

# Learning English Speaking Skill in The Field of Tourism with The Blended Culture Model

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## Abstract

This blended culture-based English language learning model needs to be implemented. The activity of English language learning teaches mostly western cultures compared to local culture. This problem is exacerbated by technological advances in the form of electronic media and print media, television as learning resources that can be accessed freely by students. The objective of the research was to know influence from blended culture to English speaking skills, especially in the tourism sector. The data was found out using instruments such as tests, questionnaires and interviews as an effort to find out how to implement the blended culture-based English language learning model. The study used a pre-experimental design. The design was a pre-experimental design caused it was not yet a pure experiment and also caused there were still external variables that affected the dependent variable. The research was One-Group Pretest-Posttest Design. In this design there was a pretest before treatment was given. In this study, the results of the treatment could be seen more accurately, because it could be compared with the situation before and after the treatment.

**Keywords:** Blended Culture; Speaking Skill; Learning Model

## INTRODUCTION

In an increasingly developing era, every nation is required to increase its strength in various fields, including human resources. To compete in human resources, everyone must continue to learn and develop science, technology and art. In the world of education, there are many challenges faced by educational institutions for producing quality resources of humans, one of which is determining the right learning model which will determine the results of that learning. The blended culture learning model is one model that can be used in this era of globalization, considering the increasing diversity of cultures. Local culture is increasingly being marginalized by the presence of foreign culture as a result of inappropriate use of technology, especially among students. In order to educate quality graduates, learning English at school should convey two kinds of knowledge. This knowledge of linguistics consists knowledge of linguistic aspects ranging from sound system, word structure, sentence structure, and the meaning of English used in work contexts. Apart from that, students are also equipped with non-linguistic knowledge, one of which is socio-cultural knowledge which is integrated in English language learning. Students also need to be provided with local cultures that are integrated into English language learning so that the noble local culture is not eroded by the target culture. Therefore, English language learning should integrate two cultures, namely the target culture and local culture that are combined with various the activities of English language learning such as learning listening, reading, speaking and writing skills. Margono (2009) says that integrating the two cultures in learning English gives various benefits. The diversity possessed by learners, especially cultural differences, needs to be taught to foster mutual respect, tolerance, and awareness to behave in a humanist, pluralist, and democratic manner which can be implemented through multicultural education (Wulandari, 2022). Based on

observations carried out by researchers, English language learning at the research location tends to emphasize linguistic aspects which include learning English grammar, learning vocabulary, pronunciation, and so on. Besides that, English learning materials are general in nature. The texts used are also too general without emphasizing the target culture and local culture. Educators tend to ignore the achievement of schematic knowledge, including socio-cultural knowledge which should not be separated between language and culture. As a result, graduates tend not to master the cultural context of the target language related to the world of work. This is also exacerbated by the erosion of local culture caused by the digital era presented in electronic and print media which can be accessed by all levels of society, including students, very cheaply, freely and quickly. Integrating two cultures, namely the target culture and local culture which is packaged in a blended culture model in learning English, especially English speaking skills in the tourism sector in order to preserve local culture, is an effort that must be made. Sriwahyuni (2023) says that the learning model is one of the strategic tools used to achieve learning goals. She also conducted the research about blended culture. Blended culture can manifest in individuals who have lived in multiple cultures, such as immigrants, refugees, or those with parents from different backgrounds. These individuals may develop a unique blend of cultural perspectives, values, and behaviors. Cultural blending can occur when different groups interact and exchange cultural elements, leading to changes in language, traditions, beliefs, and even art and architecture. Cultural blending can lead to increased innovation, greater understanding between different groups, and the creation of more vibrant and dynamic societies. Research that relates to the this research is from Suherni (2022) with the title “Preservation Of Local Culture Through Blended Culture In English Learning In Vocational High School”. Most English teachers do not understand the concept of blended culture-based English learning because so far they have discussed a lot about knowledge of language systems or what is known as systemic knowledge. Therefore, the Blended Culture-based English learning model needs to be developed and socialized to vocational high school English teachers. This is based on the description stating that English teachers and vocational high school students have a positive perception of Blended Culture-based English learning. Based on the previous research above, this research has similarities in the application of the blended culture learning model as well as in terms of English speaking skills in the tourism sector, while the differences lie in the focus of the study and research objects.

## METHOD

The study used quantitative study to test hypotheses from data that had been found related to the previous theories. According to Tanzeh (2009) quantitative research was the study used an inductive deductive approach which departs from a theoretical framework. This research is included in experimental research. The approach to experimental research uses a positivism-quantitative approach. Positivism is the data in this research that uses quantitative data to test the hypothesis of the relationship between the variables that will be studied. According to Alsa (2004) the conclusions from the data of research are delivered based on data analysis using statistics formulas. The aim of the experimental research was to know influence of blended culture on improving English speaking skills in the tourism sector. In the way, the results could be proved, cause it could be compared to the situation before the treatment is presented. Wijaya (2013) says the population was all parts or members of the object to be observed. This technique used all members of the population as samples (Sugiono, 2016). This is often done when the population is relatively small. The test carried out is an English speaking skills test in the field of tourism. According to Malawi (2016) a test is a systematic and objective tool to obtain the desired information about a person, in a precise and fast way. The tests carried out in this research were pretest and posttest. The data analysis technique carried out in this research is

using statistical data analysis techniques. Harahap (2022) said that statistics was knowledge related to data collection methods, data processing, analysis, and drawing conclusions based on the data collection and analysis carried out.

## RESULTS AND DISCUSSION

### Results

Marliani (2015) says learning models are guidelines designed for conducting classroom learning. From the theory above, it could be said that models are designs and patterns in the learning process related to knowledge, attitudes or skills that are used as guidelines for achieving a learning goal, (Ngalimun, 2012). Culture was the media for motivating students for applying knowledge, working cooperatively, and preparing connections of lessons. If culture is integrated into learning, a blended culture learning model will be created in which cultural elements are inserted when delivering learning material in class. According to Kristin (2016) English speaking skills were not a simple thing which could be studied easily in the short time. So that speaking skill is an indicator that the learner has mastered English well. To find out the difficulties faced by students when speaking English, distribute a questionnaire containing several questions related to this matter. The results of the questionnaire are analyzed so that conclusions can be drawn as to what are the difficulties in mastering English speaking skills. Based on the pre-test results, the average value of student learning outcomes was 64.72 with categories namely very low, namely 0.00%, low 19.44%, medium 38.89%, high 33.33% and very high in the percentage 8.33%. Looking at the existing percentage results, it can be said that the level of students' speaking abilities before the blended culture model was implemented was relatively low. Furthermore, the average score of the post-test results on students' speaking ability after applying the blended culture model has better learning outcomes than before implementing the blended culture learning model, apart from the percentage of student learning outcomes categories also increased, namely very high at 36.11%, high at 58.33%, medium at 5.56%, low at 0.00% and very low at a percentage of 0.00%. Based on the results of inferential statistical analysis using the t test formula, it can be seen that the value  $t_{hitung} > t_{tabel}$  is at a significance level of 0.05, so the null hypothesis ( $H_1$ ) is accepted, which means that there is an influence in applying the blended culture model on speaking ability. The effect of applying the blended culture model on speaking skills is in line with the results of observations made. The meeting, based on the results of observations, showed that a large number of students had the courage to appear in front during learning by implementing the blended culture learning model. Students also began to be active and confident in telling stories using their own language, they admitted that they were happy and really enjoyed the learning they were doing so they were motivated to speak in front of the class.

### Discussion

Students are able to communicate in English and utilize knowledge of cultural values in the learning process, especially in the tourism sector to support the preservation of culture or local wisdom and tourism. The research results related to pronunciation show that there are three (2) students with pronunciation that can be understood easily, there are seventeen (10) students with pronunciation that is easy to understand but use a certain accent, there are fifteen (9) students with pronunciation problems so that listeners You have to really focus so you don't misunderstand. The remainder were two (1) students whose pronunciation was very difficult to understand and often repeated previous utterances. The results of research related to vocabulary show that there are two (1) students who use terms used by native speakers, there are twelve (10) students who sometimes use inappropriate vocabulary, there are fifteen (12) students who

often use vocabulary which is incorrect. The remainder are eight (7) students whose vocabulary is very limited and difficult to understand. The results of research related to grammar show that there is only one (1) student who makes very few grammatical greeting errors, there are five (3) students who sometimes make grammatical errors but it does not affect the meaning, there are twenty (12) students who often grammatical errors that affect the meaning. The results of research related to fluency/fluency show that there is only one (1) student who speaks fluently, there are nine (8) students who speak fluently but have impaired language skills, there are twenty-four (14) students with many disorders due to language problems. Furthermore, there were three (2) students who spoke hesitantly and limitedly due to language problems. The results of research related to understanding show that there are ten (10) students with very good understanding, there are sixteen (11) students with good understanding even though there is repetition in certain parts, there are (8) students who can understand but with slow pronunciation. The remaining two (1) students had difficulty understanding what was said. The research results also show that internal and external factors play an important role in the speaking ability of tourism students. Learning interest, motivation, family environment, and teachers' teaching methods all have a significant impact. Therefore, an effective learning model is needed that involves direct interaction with native speakers, peers, and involves students in everyday speaking situations.

## CONCLUSION

Blended culture learning model integrates digital tools and resources with in-person interactions to create a more flexible and engaging learning environment. Blended culture refers to the process where two or more cultures interact and combine, resulting in a new cultural identity or expression. This can happen at the individual level, where people experience and adopt aspects of different cultures, or at a group or societal level, where cultural traits and practices mix. Based on the results of data analysis, it can be concluded that the majority of teachers do not understand the concept of blended culture-based English learning because so far they have discussed a lot about linguistic system knowledge or what is known as systemic knowledge. Therefore, a blended culture-based English language learning model needs to be developed and socialized to teachers. This is based on the description which states that teachers and students have a positive perception of blended culture-based English language learning. Teachers and students need to learn how to use English according to the cultural context so that they have a comprehensive understanding of English because English cannot be separated from its cultural context. In accordance with current learning conditions, teacher creativity in designing learning to make it more interesting and enjoyable is really needed. One medium that can make it easier for teachers to present online learning is the use of information technology (IT) in the study and learning space.

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