

## Ethnopedagogy-Based English for Tourism Teaching Techniques

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### ABSTRACT

Ethnopedagogy is a learning trend that integrates learning and local wisdom, including in teaching English. This study aims at analysing the Ethnopedagogy- Based Teaching Technique for the subject of English for Tourism in the English Education Study Program, Faculty of Teacher Training and Education, University of Banten Jaya. Data were obtained through observation and interviews with 2 lecturers who teach English for Tourism. From the results of observations and interviews obtained 7 techniques in teaching, namely (1) Picture Describing, (2) Brainstorming, (3) Interview, (4) Role-Play, (5) Storytelling, (6) Find the Difference, and (7) Reporting. In the Implementation, the lecturers always connect with local wisdom in Banten area.

**Keywords:** *Ethnopedagogy, Teaching Technique, English for Tourism*

### INTRODUCTION

Ethnopedagogy is a learning trend that integrates learning and local wisdom, including in teaching English. The author made this article for research material that will focus on the analysis of English for Tourism teaching techniques based on ethnopedagogy of the English Education Study Program, Faculty of Teacher Training and Education, University of Banten Jaya.

Banten is a Tourist Destination Object which has developed both on a national and international scale. The rapid development of tourism in Banten province is inseparable from tourism services that determine the development and progress of the tourism sector in Banten itself. Tourism services itself is one of the rapidly growing sectors that focuses on people's travel activities for a temporary period of time by visiting certain destinations for recreational purposes, personal development, or studying the uniqueness of tourist attractions. In this tourism service, one of the most important elements that are in direct contact with tourist services and increasing investment is a tour guide; namely someone who is in charge of providing guidance, information and instructions about tourism objects and helping with everything that tourists need (Kruczek, 2013).

According to Article 14 of Law 10 of 2009, in carrying out their duties, a tour guide must have sufficient service qualification standards and competencies in the form of attitudes, knowledge, technical skills, language and a code of ethics for the tourism profession that has been ratified. In this regard, as an educational institution, the Department of English Education, FKIP University of Banten Jaya (UNBAJA) has been adapted to the needs of the job market share where students get several concentration courses, namely English for Tourism; one of them is English for Tour Guide.

Thus, the English Education Study Program of FKIP UNBAJA is expected to produce graduates who have vocational disciplines with additional competence in English for Tourism and are highly dedicated who meet optimal standard requirements to be able to face challenges

in the future, they are also highly competitive, and of course continue the relay as a cultural tourism agent in the Banten region, maintain, preserve and introduce Banten's local wisdom as a tourism attraction.

Local wisdom has recently received attention, especially in supporting the progress and direction of tourism development in Banten province in the future. Local wisdom has pedagogical value to regulate behavior that is beneficial for the common interest of the community (Lutfianto et al., 2020).

It is considered as local content which is taught for several purposes:

1. Equipping students with attitudes, knowledge, and spirituality in their respective areas
2. Preserving and developing regional advantages and wisdom that are useful for themselves and their environment in order to support national development.

The values of local wisdom can be applied to English for Tourism teaching materials in order to improve the quality of learning so that later it is expected to be able to facilitate graduates to meet the standards described above.

The aspects contained in local wisdom can be applied through ethnopedagogy. Local wisdom has values that are able to influence the available choices of forms, ways, and goals of sustainable action. Ethnopedagogy can play a role in education based on cultural values for teaching and learning in the context of teaching as cultural activity and the culture of teaching (Rahmawati et al., 2020). The values of local wisdom as a source of innovation in the field of culture-based education of local communities need empowerment through adaptation of local knowledge and reinterpretation of local wisdom values (Selasih & Sudarsana, 2018).

Based on the explanation above, this research is to find out the extent to which ethnopedagogy-based English for Tourism teaching techniques are implemented at English Study Program, University of Banten Jaya. This teaching technique will later be useful for realizing a learning process that emphasizes students' mastery of English, especially English for Tourism that are in accordance with the characteristics of Banten cultural tourism. This study will formulate an English teaching technique based on local wisdom that can provide opportunities for students to learn real communication with topics raised in accordance with local wisdom so that students are able to communicate in relation to providing detailed information about Banten, the culture in Indonesia. Banten area which includes the value system, language, and traditions of the Banten people, community skills, natural resources and human resources, as well as the community structure and social life of Banten people who still uphold customs which are a very extraordinary attraction so that they can attract many tourists. The introductory section mainly contains: (1) research problems; (2) insight and problem solving plan; (3) formulation of research objectives; (4) summary of theoretical studies related to the problem under study.

## **METODE**

This research is a qualitative descriptive study to analyze the ethnopedagogy-based English for Tourism Teaching Techniques to students of the English Education Study Program, Faculty of Teacher Training and Education, University of Banten Jaya. Data were collected through observation and interview methods using an observation checklist and interview

guidelines. Then the data obtained were analyzed qualitatively using data analysis by Milles and Huberman (1994).

## **RESULT AND DISCUSSION**

The data obtained through observation and interviews for Ethnopedagogy-Based English for Tourism Teaching Techniques. Data were obtained from 2 lecturers who taught English for Tourism subject who tried to apply the concept of ethnopedagogy. Teaching English for Tourism held at University of Banten Jaya more emphasis on listening and speaking skills. Reading and writing aspect are given a smaller portion. Lecturers assume that most of the skills that must be mastered by a tour guide are oral communication skills. There are seven teaching techniques that are often used to develop students' skills in English and knowledge of ethnopedagogy. The techniques are (1) Picture Describing, (2) Brainstorming, (3) Interview, (4) Role-Play, (5) Storytelling, (6) Find the Difference, and (7) Reporting.

### **(1) Picture Describing**

Students' speaking ability should be improved by using Picture Describing Technique; namely the activity to describe the image through the ability to speak. Describing pictures is a very effective activity to activate speaking skills (Andriyani & Apriliyana, 2021). Students are given some pictures about symbols, traditions, and local culture which they then describe either individually or in groups. This activity is also able to increase the creativity and imagination of students as well as the ability to speak in public.

### **(2) Brainstorm**

Brainstorming is a teaching technique that expects students to think critically. Brainstorming is an effective technique to develop students' speaking skills (Fitriah et al., 2022). Brainstorming is a problem-solving activity that provides a sense of security to criticize to build student creativity (HajAlizadeh & Khorasani Anari, 2016). Students are invited to think critically to answer questions that may be submitted by tourists, which are often tricky questions such as "Are the rest of the ceremony garbage?". As a prospective tour guide, students must be able to answer these questions by describing the problems one by one using brainstorming techniques. Brainstorming in teaching English for Tourism is carried out by providing a topic that is related to the issue of ethnopedagogy / local Banten wisdom which will then be discussed to find the most ideal answer to the topic.

### **(3) Interview**

Interviews are very effective activities to facilitate students to practice speaking and listening (Maca, 2020). Most of the English for Tour Guide learning activities utilize the question and answer method associated with ethnopedagogy. Students interviewed each other about local wisdom, the meanings of symbols, traditions, customs, and local culture of the Banten people. Students take turns asking and answering questions related to the topic. To assess students'

speaking ability, lecturers use an assessment rubric to assess speaking ability. In addition to conducting interviews in class, students are also given the opportunity to practice interviews with native English speakers outside the classroom.

#### **(4) Role Play**

Role-play is one of the learning activities that are often carried out for teaching English, and it is also considered very appropriate to be implemented in ethnopedagogy-based English for Tourism teaching technique. Role-play is a learning method in which students directly act out a problem that focuses on issues regarding human relations. Students are given the opportunity to describe or express a character being played and other students are given the task of observing the progress of the drama. In certain parts, for example in the middle, the teacher can stop the drama and give students the opportunity to express opinions and criticism regarding the learning material being studied (Winardy & Septiana, 2023). Role-play activities are effective activities to improve students' speaking skills (Baibakova & Hasko, 2022). There are two types of role-play activities, namely scripted and unscripted role-play. In this activity, students play various roles according to the context of the material. For the development of local wisdom, the roles that can be played are as tour guides, tourists, and local communities, especially as a tour guide students have to be able to explain not only about the tourism spot itself but also the culture, the custom, tradition and historical value.

#### **(5) Storytelling**

The storytelling technique has been proven to be effective in improving students' speaking and understanding language skills, and it is also can improve students' abilities in all field and motivate students at same time (Zare-Behtash et al., 2016). Storytelling technique can enable understand and feel the atmosphere of the story, making it easier to understand the language used in the story. Furthermore, this technique is appropriate used by lecturers to connect the English taught with the ethnopedagogy found in Banten area. Lecturers train students' storytelling skills, especially about local Banten wisdom, for example, telling the origins of places visited while traveling and the meaning of symbols in Banten. Storytelling is one way to explain information to tourists.

#### **(6) Find the Difference**

In guiding the tour, the guide will often explain information that is different from the information held by tourists. For example, the seren taun event in Cisungsang village of Lebak-Banten tends to be very lively and even more festive than the fishermen's day in bayah coast. So in the process of explaining these traditions, students must be able to show or compare between local traditions and those ones of tourists. Find the difference is an effective activity to improve students' speaking skills by comparing two different things so that they can see the difference. This activity can also be carried out in groups or individually using image, video or realia media.

#### **(7) Reporting**

As tour guides, students not only have to know historical information and the meaning of symbols, traditions, and culture but also know the latest information about phenomena that occur in the world or in Banten. As a professional tour guide, students must be able to convey the latest information. This activity is also carried out by lecturers to develop students' speaking

skills. Aboe stated that the news-report technique was able to improve speaking skills (Aboe, 2018).

Before class, students are asked to read the mass media and watch the news to find out information that will be reported back (reporting) in class. The topics discussed are general topics and do not cause offence.

## CONCLUSION

Ethnopedagogy-based English for Tourism Teaching Techniques for English Education students mostly uses several teaching techniques, namely: (1) Picture Describing, (2) Brainstorming, (3) Interview, (4) Role-Play, (5) Storytelling, (6) Find the Difference, and (7) Reporting. The technique allows students to speak and integrate ethnopedagogy into learning materials.

This research is expected to be able to provide a reference for English for Tourism subject, teachers do not only emphasize English itself but they are able to internalize local wisdom which is executed with ethnopedagogy.

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