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# DEVELOPING ENGLISH FOR TOURISM LITERACY FOR FUTURE TOUR GUIDE BASED ON LOCAL CULTURE

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## ABSTRACT

Indonesia has cultural diversity, particularly the culture of Banten province that needs to be preserved so that is not extinct for future generations and improve the welfare of the society. In this regard, Department of Culture and Tourism of Banten province is implementing a program to promote tourism places and culinary tour or traditional food of Banten to improve the economy of society and local revenue. To improve the success of the program cannot be separated from preparing human resources, especially the traveler that related to the learning materials. The learning materials of English for Tourism which raise the culture of Banten. The utilization of local wisdom content in learning, beside to preserving the culture of Banten itself, it also improves the awareness, devotion and the understanding of the learners (the candidate of traveler) against of Banten culture. Therefore, this research will develop English for Tourism literacy for the candidate of traveler's students. In the first year by using descriptive method, this research will have the local wisdom which can be used for content in learning English for Tourism locally based which find teaching materials of English for Tourism in according to local needs, b) develop teaching materials English for Tourism in according to local needs, and c) to know the effectiveness of teaching materials of English for Tourism in according to local needs. Teaching materials which developed in integrating the principles of English for Tourism literacy and local wisdom, that are expected to improve the understanding, attitudes and actions in learning English for Tourism. To apply the content and textbooks which developed are needed the suitable learning models.

**Key words:** *Local culture, literacy, English for Tourism learning.*

## INTRODUCTION

In past, Banten is a hectic port city in Tarumanegara Kingdom. It could be seen by Cidanghiyangatau inscription that found in Munjul District, Pandeglang, Banten Province. The inscription is one of the attractions depicting Banten's culture and consisting the engraving of two line poetries which written by Pallawa and Sanskrit's letter. This object gave a historical value that needs to be keep and preserve it. So, Bantenese people didn't lose the historical track record in past period because of extinction or damage by someone who doesn't have responsible. To keep on preserving the inscription or other cultural heritage, it needs knowledge and deep comprehension about Banten's culture. According to Uno (2007), one of the

causes of people who have less comprehension about culture is inappropriate learning system. It's also supported by Tomlinson (2007). He said that the learning of *English for Tourism* based on local culture should involve students actively, use tourist attraction as the learning sources, and achieve the goal that enhances the literacy of *English for Tourism*. He also defined that literacy of *English for Tourism* is the ability to comprehend and communicate the culture, as well as apply it based on local culture. It aims to solve the problems related to culture and environment. So, it makes people have an attitude and a high sensitivity towards themselves and their surroundings in taking decisions based on scientific considerations.

The other aim of learning based on local culture is to raise students' awareness about the importance of local culture especially in the tourist attraction and traditional food. So, the students can love their own cultures. For example, a lot of students prefer to eat western food than local food such as KFC, CFC, Pizza Hut, Burger, etc. It means that day by day the local food will extinct sooner. Just few students know about traditional food from Banten. It makes a gap between local culture and other culture.

The researchers did pre-observation of 30 students as prospective guide in Serang. It showed that there are rarely used the material of tourist attraction based on local culture in case of Serang related to *English for Tourism*. Whereas, Banten has a lot of tourist attractions that can be used as learning materials or sources such as religious cultures (Banten lama, Tanara, Gunung Santri, etc), claw cultures (Ujung Kulon National Park, Bird Island, Gunung Halimun Salak National Park, etc), indigenous of Baduy and Kasepuhan Banten Kidul, Educational culture (Banten lama museum, Speelwijk castle of Banten, Kaibon Palace of Banten, etc), and many more. Furthermore, this research focus on developing the material as a learning sources of *English for Tourism* based on local culture.

Because of the background, this research question is "how to develop the literacy of *English for Tourism* for students as prospective guide based on local culture?"

This study is planned in two years. In the first year, it has been getting answers the questions about the study of: (1) What kinds of local cultures in Banten that can be used as the content of *English for Tourism* learning based on local culture or etnopedagogi approach? (2) How to package the local cultures (tourist attraction and traditional food of Banten for the content of *English for Tourism* learning in order to enhance the literacy of *English for Tourism* for students as prospective guide? For the second year, it will answer the question about: (3) How is the effect of literacy skills of *English for Tourism* for students as prospective guide after treating the learning based on local culture or etnopedagogi approach?

## LITERATURE REVIEW

### Learning Model of *English for Tourism*

To improve the understanding of students as prospective guide's English language skills related to *English for Tourism*, it is not only elevate the learning material of other culture (Western culture), but also use the local culture to enrich the learning of *English for Tourism* as well as introducing the local culture itself. So, the students can be a professional tour guide who mastery the *English for Tourism's* concept well (Dubicka & Keeffe, 2004). Furthermore, it is neces-

sary to do research about *English for Tourism* based on local culture approach, especially the culture of Banten.

Some of the researches' result related to the English learning, especially *English for Tourism* based on local culture approach explained that the most common models used in this learning are lecturing, discussion, and problem solving (Sudikan, 2001). The recommendation of this research is how to replace from the passive to active learning of *English for Tourism* for students as prospective guide at the university in order to comprehend Banten's culture properly and explain the tourist attraction and traditional food of Banten based on English actively. According to Benker (2006), the students do the project related to the problems that exist around the neighborhood they live in that is studying the tourist attractions. The result indicates that the learning model based on this project can improve the students' knowledge and skills about scientific investigations. It means that one of the ways to make students have good knowledge and skill about *English for Tourism* is investigating the problem around them. After that, they have to analyze the relics, historical heritage, inscription, etc that has a high culture's value.

### **Cultural Approach and Learning of *English for Tourism***

The importance of local culture approach in learning *English for Tourism* is to help students analyze the contribution of local knowledge with modern science (Seminto, 2005). In the line with the previous theory, Sutrisman (2006) said that the learning of *English for Tourism* based on local culture approach can be a role model in preserving cultural nation or historical tourist attractions. Therefore, this research implemented the local culture approach in the learning of *English for Tourism*.

The cultural approach is the approach of learning based on local culture contained around the learners (Alwasilah et al., 2009). It is supported by Sutrisman. (2006). He said that the local culture can be used as a curriculum for getting the contextual learning. There are many researchers from abroad who have used local culture as learning content in Malaysia, then the educational government used it as the formal learning content.

### **The Development of Literacy about learning *English for Tourism***

Cooper, 1993 (in Giyana 2010: 22) states that the development of literacy helps students to construct the meaning of "helping children construct meaning". He suggested four guiding principles in the development of literacy; 1) the research result of literacy learning, literacy development and language acquisition indicates that all aspects of language skills develop the students become literate; 2) there are no words that supports the idea about the language skills of writing, reading and thinking that develops discrete; 3) the theories and research results about prior knowledge, schemata and background supports the principle that the background of knowledge influences the skills to construct meaning; and 4) the efforts to help students in constructing meaning include helping to select the relevant text feature which correlates with previous experience.

Based on the theory, the indicators used are the learners must master the (1) knowledge of Cross Culture Understanding (CCU), culture issue, local culture and tourism; (2) the cogni-

tive skills; (3) the effective ability; and (4) the action of communication based on English. Therefore, the instrument will be developed by the literacy of *English for Tourism* in this research is to integrate the opinions of the researches that have been done which includes cognitive, affective and psychomotor.

## RESEARCH'S METHODOLOGY

This research is planned within two years. In the first year of research, it will explore the local culture in three districts of Banten Province. The exploration phase of local culture used method that was interview with key persons to obtain the accurate data on local knowledge held by local communities. After getting the documentation related to *English for Tourism* based on local culture, the next step was to analyze the teaching materials' content of *English for Tourism* based on local culture. In the second year of research, it will develop the instruments and learning models of literacy related to *English for Tourism* based on local. This research's methodology used Research and Development (R&D) of Gall & Borg (2003) with 5 Steps: preliminary study, model drafting, model development, model validation and model implementation. The steps of the study are presented in Table 1.

**Table 1. Steps and Outcomes of Research**

<b>1<sup>st</sup> YEAR: Exploration the Local Culture and Preparation the Teaching Materials</b>			
Outcomes Research were:			
1. The documentation of local knowledge related to conservation in local communities			
2. The teaching materials of <i>English for Tourism</i> based on local culture			
<b>Stages</b>	<b>Method</b>	<b>Achievement indicators</b>	<b>Locations</b>
Exploration local culture to the local community in Banten Province	Interview with key person	<ul style="list-style-type: none"> <li>To get local knowledge related to the local culture in the local communities of Banten Province</li> <li>Getting examples of local culture in local communities</li> </ul>	Communities in Banten
	Analysis and identification of local cultural literacy	<ul style="list-style-type: none"> <li>To know the areas of tourist attractions, traditional foods and other culture of Banten Province</li> </ul>	Integrated Language Lab of UNTIRTA
Development of teaching materials <i>English for Tourism</i> based on local culture	R & D which consists of		
	1. Preliminary analyzes of research in Banten's local culture	To obtain the essential of materials that can be used in learning <i>English for Tourism</i> based on local culture	English Department of UNTIRTA

2. Drafting Book	To formulate the aim of the book, determine the components of book's content based on a preliminary study	English Department of UNTIRTA
3. Validation Book	To get the validation from <ul style="list-style-type: none"> <li>• Educational expert</li> <li>• Content language and culture expert</li> <li>• Indonesia tourism experts</li> </ul>	<ul style="list-style-type: none"> <li>• UI</li> <li>• UNJ</li> </ul>
4. Methods hiatus for legibility of teaching materials	To get the teaching materials that can be used in learning <i>English for Tourism</i> based on local culture	Prodi English UNTIRTA

## DISCUSSION

### Innovations Targeted and Its Application in Order to Support the Construction and Development of Science-Technology and Socio-Cultural

In the first year of research, the researchers explored the local culture in three regencies of Banten province that is the district of Tangerang, Pandeglang and Serang. The plans in the second year of research will focus on the appropriate learning method. It aims to teach as appropriate as objective the learning of *English for Tourism* that literacy is required to develop the appropriate learning model. Therefore, this research is developing a learning model of *English for Tourism* based on local culture approach. The outcome targets of this research are (1) the documentation of local cultures, including tourist attractions, traditional food, culture and art in Banten society related to *English for Tourism*, (2) the teaching materials of *English for Tourism* based on local culture approach in the first year; and (3) the learning model of *English for Tourism* based on local culture approach to improve the literacy of *English for Tourism* in the second year.

Based on three outcome targets of this research, it may contribute in providing an alternative learning model in order to develop the literacy skills of *English for Tourism* which reflected in the improvement of skill attitude, values, behavior, belief, and mastery of *English for Tourism* concept for students as prospective guide. In addition, this research provides a framework for the improvement of education and quality of English teacher in the Institute of Education Personnel (LPTK), especially in the mastery of *English for tourism's* concept.

The research's steps that have been done were the use of product, teaching materials, trial. It conducted in a different class in fourth semester. It was intended to be clear that the teaching materials of *English for Tourism* based on local culture approach could be used and accepted by all the students as prospective guide both medium and high levels. The next plan of research's step is to do an analysis of the results of testing usage of teaching materials, and then revise the instructional materials based on the results of testing usage which has been done. The final step of this research is to mass production the teaching materials. The following outcome is teaching materials which supports the learning of *English for Tourism* based on local culture that is ready for use in learning EFT in the classroom, especially for students in fourth semester.

## Here the syllabus of English Tourism for Future Tour Guide based on Local Culture

Goals for Weekly Lessons	
Week 1	<b>Goals for Weekly Lessons</b>
	<b>Week 1</b> <i>History of Banten:</i> students will be able to the story about the history of Serang, Banten.andthe name street in Serang, Banten.
	<b>Week 2</b> <i>Destination:</i> students will be able to classify motives <i>Destination</i> and able to explain the types of travel. Such as :the capital of tourism and tourist attraction.
	<b>Week 3</b> <i>The types of travel:</i> students will be able toStudents can present the point of tourism destination. (Beach and islands located in Serang.).
	<b>Week 4</b> <i>Food:</i> By the end of the lesson, students will be able Students are able to understand the knowledge of typical food of Serang.
	<b>Week 5</b> <i>educational/culture tourism in Serang, Banten:</i> : students will be ableundertandeducational/culture tourism in Serang, Banten.
	<b>Week 6</b> <i>Hotel facilities and business in a hotel inSerang, Banten.:</i> students can explain how the hotel facilities and business in Serang, Banten.
	<b>Week 7</b> <i>History of Pandeglang:</i> students will be able to explain the history of Pandeglang
	<b>Week 8</b> <i>Motives of Destination of Pandeglang Tourism:</i> students will be able to understand the capital of tourism,tourist attraction and tourism destination in Pandeglang.
	<b>Week 9</b> <i>typical food of Pandeglang:</i> students will be able to explain the typical food pandeglang
	<b>Week 10</b> <i>educational/culture tourism in Pandeglang, Banten:</i> students will be able to undertand about educational/culture tourism in Pandeglang, Banten.
	<b>Week 11</b> <i>History of Tangerang:</i> students will be able to understand about the history of Tangerang
	<b>Week 12</b> <i>Motives of destination of Tangerang:</i> students will be able to understand the capital of motives of destination of tangerang
	<b>Week 13</b> <i>Typical of food Tangerang,</i> students will be able to understand about the typical food of tangerang
<b>Week 14</b> <i>Educational;/culture in TangerangBanten :</i> , students will be able understand about educational/culture tourism in Tangerangbanten	

## CONCLUSIONS AND RECOMMENDATIONS

## Conclusion

To support the implementation of learning *English for Tourism* based on local culture run more optimally, it requires thesupportive teaching materials. Therefore, in this research, it develops

a supportive teaching material in the line with the learning characteristics. Based on the eight steps development have been concluded that the teaching materials produced judged worthy to be used as a supportive learning of *English for Tourism*. Henceforth, the supportive teaching material of *English for Tourism* will be analyzed further by the result of testing usage. Based on the analysis of result of testing usage, these materials are expected to be refined into a better and ready to use in learning *English for Tourism*, especially the local culture based on teaching material for students as prospective guide.

### Suggestion

In the learning of *English For Tourism* based on local culture which presented in teaching material, it become the focus of students' investigation in the group learning. The situation or obstacle presented in teaching material to be adjusted to the level thinking skills and students' learning environment, so it encourages all students as prospective guide to think and be actively involved in learning. One of the obstacles faced during learning is time limitation. To overcome this obstacle, the students can learn the issues that exist in the teaching materials by using self study at home. Thus, when the learning in classroom, the students have already known what material will be learned and what matters are not understandable.

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