NEEDS-ANALYSIS TO THE SASAKNESE LOCALITY-EMBEDDED ENGLISH CURRICULUM DEVELOPMENT FOR TOURIM VOCATIONAL HIGH SCHOOLS

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Abstract

This study as a part of the process of English curriculum development aimed to examine the existing problems of the current curriculum implementation and the target needs and learning needs (local wisdom insertion). It drew on focus group discussion, interview, and content analysis. The results of the target need analysis on local knowledge and language competence for developing skills and abilities, needs-based, and contextual learning showed that a lack of the gaps as the fundamental problems elicited from the current curriculum. It was also found that in terms of Wants, the students preferred to knowledge and vocational background-based curriculum contents. English learning design was associated with tourism competencies embedded with local wisdom. The local wisdom can be developed into the English curriculum; values of knowledge, social norms, and cultural acculturations, the marriage systems, patterns of family, and the other social-cultural activities, and the elements of aesthetics. The study encapsulates that English teachers need to initiate developing a local wealth-based English curriculum in favor of orienting the students to develop local knowledge.

Keywords: *Curriculum Developments; Local Wisdom; Vocational Schools*

INTRODUCTION.

The development of English goes beyond the internal communication means within formal intercourse or a casual interlocution. It is globally considered that English as a Lingua Franca (ELF), who spoke that language with either different mother tongues or distinct cultural backgrounds. This legitimate status gets a spoken English to be utilized as a global need lets people commune and transact universally hence its salient role as a communication medium enabling them to access all aspects of the

human's necessity. The anticipation and appreciation of today's increasing growth of English are based on historical reasons, political reasons, external economic reasons, practical reasons, intellectual reasons, and entertainment reasons to use the spoken language (Crystal, 2003). Additionally, he reported 90% of the Asia Pacific region's non-native speakers using English as an operational language, and even 812 million English users consisting of 80% are non-native speakers (NNS), communicating English as their functional communication device.

English learning must be adapted to the socio-economic aspects that encourage the countries' citizens to communicate between speakers of different attributes. Thus, English can be a medium to coordinate and then bridge the gaps in communication (Mairi, 2016). Even the transition status of English as a foreign language to English as a lingua franca has still been inquired due to strong attachment of the native norms. However, lingua franca as the current status of English in ELT classroom can properly be as the indicators of successful language learning. It is supported by Mairi that the language learners' attitudes on ELF as English status in classroom contexts are identified by the learning environments and language learning methods. Thus incorporating the ELF into language classrooms can contribute to enhancing the English as lingua franca's movement and to facilitating the language learner's needs. Moreover, he stated ELF perspectives could be an important concern in English language learning curriculum evaluation and design in order to meet language learner's needs.

English learning problems have been identified through the implementation of the curriculum being used. This contributed to the existing gaps between what is theorized and what is implemented. The main problem studied from the English learning context evaluated from a curriculum design due to the fact that it cannot facilitate English learners' needs (Madya, 2007). Theoretically, curriculum development is a dynamic process needing educational change. The 2013 curriculum has several indicators of successful enactment which are not achieved yet, namely productive, innovative, and independent qualities helping to learners, the efficiency and the effectiveness of learning facilities and infrastructure organizations, good school's responsibilities,

good learning environments, evaluation process, continuous quality improvement, good leaners' skill development (Mulyasa, 2015). In addition, Abidin (2016) the potential problems faced in 2013 curriculum implementation, that is, teachers, times, facilities and infrastructures, learning materials, assessments, and learning strategies, and discrepancies between materials and time allocation (Khasanah & Widyantoro, 2017).

On behalf of the Indonesian national learning system in implementing the education autonomy, language teachers, researchers, stakeholders, and the institutions must take the responsibility and the great opportunity for developing English curriculum aiming at promoting language learning capacity, absorbing English learners' necessity, and developing the local wisdom. As a result, this national policy gets the local curriculum developer to reconstruct the aboriginal paradigm consisting of local values, cultural elements, and cultural knowledge within both tangible elements and intangible ones belonging to vocational high school students as the Sasaknese community becomes the basis of English curriculum development.

LITERATURE REVIEW

The Integration of Local Wealth in Current Language Pedagogy

The development of the English curriculum must be contextualized to local phenomena as curriculum sources by considering several aspects; necessity, purpose, learner-teacher, obstacle, and teacher's pedagogical values (Sequere *et al.*, 2002). The development of local wisdom-based curriculum can contribute to not only the curriculum design of English materials but also the development of local tourism being developed by enhancing the local knowledge of the Sasaknese relating to the local wealth as the tourism commodity, promoting the vocational students' capability by teaching specific interests-related English materials. The concept of locality has saliently been considered as the focus of ELT research. The integration of local wisdom in ELT cannot be separated from each other (Khan, 2016).

The existence of culture is inherently attached to language systems and language learning; that is, English cannot be accessed without the availability of culture. Language is acquired through cultural language approaches, cross-cultures, and the user's local culture approaches (Sardi, 2002). A language and culture must be embodied and integrated to benefit each other in which a language expresses cultural reality and a culture influences language. Thereby learning a language is the same as learning culture and even cultural competence as an integral part of language competence (Zhao, 2011). Surprisingly Khan (2016) mentioned some of the English language teachings which are always inserted by its language culture (English culture) suggest ineffective learning experience. Learning a language with the user's local knowledge makes it more authentic, contextual, and vivid. Khan (2014) reveals the local incorporation can significantly contribute to promoting learning effectiveness (Ningrum, 2016).

A National Curriculum-Embedded locality's Indigenous Cultures

Inserting the local wisdom in ELT, Fitriyanti *et al.* (2016) suggest that English curriculum development must meet language learner's interests and needs by adapting the material contents with the locality. The curriculum is the reflection of the aims of *learning* indicated by the learner's needs and the learner's purposes (Livingstone, 2014). And also, designing a curriculum requires the aspects of the user's locality (Ali, 2011). The acquisition of culture, language, and their combination is strongly asserted as a symbol of language learning. So local wisdom integration could have contributed to effective and meaningful learning gains (Purba, 2011). Inserting local wisdom in ELT processing can implant local knowledge and student's local attitude as a supporting system in the purpose of accelerating the quality of the national learning process (Yamin, 2017). It is viewed as knowledge, skills, values, and behaviors represented in the form of material content, and the reflection of those of integration are termed as a functional curriculum (Offorma, 2016). The local curriculum comprises all local potentials for combining with the national one in which it imprints and even spreads the local values. It is commonly called

local content where this curriculum is based on act number 20 in 2003 on National Education System conveying learning process is indirectly intended to construct the student's comprehension and their perception to the potentials in which they live. Additionally, act number 32 in 2005 on National Education Standard Juncto 19 in 2005 that the local curriculum contains potentials and local uniqueness. Prior to doing curriculum development, a teacher or a curriculum developer needs to acquire students' linguistic necessities and language skills in order to make implication to curriculum designing by evaluating and assessing the existing curricula and consider the language needs and language skills demanded (Ulla and Winitkun, 2017).

In line with the current study, the presence of plenty of studies relating to needs-analysis on English curriculum development by embedding the local wealth for the vocational high schools in a tourism department have been carried out (Shrestha, 2016; Albantani & Madkur, 2018; Yamin, 2017). Those synchronically investigated the importance of local wisdom integration into English curriculum, English language teaching and shown the vital incorporation between language teaching and local culture, in which it plays an important role in promoting local identity within both local identities of nationalism and local identity of English language learning. Madkur and Albantani suggested that insertion of local wisdom in ELT functions very crucially. That it should have been embedded in all lessons is as the way to preserve as well as to inherit the local wealth belonging to the local community, also. Furthermore, in relation to Albantani and Madkur, Uge *et al.* (2019) developed local wisdom-based social studies learning model by inserting the local culture's elements in social studies' curriculum as the regeneration of science and local knowledge could have been effective in the open inquiry process.

RESEARCH METHOD

Research Design

The current research study was employed under a qualitative method aiming at collecting the data about the two pedagogical language learning context needs to analyze the targets' needs and the learning needs. According to Li (2014) suggests that

there are several needs-analysis procedures already conducted as in; defining the purposes of doing needs-analysis then identifying the aims of the research, delimiting the needs-analysis by analyzing the targets and analyzing the language learning, making the delimitation of the investigation's parameters, designing and using the appropriate research methods along with their suitable instruments. Collecting the qualitative data was aimed at analyzing the target needs and the learning needs by collecting the problems and potentials of English learning activities in the vocational schools and the elements of Sasaknese wisdom in the purpose of developing the English curriculum.

Participants

The source of data of this current study was purposively determined as in, 12 English teachers of 2 state vocational high schools in tourism departments in the state vocational high school 1 Praya, Central Lombok and the state vocational high school 2 Selong, East Lombok, 1 official of curriculum field in the Department of Education and Culture of West Nusa Tenggara, and 1 Sasaknese culture practitioner of the local culture institute (Lembaga Rowot NTB), who have the cultural backgrounds are Sasaknese.

Data Collection

All data were collected by using the focused group discussion (FGD) along with its guidelines and documentation instrument to obtain data about the implementation of current English learning with the 2013 curriculum and the concept of Sasaknese local wisdom and the elements of local culture. Then the semi-structured interview follows up the results with interview guides and researchers as the key instrument. Additionally, a content analysis technique was used to obtain the comparison of foreign wisdom, Indonesian national wisdom, and local wisdom insertions in the 2013 curriculum textbooks. The following tables show the contents of FGD's and Semi-structured Interview's guidelines used, as in:

Table 1. The contents of focused Group Discussion (FGD)

1). Needs-analysis and Targets-analysis	Exploring the problems in ELT and Analyzing learning-target needs

✔ The portrayal of English Language Teaching (ELT) in schools.
✔ The use of English for Specific Purposes (ESP) in tourism majors.
✔ Self-design of English materials for tourism
✔ A model of English curriculum appropriates as well as accommodating the students' needs.
✔ The advantages of local knowledge-based materials promote competency of tourism vocation.
✔ The tourism employee's needs can be considered as the source if curriculum development.
✔ The three Sasaknese local wisdom elements, namely ideas, behaviors/activities & artifacts.

2). The Insertion of Local Elements	Local Elements (Ideas, Activities & Artifacts)

✔ Norms, rules, customs, and habits inherent to the local community
✔ Belief systems, blending rituals with local cultures
✔ Cultural acculturation (local cultures and foreign cultures)
✔ The elements of local myth's values, etc.
✔ Marriage systems
✔ Social organization system
✔ Traditional arts; dancing, musics, vocals. paintings
✔ Local ancient building architectures & the old things
✔ The typical foods and beverages

The development of FGD's topics has been constructed for the purpose of finding the learning needs and the target needs, the Sasaknese wisdom's elements (ides, behaviors, and artifacts). Of the three dimensions of the FGD's guideline, those have been designed from the research problems formulated. Each dimension has several contents as the topics to do Focused Group Discussion, which developed into some questions and statements in the form of a specific discussion under a specific topic. Dimension one consists of 7 topics, and dimension two is 9 ones. Having employed the FGD, researchers continued to another

research method, semi-interview as the secondary one, to verify as well as to explore the data from the respondents. Thus, this current study was carried by a method triangulation. Here are the semi-structured interview's topics developed, as follows:

Table 2. The Semi-structured Interview's contents

Topics	Contents	Respondents
1.	The Sasaknese local wisdom as the basic concept for developing a new English curriculum for vocational schools.	Vocational Schools' Teachers and An official of Department of Education and Culture
2.	The potentials of Sasaknese local wisdom	Vocational English teachers, An official of Department of Education and Culture, and a Sasaknese culture practitioner of the local culture institute
3.	The exploration and revival of local wisdom that can be taken as well as promoted then integrated into English language teaching.	An official of the Department of Education and Culture, vocational school teachers
4.	The relevant and representative local wisdom's elements to accommodate the vocational schools' students' competency towards their own cultural development.	Vocational English teachers, An official of Department of Education and Culture, and a Sasaknese culture practitioner of the local culture institute
5.	The patterns of insertion of local wisdom's elements of the Sasaknese in English textbook development for vocational schools.	Vocational English teachers, An official of the Department of Education and Culture, and a Sasaknese culture practitioner of the local culture institute

Data Analysis

The data were analyzed qualitatively, and some were also analyzed quantitatively. The process of analysis was exerted holistically in nature in which it was carried out as the data is being collected (informal analysis) and after the data (formal analysis). The formal one was done through narrating, transcribing and rereading, reducing and coding, displaying, interpreting, and verifying research results by cross-checking the analyzed data (Laforest, 2009 & Kawulich, 2012).

FINDINGS AND DISCUSSION

This current study aims at finding the problems of the English language learning process being done under the use of the 2013 curriculum at the vocational schools of tourism departments and the potentials of English learning embedded with local knowledge.

The Analysis of Learning Targets; the Problems and the Potentials

Data about problems and potentials in learning English obtained through target analysis fulfills three elements contained in the needs of a student situation; necessities, lacks and wants. The analysis of the learning target by developing an English curriculum with the insertion of elements of local wisdom based on the needs to achieve the targets of vocational English learning and vocational competency learning. The potentials of local wisdom are used as a reference in developing a curriculum. The learning needs were found that the competency of knowledge values which can be divided into social values, that is, the need for curriculum development with the insertion of local wisdom values as a process of internalizing social values for students in developing a character with local culture and competence with the insertion of local values. Esthetic values as the feature of aesthetics in shaping the character of learning as an instrumental value make aesthetic values a local identity. And the architecture of knowledge shows the important role of the formation of knowledge architecture is to shape the technology architecture in local society to fulfill the needs of a culturally creative society. The second learning needs is

to say language competency, which can be that competency-based curriculum development is based on the competency aspects (tourism) of learning targets, that needs-based is the English curriculum oriented towards developing vocational skills and competencies, and the last is contexts-based where the application of learning content is designed by considering contextual aspects.

The data shows that the competence of cultural knowledge values, some of the noble values having the potential to be developed into English contents, are the nobility of character, intellectual values, and aesthetic values. Linguistic competence is an aspect of language learning based on vocational competencies in tourism with local wisdom, needs-based, and contextual English language learning. Needs-based curriculum design plays an important role in developing student awareness to achieve learning oriented towards career and occupational purposes. The internalization of local wisdom is a potential source of local treasures to be grown and developed. The insertion of local wisdom in designing teaching materials can facilitate the process of learning English more effectively and create a creative process for teaching in the classroom. The potentials of Sasaknese wisdom used as the main sources of the development of the English curriculum for the vocational school of tourism, namely the potentials of religiosity, ethics and morality, arts, myths, local cultural heritage, and history of local kingdoms. Furthermore, this development model has an important role in shaping students' local cultural knowledge, understanding of local potentials that can be introduced and developed in the tourism business.

The main problems faced by teachers and vocational students have been sourced from the 2013 curriculum English textbooks that are being used. In principle, the preparation of the 2013 Curriculum English textbooks has compatibility between the materials with Core Competencies (CC) and Basic Competencies (BC), which have been determined, and the design has been standardized nationally, but the implementation still leaves problems. There are some problems found, namely first, the use of English textbooks which does not meet the target and does not accommodate skills and competence. English teachers often find very fundamental problems in using English textbooks for the

revised 2013 curriculum. Many of the materials that are designed are not related to the student's department in need of supporting the competence of vocational skills programs, tourism, culinary, travel business, landscape, hospitality, and fashion and beauty. The textbook is developed in general English design. Therefore, its implementation is developed to improve communication skills (a process-oriented). In solving this problem, the teacher does some creative activities in teaching; making your own materials by adapting to CC/BC, doing learning modules, and using other textbooks more specific and more related to the specific programs.

Second, the use of cultural insertions; the design of the 2013 curriculum textbook is more developed with the integration of national and foreign wisdom by representing some foreign or national cultural wealth as materials to students who do not know anything about cultures. The efforts made by the teachers were that they modified the materials of 2013 curriculum textbooks, then they changed them or integrated them with local wisdom contents as a substitute for the materials. This way can help the learning process more effectively and meaningfully because students are taught by materials that are more contextual and based on the knowledge they already know and experience in everyday life. Third, the difficulties and weaknesses of the English textbook design of the 2013 curriculum are also found in the number and formulation of Core Compensation (CC) and Basic Compensation (BC). English language curriculum for vocational schools has two Core competencies, namely CC-3 and CC-4. The distributions of BC into English textbooks at the vocational school are class x 13 BCs, class xi 10 BCs, and xii 9 BCs. The problem is too philosophical (CC-1 and CC-2) that can be applied in general. However, C-3 (knowledge competency) and C-4 (skills competency) indicate the technical problems for English teachers to implement. The teachers find it difficult to analyze and describe the CC / BC that has been determined as the difficulty. Forth, the ineffective use of the 2013 Curriculum English textbooks has an impact on learning English at the vocational school of tourism departments because learning materials are not in accordance with the competence, needs, and learning targets.

The main problems of the textbooks are in the structure of the curriculum, learning content, and learning methods that do not facilitate the development of skills and competencies for vocational students majoring in tourism, and they find it difficult to develop their competency. The insertion of local wisdom in the development of teaching materials cannot be avoided because culture is the main element in language learning. The 2013 curriculum textbook was developed and implemented nationally-general purpose. The insertion of local wisdom is more dominant nationally, and some elements of local wisdom exist in several regions in Indonesia as a representation of experience, practices, and dissemination of the national cultures. Furthermore, the insertion of external cultural elements that are included in the vocational English materials is also an integral part of the textbook design as foreign wisdom can have a positive impact on multicultural development. However, the students must be equipped with local knowledge about local wisdom. The problems with foreign cultures and national cultures let the researchers develop the potentials of Sasaknese local wisdom, wealth, cultural attractiveness, which can contribute to very valuable commodities in the tourism business. Therefore, those are indirectly prepared through the development of conceptual English learning instruments to be able to utilize cultural potentials and local wisdom as attraction and economic values in developing local wisdom-based tourism. The issue of cultural insertion in the 2013 curriculum textbooks can be displayed in quantitative data about the comparison of the number of insertions of national wisdom, foreign wisdom, and local wisdom in the textbooks. The percentage of the use of the three types of insertions for the tenth-grade SMK English textbooks, as follows:

Table 3. The amounts of cultural element integration (local, national & foreign)

No.	Cultural insertions in English textbooks grade x	The elements of wisdom			Total	Percent (%)
		Ideas	Activities	Artifacts		
1.	National cultural elements	21	22	65	108	64 %

2.	Foreign cultural elements	10	8	22	40	24 %
3.	Local wisdoms	5	2	14	21	12 %
				Total	**169**	**100 %**
Numbers						
	Cultural insertions in English textbooks grade xi					
1.	National cultural elements	10	5	22	37	48.7 %
2.	Foreign cultural elements	6	3	30	30	51.3 %
3.	Local wisdoms	0	0	0	0	0 %
		Numbers		**Total**	**76**	**100 %**
	Cultural insertions in English textbooks grade xii					
1.	National cultural elements	0	0	26	26	37.7 %
2.	Foreign cultural elements	0	2	41	43	62.3 %
3.	Local wisdoms	0	0	0	0	0 %
				Total	**69**	**100 %**
	Numbers					

Of the three cultures covered in the 10th-grade vocational school English textbook of the 2013 curriculum, there were 108 insertions of national cultural elements (64%), 40 insertions of foreign cultural elements (24%), and 21 local cultural elements (12%). The data shows that the most dominant insertion is national culture elements. Furthermore, the percentage of the use of wisdom elements in the 11th grade English textbook shows the insertion of 37 national cultures (48%), 39 foreign cultures (51%), and the absence of local culture insertions (0%). Finally, the insertion of wisdom elements in the twelfth grade's English textbook consists of 26 national cultural elements (37.7%), 43 foreign cultural elements (62.3%), while the insertion of local cultural elements is absent. The three culture insertions above are indicated by usage; use of names of people, objects, places, and

locations that are identical to the type of each culture, use of images, use of objects illustrated through image media, use of figures/figures that are identical to the type of culture, use of certain quotes, insertion of elements of wisdom in references student learning at the beginning of material topics, using national and global topics and content.

The weaknesses found in the use of English textbooks that are currently in use lie in the structure, and the number of Core Competency and Basic Competency which are too many where the four competencies contained in the latest revised 2013 curriculum, Knowledge Competence (CC-3) and Skills Competencies (CC-4) must be mastered by the vocational school students. This weakness becomes a difficulty for teachers in terms of understanding CC/BC E in the revised curriculum, which has been determined by analyzing and describing CC/BC. The above problems have an effect on the ineffectiveness of the implementation of the curriculum. The overlapping and irregular arrangement of the material with the previous materials (the material is not bottom-up). Textbook contents are developed without paying attention to the level of ability of students as users. The problems that have been found in the use of vocational English textbooks in the tourism departments show that learning English in the tourism programs is not effective. The weaknesses of the material designing that it does not meet the target situation of learning in each school.

The aspects of wants can be accommodated through curriculum development based on the objective desires of the students. Development of a curriculum that can support the development of skills and increase vocational competence in tourisms. Based on the analysis of the needs of targets, there are several desires of students regarding the development of an English curriculum that can help the process of developing language skills and tourism vocational competencies.

Table 4. The indicators of students' want

No.	Students' Wants	The Description of Data	The Indicators of students' wants

1.	The content of learning materials facilitating majors' competency (tourisms)	Based on the problem of previous English materials, teachers made several creative and meaningful efforts, including designing English language materials in accordance with each student's programs by always adapting to CC/ BC of the 2013 curriculum, developing teaching programs by adjusting to the level of students' ability. In the development of teaching materials, teachers sometimes have the awareness to insert the Sasaknese wisdom as a comparison of the external wisdom inserted.	Learning ineffectiveness
2.	More contextual and natural materials	Some English teachers make creative efforts in the learning process as students find it difficult to integrate materials to the elements of foreign wisdom. The teachers modify the content designed with elements of foreign cultures by replacing it with the content around the students. The English teacher's creative efforts are very helpful in the learning process, namely avoiding difficulties or reducing the level of difficulty of students with more contextual materials.	Too general materials and ineffective materials
3.	More meaningful materials	The teacher designs English material based on the more interesting and meaningful content. It is material designed to better support knowledge and competence. The function of this material model can facilitate the	Learning does not support the competency of tourism majors

		vocational competence of tourism. It is also done to make the learning atmosphere more meaningful and easier as the content is directly related to real life.	
4.	Suitable materials, level of difficulty, and easiness in accordance with the targets (students)	The teachers use several other learning resources, such as other English textbooks, English textbook *explore*, *Super Coach*, etc., aiming at facilitating easier learning. Furthermore, the teachers do learning modules by determining topics that are relevant to the vocational programs.	The immeasurable level of material difficulty makes students difficult
5.	The need for learning materials inserted with local knowledge and experience	In designing English modules, teachers tend dominantly to the experiences and things around students-based design. Teachers also often use learning topics of local wisdom as material and discussion or as student learning assignments. Learning topics are developed with various learning models by inserting the elements of Sasaknese wisdom	The absence of local wisdom insertions in the textbooks

The Analysis of English Language Learning

The analysis of the learning needs of English (Learning-Centered Approach Need Analysis) of vocational students majoring in tourism. The need for learning English in vocational schools is the focus of research where the insertion of Sasak local wisdom becomes the basic concept in the development of the English curriculum and has a major contribution to the development of vocational skills and competencies. The components of learning needs are determined by several factors related to the learning content; specific English learning materials,

English learning content based on needs and suitability, learning content that directs students to achieve learning targets, and the extent to which learning content is felt to be important for learning targets (Kaewpet, 2009). There are several elements of local wisdom that can be embedded in the development of the English vocational curriculum for tourism majors by enhancing language skills and competencies.

Table 5. Elements of local wisdom

No.	The Elements of local wisdom (general and basic concepts)	The sub-Elements of local wisdom as the sources of curriculum development
1.	Ideas/ Knowledge	The values of knowledge, social norms, mixed rituals of religion and cultural activities, cultural acculturations
2.	Activities (Behaviors)	The marriage system, the systems/patterns of Family, the systems of the local social community, local ceremonies held (local wisdom), social organization implementation, annual-local events, local social activities, the elements of local stories
3.	Artifacts	Aesthetics; musics and local songs, traditional dances, paintings, and drama (traditional shows), the Sasaknese architecture of buildings, houses/the locally- historical things, the traditional culinary foods, and drinks

Local knowledge and values that can be integrated into the development of English learning materials in the form of ideas, including the value of knowledge; elements of local wisdom that are potential enough to be incorporated into knowledge architecture and technological architecture in the form of social community creativity that is useful for their life. Social norms; local wisdom in the form of a source of knowledge to shape values. The fundamental value found in the Sasak community is "tindih" (consistency), where this is a

social norm that includes all the attitudes and social actions of the local community, illustrating a high commitment to the truth. The second value is "merang" as self-defense when the "tindih" value is attacked, which can be expressed tangibly and intangibly. The other value, "maliq" is the non-verbal truth and is judged as a sacred value not to be violated. Those social values must be embedded in students through the development of an English curriculum.

Combination of religious rituals with elements of local culture; The integration of elements of religious knowledge and local culture along with their combination in cultural activities as the local identity. This will have an impact on the wealth of Sasaknese wisdom and as a productive value in developing local wisdom-based tourism. The local wisdom has much potential to be studied and developed through a design of English textbooks at vocational schools in the tourism departments. Cultural acculturation is the integration of external cultures into the local culture by dynamically and selectively sorting out the elements of wisdom to be used as teaching materials. The form of local culture in the form of cultural activities containing local wisdom reflects a local identity that can be used as learning media. Local cultural activities that can be used as material for development materials; implementation of the marriage system, local social system accompanied by Sasaknese ceremonies, implementation of social organization systems in society, annual activity ceremonies, social activities having patterns and values, and the elements of local histories.

The insertion of artifacts, the physical forms, in English learning can facilitate learning much more effectively and efficiently by simply representing local cultures, cultural values, elements of wisdom. The artifact elements have many economic values as a local tourism commodity that can be developed. The cultural artifact includes three elements as local

characteristics in the development of local tourism commodities such as arts; traditional musics (*cilokaq*, *rabana*, *gendang bleq*, *klentang*, and *gamelan*), traditional dances (gandrung dance, the rudat dance, the oncer dance, gendang bleq dance), local paintings, and drama. So, these four elements of art can be developed as basic concepts used as sources of English learning materials. Ancient architecture and relics; The traditional buildings describing the uniqueness of identity of the Sasaknese. The transmission of local wisdom can be done by designing a learning curriculum. The material of local elements is very directly related to the contextual approach to learning English and authentic learning approaches.

IMPLICATIONS AND CONCLUSION

This research was employed to find out the existing problems of the current curriculum implementation (curriculum 2013). The problems-analysis carried out on the process of English learning at the vocational school of the tourism department shows that the main source of the emergence of learning problems is the English textbooks of the 2013 curriculum. The problems found in the current English curriculum, which does not accommodate students' needs, the cultural insertion contained in the curriculum cannot facilitate the learners' ELL. Weaknesses and difficulties of using 2013 curriculum's English textbooks where the weakness lies in the structure and the number of Core Competencies and Basic Competencies which is too excessive. Moreover, it is aimed at doing needs-analysis for both the target analysis and learning analysis to conceptualize the features of local wisdom as the basic concept for curriculum development resources. The local wisdom (ideas, activities, and artifacts) has the potentials to be developed into the English curriculum and is linked to the process of developing Sasaknese knowledge through the development of instructional curriculum, promoting the vocational competence for a tourism base at the vocational schools, and increasing the vocational competence and skills can be developed with a curriculum design meeting the elements of students' needs as learning targets and learning needs. The lack-aspect indicates that

the main problem comes from the English textbooks being the use of curriculum 2013. It is suggested to the following researches under Sasaknese culture base, to do English curriculum design for vocational schools by inserting the local properties. English teachers are to effectively as well as meaningfully design their materials by incorporating the local wisdom by analyzing their students' basic needs. This study is a process of data collection, targets-analysis, and learning-analysis. The results of the analysis can be as the basic foundation for curriculum development or English textbook design that can be used as a learning medium in the tourism majors in the vocational schools. Therefore, the results of this study can be used as material for developing the next researches, that is, English textbook design with Sasaknese incorporation for vocational schools. And Also, this curriculum model can be used as local materials to promote students' local knowledge in ELT.

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