

ANALYZING THE NEED OF PROSPECTIVE TOUR GUIDES IN ACQUIRING ENGLISH TO COMMUNICATE WITH FOREIGN TOURISTS IN DESA MENARI AS TOURISM VILLAGE

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Abstract

One of the keys to compete in tourism aspect among AEC (Asean Economic Community) members is by raising the capability of tourism human capital. In line with this effort, it is important to make a betterment in teaching English for tour guides. However, sometimes the facilitators ignore their learners' real need in learning. Here, in the area of EOP (English for Occupational Purposes), as part of ESP (English for Specific Purposes) category, it requires suitable materials during the teaching learning process. Therefore, this study aims to investigate the need of 20 prospective tour guides of *Desa Menari*, located in Tanon, Ngrawan Village, Getasan Sub Regency, Semarang Regency, Indonesia, where a half of them were teenagers, in experiencing better English. To support the information, there were two college learners as the facilitators. This study belongs to descriptive qualitative. The data was gathered through open questionnaires, interviews, and observation. The result shows that the most of the learners needed to maximize their speaking skill in order to be able in communicating with foreign tourists for example those who came from Singapore, Philippine, Korea, Japan, Egypt, and Italia. Besides, among the language elements, vocabulary became the highest priority to be improved. It is suggested that the recommended materials were greeting, introduction, and purposive conversation dealing with the questions which were commonly delivered by the foreign tourists. To conclude, need analysis is significant to be performed as it will contribute to the learners' competencies directly and the financial development in the tourism village indirectly.

Keyword: EOP-ESP, need analysis, tour guide,

Introduction

The regional challenges in Indonesia have become tighter. These affect to the three pillars discussed in ASEAN meeting 2009 positively covering politic, security, economy, and socio cultural. Moreover, those aspects had been strengthened by the implementation of AEC (ASEAN Economic Community) early in 2015 that it is very recommended for all tourism parties to take part in improving the quality of its sector. The national policy maker should start making a detail requirement to reach certain goals in order to make betterment for Indonesian tourism to be competed to the others ASEAN countries.

Tourist is a person travelling in a certain period in a place he visits (Yoeti, 1999: 28-34). Therefore, the tourists need someone to help in giving detail information related to the place, known as tour guide. Recently, tour guide as one of trained

tourism related employees whose responsibility is serving tourists explained about the information related to the tourist resort. The tourists' basic need can be referred as follows, they are getting information, accommodation, food and beverages, special event, leisure time, shopping time, and also documentation. As the party who are dealing with the tourists directly, the tour guides are hoped to improve these seven important points, they are welcoming the tourists, getting nice dress while guiding, expressing by good facial and gesture, giving nice talk, servicing, giving problem solving, and being honest. Training is one of continuous activities which must be given by management to the tour guides, especially the new ones. The positive impact of this program is that the trainees will know how important to be good tour guides both spoken language and behavioral performances in the form of courtesy.

It can be summed that there are four tour guides' performances as employees in the other tourism area. Those are the service improvement dealing with skills, work efficiency, courtesy, and pride. In the first point, the tour guide will be skillful if they get a training to improve their language skills and to behave nicely to the tourists they service. For the individual development, they also can try to have a book note to write the important things which can be done or not to the tourists. Besides, they have to write their language improvement for a material to be discussed to the others. Because the tourist also come from foreign countries using foreign language, so that the aspects of language and culture become important to be discussed in order to create a learning group.

The next point is courtesy. The tour guides will vividly show their capabilities if they have good courtesy to the tourists. Their sincerity appears from their gestures. There are nine courtesy which have to be done by the tour guides, they are prioritizing tourists, having sense of belonging, knowing tourists' need, getting fairness, socializing to the tourist, being flexible by problem solving

One of a tourism destination in Semarang Regency is Desa Menari. It is a tourism village which is located in Teloyomo Mountain, Tanon, Ngrawan Village, Getasan Sub Regency. The people commonly have strong traditional Javanese cultural performances, such as *Topeng Ayu*, *Warok Kreasi*, *Kuda Lumping*, *Kuda Debog* and also dances for mental relaxation called *tarian jiwa*. The villagers' hospitality becomes other value to welcome the tourists. The tourist packages offered by Desa Menari are outbound, traditional games, nonformal education, entrepreneurship, homestay, cultural performance, nature tracking, psychotherapy, and traditional market.

Sometimes the prospective tour guides, called the learners in this study, who did not comprehend English, had a big problem to do their jobs. Sometimes, they got English materials which were not relevant to their needs. The facilitators did not recognize their need well so this condition impacts in the teaching and learning process. Furthermore, the materials given to the learners were far beyond their knowledge. By reflecting this condition, the writer was very eager to investigate the need of 20 prospective tour guides of *Desa Menari*, where a half of them were teenagers, in experiencing better English.

Realizing that the English competence skills of the prospective tour guides was not satisfactorily, the writer surveyed the language skills, language elements, and learning material they needed. The problem formulation of this study goes to the need of the prospective tour guides in learning English and the identification of the appropriate material for them as learners. The aspects would be explored and analyzed based on the questionnaires data and finally the writer proposed related learning materials which were appropriate based on the skills and language elements.

The topic which was chosen based on several reasons. They were existence of the learners' role in international scope and in various chances, the English skills which were fairly possessed and the lack of English application in their daily lives. The fundamental reason was the cultural and economic activities in *Desa Menari* needed English as the media to socialize.

The study was conducted to answer the learners' needs to achieve the English competences. It ensured that the teaching and material given to learners would be applicable in the language functions. In other hand, the writer also revealed the sociocultural values between the tour guides and their perspective in participating *Desa Menari* activities. Moreover, the tourist who had visited came from Singapore, Philippine, Egypt, Japan, Italia, and Korea. They really needed the productive skills in terms of social interaction.

The benefits of the study were to know the need of the prospective tour guides in learning English and to identify the appropriate material for them as learners. Here, the writer expected to know more about the learners' need and to propose learning materials which are relevant and appropriate for them. This study had the villagers as the prospective tour guides and two English education study program students as the facilitators

Finding and Discussion

The Prospective Tour Guide Data

The findings of the study were elaborated as the following parts. Before that, the writer had analyzed the open questionnaires which were distributed to the 20 prospective tour guides (10 male and 10 females) in *Desa Menari*. In detail, the two facilitators were asked to give some additional supporting data related to the result of the study.

Table 1. *Learners' School Level*

Learners' School Level	Number	Percentage (%)
Elementary School	6	30
Junior High School	9	45
Senior High School	5	25
Total	20	100

From the Table 1 it can be seen that the learners' school levels were not the same. Mostly, they were graduated from senior high school. The different levels might affect their capabilities to be prospective tour guides. Here were the reasons why they wanted to be the prospective tour guides. They were willing to have motivation, to raise self-actualization in developing the village, to increase the number of guides, to comprehend knowledge, to get new experience, and to maximize the local potential. If they had strong reasons in becoming the prospective tour guides, they would be able in improving their capabilities as tour guide.

Table 2. *The Learners' Age*

Learners' Age	Number	Percentage (%)
13-26	14	70
27-37	3	15
38-48	3	15
Total	20	100

Regarding the age gap among the learners, it was better to have small group learning. It would be done by grouping based on their English capabilities or by the age range if it was possible. Grouping in small numbers with certain instruction is proposed by Gagne, et.al (1992: 288-289). The instruction for the small group from three to eight learners aims to instruct learners who have progressed to approximately the same point in their learning of a particular subject. The possibilities of instruction events control in the small group such as: gaining attention, informing the learners' objectives, stimulating recall of prerequisite learning, presenting the stimulus material, providing learning guidance, eliciting the performance, providing feedback, assessing the performance, and enhancing retention and transfer. For adult learners it was good to have constituting small group. Here, they met on separate occasion in quiz group and to provide some added variation.

Besides having small group, the learners were also be grouped in a discussion group. The instruction could be done by doing interactive communication. The first procedure is a learner speaks, the others respond or deliver some questions. Actually there are three objectives in group discussion, they are: subject matter mastery, attitude formation, and problem solving (Gall and Gall, 1976).

The role of the prospective tour guides in conserving culture in Dusun Tanon is introducing to other regional, national, and international communities, striving the youth to learn and to appreciate local culture, and also creating the village became better. Cultural values might be integrated by doing some activities such as describing about traditional culinary, drawing the traditional house or village scenery which could reveal the cultural diversity. In this tourism village, the prospective tour guides could share to the tourists about making the products from cow milk like soap, visiting an entrepreneurship center of soybean product, as well as enjoying traditional dances performance. For those culture related activities, the prospective tour guides should match those agenda with the English competencies, for example how to describe and to narrate the sequence of the milk soap production procedure.

McLeod (1976: 211) gives idea that the learners can have an essay, a dialogue, a discussion, a role play to obtain the cultural information. It can be mentioned that some of the questions to trigger the curiosity to a certain culture as follows: What time of day is the main meal eaten?, What kind of food is eaten?, What kind of eating utensils are used?, How is the food cook, by whom, where?, How is the food served, by whom?, Where is the meal eaten?, Who eats with whom? Who eats separately? Who eats before or after whom?, Does everyone eat the same food, the same amount of food?, How long does the meal last?. What happens during the meal? Is there talk or silence? Who talks to whom? Who is silent? What are the rules of etiquette, table manner? Regarding the importance of sociolinguistic usage in supporting the prospective tour guides' language competencies, the previous questions mentioned were very appropriate to practice.

The importance in practicing the competences lead to gestural communications as posture presence in how tour guides have a good stance, looking and listening as they attentively always look and listen to the tourists, facial expression in how pleased they share, appearance in dressing, clear speech and smiling face, and the last is eagerness to serve in which they serve sincerely (Ashton, 2004: 5-6). Those competencies must be improved by the tourist guide besides English skills.

The concept of ESP (English for Specific Purposes) arose in the early 1960s partly in response to the recognized need for improved communication between the developed and the developing countries of the world. Here the learners do not only learn English but also learn English in order to manipulate difficult intellectual material on it. The focus on the needs of the learners as opposed to the inculcation of linguistic facts led to a general shift away from teacher centeredness to learner-centeredness. In line with this new paradigm the practitioners are encouraged to find and use authentic materials in trying to best meet the needs of their learners. Based on the explanation above it can be concluded that ESP is an approach to language teaching aiming to meet the needs of the learners.

Speaking Skill and Vocabulary Mastery

Based on the data analyzed from the prospective tour guides, speaking became the most prioritized skill among others. The others, reading, writing, and listening skills could be practiced after speaking skill. In addition, vocabulary was put as the top position which should be mainly achieved rather than the other language elements, pronunciation and grammar. The Table 3 shows the sequence of those language skills and elements.

Table 3. The Language Skills and Elements as Learners' Need

Need Level	Language Skill	Language Element
Highly	Speaking	Vocabulary
Moderate	Writing	Pronunciation
Fair	Reading	Grammar
Low	Listening	-

Almost all of the learners needed to learn how to speak fluently to the tourists they guide. Consequently, speaking skill came first and followed by writing skill. Speaking was the skill wanted to be comprehended by the learners. In the aspect of language elements, the learners needed to improve their vocabularies. They were very eager to add their vocabularies by promoting a daily rehearsal. Practicing five new words a day and using the words in a short dialogue, can positively force their abilities to make better English. The three language elements cannot be separated each other, like the skills, because the learners should have better knowledge how to get vocabulary, pronunciation, and also grammar in a same time.

There are four levels for speaking skill divided by Omaggio (1986: 180-3). They are novice, intermediate, advance, and superior. For the second level, the learners learn some content, for example everyday survival topics such as personal and biographical information, restaurant/foods, asking/giving directions, activities/hobbies, transportation, asking on phone, living quarters, money matter, health matters, courtesy/social requirements, introductions, asking appointments, asking meeting arrangements, accepting/refusing invitation, and formulaic expressions. Actually, the

functions of this level are creating with language; making up own sentences without limiting to very familiar or memorized material; participating in short conversations; asking and answering questions; getting into, through, and out of a simple survival situation; and also transferring current learned material to new situations/context. For its accuracy, this level can apply comprehensible to native speaker used to dealing with target language learner, some accuracy in basic structure, short sentences, minimal sociolinguistics knowledge in evidence, and very basic vocabulary related to content area listed. In line with its content, functions, accuracy, and technique, so some techniques can be used in this intermediate level, they are personalized questions, completions, and true/false; sentence builders; dialogue/story adaptation; creating a story with visuals; chain stories; describing objects/processes; surveys and polls; conversation cards; paired interviews; social interaction activities; group consensus/problem solving; story telling; forced choice; role plays; slash sentences; elaboration; giving definitions; guided description/narration; asking related questions; logical questions

This is an example for intermediate level. The context is travel situation, inquiring about lost objects. The grammar topic is relativization. Student task: in a tourism village. You are working as a staff at the lost-and-found in Desa Menari. With a partner, imagine the dialogue with the tourist. Follow the model.

Tourist: I'm looking for my suitcase

Tour Guide: Is this the suitcase you're looking for?

Tourist: Oh yes, that's the suitcase I'm looking for. (or No, that's not the suitcase I'm looking for)

Here are the tourist's comments: I'm looking for my keys; I lost my suitcase; did you find a travel bag?; Do you have a big brown envelope?; I'm looking for my train tickets; Did you find my luggage?; I lost my umbrella; Did you run across a passport? (Rochester, et all, 1983: 237). These activities show a few of the possible formats for precommunicative contextualized oral practice.

As the information gathered, it was very clear that the importance of English for the prospective tour guides were able to explain something to the tourist, to speak fluently, to interact and to communicate easily, and to promote their village potentials. In contrast, the prospective guides' obstacles in handling the English were lack of self-confidence and experience, nervous to speak English, difficult to understand about other foreign culture, and incapable to communicate.

Dealing with vocabulary mastery in conversational language, there are several key points as mentioned by McCarthy (1998: 109-110), they are:

1. Speakers operate under the constraints of real-time planning
2. More than one speaker normally contributes to the vocabulary which occurs
3. Roles may shift as the conversation progresses
4. Topic what is being talked about is neither pre-determined nor singularly defined but shifts and develops
5. Speakers have no automatic rights to have their topics addressed but have to negotiate them
6. Conversation contains a large amount of vocabulary whose function is mainly relational or interactional in the service of establishing and reinforcing social relations

7. Conversation contains a significant number of prefabricated lexical expressions.

The relation between vocabulary mastery and conversational language really proves that those different areas of language competences are not separated. It was better for teaching the skill and the elements at the same time because they were interrelated.

The Needed and Proposed Learning Materials Model

A model consists of four elements: input, content focus, language focus and task. Hutchinson and Waters (1987:108-9) explain more that input is may be a text, dialogue, video-recording, diagram or any piece of communication data, depending on the needs which have been defined in the analysis. The content focus clarifies that language is a means of conveying information and feelings about something. Furthermore, the nonlinguistic content should be exploited to generate meaningful communication in the classroom. The language focus aims to enable the learners to use language. And the last is task leading towards a communicative use dealing with the content and language knowledge.

Table 4. *The Needed Learning Material by the Learners'*

Number Prioritized	The Needed Learning Material
1	Greeting
2	Introduction
3	Real examples of questions delivered by tourist
4	Self-confidence training

From the need analysis, mostly the learners needed four basic learning materials such as greeting, introduction, real examples of questions delivered by tourists and also confidence training. Although those materials seems to be simple, but for the learners it might become a good start to have more contextual ones. Especially, for the third needed learning material, the examples are very helpful if the learners knew and practice with the other by having a simple role play. The one acts as a tourist and the other acts as a tour guide. Furthermore, the learners also need to have self-confidence training. It belongs to affective domain because the other needed learning materials belong to the cognitive domain. In sum, the learners had decided that they have to acquire a complete knowledge by combining those two types of domain to be skillful.

Table 5. *The Proposed Learning Materials Related to Learners' Cognitive*

Number Prioritized	The Proposed Learning Material
1	Weather
2	Communication
3	Transportation
4	Shopping

The Table 5 shows the first to the fourth proposed learning were adopted from Nopiyanti (2010). There are some other topics which can be inserted in this part, however, those four learning materials had represented the learners' capability in the early learning level. Later, they may be given complex dialogue related to the tourism in their village.

Table 6. The Proposed Learning Materials Related to Learners' Affective

Number Prioritized	The Proposed Learning Materials
1	Motivation Training
2	Tourism Courtesy

It was unexpected when a filled questionnaire written that self-confidence training appeared as one of learning materials proposed by a learner. Therefore, the proposed learning materials also in the base of learners' affective to raise learners' inner behavior in acquiring English as he most important and commonly used language to the tourist. Not only motivation training which was proposed, but also the tourism courtesy that enables the learners to have a good behavior in guiding the tourist. The learners also could have knowledge dealing with standardized facial and gestural communication.

After knowing the needed and the proposed learning materials both cognitive and affective domain, the time management to have the English training for the learners also became important. Based on the data of the previous English training frequency, it can be suggested that there would be twice meetings in a week. Most of the learners wanted to make the training agenda indoor because they felt focus in learning inside and wanted to avoid unexpected weather.

Considering the need analysis stated by the learners, it was very significant to have specific learning materials related to the language skills, language elements, and also the way how to deliver the material. The learning material should be combined between cognitive and affective domains. By those efforts, the learners can maximize their potentials toward their village as a developing tourism village. They got higher income for village development, achieved new experiences, broadened knowledge, enhanced self-confidence, became confident to have a public speaking, had new partners, took part in developing the tourism, knew about tourism field, and socialized to others.

Conclusions

Need analysis can detect the learners' need in learning English as their foreign language to study. There are three main items in describing the prospective tour guide as the learners in this study. The first, speaking skill became the most wanted skill to be practiced intensively. The second, vocabulary was the highly prioritized among other language elements. The last was about the learning materials which were divided into the needed and the proposed. Based on those three points, the facilitators may consider the best English training for the learners in becoming better prospective tour guides.

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