DISCOURSE ON ENGLISH TEACHING MATERIALS FOR TOUR GUIDING BASED ON CULTURAL SOCIAL APPROACH ANALYSIS

I Nyoman Suparsa, I Nyoman Suandi, Ida Bagus Nyoman Warta,
Ida Bagus Seloka, I Nengah Astawa[*]
Mahasaraswati Denpasar University, Bali
nengahastawa13@gmail.com*

ABSTRACT

Teaching English for specific purposes (ESP), which is in contrast with English for Academic purposes (EAP), has gained specially great attention since 1960's. One of the examples of ESP is English for guiding. The main purpose of implementing English for guiding in some schools or collages is to give the students ability to communicate mainly orally so as to be able to fulfil the student's need for his or her future carreer or job in tourism. In reality very often cultural misunderstandings which may pruduce fatal consequencies emerge among those who are involved in tourism industry. Due to this circumstance, inserting sosio-cultural aspects in the teacher's languge teaching interaction is indeed beneficial. In this case, the role of the teacher to include edequate cultural aspects in language teaching, beside giving formal gramatical language forms, of course is highly worth considering. Teaching English for tourism industry is not regarded appropriate yet if sosio-cultural aspects are not adequately included. In other words, beside teaching the language forms, English teacher should incorporate sosio-cultural aspects into his interaction. Futhermore, materials for English for guiding is carefully selected which are based on carefull analysis of the course objectives. The implication of analysing teaching materilas intended for tour guide is expected that the outcomes of the institution or graduates are truly matched with the available jobs in job markets.

Keywords: Discourse, Tour guiding, Socio-cultural approach, Language function, ESP

I. Introduction

Teaching English for special purposes (English for Specific Purposes - ESP) has become very important in teaching English since its inception in the late 1960s (Tom Hutchingson and Alan Waters, 1987). The type of foreign language teaching for special purposes can be divided into two, namely the first is termed "English for Academic Purposes" (EAP), namely English for academic purposes, and the second with the term "English for Vocational Purposes (EVP)", namely English that is directly related to career or job needs (English Teaching Forum XXII,

1974: 24). A number of special purpose English syllabuses have emerged as such books have grown in demand on the market.

The problem now is how to select the materials and then how to teach them so that the materials are able to make students communicate verbally properly and correctly as expected in the curriculum or syllabus. Because, if language teaching only emphasizes on the formal forms of the language, it is clear that there will be something missing to achieve this goal, namely the socio-cultural aspects are not touched. Therefore, teaching English for the needs of the tourism industry, ie. English for tour guiding in Indonesia must not put aside its socio-cultural aspects so that cultural gaps that can lead to misinterpretation or misunderstanding when interacting can be eliminated.

II. Teaching English for Tour Guiding Via Socio-Cultural Approach

The compilers of the English teaching syllabus for the purposes of the tourism industry tend to have their students or graduates (out put) to be able to communicate verbally properly and correctly. To achieve this goal, the main task of teachers or lecturers is not only to provide formal forms of language but also very important to provide knowledge about socio-cultural aspects. This is very much in line with what was said by Stern (1983) that cultural understanding and the horizon of intercultural comparison are an indispensable component of language teaching, especially the teaching of foreign languages.

It has become a common sight where foreign language students who do not not have sufficient knowledge and cultural background of the community whose language are being studied tends to use their own social or cultural norms so that often there is offense or the message to be conveyed does not hit the target as desired. We just take the example of the misapplication of culture that we often see in Bali and the weiter believes it also occurs in other areas in Indonesia. For example, how would someone greet foreign tourists with "Hello, mister." "Where are you going" (Hi, sir. Where are you going). He should say hello at least "Good morning" or "Hello" (good morning or hi). Saying "good morning" or "hi" is sufficient to be considered polite and reasonable. For westerners, the use of the greeting "Hi, sir, where are you going" there are at least three mistakes from the socio-cultural review (Mashadi Said, Jane Fowles, 1991). The first is the use of intonation or a voice that is a little loud screaming, even though it should only use a flat intonation. Second, the use of the greeting word with "Mister". The word "mister" for westerners is inappropriate. And the third, asking "Where are you going" is considered too personal in nature that does not need to be asked or known by other people who are not close friends.

This is in line with what Hymes (1972) states that communicative competence requires knowledge not only of language codes and formal forms of language, but also very much needs to pay attention to its pragmatic aspects: "what" to convey to "who" and how to do it convey it

appropriately in certain situations so that what you want to convey reaches the right target. The implication of what Hymes says suggests the importance of understanding the socio-cultural aspects that must be the attention of the speaker in interacting. This socio-cultural knowledge enables the speaker to use and interpret the forms or language expressions that should be used. It also advises on who should and should not speak in certain settings, when to speak and when to be silent, how to talk to people who have social status or certain roles in society. This is also cited by Richard (1985) who says that communicative competence is an ability that not only refers to the use or application of grammatical forms of language which allows a person to compose good and correct sentences, but also needs to know when and where they are used and for whom they are used. As stated by Littlewood, one of the main characteristics of communicative language teaching is the systematic attention to functional and structural aspects of language (Littlewood in Chaedar Alwasilah, A et al, 1996: 3).

Thus, the use of appropriate and appropriate language to achieve certain goals is very crucial for the speakers to ponder in their interactions. When the use of linguistic expressions is not appropriate, this is where irritation will occur, or maybe what is conveyed seems funny, strange, rude, even though the speaker has used language that is idiomatically good.

III. Cultural Differences between British Society (western culture) and Indonesia

If the main purpose of teaching English for tourism industry (English for Tourism, English for Tour Guiding) is to prepare students to be able to communicate orally, teachers (lecturers)   of English or a foreign tourism language are required to have knowledge of the cultural differences of the two communities whose language is studied, because there are differences between British and Indonesian cultures that need special attention. Some examples of cultural differences between the two societies are as shown in the examples below.

In the Balinese ethnic community as well as several other ethnicities in Indonesia, pointing at something or giving something to someone especially to an older person using their left hand is considered very impolite. Meanwhile, for the people of Britain, America and other western countries pointing or giving something with the left hand is normal and common place, does not cause offense at all.

Another example, for the Balinese, touching another person's head without permission is considered very rude deed. The writer often see scenes like this when he was still a tour guide in Denpasar, Bali, where a tourist touched or rubbed the head of a tour guide. For Britsh, Australians, Americans and others, holding someone else's head, of course they know them well, is an expression of intimacy. For tour guides who do not or do not understand their culture it is very likely to cause extraordinary offense, especially when the head of a person of higher social status is touched, such as the brahmana or people who have blue blood. The third example, for Indonesians working together or helping one another is very important and is a culture that

should be developed. Therefore, in Indonesian culture, offering help to others when the situation demands is very common and in fact very good and highly recommended in social ethics in society. On the other hand, for westerners, they are accustomed to individualistic life, thinking and acting alone or with groups only. For those who are accustomed to living in individualistic lives, offering or helping out from others is often seen as a disturbance to their personal life (privacy), and for them it is considered unnatural.

There is a story of an Indonesian student studying in America, who happened to meet an invalid (disabled) person sitting in a wheelchair on the highway who wanted to cross the road. Indonesian cultural instincts suddenly emerge and try to lend a helping hand by saying: "Can I help you, sir" (Can I help you). How shocked he was to hear the reaction of the person who was in a wheelchair whom he wanted to help with a very negative response and then continued to leave with a cynical face. There is a clear gap in cultural understanding between two people with different socio-cultural backgrounds: American and Indonesian cultures.

IV. Strive for Appropriacy

If communicative competence has become a commitment and it has been decided as the goal of the curriculum that the students are able to communicate fairly and successfully, then it is a must for teachers to include socio-cultural aspects in their teaching and learning process as something that is obligatory which is often referred to as "suitability in the material" (appropriacy in the materials) (Mashadi, Jane Power, 1991).

Teaching about socio-cultural aspects should be integrated with teaching grammar, vocabulary and other skills. If this is not done, the students will not achieve at their main goal, namely successful and effective language acquisition. Through the application of language forms in teaching, teachers are required to try to make students aware of the importance of the issue / discourse being studied, as well as of course also about the attitudes or social habits of the community concerned whose language is being studied. This can help them to understand cultural differences and in the end it is hoped that it can eliminate or at least minimize their antipathy towards other cultures that are indeed diffrent. The problem now is that arranging teaching materials based on cultural aspects as mentioned above is not easy, especially for those who have never had direct contact with the culture of the community whose language is being studied. Even more ironic, ready-to-eat materials have been very difficult to obtain until now. What material should be prepared for those going abroad. However, what we need most now are materials that are urgently needed by students in anticipating and dealing with the arrival of foreign tourists visiting Indonesia. The reality shows that most people who are involved in and directly involved in the tourism sector do not receive higher education. Thus, it is necessary to choose a practical, pragmatic approach that addresses the abilities and immediate needs of students. In this case, according to the writer, in implementing teaching materials, the use of

more games or role playing, simulations, drama plays, and communicative activities in pairs is very effective to implement. Teaching should be functional situational. It would be even better if the teacher or lecturer could design well-designed socio-cultural content through video. This activity is very supportive of the foreign language teaching and learning process activities based on a socio-cultural approach. Let's take an example of a film trailer showing a scene where a tourist is greeted by a local person somewhere in Indonesia saying: "Hello, mister. Where are you going ". Also show how tourists react with greetings like that. This is an example of a simple material that is very effective for students. Such examples can be produced by the teachers themselves, of course, with financial assistance from the institution; it will be very much better..

V. The Role of Teacher in Special English Teaching (ESP)

Here the role of teachers who have comprehensive knowledge horizon of western cultures is indispensable, it is even more profitable if they have lived in direct contact with western culture. This condition is very beneficial and it can help students because they can learn from the experiences of teachers   because students in general have never had direct contact with western language and culture. Their wrong perception of western culture may cause irritation, offense to westerners. This misperception may be caused by the lack of opportunities for direct contact of the students with western languages and culture or perhaps the information is obtained from secondary sources which are often misleading. Ideally, as stated by Kutchinson and Waters (1987: 157) that ESP teachers / lecturers should try to analyze the needs of students , design a syllabus, then make teaching materials as needed, and then of course evaluate what they have made.

Further said by Littlewood (1985: 1), that the teaching methods and techniques of teachers often do not succeed in achieving effective teaching, even though in theory these methods and techniques seem to be very good. To overcome this condition, the teacher must understand and study in depth the characteristics of the students. As a consequence, teachers in compiling their syllabus or teaching materials are required to be observant in understanding, paying attention to the needs of students.   Because the syllabus that is prepared related to tourism English,Englsih for Guiding in this case, of course, must also pay attention to the cultural gap between western culture and local culture owned by students in addition to the language forms that are the main target. This can be done to students by providing accurate information that can challenge them to reoriented thinking about assumptions that might have gone wrong. Here the role of teacher in Special English Teaching (ESP) who have a comprehensive knowledge horizon of western cultures is indispensable, it is even more profitable if they have ever lived in direct contact with western culture. This condition is very beneficial and can help students because they can learn from the experiences of teachers because students in general have never had direct contact with western language and culture.

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VI. Designing Material for English for Guiding

To collect the data for this paper, it was conducted through the writer's own experiences as a tour guide and also interviewing an owner of travel agency, then some tour guides who were also teachers who were regarded qualified enough in giving information related to this writing.

1. Contact with the Travel Agency

   Before making contact with a travel agency, the writer studied relevant documents and materials for tour guiding. This provided me with ideas and understanding of what things to observe in the tours. The next step was to contact a travel agency. He managed to meet the director of a travel agency. He told the writer that he wanted to carry out a study and then explained the purpose of the research. After gaining permission, he was introduced to other staff personnel who were responsible for tour arrangements.

2. Tour observations

   Gans (1999:39) differentiates three types of participant observation: (a) total participant, who is completely involved in a research setting, (b) researcher-participant, who is partially involved in the research setting, and (c) total researcher, who observes and studies a situation without any personal involvement. In this study, the writer used his own expereiences as a tour guide. He assumed that this experiences bring great benefit of knowing what materials are suitable to be selected as teaching materials for the course objective.

3. Interviews with the Tour Guides

   After completing the tour observations, it was necessary to gain more insights about the guiding tasks from the guide's perspectives. The writer   interview three tour guides who were also as teachers. The interviews were focused on the kinds of guiding tasks and their language-related aspects. Their experiences were also elicited to gain more insight of the nature of their tasks.

4. Interviews with Experts and Teachers of Tour Guiding

   An expert in tour guiding is a person who is knowledgeable and has much experience about tour guiding. In this study the writer I consulted two experts who were employed as teachers at the School of Tourism in Bali. In addition to interviewing the experts, he also interviewed two teachers who taught tour guiding courses at the school. Consultation with the tour guiding experts and the teachers was necessary because they had more explicitly articulated view of the nature of guiding and its demands (McNamara, 1996). The purpose was to obtain professional opinions about tour guiding and its aspects.

VII. How the Tasks were Determined

The procedure for determining task types was done as suggested by Long (1985). He suggests that when target tasks have been identified through needs analysis, they are classified into task types by grouping together those target tasks that share common characteristics although the details may be different.

a. Taking Tourist to the Hotel for Check in

   The first major task comprises : 1). Meeting tourists at the airport, 2). Giving information on the way to the hotel; 3). Helping tourists with registration.

b. Taking Tourist on a Day Tour

   The second major tasks cover : 1). Meeting tourists at the hotel lobby, 2). Beginning the tour, 3). Describing ittenarrary; 4). Describing objects on the way to the destination; 5). Describing religious objects; 6). Describing process; 7). Taking tourists to a restaurant; 8). Describing sites.

VIII. Language functions

The descriptions below presents the kinds of language functions identified during the tours. It is noted that explaining is used in almost all task types.

Settings often visited

The setting can be: 1). at the airport. The language functions that may be used are greeting, asking permition, idetifying, expressing apology,explaining introducing. 2). On the bus on the way to hotel. The language functions that may be used such as:greeting,introducing,giving suggestions, explaining, giving informatin, expressing apology. 3). At the hotel counter. The

language functions that may be applied such as offering help, asking permission, making appointment, giving suggestion, inquiring time. 4). At hotel lobby. Language functions include: greeting,making suggestion, explaining, expressing apology. 5). On the bus, bigining the tour where the language functions may imply :asking about opinion, plan, past activity, describing. 6). On the bus; describing itinerary which covers: Describing, explaining, giving information. 6). On the bus, describing objects. The language functions may cover describing, giving information, explaining. 7). On the bus ; describing religious objects which may cover : describing, explaining, giving information. 8). At the art shop that may cover : describing, warning, comparing, inviting. 9). At the restaurant, in which the language fuction may cover : describing, explaining, giving precuation. 10). On the sites, in which the language functions may cover : describing, explaining, giving information.

IX. Topics Used in Comentary

The topics whiah are always used tour guiding are those as the writer experienced when being a tour guide in Vayatour and other travel agencies and also the result of interview to some other tour guides who were also as teachres, and similar with Astika's statement in his jurnal (2008). The topics relevant to be presented during guiding the tourits can be vividly elaborated as described below.

Setting of the Tour

The setting often visited by the tour guide can be elaborated as he following : 1). At the airport. The topics may cover : vouchers, luggage, late arrival, money changer, porter etc. 2). In the bus on the way to hotel. The topics discussed may be going out, changing money, food and drink, shopping, hotel. 3). In the hotel. Topics discussed cover : cost of tour, pick-up group, parking space, mini bar in the room. 4). In the bus, bigining of the tour. The topics talked cover : plan, past activities, souvenir, bargening prices. 5). In the bus, describing tour itenarary. The topics discussed cover : Barong dance, silver smith, village life, prices of jewellary, woodcarving, rice field, luch, waterfall, types of craft. 6). In the bus, describing objects on the way to destination. The topics discussed may cover : there are many topics presented on the way to the destination.7). In the bus, describing religious objects. The topics may cover ; offerings, black and white colours, ceremonies, galungan day, cockfighting, nyepi day. 8). At the workshop, describing process. Topics often discussed may cover : jewellery, woodcarving. 9). In the restaurant. The topics usually discussed can cover : food, drinks, vendors. 10). In the traditional house compound. Here the topics often discussed may cover : bedroom, offering preparation, shopping, granary, kitchen, plants, meeting hall, temple.

X. Conclusions

The tourism industry in Indonesia is constantly promoted through various media, both in printed form and electronic, because this industry is capable of absorbing a very large workforce. In reality, misunderstanding between tourism actors and tourists cannot be avoided as a result of multi-cultural contact in a multi-cultural society. Realizing the phenomena as such, it is exceedingly non-negotiable; all of us as components of the nation's citizens must take concrete action in anticipating the issue of cultural differences. One of the concrete forms is through education, both formal, non-formal and informal education. Analysing and then choosing teaching materials for tour guiding based on a socio-cultural approach is one of the answers to this issue in order that misunderstandings due to cultural gaps, prejudice and antipathy because cultural differences can be eliminated or at least can be minimized, so that the development of the tourism sector is the foundation of hope. some Indonesian people can run as expected. Hopefully, the implication of analysing teaching materilas intended for tour guiding purposes   is expected that the outcomes of the institution or graduates are highly   able to match with the jobs available in which the graduates are expected to win the competations in job markets and at last are able to work competently when the jobs need their resposibility

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