

# SocialScience\_2018

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**Submission date:** 04-Mar-2019 08:23AM (UTC+0700)

**Submission ID:** 1087031158

**File name:** SocialScience\_2018.docx (47.6K)

**Word count:** 4554

**Character count:** 23500

## DESIGNING ENGLISH LEARNING MATERIALS FOR LOCAL TOUR GUIDES IN ALAS KEDATON MONKEY FOREST BALI

**Abstract:** This study aimed at 1) designing the appropriate type of learning materials for local tour guides in Alas Kedaton Monkey Forest, and 2) discuss how the quality of the designed materials is. The steps of this study were conducting needs survey, writing the book grid, developing the first draft, expert judgment, trying out the second draft, evaluating and revising the second draft, writing the final draft. Two instruments were applied in the study, such as interview and questionnaire. The interview was used to gather the guides' needs. While the questionnaires were given to the guides in order to know the quality of the materials. The results of this study show the appropriate type of learning materials needed by the guides were related to three topics: 1) greeting and introduction, 2) telling the history of Alas Kedaton temple, and 3) describing characters/relief in Alas Kedaton temple. Each topic contained some general elements: front page, lead-in, snapshot, dialogue, language focus, pronunciation drill, writing activity, reading activity, and evaluation. The quantitative data analysis result the mean score of expert judgments is 4.41 and the mean score of try-out is 4.21. Based on the categorization using an ideal mean (Mi) and ideal standard deviation (Sdi), the 50 statements about the materials belong to "good" category. This study concludes that the designed learning materials for the local tour guides in Alas Kedaton Monkey Forest have been considered suitable and appropriate with their needs.

**Key Words:** Learning Materials Development, English Learning, Tour Guides, Alas Kedaton

### INTRODUCTION

Bali has been known as the best tourist destination in the world for years. It is popular with its volcanic mountains, iconic beaches, natural forest, and coral reefs. In 2017, Bali was awarded as world's best tourist destination (Business Today, 2017). The award winners were determined using an algorithm that took account the quality and quantity of review and ratings for hotels, restaurants and attractions across destinations worldwide. It was gathered over a 12-month period.

There are many places of interest in Bali that attract the tourists to come. Some of them are Uluwatu temple in Badung regency, Tanah Lot temple in Tabanan regency, Sukawati traditional market in Gianyar regency, Lovina beach in Buleleng regency, Kerta Gosa museum in Klungkung regency, Penglipuran traditional village in Bangli regency, Ujung Water palace in Karangasem regency, West Bali National Park in Negara regency, and Bali Museum in Denpasar city.

Alas Kedaton Monkey Forest is another place of interest to visit. It is located in Tabanan regency. This place is usually visited by tourists both local and international, especially on public holidays. This forest is dwelt by group of monkeys. There is also a secret Hindu temple which is surrounded by pure natures and fresh atmosphere that create more secret and serenity. The tourists can also see bats and some other animals.

In the nineties, Alas Kedaton Monkey Forest had become a tourism icon in Tabanan regency. It was a well-known object tourism in this regency. At that time, hundreds of tourists visited this forest a day, including group of students, local and international tourists. In line with that, the development of economic sector for local people had also increased. However, according to the Management of Alas Kedaton Monkey Forest, the number of tourists who visit Alas Kedaton Monkey Forest in the last few years is low. It can be seen in figure 1.

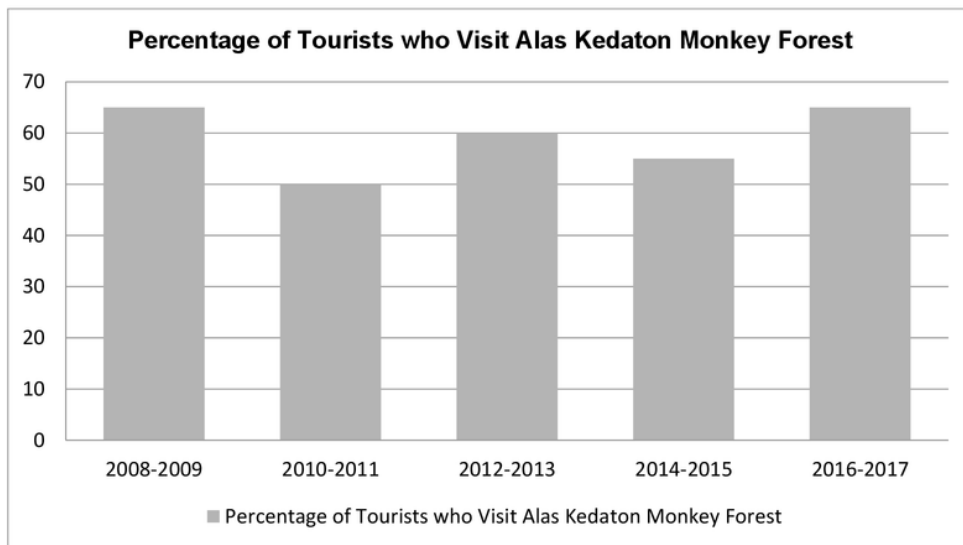


Figure 1. Percentage of Tourists who Visit Alas Kedaton Monkey Forest

One factor that might causes this problem is this object tourism is unable to compete with some new object tourisms. According to United Nation Environmental Program as cited in Kade Sutawa (2012), there are some problems that might faces by object tourism. They are 1) Tourism development is not oriented on local economy growth, 2) Tourism development is ignoring social norms of tourism, 3) Tourism developments depend on ecosystem integrity, 4) Tourism developments not include with local people development. In line with that, the survey found that Alas Kedaton Monkey Forest is lack of promotion as well as supporting facilities and the quality of local guide services is not maximum yet.

A research conducted by Moh.Rahmathullah (2015) found that tourist attraction, facilities & service, accessibility have positive and significant influence to the satisfaction of foreign tourists. Munir (2008) in his book entitled "English for Professional Tour Guides" states developing the quality of the guides' service has a significant role. It is important for the guides to maintain satisfaction and loyalty of tourists by providing them maximum service in order to increase the interest of tourists visiting the place. Based on the two statements above we can conclude the quality of the tour guide services is the most important that affects the number of tourists to visit.

Prof. Amato from International Labour Organization (ILO) as cited in Munir (2008) defines a tour guide as a person employed either by the travelers, a travel agency or any other tourist organization, to inform, direct and advice the tourists before and during their short visits. Munir adds tour guides are not only giving direction, but people who have a role to direct, guide and provide accurate information so the guest will be happy and satisfied. Munir also mentions three types of tour guides, such as 1) general guides, 2) local or expert guides, and 3) guide drivers.

In Alas Kedaton Monkey Forest, the local tour guides are mostly the traders and few of them are special guides who just wait for the arrival of the tourists. Every visitor who comes to Alas Kedaton must be accompanied by the local guides there. In addition to provide information when visiting, the local tour guides also keep visitors from getting disturbed from monkeys and other animals. They do not ask for a fee while guiding but at the end of the tour, visitors are invited to the art shop owned by the guides as well to see or buy souvenirs. For the local tour guides who are not traders, also do not ask for a fee but will get 25% of the purchase of tourists in an art shop.

A problem arises toward the quality of the tour guides services is some of the guides do not have well proficiency of English, especially for guiding the tourists. According to Bloch as cited in Al-Saadi (2015) ignoring the important roles of English language may loss of resources

and limitations to tourism's organizational and managerial development due to the lack of communication and knowledge sharing. Moreover, he explains that to carry out the task, development of the tourism sector needs to communicate across linguistic. Therefore, in the tourism sector especially for tour guides, English language can be described as a required communication means.

One solution offered by the researchers through this study is providing the local tour guides with English learning materials which focus on tourist attraction in Alas Kedaton Monkey Forest. The learning materials are in the form of a book which contains all information about this tourist attraction and will certainly be very useful for the local tour guides in guiding the tourists. The materials contain some information about some tourist attractions, history of the temple, and statues in the temple. In addition to the materials, the researchers also provide some grammar rules and expressions in order to help the guides to use correct English.

The designed materials belong to English for Specific Purpose (ESP). According to Hutchinson and Waters (1987), "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning." By learning ESP, learners will have higher motivation in learning as it will be more relevant to their needs which will lead to a more effective learning.

Related to what explained above, this study is limited to develop English learning materials for the local guides in Alas Kedaton Monkey Forest. It concerns on what type of learning materials which are needed to be developed and how the quality of the designed instructional materials is.

## MATERIALS AND METHODS

Educational Research and Development (R & D) model was applied in this study. It is chosen because the objective of the study was to develop model of learning materials. Gultom (2016) in his research article defines Educational Research & Development (R & D) as a research design aimed at developing educational products, like curriculum, syllabus, text books, instructional media, modules, assessment instruments, etc. Research procedures in this study were adapted from R & D model proposed by Borg and Gall (1983). The steps were as follows:

### 1) Conducting need analysis

In the beginning of the study, the researcher conducted needs analysis to know the tour guides' target needs and learning needs. There were two ways, such as through interview and document study.

### 2) Writing the book grid

Course grid was developed according to the results of needs survey. It was used for guiding the materials development.

### 3) Designing the first draft of materials

The first draft of the developed materials was constructed using collected information in the interviews and document study in the early stage of this study.

### 4) Expert judgment

The first evaluation was done through experts validation. This evaluation aimed at checking the quality of the content of the module. Two experts were involved, such as a professional guide and an English lecturer. The experts reviewed the content of this module in terms of the learning materials, layout, supporting details like the images, pictures, and other drawings, and grammar. The experts were given an evaluation questionnaire to fill in.

### 5) Implementing the second draft

After being revised by the expert judgments, it was called the second draft. The second draft of the module was given to the prospective tour guides to be tried-out. There were 30 participants in this try-out. They were taught using the designed materials of the second draft. At the end, the participants were given an evaluation

questionnaire about the second draft of the designed materials. It contained 50 statements to be responded. The researcher also interviewed two participants in order to get their opinions and suggestions toward the materials.

6) *Evaluating and revising*

The module had some revisions based on the participants' suggestions in the interview. The researcher revised the second draft in order to get the final draft of the designed materials.

7) *Writing the final draft.*

The module that had been revised based on the participants' suggestions was called the final draft.

The subject of this study were stakeholders in tourism industry and local tour guides in Alas Kedaton Monkey Forest who need to enhance their English proficiency within their work field (English for guiding). While, object of this study was the appropriate type of learning materials for the local tour guides in Alas Kedaton Monkey Forest. The materials are in the form of a guide book for guiding the tourists around the place.

Type of data in this study was primary data. There were five instruments which were used to collect the data in this study namely 1) target needs interview guide, 2) document study, 3) expert judges' material evaluation questionnaire, 4) participants' material evaluation questionnaire, and 5) second draft interview guide.

The resulted data had been analyzed descriptively and quantitatively. The qualitative data was obtained through interview. While, the questionnaire was applied to collect the quantitative data. Descriptive statistics was used to analyze the quantitative data. A scale was used to find the agreement toward the effectiveness of the materials. It was analyzed by using *Likert Scale*, each indication of the responses to the statement was measured by scored. There were 5 points for Excellent, 4 points for Good, 3 points for Average, 2 points for Below Average, and 1 point for Poor.

Then the researcher used *Central Tendency Measures* to analyze the data. The *Central Tendency Measures* used in this research only *Mean*. The value of each mean in each component of task indicated the effectiveness of the task in the designed materials. The score is measured by the following formula below.

$$Mi = \frac{1}{2} (\text{Score max} + \text{Score min})$$

$$Sdi = \frac{1}{3} Mi$$

$$Sr = \frac{\text{Total score}}{\text{Total item}}$$

Note:

- Mi : Ideal Mean
- Sdi : Ideal Standard Deviation
- Sr : Score

This statistics data of the empirical evaluation questionnaire was used on formula which adopted by Nurkancana and Sunartana as cited in Kusuma (2012). The result of the mean value whether it was effective or less effective can be seen in table 1.

**Table 1: The Category of Materials**

Score	Criteria
$Sr \geq 4.485$	Excellent
$3.49 \leq Sr < 4.485$	Good
$2.5 \leq Sr < 3.49$	Average
$1.5 \leq Sr < 2.5$	Below average
$Sr < 1.5$	Poor

## RESULTS

In research findings, the researchers answered two research questions in this study, such as the appropriate type of learning materials that were designed for local tour guides in Alas Kedaton Monkey Forest and the quality of the designed learning materials.

### The Appropriate Type of Learning Materials for Local Tour Guides in Alas Kedaton Monkey Forest

The appropriate type of learning materials designed by the researcher was in the form of a learning book. There were three units in the materials. Every unit of material had each topic about the tour with some tasks in English skills. The local tour guides could learn about the language focus which were closely related to the tour and commonly used in guiding. The topics in the developed materials were gathered through interview to the experienced tour guides. The results were then matched with the competences expected National Standard of Working Competence (NSWC) which is applied in Indonesia.

The experienced tour guides explained there are several main duties that should be done as a guide. However, in general they said only three. They are 1) Things to do before the tour, 2) Things to do on tour, and 3) Things to do after the tour. Then these results were matched with the competences stated in National Standard of Working Competence (NSWC). The development of the topics can be seen in table 2.

**Table 2: The Development of the Topics**

Experienced Tour Guides	NSWC	Resulted Topics
Things to do before tour	Enhancing the knowledge of destination	Study the history of Alas Kedaton Temple
	Managing the guests when they arrive	Greet the tourists, Introduce ourself, ask the tourists to do and not to do something.
Things to do on tour	Managing the guests in the tour	Describing characters, asking and giving opinion, telling the history of Alas Kedaton Temple
Things to do after tour	Closing	Say good bye

As a result, there were eight topics. Those eight topics then grouped and summarized into three units, such as 1) Hello, I'm your guide today! 2) The temple was built 2000 years ago, 3) Ganesh is the son of God Shiva.

There were some general elements which were developed in the learning materials. All those elements are explained in detail below.

#### 1) Front Page

The front page of every unit was composed of similar components, i.e. the titles of the unit and the learning competences. The titles were functioned as identity and reflection of the soul of certain unit. While, the learning competences were used as global overview about the direction of learning, goal of learning, and the coverage of learning in a certain chapter. The titles of each unit and its competence are described in table 3.

**Table 3: Title and Competence of Each Unit**

Unit	Titles	Competences
Unit 1	Hello, I'm your guide today!	1. Guides are able to greet the tourists. 2. Guides are able to introduce his/her self.

		3. Guides are able to ask the tourists to do and not to do something.
Unit 2	The temple was built 2000 years ago!	1. Guides are able to retell the history of Alas Kedaton Temple.
Unit 3	Ganesh is the son of God Shiva!	1. Guides are able to describe some characters or reliefs in Alas Kedaton Temple.

## 2) Lead-in

Lead-in activity was discussed at the first task or at the beginning of the lesson. It was used to check the tour guides previous knowledge. It contained some questions related to the topic that is going to learn. The lead-in questions are described in table 4.

**Table 4: The Lead-in Questions of Each Unit**

Unit	Lead-in Questions
Unit 1	1. What do you say when you greet someone? 2. What are the things to do and the things not to do during the trip at Alas Kedaton Temple?
Unit 2	1. Do you tell the history of Alas Kedaton Temple to the tourists? 2. How do you tell it?
Unit 3	1. Do you know some relief or statues in Alas Kedaton Temple? 2. Do you know the story of those statues?

## 3) Snapshot

Snapshot graphically presented interesting real-world information that introduced the topic of a unit or cycle, and also developed vocabulary. Follow-up questions encouraged discussion of the snapshot material and personalized the topic. The snapshots are described in table 5.

**Table 5: The Snapshot of Each Unit**

Unit	Snapshot
Unit 1	Brief description of Alas Kedaton.
Unit 2	Three interesting things to do in Alas Kedaton.
Unit 3	Statues found in Alas Kedaton Temple.

## 4) Dialogue

The dialogue introduced the new grammar of each unit in a communicative context and presented functional and conversational expressions. It was performed by participants as tour guides of Alas Kedaton Monkey Forest and tourists. Title of each dialogue is explained in table 6.

**Table 6: Title of Dialogue of Each Unit**

Unit	Titles of Each Dialogue
Unit 1	1. Introducing yourself! 2. Asking to do and not to do something!
Unit 2	1. Telling the history of Alas Kedaton Temple!
Unit 3	1. Telling the God Ganesh.

## 5) Language Focus

The new language or grammar of each unit was presented in boxes and was followed by communicative practice-activities. This activities often had students to use the grammar in a personal context. The language focus of each unit is explained in table 7.

**Table 7: Language Focus of Each Unit**

Unit	Language Focus
Unit 1	Can and Should
Unit 2	Simple Past Tense

Unit 3	Noun Phrases
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6) *Pronunciation*

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Pronunciation activity focused on important features of spoken English, including stress, rhythm, intonation, reductions, and blending. The pronunciation activity of each unit is described in table 8.

**Table 8: Pronunciation Activity of Each Unit**

Unit	Instruction
Unit 1	Listen and practice these sentences. Notice how t in can't and shouldn't is pronounced.
Unit 2	Listen and practice. Notice the pronunciation of simple past endings.
Unit 3	Practice the following Words : God – Trunk – Statue – Wealth

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7) *Reading*

The reading passages used various types of texts adapted from authentic sources. The readings developed a variety of reading skills, including reading for details, skimming, scanning, and making inferences. Also included pre-reading and post-reading questions that used the topic of the reading as a discussion. The reading activity of each unit is explained in table 9.

**Table 9: Reading Activity of Each Unit**

Unit	Reading Activity
Unit 1	Tips For Staying Safe Around Monkeys
Unit 2	Historical and Religious Background of Alas Kedaton Temple
Unit 3	Batara Kala

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8) *Writing*

The writing exercises included practical writing tasks that extended and reinforced the teaching points in the unit and helped to develop students' compositional skills. The writing activity of each unit is described in table 10.

**Table 10: Writing Activity of Each Unit**

Unit	Writing Activity
Unit 1	Answer the questions and then write into a good paragraph!
Unit 2	Reorder the jumbled paragraphs below into a good travel story.
Unit 3	Write a description about these statues.

9) *Evaluation*

Evaluation was very useful to check how deep the tour guides understand the material. It was conducted with many variants of questions, such as fill in the blanks, W-H questions, do a role play, and describing characters. The evaluation of each unit is explained in table 11.

**Table 11: Evaluation of Each Unit**

Unit	Evaluation
Unit 1	Completing the dialogue!
Unit 2	(1) Change into past verbs (2) Do a role play
Unit 3	Describing the characters.

**The Quality of the Designed Learning Materials**



The data<sup>2</sup> about the quality of the product gained from implementing try-out to the participants. Some instruments were used such as scoring rubric in expert judgment and questionnaires about the module. The data can be seen as follow.

1) *Measurement of Expert Judgment*

In collecting the data, the researcher used scoring rubric where there were 50 statements which required the experts to give score. The scoring rubric used was *Likert Scale*. It was divided into a number of score where 5 is *excellent*, 4 is *good*, 3 is *average*, 2 is *below average*, and 1 is *poor*. Based on the measurement above, the mean score was 4.41 It was categorized as *Good* where  $3.49 \leq 4.41 < 4.485$ . It indicated that the experts are agreed the materials could improve the tour guides skills which contained interesting activities and close to their environment.

2) *The Results of Try-Out*

After conducting Expert judgment, the next step was try-out. The materials were tried out to the local tour guides. They were given questionnaires to be scored toward the materials. There were 50 statements in the questionnaire. Then the result of measurement data was categorized as *Good* where  $4.21 \geq 4.485$ . It means that participants liked the materials very much. They said the materials could improve their English skill in guiding the guest.

## DISCUSSION

This study was designed in the form of Research and Development (R & D) which had purposes 1) to design an appropriate type of learning materials for local tour guides in Alas Kedaton, 2) to discuss how the quality of the designed materials was. There were seven steps conducting this study as adapted from Borg and Gall (1983), namely 1) conducting need analysis, 2) writing the course grid, 3) designing the first draft of the materials, 4) expert judgments, 5) implementing the second draft, 6) evaluating and revising the second draft, and 7) writing the final draft.

As a result, the English instructional materials consisted of three topics as follows 1) Greeting and Introduction, 2) Telling the history of Alas Kedaton temple, 3) Describing characters' or reliefs' appearance and personality in Alas Kedaton temple. Each topic had sub-elements in it. Those were Front-page, Lead-in, Snapshot, Dialogue, Language Focus, Pronunciation Drill, Writing Activity, Reading Activity, and Evaluation. The materials were provided with some challenging exercised, namely fill in the blank, true false questions, matching the words, paraphrasing paragraphs, etc.

The topics offered in this module were based on the situations and contexts that might happen to the tour guides in doing their duties in the fields. As Munir (2008) says, tour guides are not only giving direction, but they also have a role to direct, guide and provide accurate information so the guest will be happy and satisfied. Those topics were also in line with the function of tour guides proposed by Munir, they are 1) leading and guiding the guest in a trip to object tourism, 2) giving explanation or description, 3) introducing something new to the guest along the trip, and 4) giving opinion to the guest objectively.

The three topics in this study also in line with National Standard Working Competence (NSWC) which is applied in Indonesia. There are four units in this NSWC which are related to the three topics of this study, namely 1) enhancing the knowledge of destination, 2) managing the guests when they arrive, 3) managing the guests in the tour, 4) managing the additional tour.

To know the quality of the product, Expert Judgment and try-out were conducted by the researcher. There was one professional tour guide who has been in guiding for years. Another expert was an English lecturer in STIMIK STIKOM Bali who is an expert in materials development. Both judges judged the developed materials based on the scoring rubric. This rubric consisted of 50 statements. Those statements must be scored by using likert scale. Based on the measurement above, the mean score was 4.41 It was categorized as *Good* where  $3.49 \leq 4.41 < 4.485$ . It indicated that the experts agreed the materials could improve the

tour guides skills. In the try-out, the instructional materials were measured by the responds of the perspectives tour guides. They were given questionnaires to be scored toward the materials. There were 50 statements in the questionnaire. This was also measured by *Likert Scale*. Then the result of measurement data was categorized as *Good* where  $3.49 \leq 4.21 < 4.485$ . It means that participants liked the materials. They said the materials could improve their English skill in guiding the guest.

In determining the quality of the materials, there were some aspects need to be considered. They are layout and design, language, contents, language skills learned, and tasks and activities. When the materials are considered good, it means that the evaluators gave high enough score on those aspects. The materials got good score in terms of availability of language functions, grammar, vocabulary, exercise, and evaluation. The guidance and objectives for each competences and tasks are also considered important. Moreover, the respondents also agreed that the features of the module were arranged effectively making it clear to the users.

The language used in the developed materials also matters. It was considered authentic and the linguistics features were appropriate with the students' level of English proficiency. Moreover, the language elements provided are relevant and useful for the participants, it was also found that the overall contents of the materials were relevant to the participants' need, realistic, interesting, challenging, motivating, and varied. Moreover, the materials help students to practice speaking, especially pronunciation as well as the other language skills that should be acquired by Tour Guides in supporting their job in the field. The other language skills such as listening, writing, and reading become the other main focuses in this product. It means that all skills became the consideration in this product about English for Tour Guides.

## CONCLUSIONS

Based on the research finding and discussion, there were two conclusions, such as:

- 1) The English learning materials for the local tour guides in Alas Kedaton Monkey Forest were designed based on the R & D research procedures proposed by Borg and Gall (1983). The steps were 1) conducting need analysis, 2) writing the course grid, 3) designing the first draft, 4) expert judgments, 5) implementing the second draft, 6) Evaluating and revising the second draft, 7) Writing the final draft of the material. The designed materials consisted of three units, such as 1) Hello, I'm your guide today, 2) The Temple was Built 2000 Years Ago, 3) Ganesh is the Son of God Shiva. There were also some elements to be involved in every unit, such as Front page, Lead-in, Snapshot, Dialogue, Language Focus, Writing Activity, Reading Activity and Evaluation.
- 2) The quality of the learning materials for local tour guides in Alas Kedaton could be seen from its validity. The data of the quality of the product gained from implementing Expert judgment and Try-out. In the expert judgment, the mean score was 4.41 It was categorized as *Good* where  $3.49 \leq 4.41 < 4.485$ . It indicates that the experts agreed the materials could improve the English skills. In the try-out, the result of measurement data was categorized as *Good*. The mean score was 4.21, where  $3.49 \leq 4.21 < 4.485$ . It means that participants liked the materials.

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