

CHAPTER V

THE FINDINGS AND DISCUSSION

5.1 The Students' Needs

As indicated in the background of the study, this study is aimed at: 1). investigating the students' (majoring Travel Business Management) expectations towards the need of culturally based Indonesian material to be given in English classroom, and 2). suggesting and enhancing one appropriate culturally based Indonesian materials for the teachers, based on the need investigated.

Therefore in answering the first research question on the students needs toward Indonesian culture material, the documentary data, interview data, and questionnaires data reveal three findings.

First, the students need the Indonesian cultural based material especially in interpreting, promoting the locus, and guiding as well. As it is proposed by Ekici (2003: 26) as follows:

Tour Guidance is a field of work which requires language skills in order to enabling the professionals work with confidence. Each of the skills which may be required, reading, writing, listening and speaking may be of different value in terms of their use in that specific field in order to enable students function effectively in their workplaces and academic environment.

Second, in short urgency, the students needs some guiding on giving information on Indonesian cultural attraction for facing the EI event (for third semester) and Travel Mart (for fourth semester), Luka (2007) in the research also

stated that the student's professional competence should be gained in achieving the expected outcome competence.

Professional competence is an individual combination of gained experience, attitude and abilities developed on the basis of learning which allows a specialist to think strategically, untraditionally implement knowledge, responsibly develop their industry, and creatively work in the chosen profession observing traditions and peculiarities of different cultures.

Third, in a long urgency, in the future, the students expect to work in particular Travel Business Industries, which also consistently mentioned by the stakeholders on the interview above, that knowing Indonesian cultural attraction and having abilities to describe it is definitely being a need for them. This is also consistent with Sardjiyo and Pannen (2005) who reveals the idea of Culture Based Teaching which discuss about integrating the students' cultural background into various learning material. It will make them active based on the culture they have been familiar with therefore it will get the optimal learning achievement.

Dengan demikian pembelajaran berbasis budaya merupakan suatu model pendekatan pembelajaran yang lebih mengutamakan aktivitas siswa dengan berbagai ragam latar belakang budaya yang dimiliki, diintegrasikan dalam proses pembelajaran bidang studi tertentu, dan dalam penilaian hasil belajar dapat menggunakan beragam perwujudan penilaian.

This finding was strengthened by the statements from Kirkpatrick as cited in Aziz (2003) clarifies which cultures to teach through English. Instead of giving the students information about the cultures of native speakers, the curriculum should include information about the cultures and people of the ASEAN and Asian region.

The participants in this research revealed the fact about the students' lack of vocabularies in defining the local culture in English. Therefore, the students needs to have vocabularies engagement in the material. This finding was in line with Mansoor (2002) who stated that the most obvious influence of language and culture on thought is tahat of vocabulary. He pointed out that words are suited to the environment in which they are used.

5.2 The Material Development

Based on the revealed data about the students' needs, to answer the second research question, the researcher suggested material for MBP students in the third semester who are dealing with *Exposé Interpretation* event which basically needs their interpretation, and promotion on a certain locus. This is in line with Lo and Sheu's (2008) findings in their research in Taiwan:

Cultural learning. Most of the students said that they enjoyed having the opportunity of cultural exchange with visitors from different countries . Not only they learnt new cultural elements from the visitors, but the interactions also reaffirmed their own cultural identities. From the preparation of the tour, the students gained more in-depth knowledge of the city, the Festival and local folklore in general. Their experience created a sense of pride for their own cultural heritage and motivated them to work on its introduction to foreign visitors.

Therefore, in learning the cultural elements and being able to describe them, the students must gain more in-depth knowledge on the cultural attraction in each locus and experience it as it is suggested by the stakeholders in this research.

The lack of local materials for academic purposes was led to a material development on Indonesian based culture. The inclusion of local culture in the

curriculum, methodology, and teaching materials would make the learning and more meaningful for the students, as proposed by Mansoor (2002).

Therefore, the suggested material was designed for one semester, but due to the limitation of the discussion, there is one example material which is included in this study.

The suggested material was in short term designed for those who did some preparations in facing the EI event.

The suitability of the material was validated by doing persistent observation on the event, revealing the documentary data from the event (Laporan Kegiatan Ekspose dan Interpretasi 2011), interviewing the event's evaluator, and distributing the questionnaires for the MBP students as the event presenters. The findings are:

1. All the data taken from document, interview and questionnaire showed that the Indonesian culture based material was successfully improved the MBP students' ability in speaking and listening skills. this is also strengthened by the good ESP material according to Evans and St John (2008:173), which a good material should modify activities to suit the learners' needs which in this case is interpreting the locus in EI event.
2. The entire participant also claimed that this material was suitable for MBP students especially in term of interpreting and promoting the locus, and guiding as well. This finding is strengthened by the good ESP material according to Evans and St John (2008:173), which a good material should select appropriately from what is available.

The implementing of Indonesian based culture While Alwasilah in Aziz (2003) proposes the reasons of using acts, facts, and artifacts in culture based materials. Those are, first this material will give real flavor in using the language. As this is important to entice the learners into authentic engagement in processing the language they are learning, second students can pay relatively fuller attention to how English language works to serve the communicative function in the context they may find themselves in, while the last reason is that the theorists want to make an experiment with the development of learning materials of Indonesian college students who, in the observation of many, seem to lack interest in learning the English language which, in their social life does not serve much of utilitarian functions beyond the attainment of course grades. The statement above was consistently strengthened by Mansoor (2002) in his research on Pakistani students who defines the use of local culture in English material which could arouse the students' awareness of Pakistani culture and make the learning more meaningful to the students. Hinkel (1999) as cited in Turkan (2007) states that learners are encouraged to talk about their culture through such materials, because then they become aware of their own cultural identity. Further, Turkan (2007) revealed the finding on his research that students learn English to talk to visitors who come to their country, but they are not expected to travel to English speaking countries or to learn about English speaking cultures. If they speak with the visitors, they can do so within their local culture framework, likely to carry their home culture with them in their use of English.

3. In implementing the materials, the researcher found some difficulties, such as, the limited knowledge on the related locus, because of the limited literary review on the locus.
4. Another difficulty was; the researcher was not getting involved in surveying the locus. Therefore, she could not make a list of vocabulary which may need on the spot.
5. The media provided was insufficient in encouraging the students to learn the facilities, such as the previous EI event video tape, the relevant literary books which are hardly found in the library.