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THE ASSOCIATION OF TEACHING ENGLISH
AS A FOREIGN LANGUAGE
IN INDONESIA

The 62nd TEFLIN International Conference 2015

Denpasar, 14th - 16th September 2015

PROCEEDINGS

Teaching and Assessing L2 Learners in the 21st Century

BOOK 1

ENGLISH DEPARTMENT
FACULTY OF LETTERS AND CULTURE
IN COLLABORATION WITH
POST GRADUATE STUDY PROGRAM UDAYANA UNIVERSITY

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FOREWORD

These proceedings are a collection of papers presented at the 62nd TEFLIN International Conference held in conjunction with the celebration of the 53rd *Dies Natalis* of Udayana University held in Sanur Paradise Hotel from 14th through 16th September 2015. The theme of this year's conference is *Teaching and Assessing L2 Learners in the 21st Century*. The papers were selected out of 503 papers presented covering issues of English-language teaching from the perspectives of (1) Language Policy and Planning in Assessment, (2) Quality Assurance in ELT, (3) 21st Century Language and Communication skills, (4) Assessment in Character Education, (5) Rotes of ICT in Teaching and Assessing L2 Learners, (6) English for Young Learners, (7) Innovations in Teaching and Assessing, (8) Best Practices in L2 Teaching and Research, (9) School-based Assessments, (10) English for Specific Purposes, (11) Standardized Tests of English Proficiency (e.g. KLTS, TOEFL), (12) English for General Purposes, (13) The National Examinations and their Impact on L2 Learning, (14) Translation in Language Teaching, (15) Teacher's Professional Development, and (16) Literature-Based in Language Teaching.

We would like to express our sincere thankfulness to those who presented their papers at the conference. We also wish to thank the students at the English Department, Faculty of Letters and Culture, Udayana University who have assisted us with the typesetting for the format of the proceedings. More importantly, we express our gratitude to the board of reviewers who have worked hard in reviewing the submitted papers selected for the proceedings.

Denpasar, September 2015

The Committee

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LOCAL CULTURE CONSERVATIONTHROUGH ENGLISH TRAININGDESIGN FOR HAWKERSTO IMPROVE COMMUNICATIVE SERVICESFOR FOREIGNTOURISTS VISITING YOGYAKARTA

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ABSTRACT

Yogyakarta today has become one of the prior tourist destinations after Bali. The number of foreign tourists has increased significantly, namely around 14.02% annually. This case is in line with one of its missions to be the leading tourism destination throughout South East Asia Countries in 2025This noble goal deserves to be supported by all citizens of the city, including the hawkers who often get in touch directly with the foreign tourists.Unfortunately, theyhave neverbeenequipped intensivelyon how tocommunicate withforeigntouristspolitely, while introducingJavanese culture, through themerchandisethey offer. This paper aims at getting suggestions from the conference forum related to the writer's multiyears research granted by the Directorate of Higher Education, Ministry of Education and Culture. This ongoing research generally aims at designing an English guide book embedded withCultural Language Learning Approach (CLLA) particularly used for hawkers to enable them to communicate in English with foreign tourists. CLLA is an approach which embeds local culture within the learning materials. This is research and development (R&D) conducted through three stages procedure, namely: exploration (the hawkers needs analysis), development (designing and implementing the prototype of English Module for Hawkers/EMH) and experiment or assessment (assessing the appropriateness of the developed module with the users/hawkers). It was conducted towards 40 hawkers surround Yogyakarta as the research subjects. This research found: (1) EMH in which embedded with CLLA was appropriately to use for hawkers by considering that the test result showed the hawkers' English competence significantlyimprovement(7.20 > 5.00 with alpha = 0.05) and (2) CLLA is appropriately developed as an approach to use in ELT materials development. The judged materials, then, may be used as a guidebook for hawkers in conducting their communicative services towards foreign tourists particularly in Yogyakarta.

Keywords: CLLA, approach, model, developmental research, ADDIE

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1 INTRODUCTION

Yogyakarta today, has become one of the leading tourism destinationsafter Baliand Jakarta. Hence, this sector needs to be improvedparticularly connected withthe provision of adequate services and accomodation, including the existenceof hawkers who are able to provide communication services for foreigners.Beside tour guides, communicative competence must be mastered by tourist drivers and hawkers as the front stakeholders who commonly get in touch directly with tourists. Such service needs improvement for the sake of providing professional services for foreign tourists, namely by enabling them to communicate in English. This must be realized by remembering that according to the available data, there was significant improvement on the foreign tourists arrivals, *id est*, around 14.02% annually (http://hileud.com).

Beside improving both the quantity and quality of tourism, Javanese culture as the valuable ancestors' heritage should have prior attention as well. Javanese culture are valuable primarily related to the historical heritage must be maintained as a mandate of the founding ancestors. It is also stated in one of the missions of long-term development of the city of Yogyakarta, in which of them is to realize the city of Yogyakarta as the leading tourism city in Southeast Asia in 2025 (RPJP DIY, 2008).

Unfortunately, the facts showed that the relevant stakehodershave never been served significantly by English training which is really matched with their job needs particularly in providing communicative services to foreign tourists (Rahmawati, 2011). Whereas they need to have communicative competence to provide information concerning the existence of cultural heritage which in addition can increase the income of local/foreign devizen.Communicative competence can also be used as a means to introduce and preserve the Javanese culture sothat it can be widely known by other societies and/or nations. Such language competence can be developed through English module which accesses local culture as one of the regional missions.

Referring to the above issues, thisresearch was generally intended to design a model of local cultural content English training materials specifically addressed to hawkers in Yogyakarta City in which content are embedded with javanese culture. It investigated the following aspects: (1) analysing hawkers' needs embedded with the mission of Yogyakarta to conserve local culture; (2) designing the javanese cultural content English training materials for hawkers for the sake of enabling them to provide communicative services for foreign tourists; and (3) finding the appropriateness of the understudied cultural content English for hawkersto improve their communicative competence. Implicitly, this study also aimed at conserving local culture through the discourses embedded within the English guide materials for hawkers that is called EMH (English Module for Hawkers) using cultural language learning approach (CLLA).

CLLA is defined as an approach used in English language learning (ELL) or ELT in which the target discourses are embedded with the cultural heritages existed surround the teaching/learning area. In this research, CLLA concerns with the existence of javanese heritages. This Approach accesses some principles of Communicative Language Learning (CLL). In this research, English Module for Hawkers (EMH)was contemporary developed, in accordance with the development of the modern English language teaching (ELT) concept.

Nunan (1999: 89) and Richards & Rodgers (2001: 223)distinguished between the teaching of traditional and contemporary English, as follows: (1) learning activities actually performed interactive communication; (2) the activity of language used in the form of assignments that encourage and improve the mastery of language skills; (3) language learning allows learners to improve the quality of learning. In accordance with the aforementioned concepts, it can be referred that traditional and modern or

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contemporary ELT has crucial difference. The traditional much focuses on the language forms or usage, while the contemporary ELT much more focuses on teaching of language in use, that are more concerned with the use of language as a means of communication.

It is written above, that EMH as the product of this research contains discourses concerning with local culture. Culture is defined as the result of the mind of man that continues to evolve in accordance with civilized society which has the culture(KBBI, 2005: 169). Therefore, it must be conserved among other through language learning materials. The javanese culturewhich should be preserved, are: the building (such as temples, palaces, models joglo), works of art (such as: various types of puppets, *Ketoprak*, various javanese dances, *batik*, and dagger or kris). If not preserved, the cultural property could become extinct or were claimed as the property of other nations.The local culture, which is considered very specific and should be preserved among other are: the building (such as temples, palaces, models joglo), works of art (such as: various types of puppets, *Ketoprak*, various javanese dances, *batik*, and dagger or kris).

This study was also supported by writer's previous researchsentitled"Designing English Training Materials using Functional Approach"(2008),"Designing English Guide Book for Tourist Guides of Sonobudoyo Museum" (2013), and "Designing English Training Materials for Foreign Tourist Drivers" (2014). The findings showed that the stakeholders involved in those research areas were not well-preparedwith English competence which really matched with their (users') needs. The researchs produced three guide booksthat reallymatched the needs ofthe users, namely migrant workers, Sonobudoyo tourist guides, and foreign tourist drivers.

2 METHOD

Appropriately to its objectives, this research uses Research and Development (R & D) or Developmental Research (DR). R&D is an industry-based development model which is then, tested in the field, evaluated, and refined to achieve the criteria of effectiveness, quality, or standards to be expected. Its main purpose is not to formulate or test the theory but rather to develop a product that is effective and can be used in educational programs (Gall and Borg, 2003: 569). Referring to such concept, this project was conducted in three stages namely: (1) exploration stage in the form of analysing needs of training materials as the basic of designing appropriate English materials for hawkers, (2) development stage which was intended to develop the designed module cyclicaly and judged its appropriateness with the users/hawkers, and (3) experiment stage which was intended to validate the appropriateness of the developed module through pre and post-test as the main instruments. This research totally involved 40 hawkers earning their living by hawking wares to tourists visiting Yogyakarta. Based on the preliminary observations showed that theywere not only originally native inhabitants of Yogyakarta but also came from other regions. Their ages were between 28 and 60 years. Their educational background also varied, from elementary schools, junior high schools, and senior high schools.

Since it is a multi-method, the used instruments are also various and categorized into three stages. The first stage (exploration), uses "open-ended questionnaires" and interviewing conducted to obtain actual data related to learners' needs (Seliger & Shohamy, 1989: 161). There were two stages questionnaires in this case, namely as follows. The first questionnaire was intended to validate learners' needs as the basic of developing learning objectives and learning materials content. In this case, learners are

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encouraged to select options available within it. The second questionnaire aimed at exploring hawkers' needs and their difficulties in using English as the target language understudied.

The results were used as the basic to design learning materials prototype to be investigated. This research used both quantitative (numerical) and qualitative (documented) data sources. Data source is a document provided at the research setting (McDonough & McDonough, 1997: 225). Data sources available within this first stage was in the form of needs analysis, result of interview, and various documents related to the research subjects, namely hawkers domicile surround Yogyakarta. Interviewing and documentation were used to portrait or explore issues connected with English learning difficulties. Thus, this difficultieswere used to base materials prototype design.

In this case, qualitative data is gathered through "open-ended interviews" and needs analysis of the hawkers as the research subjects. The gathered data were used as the basic of learning treatment in which then analysed using criteria of standardized materials suggested by Hutchinson & Waters (1994: 62-63). Such data were identified to define target materials that matched and relevant with the defined segmented discourses (Seliger & Shohamy, 1989: 205), namely connected with local culture introduction. The result of the hawkers needs analysis, then, analized based on Hutchinson & Waters' checklist (1994: 62-63) to get information about 'needs', 'lacks', and 'wants' of the research subjects regarding to their learning difficulties.The gathered informations were used to design material's prototype.

The second stage (development), used prototype of the target learning materials that were embedded with local culture and implemented cyclically appropriately with the learning needs adequacy. The prototype was taught toward ten hawkers cyclically, through the following procedure.

> *Design → implementation → evaluation → revision → design the revised materials → implementation → revision → et cetera*

This development stage involved 10 hawkers living in Yogyakarta. The setting focuses on the learning process conducted cyclically using the target language developed within the prototype understudied, namely EMH using CLLA. The number of cycles depends on the situation and condition of the participants during theirlasted learning process. The module prototype which has been implemented cyclically (until achieving the defined target language use), then, is legalized through expert judgement from the English teaching expert. The materials was validated using related theories (theoretical tri-angulation). This means, that the defined materials was legalized by referring to theories of designing standardized materialssuggested by Hutchinson & Waters' *checklist* (1994: 62-63).

The third stage (eperiment), used pre and post-test conducted toward 40 hawkers. Pretest was intended to get information related to the learners' intakes (early English mastery) particularly on how to introduce local culture in English to foreign tourists. Post-test was intended to obtain information related to the appropriateness of English materials design which contains local culture as the target of this study. The test was conducted orally to habitualize learners to use English as the target language in this research. Test was held authentically by using Role-playing. Such activitywas considered authentic for it involved language use interactively and appropriately to the given situational contexts. During the lasted cyclical role-plays, they were observed and assessed to find the data of their learning achievement. Assessment was handled by referring to the selected 'rubric speaking assessment' suggested by O'Malley and Pierce

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(1996: 84) as a guidance to judge the learners' learning achievement through their language performances.

This stage involved only one eperimentalgroup, so it did not provide a comparison group (control group) by considering the number of hawkers available along the research area. This group was observed, tested or measured its learning achievement (Seliger & Shohamy, 1990: 138). In this case, the group consistedof 40 hawkers who were given observable treatment in the form of English training for ten meetings, each meeting consisted of 90 minutes. They were pretested before training to find data of their early English competence. After having training, they were tested orally and assessed based on the defined rubric scoring.

Data in the 3rd stagewas in the form of quantitative data, *id est*, the results of pre-test and post-test (Cohen *et al*, 2000: 392). This reflects learning achievement using the target understudied materials design. Pre-test was done before treatment to find learners' English real intakes (their basic acquisition of English). The result of the two tests was compared through statistical computation and then, analyzed using t-test which the result reflects the materials appropriateness with the users (hawkers).

In this stage, the study focused on the following procedure: (1) designing research instrument stressed for oral test; (2) pretesting, to find the research participants' spoken English intakes; (3) treating the judged English module for hawkers (EMH); (4) testing the participants' spoken English competence to find the appropriateness of the judged module towards the hawkers' needs by using single group design of experimental model; and (5) analysing the result of the two given tests statistically using t-test formula.

Conceptually, a good test must fulfill the following requirements: validity, reliability, feasibilityand practicality(Harris, 1969: 13; Arikunto, 1996: 63-110). Validityrefers tomeasurementtoward the aspects that should be measured (Seliger & Shohamy, 1989: 188). This research usedcontent validity and construct validity to measure validity of the understudied English training module. This validity is used to obtain data related to the materials content that should be measured. As it is suggested in Sugiyono (2010: 177), to find its construct validity, this research usedexpert's judgement. This expert's judgement was conducted through in depth theoretical study (theoretical tri-angulation), namely, by designing the research product based on the theories on designing standardized materials suggested by Cunningsworth (1995) and Hutchinson and Waters (1994).

In this case, statistical computation wasconducted using Split-Half Methodby considering its practicality and efficiency. The result, then, was computed using Spearman-Brown formula to find the coefficient number of test realibility (Arikunto, 2009: 93). The result of computation using the aforementioned formula was, then, used to definethe appropriateness of the judged moduletoward the needs of the hawkers who provide communicative services for foreign tourists visiting Yogyakarta.

3 FINDINGS AND DISCUSSION

It has been written above that this research was conducted into three stages, namely exploration, development and experiment. Appropriately with the defined research questions, this research found as follows.

Firstly, exploration is mainly addressed to find out the result of needs assessment both of the hawkers and regional needs regarded with the mission to conserve regional culture and to improve tourism quality which in this case is through its hawkers communicative competence for the sake of providing communicative services for foreigners. The findings showedthat since they were categorized into false-beginners

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level (*id est* they have ever learnt English but keep unable to use it to communicate with foreigners) the materials prototype was designed from the very beginning level. The teaching materials content are particularly around: (1) introducing the names of the wares or commodities for sale, such as clothing, bags, souvenirs, traditional foods and drinks and handycrafts; (2) the way to offer their wares or commodities using target language simple expressions, such as 'Do you need souvenirs, Sir/ma'm?', 'Please have our traditional foods and/or drinks, Sir/Ma'm', 'Would you buy ....(name of wares) Sir/Ma'm this is very special for your family', *et cetera*; (3) Offering Wares Price; (4) Refusing Bargaining or Bidding; (5) Returning Rest-Payment/Change; (6) Describing the Wares: Food or Drink Taste and Ingredients, Clothings Convenience, Manufacture Garments, *et cetera*.The more detail depiction regarding to the content of the designed EMH is presented at Table 1.

The first stage data obtained by analysing participants needs through the results of interviewing. In this stage, the ten participants who earned their living as hawkers in Yogyakarta were interviewed in English using simple daily expressions (English for threshold level). The result was very surprising, that was, all of them were not able to response any of the interviewer's stimulus or questions. They admitted that they understood what the interviewer was saying but they could not answer using English words. This was surprising by remembering that they had ever learnt English for several years before. Such condition is categorized into the 'false-beginners' level. False-beginner level is level of English learner where they have ever learnt English for years but keep unable to use it to communicate with other speakers (Bailey, 2005).

Second, the second stage found qualitative data in the form a document of EMH prototype which has been developed through the limited cyclical implementions towards ten hawkers earning their living in the tourist resort surround Yogyakarta and has been both theoretically and statiscally judged appropriately with the hawkers or the users' needs. Theoretical judgement was conducted through triangulation theory using Hutchinson and Waters (1994; 2007) concept on designing standardized ESP.

In this study, the level of study used was English for false-beginners inspired by Bailey's (2005)concept. She implied that false-beginning level is addressed for those had been ever learning target language for years before the next learning opportunity but they keep unable to use it to communicate with the target language users. Due to that reason, the EMH was designed by embedding adequate language functions (inspired by Willkins' 1987 'adequate language grammar' concept), that is, by utilizing language expressions which were really needed to use in their jobs particularly to provide communicative services for foreigners. The language content was in the form of contextual dialogues connected with the hawker's job particularly to provide communicative services for foreigners visiting Yogyakartathat was also embedded with regional cultures.

Table 1. Depiction of Linguistic Content in the EMH (English Materials for Hawkers)

Cycle	Linguistic Target	Demonstrated Language Competence
1	Introduction to Wares/ Offering Commodities for Sale	Introducing the names of the wares or commodities for sale, such as clothing, bags, souvenirs, traditional foods, drinks and handycrafts; Is there anything I can do for you, Sir/Ma'm? Souvenirs, please? Do you need specific/unique gifts?
2	Offering	'Do you need souveneers, Sir/ma'm?', 'Please have our

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	Wares/ Commodi-ties	traditional foods and/or drinks, Sir/Ma'm'; 'Would you buy ....(name of wares) Sir/Ma'm this is very special for your family', *et cetera*;
3	Offering Wares Price	'This is Bakpia, traditional meal of Yogyakarta. It is delicious but cheap Sir/Ma'm'. 'This is original printed Batik of pyjamas, a bit expensive but very convenient to use'. 'Would you buy special traditional handicraft from Yogya Sir/Ma'm? This is unique *Becaks* or Tri-cycle Toys and this is *Andong,* made of woods'. 'This is keychain shaped wooden puppet, there are various puppet characters' here. You can choose it.' 'Or, you would take this building miniature of Yogyakarta Palace/Borobudur/Kalasan/Prambanan Temple?'
4	Refusing Bargain or Bidding	'No, thanks. You cannot get it Sir?Ma'm'. 'It's okay, but if you take ten pieces/ a pair of it, you'll get five percents discount'. 'Not yet get it, Sir/Ma'm. This is cheap enough'. 'So, sorry. This is not expensive. This is fixed price'. *etc.*
5	Returning Rest-Payment/ Change	'Here is the change, Sir/Ma'm. Fifteen thousands, right?' 'Could you pay in fixed money, please? 'I am so sorry, but isn't there any fixed payment, please?'
6	Describing Wares/Com-modities	Various expressions for describing traditional foods or drinks taste, ingredients, clothings convenience, types of garments manufactures, temples miniature *et cetera*.

The regional cultures were introduced through the wares' types sold by the hawkers, such as souvenir miniatures of temples, palace, traditional vehicles like *andong*, *becak*, keychains shaped puppets, leather puppets, traditional meals like *geplak*, *bakpia*, *jenang dodol*, various *kripik* or meals made of cassava or sweet potatoes, *et cetera*. All of the aforementioned traditional goods sold by the hawkers were included into the designed materials of EMH connected to the way to introduce it, description, telling the prices, telling ingredients and taste, and so on. The purpose of embedding the aforementioned traditional things, foods and drinks is to introduce and to make them conserved and wellknown by the foreign tourists to avoid other nations admission.

Third, in the third stage this research found that the developed EMH experimented was judged as both conceptually and statistically matched with the users' needs by considering the following aspects: (1) conceptually, EMH was designed not only based on the theory of designing standardized materials but also theory of English language teaching/ELT matched with the users; (2) methodically, this study used accurate procedural multi-methods involving exploration, development and experiment that comprehensively guarants its findings validity (with coefficient number 0.76); (3) statistically, based on the quantitative data analysis conducted through statistical computation showed that the gain score showed that the average post-test result was higher than the pretest (7.20 > 5.00). The tests were conducted towards 40 research participants (40 hawkers earning their living surround Yogyakarta).

3.1 The Weaknesses and The strengths of EMH Module

EMH was designed based on the result of needs analysis of the users, namely the hawkers earning their living along Malioboro street Yogyakarta. Linguistically, it contains English for Specific Purposes (ESP) which is integrated with the existed local culture in the forms of oral or spoken texts such as monologues, dialoguesand conversations between hawker and foreigner/s as the target language to be taught.Thus, this materials does not fulfill the whole concepts of English teach completely as the concept of ELT as for formal school learners that must explore the teaching of four skills (listening, speaking, reading and writing) and the four linguistic competence aspects (*id est* startegic, grammatical, speech and sociolinguistic) as defined by Canale and Swain (1980).

The four linguistic competenceare:(1) strategic competence –the way in which students "manipulate" the language in order to achieve their aims (Brown, 1994); (2) grammatical competence – refers to comprehension of morphology and syntax, the use of vocabulary and its mechanics, including aspects such as pronunciation and intonation; (3) competence in speech – means the ability to apply the formal aspects of a language coherently in order to keep the communication comprehensible; (4) sociolinguistic competence – is also an important part of language learning, because formal knowledge of a language does not prepare the student for using it effectively and fluently – it is also necessary to know what the likely outcome will be in social and cultural terms.

In this case, EMH only accessed minimum parts of the linguistic competence and skills. Itlinguistically focusedon speaking and reading skills andimproving the strategic and sociolinguistic competence. This means, that the learning process explored the use of language based on situational contexts faced by the learners related to their daily jobs and socio-cultural aspects existed in their surroundings (javanese culture).The latter involved Cultural Language learning Approach (CLLA) which aimed at introducing the javanese cultural heritages to foreigners through communicative services provided by the hawkers after learning and aquiring EMH. In this case, both linguistic and skill aspects were integratedly learnt through direct practice related to the way on offering their wares or commodities.On the other hand, by limiting the scope of both linguistic and language content, they were able to improve their English use briefly sothat they can directly practise it toward foreigners who needed their communicative services easily.

Referring to the above explaination, it can be concluded that the weaknesses of EMH is: (1) it can only be used for hawkers surround Malioboro street for it was designed based on their needs; (2) it contains limited liguistic and language target aspects; (3) it cannot be used to develop English academic purposes, for it only developed integrated skills in simple way. But EMH also has its strengths, among other as follows: (1) it is easy to learn and practise for it contains daily epressions that has been matched with hawkers'needs; (2) it is unconsciously encourage the users to improve their English oral skill; (3) it can be used without tutor.

4 CONCLUSIONS AND SUGGESTIONS

In a nutshell, based on the above discussion, it can be concluded as follows. (1) Exploration stage showed that the needs of English training materials EMH; (2) the development stage resultedthat the designed EMH was appropriate to use as a guide to provide communicative services for foreigners based on both the theoretical (referring to Hutchinson and Waters 1994 checklists) and practical judgements (referring to the average results of learning achievements) used as the basic criteria for a standardized materials; (3) the experimental stage was matched with hawkers' needs and regional

mission by considering that the gain score showed significantly improvement, that was 7.20 > 5.00 with alpha significancy 0.05.

This research findings are considered beneficial to refer both practically and theoretically intentions. Practically, the research's product which is in the form of EMH can be used as a guide for the hawkers in conducting their daily jobs particularly in providing communicative services for foreign tourists. Theoretically, the research findings may be referred by the relevant researchers to get illustration on how toconduct developmental research using CLLA, beside understanding the concept of CLLA itself. Therefore, it is suggestedfor the next relevant researcher to extend relevant study.

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