

Development of Local Cultured Textbook for Improving the Speaking Ability of Foreign Workers in Indonesia

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Foreigners working in Indonesia, tend to find it difficult communicating with locals. The Indonesian government has mandated workers to possess a certificate Indonesian language ability. Therefore they need to learn the language. Nevertheless, several Indonesian Language Studies have no proper learning material especially on local culture understanding so this study aims to develop it. This research and development have 3 main stages namely exploration, development, and experimental step.

Key words: *Local Culture, Speaking Ability, Indonesia, Foreign Workers*

Introduction

In December 2015, the Indonesian government waived visa visits for 174 countries. This visa-free policy opened up opportunities for many foreigners learn the country's culture (90%), practising their profession (90%), learn the Indonesian language (89%), and work (90%)(Johnson, 2014). The ASEAN free trade policy which was introduced in 2015 has also attracted foreigners to work in Indonesia. However, they experience difficulties in communicating in the country's local language which is relevant to the legal basis as established by the government in Law No.24 of 2009 and Chapter VIII Article 45 No.13 of 2003 concerning Manpower. According to the Director of Ministry of Manpower, Hery Sudarmanto, "one of the techniques used by the government to protect Indonesian workers is through their ability to speak and write the language" (Jun, 2015). Therefore, companies should consider foreigners skilled in fields and the ability to speak in the language. The state

is however obliged to protect its citizens from being alienated by the arrival of foreign workers (Alwi, 2011).

In line with these rules, the Office of Manpower, Transmigration, and Population in Central Java took concrete steps with the attachment of Indonesian certificates when registering or extending work permits in Indonesia. This certificate is mandatory, without which workers are granted six months of access to work prior to when it is obtained (Amelia, 2016). The Central Java Government in collaboration with Semarang State University (UNNES) facilitates the certification process, with the approval of over 20 Indonesian Language Studies offering similar service.

Many people learn local languages and cultures as a solution to dealing with cultural differences associated with their working environment. The teaching of Indonesian language cannot be separated from the introduction of the country's various cultural treasures. Teachers tend to become agents of cultural intermediaries filled with symbolic values, and intercultural speakers based on the critical philosophy of education (Bandura, 2005). This enables foreigners to understand the noble values contained in the local culture, thereby creating excellent communication without cultural shock.

Indonesian language learning classes for foreign speakers have been conducted for a long time, with limited teaching culture incorporated into the language material. The class conditions failed to support students' ability to speak optimally, due to the teacher's inability to maximally bring out the potential and willingness of students to communicate (Darmuki, A; Andayani; Nurkamto.J.&Saddhono, 2018). The learning speaking skills, described as a material with the local culture, can encourage foreign workers to participate in the communication. So, the research questions are:

1. What are the benefit and weaknesses of the previous textbook that used by Indonesian Language Studies?
2. How does the textbook develop by local culture?
3. How is the textbook contented by local culture effective to improve foreign workers' speaking ability?

Method

This study uses the research and development (R&D) approach adapted Borg, Gall, and Gall (2007) by some steps as follows:

Exploration Stage

The research design is a qualitative description that takes Indonesian Language Studies in Universitas Muhammadiyah Purwokerto as a sample. The instruments are questionnaire, test (before and after test), books analysis form, and some questions list for interviewing students and teachers. The data collection was taken by collecting the answers, giving a test, analysing cultural content on the textbook and writing the answer of interviewing students and instructors.

This stage tried to find the weaknesses and benefits of previous textbooks, syllabus, and description of strength, weaknesses, opportunity, and threats of textbook contented by local culture.

Prototype Development

This study develops textbook prototype contented by local culture. Focus group discussion is one of the source data to get the appropriate syllabus, theme and material for developing textbook. Ten Indonesian teachers meet and discuss the prototype. After the prototype is done, the expert gave some comments and judge to make it better. Expert judgement used some assessment form.

Experimental Stage

The research design as a pilot phase was carried out in the control and experimental classes to test the effectiveness of the textbook. Classes were chosen at the Universitas Muhammadiyah Purwokerto, due to the location of their place of work. Speaking test takes before and after treatment by textbook. The data collected consists of five aspects namely pronunciation, intonation, fluency, appearance, and content of the conversation.

Result and Discussion

This study aims to develop a textbook with the addition of cultural ethics in the following stages:

Exploration Stage

In this stage, interviewers were conducted by 5 teachers to know the condition of textbook used by them and to determine the need for local cultural textbooks. Questions asked include: 1) Has your Indonesian Language Studies (ILS) developed textbook with local cultures?, 2) If no, what textbooks are used for teaching? 3) How do you introduce local culture?, 4) What problems arise when foreign workers fail to understand the culture in their work environment

or neighbourhood?, and 5) In your opinion, what local culture information must the foreign workers get to adapt in Banyumas, Indonesia?

The five teachers have varying answers as follows: 1) The teachers said that they have not developed textbook with local culture, 2) they still use a textbook from other ILS and they must adapt the content with the Banyumas local culture. It takes more time because the material from other province has different culture, 3) Cultural recognition was conducted by visiting some tourism places, visiting cultural parks, and bring some traditional picture in classroom, 4) workers had difficulties when speaking directly with the community, and are most times shocked by the differences habit, and 5) local culture information for foreign workers are relating to their workplace, time discipline, different food or drink, how to dress up, how to treat older people and others.

A study was conducted to complete the data needed for language materials by searching for local cultural content contained in textbooks used by teachers using a total of 14 books with 3(21%) integrated local culture the materials. Also, six (42%) of other books discussed culture as merely a place name or introduction, while the remaining (35%) focused more on language and grammar material.

Furthermore, the results of interviews are (a) local culture textbooks are needed, (b) the need for learning processes in the form of theory and practice for textbooks, (c) learning books are equipped with syllabus and ways of teaching the language, (d) learning is carried out more communicatively, (e) by having local culture content in textbooks, foreign workers do not study twice in language and culture classes, and (f) the importance of cultural knowledge especially relating to the way of communication and socialisation with local society. These five things are in line with the relevance of teaching material to cultural values which made students understand Indonesia as a whole (Hermayati, 2007).

Prototype Development

The process of developing this textbook has several stages which include teacher's advice through a focus group discussion (FGD) and expert judgement. Preliminary observations show that foreign workers do not have the ability yet to: (1) speak fluently, (2) choose and use the right words, (3) arrange ideas systematically and coherently, (4) properly make use of pronunciation and intonation during speaking, and (5) communicate ideas in class. Activities carried out in the FGD to solve the problems are as follows: firstly, a syllabus for learning the language by considering competency standards, essential competencies, and learning objectives was designed. The purpose is to develop communication skills as an element of culture and context(I. A. Khan, Asif, Hashmi, & Azeddou, 2017). The difference between before and after the focus group discussion can be seen in these tables:

Table1: Syllabus form before FGD

Meeting	Topic	Competence	Indicators	Language Aspects	Resources
1	Raden Kamandaka	Understand the content of story	Foreign workers can: 1. Understand the storyline 2. Understand character 3. Understand the local cultural elements 4. Retell the story	In my opinion... In my country I, ... I like Raden Kamandaka because...	Indonesian textbook Worksheet Picture Video Audio Story compilation books

Table 2: Syllabus form after FGD

Competency Standards	Speaking	Learning Activity	Theme	Local Cultural Content
M1.1.	Able to participate in a conversation about a general topic of spontaneous interest or daily attention, for example about family, hobbies, work, travel, and daily activities	Ask questions about daily activities related to family. Tells about how to make friends in Indonesia and country of origin. Get to know Jatijajar Cave which is famous for Raden Kamandaka folklore	Family relations and friendship (Raden Kamandaka)	Good attitude in friends Manners of relations between men and women in Central Java Visiting hours Make friends with anyone Appreciate the older

Secondly, the textbooks were compiled to determine their competency standards. The FGD suggested using the competency standards in CEFR (Common European Framework of Reference for Languages) and adjusting to the competency standards issued by the language center, namely are (M1.1) able to understand the main topics of information delivered in a rather complex and clear language about everyday things encountered in work, education, and leisure time; (M1.2) able to understand and express in a rather complex and clear language about various things in themes related to personal interests; (M1.3) able to

understand and express again in oral and written form about various matters concerning the surrounding environment; (M1.4) able to express thoughts and feelings quite smoothly when facing various situations during a visit to Indonesia, especially in the cultural aspects; (M2.1) able to briefly express experiences, events, hopes and ambitions with reasons; (M2.2) able to understand the basic ideas of complex texts and with regard to topics that are appropriate in their fields, both concretely and abstractly; (M2.3) able to interact by expressing ideas spontaneously and somewhat smoothly without significant obstacles in certain themes relating to the surrounding environment, such as in society and current issues; and (M2.4) able to produce clear and detailed texts on various subjects of discussion and explain viewpoints on certain topics while revealing the weaknesses and strengths of those points of view.

Thirdly, to develop basic Indonesian language competencies in the context of the local environment and culture. The eight competency standards are translated into some basic competencies namely able to participate in a conversation about a general topic of spontaneous interest or daily attention, for example about family, hobbies, work, travel, and daily activities, delivering clear and detailed descriptions or explanations on a variety of related topics with interest, able to convey descriptions in oral form about certain topics related to activities in the surrounding environment, able to handle situations that require the ability to speak when visiting Indonesia, able to compose words in a simple way to voice experiences and events, expectations, or ideals, able to convey arguments in discussions, speeches and lectures with spontaneous speech and clear pronunciation, able to convey ideas spontaneously and quite smoothly without significant obstacles in certain themes related to the surrounding environment, as in society and recent issues, and able to explain opinions about something.

Fourthly, design learning methods that vary according to the communicative approach. Design learning methods have significant impact for the speaking ability of foreign workers. They are adults so they like to discuss and present something in front of others. The fifth step of the FGD is to develop a material framework adapted to competency standards, basic competencies and theme sequences, while the sixth stage, developed the material framework into textbooks at the exploration stage.

There were 12 themes developed, namely (1) how to make friends, visiting manners, and curfews, (2) welcome a happy new year containing various customs, (3) the elegant Javanese clothing describing various traditional, development, and batik making processes of clothes, (4) food and drink containing traditional beverage materials, how to make it, ban on eating pork for Muslims, beef for Hindus, and introducing traditional cooking utensils, (5) various types of traditional houses, conditions, and functions, (6) places for worship, religious life, and introducing differences, (7) wedding themes which describe the differences in traditional

ceremonies in Central Java and modern marriages, (8) Malls and traditional markets which describes shifts in shopping habits, currency differences, how to bargain, and the various means of payment accepted, (9) Transportation which describes various means of vehicles, (10) the various Javanese dances, (11) Traditional games which explains its various kinds and practice in accordance with cultural changes and smartphones, and (12) differentiating various types of music, introducing gamelan, kenthongan, etc. The structure of the developed textbook consists of pre-activity by reading simple text, oral questions, some pictures, showing the video relating to the themes, dialogue and speaking practice. It is completed by the teacher guide book so the teacher will adapt easily to inform the local culture to foreign workers. The emphasis of local culture for each unit is how to communicate in the real situation and how to survive in the community. For example the differences of time discipline, they will understand and not get annoyed when they come on time but Indonesian people come so late. They can say politely to their friends and ask them to come on time.

The alignment of cultural themes with the existing curriculum is one of the FGD agendas. The importance of using cultural elements in the curriculum as program targets (Shemshadsara, 2012). In line with this opinion, teachers or curriculum developers in Saudi are required to use cultural elements including beliefs, language, and behaviour for foreign students living in the country (I. Khan, 2016).

The second development process is the assessment of Indonesian language teaching experts. They fill an assessment form consist of some statements namely (1) the material is in accordance with the competencies that foreign workers' need, (2) assignments relevant to foreign workers' ability, (3) the completeness of the material is in accordance with the aim of improving communication and knowledge of local culture in Central Java, (4) the material is accordance with the latest developments, (5) the material is accordance with foreign workers' needs for local culture information, (6) packaging material is accordance with the communication needs of foreign workers, (7) presentation of material according to the flow from simple to complex, (8) the material motivates foreign workers to dare to communicate, (9) the material supports interaction between foreign workers, (10) local cultural material is presented appropriately and according to the competence of foreign workers, (11) foreign workers as Indonesian learners can understand local culture and use vocabulary according to the context, (12) the themes in the teaching material attract the interest of foreign workers, relevant to the needs of understanding local culture, and the surrounding environment, (13) the material is in accordance with Indonesian Language Rules: spelling, diction, terms, and sentences structure, (14) the activities presented in the book support the needs of foreign workers to improve communication skills and local cultural information, (15) the length of the sentence is in accordance with the level of understanding of foreign workers, (16) the language used is communicative, effective, and easy for foreign workers to understand, (17) the use of illustrations, pictures, photographs, and book layout helps foreign workers to

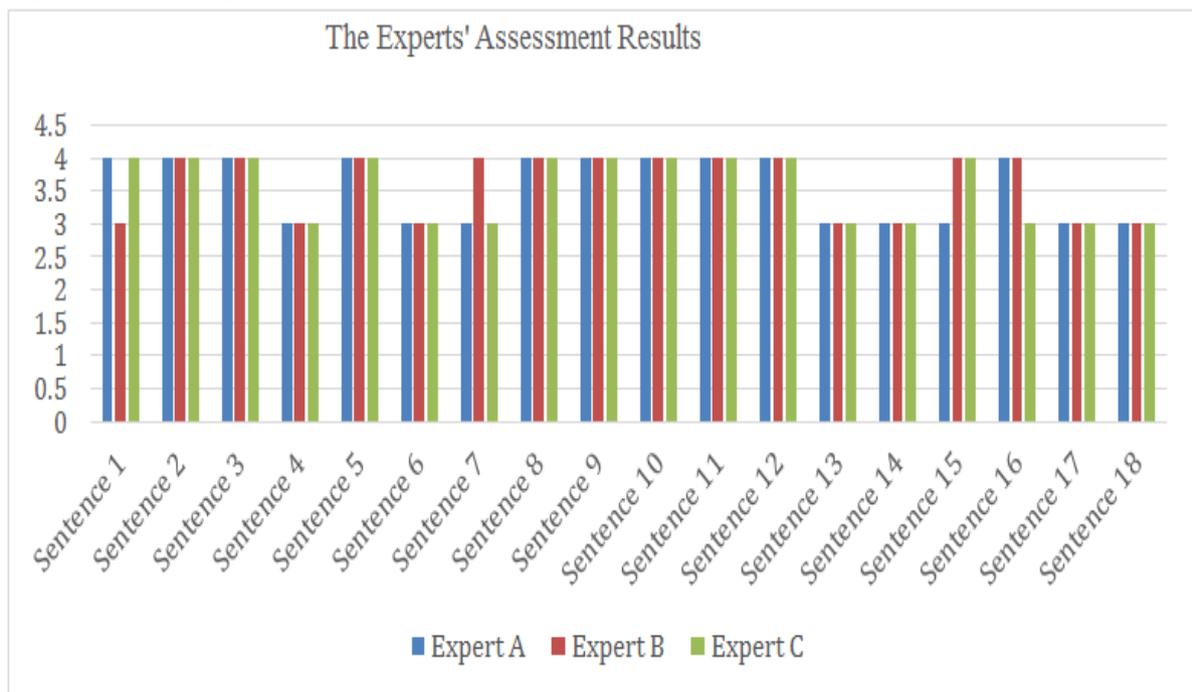
improve their speaking competencies, and (18) cover appearance, binding, paper quality, good, and attractive book printing.

Expert Judgement gives a score for each statement:

1= strongly disagreed 3=agree

2=disagree 4=strongly agree

Figure 1. The Experts' Assessment on Textbook



The figure above shows that three experts think the textbook contented by local culture can be used by foreign workers and appropriate based on the assessment. They analysed the material in the textbook and its worthiness to be taught. Suggestions given include (a) the task need to be improved because it was too easy and unbalanced, (b) cultural knowledge is good, and more parts should be added, (c) reinforce pictures and illustrations, (d) improve sentence writing, (e) correct diction which is rarely used in daily life and provide their meanings, (f) update material, and (g) glossary are added at the end of the book page. Suggestions from experts were enriched and became the basis for improving this local culture textbook for foreign workers.

Experimental Stage

This stage aims to determine the difference in the speaking ability of foreign workers that utilizes textbooks consisting of local culture. Two Indonesian studies classes in Universitas

Muhammadiyah Purwokerto conducted as experiment class and control class. Each class has 10 foreign workers as Indonesian learners and they work around Purwokerto, Central Java. They have lived for a month and can not speak the Indonesian language fluently yet. They have the homogenous ability and came from non- English speaker competence countries like South Thailand, South Korea, China, and Sudan.

The learning syntax uses Indonesian language textbook contented by local culture which is (a) the teacher conveys the learning objectives, (b) the learner reads the discourses text as an initial activity before adding speaking material, (c) the teacher discusses the text by questioning orally, (d) the learner conducts the assignments to test their understanding of the material, (e) paired or group learners in preparation for speaking activities, (f) teacher turns on the video contented local culture events and dialogues, and (g) varied speaking activities according to the material.

The normality test uses Shapiro Wilk to determine the distribution data. Data on this test was obtained from pre-test (before treatment) and post-test (after treatment) in the control and experiment groups. The normality test of this study was declared normal and assuming the significance of $P > 0.05$ then the data were normally distributed. The results are seen in the following table:

Table 3: Summary of the Distribution Normality Test Result

No	Data	Shapiro-Wilk	P	Explanation
1	Pre-test Experiment	0.903	0.233	$P > 0.05$
2	Post-test Experiment	0.903	0.239	$P > 0.05$
3	Pre -test Control	0.862	0.080	$P > 0.05$
4	Post-test Control	0.935	0.499	$P > 0.05$

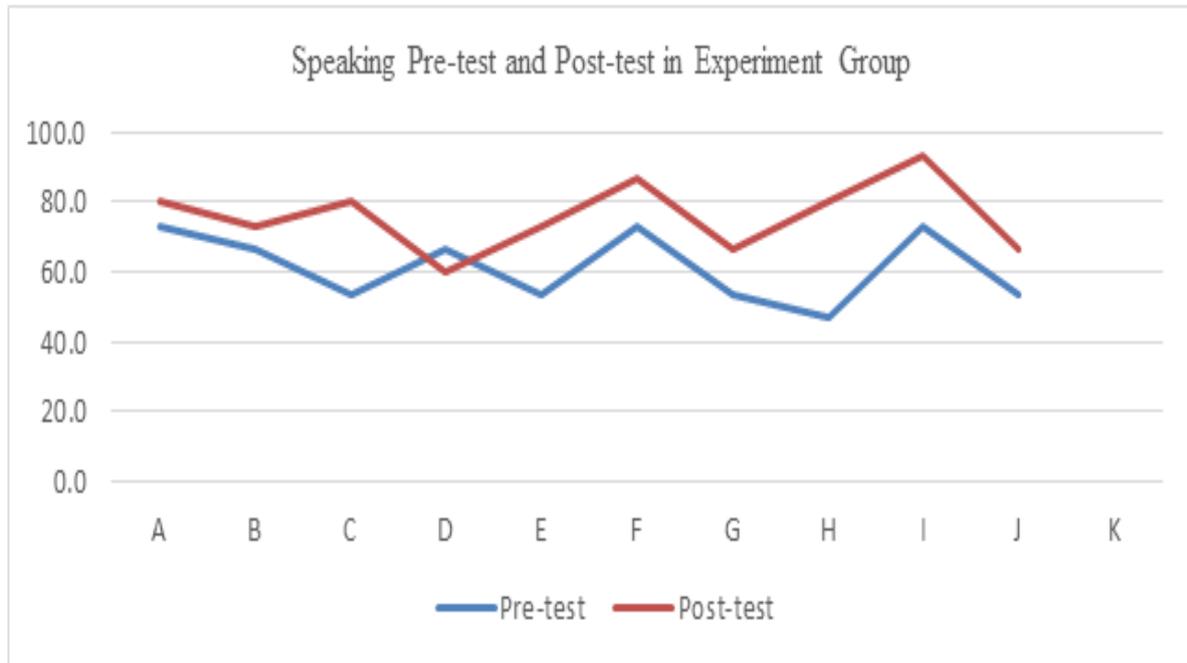
The second prerequisite was the variance homogeneity test which was performed on the first and final test data after giving special treatment in experiment groups. The requirement is categorized as homogenous when the calculated significance value is greater than the significance level, which is 0.05%. The calculation process is carried out with the help of the SPSS 21 computer program. A summary of the calculation results is seen in the following table:

Table 4: Summary of Homogeneity Test Results

No	Value Data	Levene Statistics	df1	df2	Sig.	Explanation
1	Pre-test	1.160	1	10	0.296	$\text{Sig} > 0.05 = \text{homogeneous}$
2	Post-test	1.509	1	10	0.235	$\text{Sig} > 0.05 = \text{homogeneous}$

The results of the t-test pre-test and post-test data on the improvement of the speaking ability of the experimental group showed that there were significant differences before and after the treatment.

Figure 2. The Comparison Result of Speaking Pre-test and Post-test



One of the foreign workers gets a lower score from 66.7 to 60 because he rarely comes to the classroom. The other foreigners improve their speaking ability and can communicate better than before treatment. Therefore, the results of the t-test show that textbooks contained local culture are effectively used in learning the Indonesian language. From the statistical tests using SPSS 21 program on the post-test score, the highest and lowest score are 93.3 and 60. The average score is 76 and standard deviation of 12.74. The calculation results of the distributed final test scores in the experimental and histogram groups are shown below.

Table 5: Post-test Score Frequency Distribution of Increased Experimental Groups' Speaking Ability

No	Interval	Absolute Frequency		Cumulative Frequency
		(fi)	f(%)	
1	60-69	3	30%	3
2	70-79	2	20%	5
3	80-89	4	40%	9
4	90-100	1	10%	10
Amount		10	100%	

The level of effectiveness of developed textbook in improving speaking skills of foreign workers is seen from the results of t-test calculations, activities of teaching and learning processes which are more active. Teaching and learning in the experimental class with textbook contented by local culture create an active atmosphere of learning which increases initiative and participation. The interview results showed that (a) foreign workers seemed to understand the material integrated with local culture better, (b) the classroom atmosphere was more cheerful because the learners were active and enthusiastic, (c) local cultural material helped foreign workers to understand the use of sentences in everyday life, (d) speaking activities forced them to practice the act of communication, (e) they are able to understand the cultural terms that exist in learning through pictures and video, (f) vocabulary increases, (g) they participate in questions, answer, and discussions according to the theme being studied, (h) knowledge and information on local cultures increases, (i) teachers feel helped because they no longer make material on cultural introduction, and (j) teachers find it easy to pass to educate foreign workers (Interview field notes 3).

In addition, the results of testing the effectiveness of the development of these textbook show learners tend to understand local cultural material properly and improve their speaking skills. Cultural integration in language learning was already in existence when the researchers stated it was inseparable from culture (Sapir, 1921). Communication and culture support each other because it carried out without language as part of the culture (Thanasoulas, 2001). Teachers are helped by the existence of textbook and they no longer make additional cultural material. Furthermore, culture is inseparable from language teaching because it has been proven that foreign learners are unable to master it unless they understand the country's culture (Competence, 2004).

The results of the study are in line with Hermayati's research (Hermayati, 2007) and Kawruyan's (Kawruyan, 2013), which aimed at revitalising teaching material with cultural values for learners to understand Indonesia as a whole. Its advantages are inseparable from the core of culture and foster a multicultural spirit which is currently fading.



Conclusion

The development of Indonesian language textbook contented by local culture through three stages is able to improve foreign workers to speak and understand Indonesian culture. They can speak Indonesian fluently following the themes and culture surrounding environment here.

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