



STUDENTS' OPINION ON THE USE OF LOCAL DESTINATIONS MATERIALS IN IMPROVING ENGLISH SPEAKING SKILL

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Abstract

A tourism destination is a place that can be used for recreation. This location is a spot that can be a feature or icon of an area. A tourism destination can provide an atmosphere that is easy to remember if it has special or specific characteristics or has advantages than other tourist attractions. This study aims to determine students' opinions related to the use of local destinations to improve students' English speaking skill. The method used in this research is qualitative by using a descriptive approach. The data was obtained through the provision of questionnaires and to obtain more in-depth information, several students were interviewed. Data is analyzed through the stages of interpreting, describing and concluding. The results showed that students found it easier to express English based on their experience of visiting local destinations. In addition, students have the ability to express better through understanding the character of the atmosphere of a tourism place. Students also have positive attitudes in using English to communicate.

Keywords : *Student's Opinion, Local Destinations, Speaking Skill.*

A. INTRODUCTION

English is one of the most widely used international languages around the world. In Indonesia, English has been taught in schools from elementary school to university. Given the importance of English as an international language, it is necessary to train and improve speaking skills in English. English which is used as an intermediary language or international communication is a language that has become an everyday part where in everyday life we will find words in English, be it on social media, advertising services, products and so on. So do not be surprised if learning English is very important in order to know the meaning of the meaning of English. The development of education in Indonesia cannot be separated from the English subject being taught in order to encourage students to be able to communicate and understand English. In Indonesia, English is used as a foreign language, meaning that learning English is not an easy thing because of the alienation for Indonesians to learn it, but that does not mean that English

cannot be learned, but that there needs to be deeper encouragement so that learners are easy to like and understand. the use of English especially in speaking skills. Learning English is one of the subjects that is considered difficult for some students. This could be caused by several factors, both intrinsic and extrinsic factors. Intrinsic factors may be that students feel less confident, shy or unmotivated in learning English and while extrinsic factors may occur because there are no colleagues or friends who can be spoken to in English. From these conditions, a teacher who has a major role in the classroom must be able to overcome and find solutions to deal with problems experienced by students. Prayudha (2022) states that teachers must really be able to determine good strategies so that students can easily understand and understand the material being taught during the learning process. The teacher as the main key in the classroom has full power to develop and find ways for students to be able to turn into students who are more interested and motivated in learning English. Teachers can use a variety of interesting methods, strategies or media that can support motivated students to increase their interest in speaking in English. Teachers also have an obligation to believe that students can receive and get good knowledge of the explanation of the material being taught, especially here in English. Teachers are also required so that students can love and respect the culture of the area where they live. Sapoeetra, J. (2020) illustrates that local cultural values are needed so that students do not immediately forget their identity even though they are currently in the progress of the times. Therefore, the role of the English teacher is not only to provide English language teaching but also to convince students of the importance of maintaining regional values so that they are not lost in the progress of the times.

In addition, the use of teaching materials based on local wisdom can be applied to support students to love and protect local culture. Barella (2020) states that the use of local wisdom in learning is useful for maintaining cultural traditions from a place. This means that the use of local destination materials in learning English can provide students with an understanding of the importance of local culture and character which must be maintained and protected. The use of local wisdom-based learning materials will make students understand and have the ability to remember and protect the culture contained in these teaching materials. Teaching English using local destination materials can be carried out by teachers both during class learning and through online learning, for example by conducting classes through Google classroom (Prayudha, 2021). Teachers can take advantage of learning resources through the internet related to local destinations. There are so many sources of material that come from the internet that teachers must be good at sorting out material related to local destinations. Irwan, Taufiq & Fernando (2020) in his research explained that an English teacher not only teaches about English but he is able to incorporate cultural values in the use of English. This is intended so that students can be closer to the conditions and values that are in their area when compared to providing material that is not related to the surrounding environment.

Through the conditions that occur above, the teacher's role as a driver in the classroom must really understand the conditions and character of students. Teachers must also be able to know the situation that occurs and be able to take advantage of learning resources that are quite familiar to students so that they are not too overwhelmed to understand the English material being taught so that classes can be more effective (Prayudha, 2021). In this study, the teacher can apply the topic of teaching materials related to the environment of the students in order to form students who understand the area or place of residence. Teachers can use things that are already very familiar to support students in improving their speaking skills. Here, teachers can take advantage of topics or teaching materials related to local destinations. Teachers can create materials or topics for learning to speak English by providing an understanding of the environment where students live. Through this method, students will be accustomed to understanding the character of the place, so that later students will develop their ideas and creativity. Students already have an overview of tourist attractions that are around their environment so that students will only be able to develop their ideas and knowledge about the condition of their tourist attractions and convey them in English. Through an understanding of the conditions and tourist attractions in the area, students will have knowledge about the character of the place and thus students will be more confident to express it in English. Therefore, this study will examine students' opinions on the use of local destinations in improving English speaking skills.

B. METHOD

This study examines students' opinions on the use of local destination materials in improving English speaking skills. The research used is qualitative using a descriptive approach. Qualitative research was used because it wanted to know students' perceptions of the use of local destination materials in improving English speaking skills. According to Nassaji (2015) Qualitative research is a research method that involves collecting data from various sources to understand the opinions, perspectives, and attitudes of participants. Through this qualitative research, researchers want to know the results or opinions of students in the form of descriptions or descriptions of perceptions related to the use of local destination materials in English classroom. The research subjects in this study were 20 students who were studying English. The research was conducted for a month on 20 students as respondents to investigate their opinions towards the use of local destination materials in improving their English speaking skills. In collecting the data the researcher used interview guide and questionnaire. First, students learn English by being given material related to local destinations in the area. Second, students explain the description or description of the tourist attractions they are studying in English. Third, students will be asked for answers on the use of local destination materials in learning English through a question and answer session. In addition, the researcher collected student depth opinions

through a questionnaire distributed at the end of the lesson. Then, the data obtained will be analyzed by some steps, namely interpreting, describing and concluding.

C. FINDINGS AND DISCUSSION

Learning by using local destinations material can provide a new enthusiasm for learning for students. Because the material is very familiar to students so students are only more able to develop ideas or creativity in conveying their explanations. Local destinations are places that become icons of a region, through the application of this method it is hoped that students will be able to express themselves more freely in conveying explanations in English. The application of local destination material while learning English can be described in the interview sheet as follows:

1. What are the students' opinions on the use of local destination materials?

"Studying by using a local destination makes it easier for me to think about or describe a situation from the place being discussed. I find it easier to give an explanation of the conditions or characteristics of the places used as material. Apart from being more familiar with the place, it also makes it easier for me to express the characteristics of an area because I already know the real conditions."

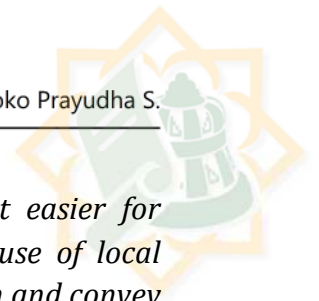
2. Is it easier for students to explain explanations in English using local destination materials?

"Material related to something that has been experienced will provide knowledge that is easier to describe a condition, so that sometimes students find it easier to explain the characteristics of the place that is used as learning material".

3. Does the local destinations material make students feel difficult in explaining it in English?

"In understanding descriptive text material about a place, especially a place they have visited, it makes students more familiar with the conditions or situation of the place, so that in practice, students do not have too much difficulty explaining the characteristics of a place. However, the weakness in this case is that students do not have sufficient knowledge of vocabulary in English so that when they are asked to explain they will have difficulty finding vocabulary in English but are very fluent when explaining in Indonesian".

4. Can the use of local destination materials encourage students to better understand what will be delivered?



"Learning English by incorporating local elements will make it easier for students to understand the real conditions of a situation. The use of local destination material can encourage students to more easily explain and convey the meaning of these utterances, but they are very weak if they have to explain spontaneously using English because of their lack of knowledge of vocabulary in English. Students need a little longer time to compose sentences into English due to their low understanding so that sometimes learning time just flies by".

5. Can local destination material increase students' confidence in delivering material in English?

"The confidence of a small number of students in terms of fluency in speaking in English is felt to be very lacking because they seem more embarrassed or afraid to pronounce it in English. However, most of the students felt very confident in explaining their understanding using English. They feel that understanding about a place they have visited gives a good understanding of characteristics, especially if the place is an icon of their region. Most students also admit that they prefer to explain places they have visited if they have to describe places they have never known before".

The results of the interviews above explain students' opinions on the use of local destination materials in improving students' English speaking skills. The results of the interview showed that students had a positive response in improving their speaking ability in English by using local destination materials. This is because students already have provisions or basic knowledge related to the description of the condition of the place. Students also have the ability to understand and observe the condition of the place so that students are very familiar with the place and when they deliver explanatory material related to the tourist attractions they only add and complete it in English so that students' ignorance of the place is considered no longer a burden. . Darmayenti, Besral & Yustina (2021) also added that by providing local materials teachers can instill religious values so that students have good knowledge according to the habits or points of view of the area they live in. The provision of materials based on local wisdom does not only provide knowledge about the English language but also provides knowledge and knowledge about the characteristics, characters and values held by the community around the place of residence. Werdistira & Purnama (2020) stated in their research that teachers can take advantage of digital platforms to easily distribute teaching materials to students so that teachers can provide efficient teaching to students. Fun learning will make students feel interested especially easy access to learning can certainly make students not feel bored to learn it. Furthermore, Shaleha & Purbani (2019) added that the use of content based on regional culture will also make students not forget their identity as a nation in the midst of the progress of

globalization, so it is necessary for teachers to instill a sense of love for their homeland in students. This means that learning English using local content will provide enormous added value. Until finally students will get used to exploring and improving their English vocabulary skills because they have understood the character or conditions of the place so they only need to know the English vocabulary.

Based on the results of the questionnaire that has been given, it is known that the majority of students who study English feel that local destination-based materials can improve their English language skills, especially in explaining place-based descriptive texts. So far, students feel very familiar with the places they are studying, so when studying descriptive texts based on local destinations, students feel very familiar so that when students are asked to explain the material, they feel very fluent and confident. Teachers can take advantage of various English learning resources related to local cultural values, one of which is through Youtube videos. Prayudha (2021) adds that teachers can provide video-based teaching to students by making assignments for students to tell students about local destinations. Through this task students are asked to provide their ideas through videos about the area or icon of their place of residence. Their ability to explain in English also runs smoothly although sometimes their ability to use or determine the right vocabulary feels so difficult. Furthermore, the use of materials based on local destinations also helps shape the character of students who are more independent where in explaining materials related to local destinations it seems that it can attract students' interest in learning English. Thus, it can be concluded that the use of local destination-based materials can actually improve students' ability to explain or present well in the use of English. Hamer, Evenddy, Prabowo, Rima & Utomo (2017) in their research stated that inculcating local values in learning English will provide wider knowledge in respecting the customs of a culture. This means that the provision of materials based on local wisdom will increase students' social awareness of their environment. The same thing was also written by Sastrawati (2019) which stated that the provision of local wisdom materials would have a positive influence on students' reading comprehension. Of course, this will affect all students' English skills because this learning is interrelated in all English skills.

D. CONCLUSION

Learning using local wisdom has become one way to introduce the characteristic values of a region to students. In addition, the use of local destination materials is also useful for improving students' understanding and memory. This way is used so that students can recall experiences or events that they have been through then they describe and explain the results of their experiences into a descriptive presentation. The use of local destination content can also provide and instill a sense of love for their homeland so that teachers should be able to take advantage of this opportunity in learning English. In addition, the use of local destination materials can also make students more aware of the characteristics and conditions of the places they will present so that students' descriptions of the conditions of the place can be conveyed

and transferred using English so that they can create an attitude of confidence when they explain their understanding using language. English. However, the teacher must always emphasize that students learn vocabulary in English so that students have a good ability to compose sentences. Furthermore, the use of local destination materials is very useful to help students improve their understanding and speaking skills in English.

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