



DEVELOPING A BANGKA BELITUNG CULTURAL - BASED ENGLISH TEXTBOOK FOR TOURISM VOCATIONAL STUDENTS

by

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Abstract:

This research aims to develop and provide vocational school students with a cultural-based English textbook to understand English better. Based on a mini-interview with some English teachers and observation conducted in some senior high schools in Bangka Belitung, cultural aspect has never been introduced to the classrooms due to their limited teaching timing, diverse textbooks' syllabus, and various learning objectives done. The method used in this study is Research and Development (R&D) by Dick, Carey, and Carey model. The data analysis was conducted quantitatively by the Likert scale. The product is said feasible based on the expert assessments, teachers' evaluations, and students' post-test results. The score obtained from the content expert was 82%, the media expert shares 84.05%, the teachers' evaluations' score was 83.14%, and the students' post-tests reached 78.15, which was higher than the pre-test (67.95). It is summarized that developing a cultural-based English textbook is necessary and immediately necessary. Further researchers are expected to carry out a larger subject scale and include all English aspects in the book's production.

Keywords, *vocational English textbook, Bangka Belitung culture, ELT*

INTRODUCTION

Many recent studies have reported the findings of R&D studies. However, few did report the Cultural - Based English Textbook For Tourism Vocational Students. It is what makes the author initiate the current study. This research aims to develop and provide vocational school students with a practical, cultural-based English textbook to understand English better. It is hoped that the research can share the novelty and contribute valuable aspects to the community to share knowledge in IR4.0 and IR 5.0 (Turmudi, 2020). In addition, a variety of cultural heritage must be preserved for a prosperous society and for the preservation of our tradition to live longer.

The current study fills the gaps of the previous studies in research and development (R&D). Turmudi (2019) reported the R& D study in writing for university students under the procedure of

Handayani & Aprilliandri

Tesmer (Turmudi, 2021; Turmudi & Baihaqi, 2019). Both studies have different directions and areas of language, .i.e, essay writing in the context of university and protocol to guide writing essay called FBFRFP Technique. However, the current study has context on vocational high school, and content-Language Instructional learning (CLIL) integrated into a specific course (Karim & Rahman, 2016). It is what makes the current different from previous studies.

The 21st-century skills have compelled students to engage with the reciprocity of the world to become more independent, accomplished, and well-taught individuals (Awuah, 2015; Joynes et al., 2019). The competence of a deeper understanding of today's society is necessary where students can better acknowledge their characters and appreciate other different values. The ideals and values of the original society must not be diminished; instead, they will be encouraged to carry their optimistic outlook to the world.

In Indonesia, every region has its own particular culture that reflects people's behavior and thinking. Bangka Belitung province, for instance, where its people augment their quality based on a mix of Malay and Chinese culture. Even though Bangka Belitung was once colonized by the Dutch and its elongated history with other Indonesian kingdoms, Malay Culture, however, developed its way to fill the heart of Bangka Belitung society. People often celebrate religious holidays with many kinds of activities.

However, in 2012, only one cultural sector was listed as an intangible heritage of Indonesia, registered in the Ministry of Education and Culture (Kemendikbud) (<https://warisanbudaya.kemdikbud.go.id>). It took ten years for Bangka Belitung province to register its cultural aspect as intangible heritages certified by the Ministry of Education, Culture, Research, and Technology of Indonesia (Kemendikbudristek) (Nona, <https://babelprov.go.id/>). This cultural comprehension aspect that today's world has changed must be preserved in students' spirits. They should uphold their novel ethics to compete with people worldwide to be resilient.

The role and purpose of education as a hub for cultural progress, study centers, and science development for the advancement of human civilization (Murtako, 2015). The development of tourism vocational schools is the most acceptable means of supporting economic values and introducing, growing, and advancing people's mindsets and beliefs about local culture. The

capacity of culture and local wisdom in tourism growth is part of the human imagination of economic value (Sugiyarto & Amaruli, 2018).

The presence of complete vocational education by regional potential and being in the area boasts of the region's potential and growth (Moedjiarto, 1997). Based on a mini-interview with some English teachers and observation conducted in some senior high schools in Bangka Belitung, cultural aspect has never been introduced to the classrooms due to their limited teaching timing, diverse textbooks' syllabus, and various learning objectives done.

While language is not a culture-free code, but rather an epitome of it (Al-Amir, 2017), teachers attempted to pass on cultural knowledge to students by using only activities such as showing video clips and pictures or telling stories because activities to develop students' cultural attitudes and promote students' cultural skills would take a long time (Tran & Seepho, 2014). SMK N 3 Pangkalpinang and SMK N 3 Sungailiat (state vocational schools) are the two tourism schools in Bangka island, while another tourism school is in Belitung island.

Based on the observation conducted earlier, there has no English tourism textbook applied by the English teachers. They believed that the English book provided by the government called *Bahasa Inggris SMA/SMK* was sufficient for learning outcomes. While, the advancement of thinking skills should be articulated in the development of English textbooks because it can help students learn the target language independently and establish their creativity and autonomous learning practices so that they can acquire the target language to the greatest extent possible (Margana & Widyantoro, 2017).

However, this fact contradicted the students' needs analysis of English cultural textbooks answered by the students. Under the needs analysis results, 84% of the students agreed that the cultural aspects within English textbook should be provided, 70% of students agreed that all of the materials from all of English skills should be integrated with local culture, and 90% of students strongly believed that the experts should develop an English textbook which based on local culture.

Upon all previous evidence and theoretical background, we intend to develop the product by formulating the research questions that arose;

- 1) How did the *Bangka Belitung* cultural-based English textbook for tourism vocational students develop?

- 2) How effective is the *Bangka Belitung* cultural-based English textbook for tourism? vocational students?

METHODOLOGY

Design

The design of this study is Research and Development (R&D), which aimed to develop English teaching materials for the tenth graders of vocational school students. The steps for collecting the data in developing this teaching material adopted the Dick, Carey, and Carey (2005) model.

Instrument and participant

The data collection instruments used in the research were questionnaires of pre-test and post-test, as well as validation sheets of expert judgments and teachers. The research participants included were 60 tenth graders students of SMK 3 N Pangkalpinang and SMK N 3 Sungailiat, and each school represented 30 students as the participants. Two English teachers from both schools were selected based on the purposive sampling technique. Purpose sampling is a non-random sampling method in which the researcher selected people with particular characteristics to participate in the research sample (Cohen et al., 2017).

Data collection

The data collection traces the model of Dick and Carey as described in the following procedures. The description is as follows; 1) analysis of teaching material needs and pre-test, 2) development or writing of teaching materials, namely the design or design of teaching materials to be written which is adjusted to the 2013 Curriculum, by the local culture, and assessment in teaching materials. 3) In teaching materials, the researcher produced the initial design of the teaching materials, followed by expert judgments. 4) expert validations aimed to test material suitability criteria by material, language, media, and teachers' validations. 5) revision and

evaluation of teaching materials, 6) teaching material trials (field-trial) and post-test on students of SMK.

Data Analysis

While the data analysis utilized the Likert scale that would explain the feasibility of the product by providing students with four various answer stages; very good (4), good (3), disagree (2), and poor (1). The final product was then produced to the students to define the efficacy of the textbook. So, the dataset is ordinal and converted into descriptive data using percentages. The whole citation model uses referencing tool of Mendeley under a model of automatic offline desktop (Turmudi, 2020)

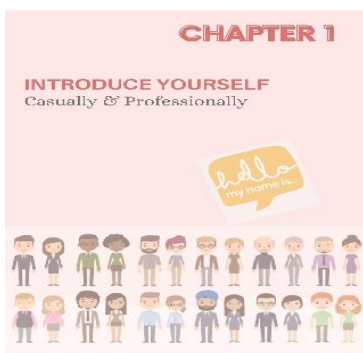
RESULTS AND DISCUSSION

Results

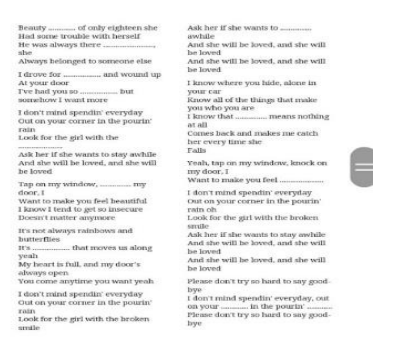
Some points would be highlighted and explained in the results of the research questions proposed earlier; 1) the development of the textbook and 2) the effectiveness of the textbook.

The Development of the Textbook

This phase elucidates the design of the textbook. Five chapters were provided within the textbook are; 1) Introduction, 2) Advertisement and Reservation, 3) Compliments and Appreciating Others, 4) Interesting Culture, and 5) Historical Places and Practitioners. The pictures below are some highlights of the textbook design.



Picture 1. Introduction



Picture 2. Listening Practice



Picture 3. Speaking Activity

Handayani & Aprilliandri

LET'S SING BANGKANESE SONGS!
Try to translate this song into English after you have done singing it. Enjoy!

Siapa bilang..
Bangka Tengah dakde kek ditingok
Siapa madeh..
Bangka Tengah dakde kek dipereh
Bangka Tengah yang pacak kite singgah..
Nek yang cemani..semue ge ade..
Ade Ketawai..ade Semujur..
Tanjung Beriket, Batu
Sumur Tujuh ge seru
Siapa bilang..Bangka Tengah dek cekar
Siapa madeh..Bangka Tengah dakde ramai

Gale gale ge ade..
Utah Pelawan, Aek Terjun Sadam..
Men ikak nek maken, ade mie Koba, men nek nyube yang langka, madu kelelep di Lubuk..

Picture 4. Writing Activity

THIS IS A STORY OF PELAWAN TREE
(AN ORIGINAL LEGEND OF BANGKA ISLAND)

PLAY THE ROLES!

The Princess of Pelawan Tree

Once upon a time, there was a man who has a weird habit. Every month he had menstruation...like a woman. Being fearful of his unusual act, secretly he wiped the blood to one of the trees grew near the forest. Being behaved so, that tree felt so hurtful and mad. Sometimes it wanted to rebel and walk away from him, but it could not. It could do nothing but wail to his unlucky destiny. Years passed it could only be patient suffering and holding its misery. One day, when its fortune has been so raised, a beautiful, friendly, and kind-hearted princess of heaven came. She caressed that branch of the tree, asked with a melodic and soft voice, "Wha has

would help release your suffering, I would shed my nice tear to you so that you would be better than others. All of your skin would be reddish. Your stem would be hard, strong, useful for the firewood and junjung. Your flower would be fragrant, sweet, and useful for medicine. Since today I would name you pohon perlawanan (the tree of resistance)."

Hearing the sentences of the Princess, the tree felt so happy. Moreover, after getting the tear of the princess, it would become a beneficial and powerful tree in the future. Even though it was given by so much strength, but in the history, it never became arrogant to another tree. By the time, pohon perlawanan became a pelawan tree until today. The people called it as a pelawan tree rather than pohon perlawanan. This tree still grows in many

Picture 5. Cultural Performance Role-Play

The explanation of the book's themes is described below in Table 1.

Table 1. The Book Design

Chapter 1 Introduction	<ul style="list-style-type: none"> - Introduce Yourself Professionally - Speak Up Your Thoughts
Chapter 2 Advertisement and Reservation	<ul style="list-style-type: none"> - Newspaper Advertisement - Book Your Flight Now!
Chapter 3 Compliments and Appreciating Others	<ul style="list-style-type: none"> - Play The Roles! - Sing Our Song Together
4. Interesting culture	<ul style="list-style-type: none"> - Perang Ketupat, A Historical Event Exist! - <i>Nganggung</i>, a Religious Reflection of The Society
5. Historical Places and Practitioners	<ul style="list-style-type: none"> - Chinese and Malay are the Characters - All of About Babel Culture!

The Effectiveness of the Textbook

To determine whether the textbook was effective, evaluations from the experts, teachers, and students were carried out.

The Experts and Teachers' Judgement

Handayani & Aprilliandri

Three kinds of expertise appraise three assessments; Content Expert Assessment, Media Expert Assessment, and Teachers' Evaluations. The content expert assesses the organization of the materials and evaluates the written matter. The media expert assays the design and the capability of the product. The evaluations from the two teachers estimate the progress and utilize the product in the classrooms.

Content Expert Assessment

Fifteen items of statements were distributed to the experts to be evaluated. The product obtained 82.00% of the total average score. The highest score gained was 100%, which prevailed by some of these items; the objectivity of the materials, the quality of the items, the clarity of the tasks, the language effectiveness, easy-to-use media, picture relevancy, review part items, and materials relevancy. While other items gained 76% of the score; vocabulary used, grammar view, syllabus relevancy, ease to a complex task, indicators alignment, clear instructions, and matching indicators.

The textbook is one of the valuable features to teach thinking and advance students' professional skills. Textbooks, English subjects, and curriculum are integrated into each other (Li, 2016). Some essential items such as easy-to-use media, materials relevancy, and picture relevancy obtained the highest scores.

Media Expert Assessment

The production of English-language media creates a connection between human resources and non-human resources (Asemota, 2015). Fifteen items were distributed to be evaluated by the media experts. Five of the items prevailed very high scores, i.e., 100%, and ten obtained 78.00% of the scores, or sound on average. The average score for media assessment is 86.00%. The items which obtained the highest scores are; attractive layouts, fine pictures, relevant pictures with passages, relevant pictures with tasks, and background colors. Considering the use of still images in textbooks, one is struck by the fact that the ability of images to inspire ideas, debate, and imagination is still under-exploited in most of them (Donaghy & Xerri, 2017). Portraits have an influential role in teaching and learning processes (Basal et al., 2016). The top scores obtained for

pictures are relevant to some researchers, which means that the images used are understandable and accessible. The ten other items got 78.00%: appropriate letters, clarity passages, interactive instructions, interactive activities, review part is available, feedback activities are available, answer sheets are available, consistent fonts, sizeable picture, manageable activities, and qualified pictures. The overall score obtained was 84.05%.

Teachers' Evaluations

The average score of this item reached 83.14%. Of the fifteen points measured by the teachers, six of them had very high grades, i.e., 100%. The quality of the task items, the quality of the instructions in the book, the quality of the instructions in the book, the balance of the materials and the task items, the availability for a limited time, and the interesting media in the learning process, make the students actively study the items that prevailed. While the arrangement of the integration of the material, the relevance of the background color, the choice of use of the actual color, the design of the appropriate letters, the interactive activities, the appearance of the photographs, the sizes, the consistency, and the effectiveness of the textbook obtained 75% of the score for each item.

Pre – Test and Post–Test Evaluation

The table shown below shows the two schools' pre and post-test results. The authors precisely present the two schools' results because they are not for comparison. The table and explanation are shown below.

Table 2. Mean score of pre–test and post–test of SMK N 1 Pangkalpinang and SMK N 3 Sungailiat

19 students	Pre–Test Score	Post–Test Score	Score Improvement
Total	2272	2582	322
Mean	67.95	78.15	10.20

Based on the table above, there are previously different ratings, and subsequently, the product has been applied. The score was between 67.95 and 78.15 percent or 10.20 percent after

the students were taught using the English textbook. Coupled T-test findings indicate a significant sig (2-tailed) value of 0.000 less than 0.5. It means that the score from pre-test to post-test is significant. The design of an English textbook with local wisdom should soon be carried out to create a cultural understanding of self-identity and promote the local meaning itself. Expert grades, teachers' reviews, and post-test outcomes indicate that the textbook is pleasant to use.

Discussions

Research has shown that different kinds of topics appropriate for high school students are portrayed in English textbooks as a good balance between abstract Culture and concrete Culture. Though English textbooks are not the only way to teach culture in schools (Ookawa, 2015), there are still plenty of ways to learn culture by themselves. However, the content of textbooks may significantly impact the stage of cultural learning. There is an increased awareness of the importance of inserting students' cultural competence and linguistic skills (Al-Amir, 2017). It was considered almost inarguable that a foreign language should be used, and it has been taught in close connection with the culture of people who speak it as a native language (Harumi, 2002). The goal of developing local wisdom is to bridge one of the imperishable gaps between authentic and non-authentic English materials in the teaching context of the EFL (Arifani, 2016).

With the integration of value-added local wisdom, the younger generation will develop a holistic approach to education and better conserve their tradition (Cahyati & Rahmijati, 2017). Previously, research findings have shown that local culture can promote meaningful construction in the education system and the preservation of tradition itself. The study results indicate that local culture encourages students to develop better self-competence. Ratminingsih, Budasi, dan Kurnia agree that local – Culture could enhance students' competence in reading (Ratminingsih et al., 2020). After all, however fascinating the book is, teachers, hold an overall positive attitude toward learning and teaching about local and international cultures (Monfared et al., 2016). Gohjian and Aghvami (2017) believe that cultural aspects in EFL play vital roles in improving students' language knowledge, comprehensive skill, and comprehension (Gorjian & Aghvami, 2017).

Nonetheless, this study spotlights only the pivotal part of local culture, that this authentic belonging could not cluster the social impact of people. The book development was based on the

Handayani & Aprilliandri

students' analysis, not the teachers. Equally, none of the teachers' views were accumulated in the study. Banjongjit and Boonmoh (2018) state that teachers own various cultural perspectives based on their direct experiences. Therefore, future studies should also embed the teachers' perceptions of culture to support learning (Banjongjit & Boonmoh, 2018). Barzegar and Afghari (2015) identified that university professors and school teachers in Iran are keen to teach culture within their teaching (Barzegar & Afghari, 2015).

CONCLUSION

Preserving culture requires upholding the originality of our ideals and our beliefs. Many people feel that tradition should be accepted and used as a powerful tool to contend with the future. The production of this English textbook is one of the many ways to sustain the valued people behind the nation. Post-test results indicate that students call for integrated English materials with local culture. It can be summed up that students understand and want to retain their cultural practices.

Further researchers could incorporate this cultural component as an essential factor in teaching and learning. Teachers can also vary their current materials with the local content where they live, especially in Bangka Belitung. By preserving the novelty of the tradition, the authority also means that the people support the development of tourism progress in the country.

BIO-PROFILE

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Handayani & Aprilliandri

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