

THE MAKING OF BENGKALIS TOURISM ATTRACTION EDUCATIONAL BOOK FOR PRIMARY STUDENTS

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Abstract : *English is an important subject for students, especially in primary schools. However, many English learning materials still use general or foreign topics that are not related to students' daily lives. This makes it harder for students to understand and enjoy the lessons. The purpose of this final project was to create an English educational book about tourist attractions in Bengkalis for primary students. The goal is to help students improve their English vocabulary and reading skills through simple texts and fun activities based on local content. This study used a descriptive method. The data were collected through observation, interviews, and documentation. The steps included collecting information, preparing the content, translating texts, designing the book layout, and writing exercises. The result of this project is an educational book that contains short reading texts, bilingual vocabulary, and interactive tasks like matching words, crosswords, and quizzes. This book can be used as an additional learning resource in the English classroom that is simple, attractive, and easy to use.*

Keywords: *educational, book, tourism, vocabulary, reading.*

INTRODUCTION

Education and tourism are two important sectors that can support each other to improve the quality of human resources and the regional economy. Integrating information about local tourist attractions in English for primary education teaching materials can provide multiple benefits. Students not only learn about vocabulary and

improve their reading skills, but also recognise and appreciate their local wealth. This can generate a sense of pride and awareness of the importance of preserving and promoting local tourist destinations.

Literacy skills in Indonesia, especially among students, remain a major concern. A large-scale study conducted in 2021, by the INOVASI

program revealed that only 39% of second-grade and 55% of third-grade students reached the minimum literacy proficiency levels, showing significant learning losses due to the COVID-19 pandemic (INOVASI, 2021). Additionally, a PIRLS-aligned study conducted in 2023 in East Lombok found that the reading comprehension effectiveness of fourth-grade students was only 34.9%, and only 0.51% of students reached international benchmark levels of comprehension (Hamzanwadi University, 2023). Furthermore, the most recent PISA 2022 results published by the OECD showed that 15-year-old Indonesian students scored an average of 359 in reading, far below the international average of 476, with around 75% of students failing to reach the minimum proficiency level (OECD, 2022).

These findings confirm that literacy development among Indonesian students is still far from optimal and requires serious attention, especially at the primary education level. Therefore, this study focuses on the development of literacy skills among elementary school students as a crucial step to support their academic success.

Vocabulary and reading are two essential language skills that can be integrated into primary education teaching materials, especially those related to local tourism. Vocabulary refers to a set of words that includes single words, phrases, and idioms known and used by individuals or groups in both spoken and written communication.

According to Richards and Renandya (2002), vocabulary is a core component of language proficiency and serves as the foundation for the development of speaking, listening, reading, and writing skills. This is supported by Nation (2013), who states that having an adequate vocabulary enables students to comprehend texts more effectively and enhances their ability to communicate in real-world contexts. Meanwhile, reading is an active and complex process that involves word recognition, comprehension of meaning, and interaction between the reader and the text. Reading is not merely about decoding words, but also about connecting information from the text with prior knowledge to build meaningful understanding. Anderson et al. (2020), emphasize that reading is

not only a tool for gaining information but also a means of fostering early critical literacy. Therefore, integrating vocabulary and reading instruction within local contexts, such as regional tourism, can be an effective strategy to improve students' language skills while also instilling an appreciation of local culture.

Bengkalis, a district rich in tourism potential and with its stunning natural beauty, diverse local cultures, and unique attractions, has great potential to become a sought after tourist destination for both domestic and international visitors. Nevertheless, it has not been fully utilized.

According to several sources, one of which is from Kompasiana written by Sigit (2022), there are aspects that are considered important from a tourism object, namely good facilities. tourist attraction managers must also pay attention to the aspects of the facilities provided to visitors so that they are satisfied after visiting Pantai Indah Selatbaru. The visitors of the tourist attraction should have been given qualified facilities because they have paid the entrance ticket. If the facilities provided by the manager of

the tourist attraction are lacking, it is feared that it will reduce the value that can cause the closure or bankruptcy of the tourist attraction.

One innovative way to achieve this is through the development of teaching materials or edu book that can be used in the education process, especially for primary students. By having this at the young age, it is expected to introduce bengkalis tourism potential to primary students as well as to improve their English. According to Kartikasari, Kustiono, and Utomo (2020), demonstrated that integrating local wisdom into learning materials increases student engagement and improves learning outcomes. In the context of this study, vocabulary is introduced through reading texts and activities related to Bengkalis tourism attractions, making the vocabulary not only easier to understand but also more relevant and interesting for students. However, the teaching materials that contain local wisdom are difficult to find. Based on pra obsevation done in SDN 27 Air putih Bengkalis, a teacher said that there is no teaching materials that integrate both vocabulary and reading that use local context in term of regional tourism in Bengkalis.

Even though Bengkalis has rich local potential, it is still difficult to find teaching materials that match this potential. A preliminary observation at SDN 27 Air Putih Bengkalis showed that there are no textbooks or supporting materials that combine English vocabulary and reading with local tourism topics. This lack of materials is connected to the low level of students' awareness. For example, research by Nasution et al. (2023), on the development of Selat Baru Beach tourism found that activities to increase awareness in schools and the community are still very limited. In addition, a study on mangrove ecotourism in Bengkalis explained that community groups in villages like Sebauk and Teluk Pambang are active in protecting and promoting mangrove tourism. However, these good efforts have not yet been included in school learning materials.

By including topics about local tourism in English learning, this Edu Book aims to help students not only improve their English but also build pride, identity, and care for their environment. Learning vocabulary and reading through real and familiar topics gives students two important benefits:

stronger language skills and deeper understanding of their own cultural and natural heritage in Bengkalis.

Therefore, making a Bengkalis tourism attractions Edu book for primary students containing tourism information in Bengkalis is the focus of this research. With a fun and informative approach, it is expected to be used as a medium to introduce Bengkalis tourism since the young age and also as English learning materials to improve primary students' literacy skills especially in vocabulary and reading.

REVIEW OF RELATED LITERATURE

Related Theory

Tourism Attraction

According to Mason (2003), tourism includes the activities of people traveling to and staying in places outside their usual environment for recreational, business, or other purposes. However, Weaver and Lawton (2002), tourism is an industry focused on providing services to people traveling from their usual place of residence for entertainment, business, or other reasons. Meanwhile, Hall (2008), tourism is a social process that

involves traveling and staying in places different from the usual environment of living and working, as well as activities that occur during the trip.

Vocabulary

Richards (2002), a specialist in teaching foreign languages who defines vocabulary as a collection of words owned or understood by an individual or in a language. However, based on Graves (2000), an expert in English language education who stated that vocabulary is words understood or used by someone in communication. Meanwhile, Nation (2008), a linguistics expert specializing in vocabulary acquisition, describes vocabulary as a collection of words understood or known by an individual.

Using Local Materials in Vocabulary Learning

According to Nation (2008), vocabulary is more effectively acquired when the words are taught through content that is meaningful to learners. Graves (2000), also emphasizes that meaningful input and contextualized vocabulary exposure contribute significantly to successful language learning. Furthermore, Kartikasari, Kustiono, and Utomo (2020), demonstrated that integrating local

wisdom into learning materials increases student engagement and improves learning outcomes. In the context of this study, vocabulary is introduced through reading texts and activities related to Bengkalis tourism attractions, making the vocabulary not only easier to understand but also more relevant and interesting for students.

Reading Comprehension

According to Guthrie and Klauda (2014), reading comprehension is the ability to read text, process it, and understand its meaning. Meanwhile, Panel (2000), reading comprehension involves a combination of skills, including phonemic awareness, phonics, fluency, vocabulary, and text comprehension. However, based on Perkins and Salomon (1994), reading comprehension involves more than just understanding individual words, it requires the reader to integrate and synthesize information from the text.

Copywriting of Tourism

According to Gray (2010), in tourism copywriting is the art of crafting compelling and informative content that not only describes travel experiences but also stimulates desire and encourages potential tourists to book, visit, or learn more. However

Murray (2012), effective tourism copywriting is about more than just describing destinations; it involves strategically using language to evoke emotions, create visual imagery, and drive consumer behavior toward travel-related decisions. Meanwhile Hollis (2016), tourism copywriting is a key component of destination marketing, involving the production of text that persuades potential travelers by showcasing the benefits, experiences, and unique aspects of a travel destination or service.

Edu Book

According to Dewey (1938), educational books are essential tools in the educational process that help students develop understanding, skills, and knowledge in various fields of study. However Vygotsky (1978), educational books can serve as tools for developing students' zone of proximal development, which is the area where students can learn with the assistance of others or with suitable learning materials. Meanwhile Piaget (1923), educational books should stimulate reflective thinking and exploration of new concepts, helping students in the construction of their own knowledge

through interaction with learning materials.

Reading and Vocabulary for Kids/Children

According to Norton (2009), reading for children encompasses the ability to understand and derive meaning from text. It involves various strategies such as phonics, word recognition, and comprehension skills, which are crucial for developing literacy and fostering a lifelong love of reading. Meanwhile Juel (1991), early reading involves not only the ability to decode words but also the development of comprehension skills. Effective reading instruction for children includes both phonemic awareness and strategies to understand and interpret text.

METHODOLOGY OF STUDY

In this study, the method used was descriptive research. According to Setyosari (2010), descriptive research is conducted to obtain accurate results aimed at explaining specific phenomena, including social or situational aspects, by providing detailed descriptions. This research method is appropriate for this study because the focus is not only on

quantitative data but also on qualitative explanations in the form of words and narratives.

Furthermore, Sugiyono (2005), explains that the descriptive method is a research method used to describe or analyze the accuracy of research findings without making broader generalizations or causal explanations. From the explanation above, it can be concluded that descriptive research is a method used to obtain systematic and accurate descriptions of a population, condition, or phenomenon being observed.

In this study, the descriptive method was applied to describe the process of creating an educational product in the form of an English book entitled *"The Making of Bengkalis Tourism Attraction Educational Book for Primary Students."* The researcher needed to describe in detail the stages involved in the creation of the book, including content selection, material development, and the integration of vocabulary and reading texts that highlight local tourism attractions.

The method involves collecting data through observation, interviews, and documentation to ensure that the book materials are contextually

relevant, engaging, and suitable for primary students. The book is designed not only to improve students' English skills particularly vocabulary and reading comprehension but also to promote awareness of local tourism among young learners.

This descriptive method is appropriate because the aim is to document and describe the entire development process of the educational product. The data were obtained from various sources such as government tourism websites, school curriculum guidelines, and previous studies. This research does not test hypotheses but provides detailed insights into how educational content can be effectively developed using local context as the foundation for language learning.

RESULT AND DISCUSSION

The process of developing the educational book entitled *"Bengkalis Tourism Attraction Educational Book for Primary Students"* was conducted through several carefully planned stages. These stages were designed to ensure that the final product would be informative, engaging, and appropriate for elementary school students in Bengkalis. The complete processes describe as follow:

The first step was gathering information related to tourism attractions in Bengkalis Regency. Data collection was primarily conducted through online sources, particularly official and local websites such as <https://bengkaliskab.go.id>, <https://rri.co.id/daerah>, <https://disparbudpora.bengkaliskab.go.id>, and <https://id.alongwalker.co>. These websites provided factual and up to date information about various tourist destinations, such as Selatbaru Beach, Telaga Suri Perdana, Taman Air Mancur, and several others.

After the data was collected, the next step was preparing the educational content. This included identifying relevant facts, rewriting them in child friendly language, and organizing them into structured chapters. Each chapter was designed to highlight one tourist site and was accompanied by a short English text, a vocabulary list, and fun learning activities. The materials aimed to introduce students to English vocabulary through contextual and familiar content, making learning more meaningful.

Next translation played a crucial role in this project, as the original information and drafts were

mostly in Bahasa Indonesia. The English translation process was done carefully and thoughtfully, ensuring that the core meaning of the text was maintained, but presented in a language that was simple, clear, and appropriate for young learners. The translation also took into account linguistic accessibility, with the goal of helping students naturally acquire new English vocabulary and sentence structures.

The final step was designing the Edu Book. A child's interest in reading is strongly influenced by visual layout and presentation. Thus, the design process was handled with great care, focusing on the book's appearance, visual clarity, and ease of navigation. Canva, a free and flexible design tool, was used to create the page layouts.

The result of this study was the successful creation of an educational book titled *"The Making of Bengkalis Tourism Attraction Educational Book for Primary Students."* The Edu Book is an English learning resource that integrates reading comprehension, vocabulary building, and cultural awareness through content that is relevant to the students' environment and identity.

Evaluation

After the Edu Book entitled *"The Making of Bengkalis Tourism Attraction Educational Book for Primary Students"* was completed, the next stage was to conduct an evaluation to assess the quality and appropriateness of the content. The evaluation was carried out by three evaluators: an elementary school English teacher and two lecturers from the Language Department of State Polytechnic of Bengkalis.

The first evaluator was Miss. Nabila Anatasyah, S.Pd., an English teacher at Elementary School 27 Bengkalis. After reviewing the product, she gave positive feedback. She stated that the book was already good, and the use of simple sentences would greatly help students understand the reading texts. She also appreciated the inclusion of vocabulary meanings in Indonesian and the presence of quizzes and games, which made the book more attractive to children. However, she noted a minor weakness in the lack of animated illustrations or pictures. She was concerned that students might feel bored if the visual elements were too limited. Her suggestion was to add more images related to the reading

content and to use more fun and attractive fonts to maintain children's interest.

The second evaluator was Mr. M. Sabri, S.P.d, M.Par a lecturer from the English Study Program Language Department of State Polytechnic of Bengkalis. He expressed that the book was interesting and could guide students in learning English through a creative approach. He also emphasized that the book introduced tourism attractions in Bengkalis, which helps children learn through local context. However, he noted that there were still several aspects that needed improvement. His suggestions included:

1. It would be better to include a brief description of the book on the front cover, along with the Polbeng logo.
2. It would be more appealing to use a larger, non formal font type for the title of the tourist attractions.
3. English words should be written in *italic* to distinguish them from Indonesian words.
4. The size and positioning of the images should be improved to ensure visual balance and attractiveness.

5. Attention should be paid to spelling in both English and Indonesian.
6. Different font sizes should be used for subtitles, instructions, and quiz questions to enhance readability.

The third evaluation was provided by Mrs. Fanalisa Elfa, M.Pd., a English for Business and Professional Communication also Language Departement lecturer of State Polytechnic of Bengkalis. She noted that the content is beneficial for helping children improve their English proficiency. However, she identified several weaknesses, such as spelling errors, low contrast between font color and background in some parts, and a missing or incomplete section. Her main suggestion was to use more visually attractive fonts that are suitable for children, which would make the book more engaging and enjoyable to read.

Problem

1. Adapting the Language for Primary Students

Translating the content into English required extra attention to vocabulary choice and sentence structure. The goal was to ensure that the language was simple,

grammatically correct, and easy to understand by elementary school students.

2. Design and Visual Challenges

Selecting images, layouts, and visual elements that were both attractive and educationally appropriate took time and creativity. It was important to balance aesthetics with readability and comprehension.

3. Creating Age Appropriate Activities

Developing interactive components such as multiple choice quizzes, crossword puzzles, vocabulary matches, and fill in the blanks needed thoughtful planning. Each activity had to align with the vocabulary and reading level of the students.

CONCLUSION AND SUGGESTION

Conclusions

Based on the development process and evaluation results, it can be concluded that this study has successfully produced an English educational book entitled "*Bengkalis Tourism Attraction Educational Book for Primary Students.*" The book

presents simple reading texts and vocabulary activities that are designed around local tourist destinations in Bengkalis. This approach has proven effective in supporting primary students' English language learning, especially in improving reading comprehension and vocabulary acquisition through contextual and culturally relevant content.

The Edu Book was developed through several processes, namely collecting of information, preparation material, translating the content and designing the book. The final product offers a concise introduction to tourism attractions in Bengkalis, features a carefully curated vocabulary list relevant to the topic, and incorporates various interactive quizzes and games. These components collectively enhance student engagement and effectively support English language learning in alignment with the book's educational objectives.

Suggestion

1. For Language Department Students of State Politeknik of Bengkalis

It is suggested that English Department students continue developing creative, localized, and

student-friendly English learning materials. Creating educational books like this based on local tourism and culture not only strengthens material development skills but also supports the promotion of Bengkalis's unique identity. Future students are encouraged to explore digital formats or interactive features to enhance engagement and accessibility.

2. For Primary Students

This Edu Book is recommended for use by elementary students as a fun and simple way to learn English. The colorful pictures, short texts, vocabulary lists, and quizzes are designed to help students understand and enjoy English learning while getting to know the tourist destinations in their own region. Students are encouraged to use the book actively and explore the vocabulary and activities provided.

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