

Demands on Developing Cultural–Based English Textbook For Tourism Vocational Schools: Teachers’ Views

Rindu Handayani, rindu.handayani@stkipmbb.ac.id, STKIP Muhammadiyah Bangka Belitung
Dwi Indra Aprilliandari, dwi.indra@stkipmbb.ac.id, STKIP Muhammadiyah Bangka Belitung

Abstract: Bangka Belitung is one of the provinces with its alluring beaches, great legends, and other tourist spots that could advance its tourism advertisement higher. The present research deliberates the demands of teachers at tourism vocational schools in promoting and inserting Bangka Belitung cultural-based English textbook for tourism vocational school learners. Five English vocational teachers, 3 teachers at SMK N 1 Pangkalpinang and 2 teachers at SMK N 3 Tanjung Pandan have been interviewed to obtain their views whether cultural English textbook, based on Bangka Belitung cultural values, beliefs, and norms, could aid students’ understanding and enhance their English skills better. These two vocational schools are the schools that provide tourism major in Bangka Belitung province. Three aspects obtained from the interview results; 1) inability teachers in relating local culture and tourism with English lesson, 2) students’ boredom in learning English, and 3) the needs of developing cultural-based English textbook for vocational school students.

Keywords: *Teachers’ views, English cultural textbook, vocational textbook*

Background

In the 21st century era, the pursuit of having great access to the world is a must and the appeal of doing so is necessary. English has stated by many that shares the most useful language for people around the world. However, the challenges and drawbacks of mastering are also present. Weaving its teaching and learning content to each cultural value seems to be an outshine change, fulfilling textbook with local culture, for instance. The elements and themes of culture displayed in the document need to be considered [1]. Drawing on the cultural content aspect of the textbook relates lively between students’ prior grasp and English understanding. The ever-changing world of higher education obliges English to be culturally sensitive to the context where the language is taught and used [2]. Congruent English materials must be inserted in the first place if stakeholders

and teacher educators require students' English mastery to be fair. A longstanding paradigm by Önalán's review [3] that students would not succeed in a language learning if they lack cultural awareness. Within the rapid process of changing, as a learning media, English textbook should be transcribed and transferred well to the students. Teachers and textbooks are mainly two success factors in achieving a higher quality of education [4]. In Indonesia, there are two kinds of different high school exist, they are senior high school and vocational high school.

This fact should have been a unique yet challenging phenomenon for stakeholders in designing the curriculum. Unfortunately, this defiance is not taken as a significant ploy of the government to develop a specific textbook for each different school. Instead, in this proliferation age, a similar curriculum for English learning is still adopted to be implemented at schools. Whereas, the committal of putting into action of English for Specific Purposes is vital, as senior high school has different aims of students' visions with vocational high school. English Specific Purposes refers to the teaching of English for specific learners who study at a specific workplace [5]. English teachers should be forward-looking as well as teaching culture that is necessary [6]. In promoting the local content, teachers' views on what the plans resemble is a necessity. To produce an upright English textbook, teachers' perceptions are valuable to be exposed. It is to ensure that the materials are suitable for the students' needs. Cultural varieties often depicted within textbooks should be delivered correctly. Teachers commented on their expectations that students presented in culturally thematic settings should have a high degree of motivation and achievement in their classrooms [5]. Vocational school teachers are expected to share more advanced and creative ideas to the students, so that the output would be more advantageous for the future workers. The major purpose of vocational schools is to train the students to start a professional career that could minimize the unemployment of the country.

Culture has an enormous effect to teaching. It allows both teachers and students engage well in the classroom, as it deliberates the habitual actions that students are familiar with. There are some research result shows that teachers' perceptions are meaningful within textbook developing. As Zahra and Akbar [6] found in their research that some issues in culture teaching is that the examination-based environment, the approach used by the instructors and learners, as well

as the experience and academic qualification of the teachers. However, they examined that the classroom engagement is much affected by teachers' academic background, whether or not they recognize the aims of teaching culture in language learning. Furthermore, Nunung and Wuriy [7] suggest that English teachers should be capable of producing language resources to aid students improve their English skills that match the load requirements. So the issues arise that whether English teachers at tourism vocational schools could fulfill the standards needed by the market demand? Does the English textbook support cultural based review that could enhance students' coinage grasp and cultural – sensitivity? What are the strategies used in relating culture and teaching language? Based on the authors previous observation, teachers at tourism vocational schools barely teach and relate local culture and teaching context. It is due to derivative missions they have at the end of the semester, the national examination. So, to enumerate values of teaching culture context and teaching English, this study was conducted. The purpose of this study is to acknowledge the teachers' views of inserting the local based English textbook for tourism vocational school students.

Method

Participants

There are essentially five tourism vocational schools in the province of Bangka Belitung; SMK N 3 Pangkalpinang, SMK N 3 Sungailiat, and SMK N 3 Tanjung Pandan. However, five teachers from two vocational schools were selected due to their equivalent criteria to the research; 1) they represent each island, 2) the teachers' working experience were more than ten years, 3) they were the PNS (civil servants) English teachers of the schools. There are some other English teachers at three of the schools. However, their criteria do not match with the research purposes. The figure below explains clearly of the teachers' conditions at the schools.

Figure 1

Teachers’ selected criteria

No.	Schools’ names	Total English Teachers	PNS (Civil Servants)	Non PNS	Selected criteria	Code (Vocational Teacher / VT)
	SMK N 3 Pangkalpinang	7	4	3	3	VT 1, 2, 3
	SMK N 3 Tangjung Pandan	6	3	2	2	VT 4, 5
	SMK N 3 Sungailiat	6	3	2	0	-
Total chosen					5	

Instrument

A semi-structured interview was carried out in the study to acknowledge the ideas and views of the teachers towards the use of local – content based of English textbook to the tourism vocational schools. Due to the pandemic issue happened lately, the interview was conducted online (through WhatsApp application). However, the interviews still conducted successfully since it was given time to freely share their perceptions in open-ended questions. The benefit of this form of questioning is that your predetermined closed-ended responses may contain useful information to support literature theories and concepts [8].

Data Analysis

All of the data of the interview were then transcribed and categorized based on the interview questions, which lies into two categories; teachers’ perceptions and goals within teaching.

Results and Discussions

The results of the study which answer the research queries explained earlier in the background are described below, completed with open-ended questions and answers given by the interviewees.

Kresna Social Science and Humanities Research

Proceedings of the International Conference On Ummah:
Digital Innovation, Humanities And Economy (ICU: DIHEc) 2020
<https://doi.org/10.30874/ksshr.48>

Questions	Teachers' answers	Note(s)
1. What grades do you teach?	VT 1: 12 th grade VT 2 : 11 th grade VT 3 : 10 th grade VT 4 : 10 th grade VT 5: 12 th grade	
2. What kind of obstacles that you often confront in your teaching and learning process?	VT 1: My most problems are that the students need to focus on their national examination, not anymore in English skills, but they also are still not really good in English. So it is pretty complex that they might be ready for the future load but their English is below average. VT 2 : I think I have never found that hard to teach the eleventh grade students VT 3 : It's a bit tricky that they came from different junior schools, some are good some are not, some good students have already good grammar basic. VT 4 : My students come from different family backgrounds, the rich could go to course to support the materials, but some are not, so I just do what I can do, teach them through the syllabus VT 5: national examination could be a barrier so I don't anymore focus on the skills but rather how to prepare them to pass the test.	

Kresna Social Science and Humanities Research

Proceedings of the International Conference On Ummah:
Digital Innovation, Humanities And Economy (ICU: DIHEc) 2020
<https://doi.org/10.30874/ksshr.48>

<p>3. What kind of books that you use in your learning process (all of the classes you have taught)?</p>	<p>VT 1: We use similar books from the government, and students' worksheets , we never add complementary materials VT 2 : we use the books from the government VT 3 : we use the books from the government VT 4 : we use the books from the government VT 5: we use the books from the government</p>	
<p>4. Do(es) the English book(s) that you use provide some cultural aspects?</p>	<p>VT 1: Not that I know VT 2 : Not really, it's more general VT 3 : Not really VT 4 : I guess so, but that's not the main point VT 5: The primary idea is the grammar, not the culture</p>	
<p>5. Do you think it is important to provide students with the cultural aspects that could support their English understanding and work demand?</p>	<p>VT 1: I do agree that they need to learn about their original culture, we haven't yet found specific textbook that discusses such a thing VT 2 : Yeah, why not? We hardly find the materials related to that, and we are never asked to do so, so we just follow the instructions from the government VT 3 : Yes I agree with that, I think students need to know about culture VT 4 : I need a ready-textbook that could help me in anything, provided with a specific aspect such as local context would be appropriate VT 5: yes I do agree, since we are from tourism vocational school, I think we need to specify and relate our content between English skills and the local and international culture demand. It's their job to understand the value of their own culture, and to better knowledge about intercultural understanding.</p>	I
<p>6. Have you found any English book(s) that provide some culture of Bangka people? And how important is Bangka Belitung culture to be inserted in the syllabus?</p>	<p>VT 1: No I haven't and I think it's significant to English learning process at tourism vocational schools VT 2 : Not yet, I think we need one VT 3 : No I haven't seen one, and I think I need that to support my teaching materials, and I am quite sure it'll be beneficial for the students too VT 4 : No.. but I do need it VT 5: I read some historical books of Bangka Belitung but never have I implemented in my English classroom</p>	

Kresna Social Science and Humanities Research

Proceedings of the International Conference On Ummah:
Digital Innovation, Humanities And Economy (ICU: DIHEc) 2020
<https://doi.org/10.30874/kssshr.48>

<p>7. In your class, what is your method in addressing them about some cultural backgrounds that often neglected in English textbook(s)?</p>	<p>VT 1: Just a conventional method, or sometimes I apply it with some games, but I haven't tried any method to relate it to our cultural background to be honest, since it's not stated in the syllabus VT 2 : My teaching method in English is like usual, but to relate it to our cultural values, that I have never done before VT 3 : In teaching English, we focus on developing students' academic skills, not the culture alone, but I think it's necessary though</p>	
	<p>VT 4 : I haven't implemented any specific method yet since my students are the beginners VT 5: Throughout my teaching experience, I have never done specific method to enhance students' understanding in culture, but I'd like to learn more about it</p>	
<p>8. How do you relate local values added within English textbook(s) for tourism vocational school students?</p>	<p>VT 1: Since I have never done it before, I think I need a lot to learn, but I'd like to put materials about Bangka Belitung culture in teaching English VT 2 : I hope in the future I'll be able to relate my materials with teaching culture, VT 3 : I think here is the problem, we haven't met the textbook standard or criteria to support our teaching skill, but in the future I'd like to manage my materials with Bangka Belitung culture VT 4 : our local wisdom is as important as teaching English, I think both are inseparable, I will definitely use the book it is available and applicable VT 5: I hope there will be an applicable English textbook to answer that kind of question, I have never tried any, so it's quite confusing to answer</p>	
<p>9. What do you think about general textbook(s) you've been using so far?</p>	<p>VT 1: It is good in moderation, of course we talk about grammar, but I think it's too usual VT 2 : In my opinion, the textbook is too general, sometimes my students are bored with the activities provided VT 3 : The textbook is general and similar in use with other senior high schools VT 4 : That's what given to us, I think it's good VT 5: It provides some grammar views, vocabulary builder, Indonesian and international values, it's on average, because it's too general, I don't know how much my students enjoy it</p>	

<p>10. Do you think inserting local values to English textbook for vocational school students would improve students' understanding in English?</p>	<p>VT 1: It would be valuable resources to construct new meaning in learning English, all this time the teaching progress was done as usual, nothing is new, and we need a latest invention</p> <p>VT 2 : so much important and relate to my teaching context, I think I need to improve my teaching but I don't know how, I hope by giving us some good books would enhance my teaching skill too</p> <p>VT 3 : I think my teaching is so ordinary, nothing special, so I think inserting local values would add some new insights to us</p> <p>VT 4 : Yeah, very important, we barely learn a new thing at schools, as we are limited by some issues</p> <p>VT 5: Of course it is important, we are teaching at tourism vocational schools, nothing is more important than providing students with such a good book with valuable source of local culture</p>
---	---

Inability teachers in relating local culture and tourism with English lesson

A number of studies prove that culture plays significant value to teaching English. Han [9] believes that correlate culture-teaching is one of the appropriate ways to deal with current issues in teaching English. Hoa and Vien [10] demonstrate that intercultural communicative competence is far more pivotal than communicative competence itself, to uplift students' ability and reinforce their professional development to the world. Ronaldo [11] argues that teachers are unable to develop their skills as material creators. With a vast movement of technology and high demand of critical thinking skill, it is actually undeniable that teachers should advance their competencies. Such proficiency such as material developer, ideas creator, problem – solver, and inventor are critical to be mastered by the teachers. Nonetheless, these kinds of basic needs of teachers are not grasped thoroughly. Answers from two teachers below are the evidences that they are not conversant with such skills explained above.

VT 2 : *so much important and relate to my teaching context, I think I need to improve my teaching but I don't know how, I hope by giving us some good books would enhance my teaching skill too*

VT 4 : *Yeah, very important, we barely learn a new thing at schools, as we are limited by some issues*

Borg [12] comments that teachers have cognitions of all facets of their jobs. Byram and Kramsch [13] state that after a long period of communicative language teaching method, students indeed

demand more lively language teachers who could engage energetic atmosphere into the classroom – rather than feeding them basic grammar. There is no more motive to deny that the teachers cannot foster their teaching skills. It must be pinpointed that skill improvement is necessary. English must be taught vigorously through various methods of teaching skills. Monotonous and inflexible teachers could compose and effect to students' scores and their own skills.

Students' boredom in learning English

It is predictable if the students ever feel uncomfortable and bored in the classroom, moreover with tedious media and tutor. The main factor of English learning is that students are able to master the four skills. But in this case, as Shirazi and Shafiee [14] have uttered that in the sense of foreign language education, the learner becomes an "intercultural speaker": someone who has the capacity to communicate with others, to mediate between various cultural identities, and to recognize other world views. In this statement, both examine that intercultural communication must be clarified noticeably, rather than other specific requirements. The major determinants that improve student satisfaction include concentrating on the application of teaching learning materials and supporting students who have a low level of achievement in their activities [15]. Classical issues often appear that some teachers share ordinary materials such as grammar review, which becomes one of the most demanding tasks to learnt. This fact deliberates that addressing grammar lesson is not such a significant factor to key success in teaching and learning English. It should be recommended that teachers establish optimal conditions for self-directed learning and input, as well as for the growth of metacognitive skills and strategic competence [16]. Various ways to uplift students' motivation within the classroom could be found effortlessly on internet. Inability in maximizing skills and ideas should not be taken as factors cause students' boredom. Evidences shown by the answers of teachers below;

VT 1: *It is good in moderation, of course we talk about grammar, but I think it's too usual*

VT 2 : *In my opinion, the textbook is too general, sometimes my students are bored with the activities provided*

VT 5: *It provides some grammar views, vocabulary builder, Indonesian and international values, it's on average, because it's too general, I don't know how much my students enjoy it*

The needs of developing cultural – based English textbook for tourism vocational school students

In Bangka Belitung province, a plenty of tourism spots exist in both islands. Various beaches with striking views and beach stones can be found throughout the isles. Not only good-looking with its beaches, but also its cultural richness. A sustained history of Indonesia's independence also affects to its story in province's growth. A numerous books of Bangka Belitung history and culture exist, made by the historians and writers of Bangka Belitung. Experts and stakeholders have created books of Bangka Belitung culture, but none of language teachers have produced English textbook with local – content values. Originality of ethnicity of Bangka Belitung should have been become a lucrative source for teachers in fulfilling students' materials. In relating to this, in the absence of cultural factors, the importance of academic achievement given to teachers cannot be recognized [5]. In Saudi Arabia, there is an increased understanding of the value of promoting the cultural competence of students and linguistic skills [17]. While Banjongjit and Boonmoh [18] believe that role-playing is one of the best methods in promoting cultural awareness to the students. In spite of different research result relate to teaching culture in English classroom atmosphere, the experts consider that one of the successful factors to achieving advanced English competence is providing cultural – based materials, or intercultural competencies. Both play pivotal credits to learners to master the language. Issues such as cultural identity, the cultural importance of teachers and students, the cultural presence within the EIL system in ELT books and the pluralistic and diverse nature of English with cultural diversity in the globalized world must be noticed and not taken for granted in order to build cultural understanding [19]. The designing of English textbook with local wisdom should soon be conducted to establish cultural – awareness of self-identity and to promote the local context itself. Because in learning English, the target culture is often depicted within the textbook and has traditionally been the mainstream of culture teaching in English language education [20]. The teachers' answers below show that they truly demand an English textbook for tourism vocational school students, with its local content provided.

VT 1: *It would be valuable resources to construct new meaning in learning English, all this time the teaching progress was done as usual, nothing is new, and we need a latest invention*

VT 2 : *so much important and relate to my teaching context, I think I need to improve my teaching but I don't know how, I hope by giving us some good books would enhance my teaching skill too*

VT 3 : *I think my teaching is so ordinary, nothing special, so I think inserting local values would add some new insights to us*

VT 4 : *Yeah, very important, we barely learn a new thing at schools, as we are limited by some issues*

VT 5: *Of course it is important, we are teaching at tourism vocational schools, nothing is more important than providing students with such a good book with valuable source of local culture*

Conclusions and Recommendations

The needs of developing English textbook base on local culture for tourism vocational school students are inevitable. Teachers demand more creative and inventive teaching media to support their teaching skills at the classroom settings. Should teachers given much time to produce materials, it would be more fascinating. However, the time is limited and the goals are varied. The drawbacks affect to their average teaching methods and students' boredom in the classrooms. They need improvements, bolsters, and thoughts. Textbook developers should work together to solve such problems in teaching media, such as English textbook developing, to find preferred unfolding results. Some recommendations are for larger scale of research that needed to be conducted related to inserting local values within English materials for all students, so that they acknowledge and appreciate their own values as well beliefs given by the founding fathers. The demands on specific English local – based textbook for tourism vocational school students require certain foremost stages; 1) conduct observations at schools, 2) interview the teachers and the students, 3) needs analysis of the textbook, 4) produce the textbook. It is an oversight that the authors did not do any interviews or survey to the students, as they are also part of textbook production. However, the researchers could in fact design two various books for both teachers and learners.

References

- [1] K. Ookawa, "Cultural education through the high school level English textbooks," *J. Lang. Cult. Educ.*, vol. 3, no. 3, pp. 95–103, 2015, doi: 10.1515/jolace-2015-0023.
- [2] H. U. Kaltsum, "Local Content in English Textbook of Elementary School in Surakarta (Content Analysis)," vol. 2019, pp. 496–505, 2019, doi: 10.18502/kss.v3i10.3938.
- [3] "Journal of Language and Linguistic Studies Vol.1, No.2," *Language (Baltim).*, vol. 1, no. 2, pp. 170–182, 2005.
- [4] A. H. and R. Handayani, "International Journal of Indonesian Education and Teaching <http://e-journal.usd.ac.id/index.php/IJiet> Sanata Dharma University, Yogyakarta, Indonesia," *Int. J. Indones. Educ. Teach.*, vol. 3, no. 2, pp. 204–214, 2019, doi: /doi.org/10.24071/ijiet.2020.040111.
- [5] K. M. Tyler, A. Wade Boykin, and T. R. Walton, "Cultural considerations in teachers' perceptions of student classroom behavior and achievement," *Teach. Teach. Educ.*, vol. 22, no. 8, pp. 998–1005, 2006, doi: 10.1016/j.tate.2006.04.017.
- [6] Z. Barzegar and A. Afghari, "School Teachers ' and University Professors ' Perceptions : Teaching Culture in Focus," *J. Appl. Linguist. Lang. Learn.*, vol. 2, no. 5, pp. 98–113, 2015.
- [7] N. Widijantie and W. Handayani, "English Material Development for Three Departments of Chemistry Vocational School to Meet the Industrial Needs," *Int. J. English Cult. Stud.*, vol. 1, no. 2, p. 8, 2018, doi: 10.11114/ijecs.v1i2.3739.
- [8] John W. Creswell, *No Title*, 4th ed. Boston: Pearson, 2012.
- [9] A. Investigation, C. Teaching, and S. Schools, "Durham E-Theses," 2010.
- [10] C. T. H. Hoa and T. Vien, "The integration of intercultural education into Teaching English: What Vietnamese teachers do and say," *Int. J. Instr.*, vol. 12, no. 1, pp. 441–456, 2019, doi: 10.29333/iji.2019.12129a.
- [11] Okri Ronaldo, "TEACHING MATERIAL FOR ENGLISH SUBJECT IN VOCATIONAL HIGH SCHOOL," in *TEACHING MATERIAL FOR ENGLISH SUBJECT IN VOCATIONAL HIGH SCHOOL*, 2016, pp. 170–179.

- [12] S. Borg, "Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do," *Lang. Teach.*, vol. 36, no. 2, pp. 81–109, 2003, doi: 10.1017/S0261444803001903.
- [13] Katra Byram & Claire Kramersch, "Why is it so difficult to teach and to learn?," *Ger. Quarterly*, vol. 8, no. 1, pp. 46–52, 2008, doi: 10.1177/053331647500800109.
- [14] E. Shirazi, "Novice vs . Seasoned Iranian EFL teachers ' beliefs and practices about intercultural communicative competence," *J. Appl. Linguist. Lang. Res.*, vol. 4, no. 6, pp. 272–299, 2017.
- [15] I. Al-Shara, "Learning and Teaching Between Enjoyment and Boredom As Realized By the Students: a Survey From the Educational Field," *Eur. Sci. J.*, vol. 11, no. 19, pp. 1857–7881, 2015.
- [16] M. Kruk and J. Zawodniak, "Boredom in practical English language classes: Insights from interview data," *Interdiscip. views English Lang. Lit. Cult.*, no. January, pp. 77–191, 2018.
- [17] B. A.-H. Al-Amir, "Female Teachers' Perceptions of Teaching Culture in EFL Classrooms at a Saudi University," *English Lang. Teach.*, vol. 10, no. 6, p. 28, 2017, doi: 10.5539/elt.v10n6p28.
- [18] B. Banjongjit and A. Boonmoh, "Teachers ' Perceptions towards Promoting Intercultural Communicative Competence in the EFL Classroom," vol. 25, no. 2, pp. 76–97, 2018.
- [19] A. Monfared, M. A. Mozaheb, and M. Shahiditabar, "Where the difference lies: Teachers' perceptions toward cultural content of ELT books in three circles of world Englishes," *Cogent Educ.*, vol. 3, no. 1, pp. 1–16, 2016, doi: 10.1080/2331186X.2015.1125334.
- [20] I. Harumi, "A new framework of culture teaching for teaching English as a global language," *RELC J.*, vol. 33, no. 2, pp. 36–57, 2002, doi: 10.1177/003368820203300202.