – Student interaction
  - b. (Engage) Students will be able to identify the target vocabulary by doing Gallery Walk. (5 minutes)
    - Technique and Procedure:
      - A. The students memorize as many words as they can (the target vocabularies in Indonesian are put around the room)
      - B. Teacher/tour guide asks students to mention the words they remember from doing Gallery Walk
    - Interaction: student-student, teacher- student
  - c. (Study) Students will be able to identify the target vocabulary by matching the Indonesian words with the English translation. (10 minutes)
    - Technique and Procedure:
      - A. Teacher/Tour Guide divides the class into Team A and Team.
      - B. The teacher/tour guide gives Team A the Indonesian words and Team B the English words.
      - C. Students are asked to find their match.
      - D. Students are asked to pronounce the words; other students must follow (teacher/tour guide listens and correct if necessary).
    - Interaction: Student-student interaction, teacher-student Interaction.
  - d. (Activate) Students will be able to produce the target vocabulary by playing angklung. (20 – 30 minutes)

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- Students will be able to explain the meaning of the traditional song Tokecang.
- Technique and Procedure:
  - A. Students are shown how to play angklung.
  - B. Students have to say out loud the numbers and the target vocabulary while playing angklung. For example;  
One: do not be greedy  
Two: do not be selfish  
Etc.
- e. Materials and equipment; Angklung, song banner/lyrics of song lyrics written on cardboard, list of vocabulary written on paper/cardboard in English and Indonesian.

**Activity 2 - learning the traditional dance; Jaipong**

1. Terminal Objective: students will be able to describe the adjectives related with the movements of the traditional dance; *Jaipong*.
2. Enabling Objectives:
  - a. Students will be able to identify the target vocabulary by doing Gallery Walk.
  - b. Students will be able to use the target vocabulary by dancing to *Jaipong*.
  - c. Students will be able to produce the target vocabulary through dancing and saying the adjectives out loud by playing a game Guess the Movement.
3. Target Vocabulary:
  - a. Gerakan Cingeus = cekatan = Agile
  - b. Gerakan Mincit = gesit = Mobile
  - c. Gerakan Meliuk = Fleksibel = Flexible
  - d. Gerakan Variasi = Adaptif = Adaptive
  - e. Gerakan Ngagaleong = Berani = Fearless
  - f. Gerakan Pencak = Adil = Just
  - g. Gerakan Bukaannya = Anggun = Graceful
4. Procedure: Engage – Study – Activate
  - a. (Opening) Students will be able to say the purpose of their activities in Kampong Wisata Cinangneng by listening to the teacher/tour leader. (5-10 minutes)
    - Technique and Procedure: Teacher/Tour Guide introduce themselves, explain the purpose of students' arrival
    - Interaction: Teacher - Student interaction
  - b. (Engage) Students will be able to identify the target vocabulary by doing *Gallery Walk*. (15 minutes)
    - Technique and Procedure:
      - A. Students are asked to walk around the room to read the target vocabulary.
      - B. Students are instructed to memorize as many words as they can (Indonesian words).
      - C. Students recall the target vocabulary in Indonesian.

- D. The teacher/tour guide tells students the English translation also demonstrating how they are pronounced.
- E. Students match the Indonesian words with the English and ask to memorize.
- F. Students who can memorize as many words get a prize.
  - Interaction: student-student, teacher-student.
- c. (Study) Students will be able to use the target vocabulary by dancing to *Jaipong*. (10 minutes)
  - Technique and Procedure:
    - A. Teacher/Tour Guide demonstrate the movement while at the same time saying the target vocabulary out loud. Students follow the instructor.
    - B. Students are divided into 2 big groups; group A and group B
    - C. While group A reads the target vocabulary, group B dances
    - D. Take turn
  - Student Interaction: teacher-student
- d. (Activate) Students will be able to produce the target vocabulary through dancing and saying the adjectives out loud by playing a game Guess the Movement (10 minutes)
  - Technique and Procedure:
    - A. Students must guess the movement demonstrated by their friends or instructor.
    - B. Students must guess the movement demonstrated by their friends or instructor.
- 5. Materials and equipment; *Sampur* (traditional scarf for women), *Totopong* (traditional hat for men), duct tape, tact it, music, vocabulary written in Indonesian and English, rewards for the best participators.

From the above analysis, it can be concluded that the steps to adapt and develop an itinerary incorporating language learning and local culture for a tour package are as follow:

1. Choose a tourist destination that promote local culture (not all tourist destination promotes local culture).
2. Study its tour packages or programs to seek the target market and what it promotes.
3. Identify unique local culture promoted from the tourist destination.
4. Choose local culture that can be incorporated with language learning.
5. Research in depth, local culture that have been selected.
6. For the purpose of designing or developing the existing itinerary, make a lesson plan (Brown) and implement Engage-Study-Activate (Harmer) in the procedure.

## CONCLUSION AND SUGGESTION

The aim of this study is to shed light on how language learning can help promote local culture. Adapting and developing existing tour packages, it incorporates lesson plans and the notion of Engage-Study-Activate to be included in the itinerary of a tour package. This study argues, to help promote the preservation of local culture through the teaching of a foreign language, six steps are needed to develop an itinerary for a tour package. The steps involve; 1.

*Sari Rejeki*<sup>\*1</sup>, *Imani Satriani*<sup>\*2</sup>, *Qoute Nuraini Cahyaningrum*<sup>\*3</sup>  
INCORPORATING LESSON PLAN IN DEVELOPING AN ITINERARY  
FOR A TOUR PACKAGE TO PROMOTE LOCAL CULTURE:  
A CASE STUDY IN KAMPOENG WISATA CINANGNENG, BOGOR REGENCY

Choose a tourist destination that promote local culture (not all tourist destination promotes local culture), 2. Study its tour packages or programs to seek the target market and what it promotes, 3. Identify unique local culture promoted from the tourist destination, 4. Choose local culture that can be incorporated with language learning, 5. Research in depth local culture that have been selected, 6. For the purpose of designing or developing the existing itinerary, apply Browns' lesson plan and Harmers' Engage-Study-Activate in the procedure. The use of language learning, local culture thus, aid the development of tourism.

The implication of this study is to complete the work of Rejeki and Swetasurya (2022). Their study concluded, there is a need to develop materials in English for Specific Purpose based on local culture for local tour guides. Drawing on the results, this study gives an advantage in the applicability of writing a lesson plan that focuses on local culture and language learning for an itinerary.

The results of this study also support the Government of the Republic of Indonesia strategic policy to increase tourism foreign exchange, one of which is strengthening tourism promotion through the development of tour packages. This study also implements the Regulation of the Minister of Tourism of the Republic of Indonesia Number 14 of 2016 concerning Guidelines for Sustainable Tourism Destinations which says to create tourism experiences, in order to provide benefits to the community and the environment, it is necessary to encourage the tourism system through optimizing the role of academics. Academics play a role in conducting various research and community service related to tourism development, so that tourism development is research-based.

The proposed steps above can be applied not only for local culture but other distinct, unique selling point of a tourist destination. Since it is a new concept, further research should investigate the effectiveness of the itinerary and price of the activities or programs. Further study should also analyze different lesson plan for different age group.

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