

## English Language Training for Tourism Development Using Travel Guide Book (TGB) in Negeri Oma, Central Maluku

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### Abstract

The role of language in tourism is very significant, knowing tourism knowledge, especially about objects and attractions, is an important insight for people who live in tourist areas. Based on initial observations, the community service team observed that human resources in Negeri Oma have not yet developed their ability to promote tourism, particularly in communication. As a simple example, when there are foreign tourists who ask for directions or ask for directions to where to stay, local residents still have difficulty in explaining it. Related to the problems that community service team got from initial observations in the field, the team carried out English language training to develop foreign language mastery for residents in Negeri Oma, Haruku Island, Central Maluku. The service team provides training to junior and senior high school students to practice their English skills. The results of this training showed the high interest and motivation of the students who were given the training. Furthermore, after going through several training sessions, students were able to practice simple conversations such as introducing themselves, showing directions to tourist attractions, and haggling over the price of souvenirs. This training is also expected to produce a product, namely a guide that can be used by the community that contains simple conversations in English in terms of tourism.

**Keywords:** training, English, tourism development, travel guide book

### INTRODUCTION

Negeri Oma, which is located in Central Maluku, is a small village that is quite familiar with its maritime tourism and is also surrounded by several small islands, blue sea water with beautiful trees and community life with a strong maritime culture, which is unique for visitors. Negeri Oma also has great potential in the field of tourism along with the growing interest in tourists from various cultures and lifestyles, but good human resources are needed to support tourism development there.

Based on initial observations, the service team observed that human resources (HR) in Negeri Oma had not yet developed their abilities to promote tourism, especially in terms of communication. As a simple example, when there are foreign tourists asking for directions or asking for directions to where to stay, local residents still have difficulty communicating. They could not communicate because of the language barrier. So that tourism services do not decline, the mastery and qualifications of foreign languages, especially English, need to be supported by tourism managers not only for people who work in offices but also outside offices. Therefore, tourism and language are two things that cannot be separated.

To ensure service quality, it is necessary to find a common language between the supply and demand sides (Bobanovic, K, M. Grznic, J., 2011). In order to attract more visitors to visit Negeri Oma, we need to understand the preferred language in international tourism, such as English. To increase tourist visits to the island, stakeholders, especially local governments, need to understand that service quality needs to be improved, especially in improving services to foreign tourists, including mastery of foreign languages. Employees related to tourism and residents who live in tourist areas should master foreign languages, at least they must master simple conversations related to tourism (Setyanto, A, 2014, p. 1). Aji Setyanto also stated that it would

be very positive if local residents had the knowledge to communicate in a foreign language, even with very simple conversations. In fact, not everyone who lives in Negeri Oma can speak English. This includes local governments working in tourism. Therefore, awareness of understanding English needs to be grown in Negeri Oma.

English plays an important role in tourism, such as to promote tourism products internationally, reservations, accommodation services, guide services, and communication between tourists and residents have an impact on the growth of tourism itself. A loss of resources can occur if local governments ignore the important role of English as a communication tool and can lead to limitations in tourism organization and managerial development due to lack of communication and knowledge sharing related to the use of foreign languages in tourism matters. Language must be improved with communication skills involving verbal and non-verbal communication.

In the field of tourism, language has an important role for tourism including English. Tourism in this case is the practice of touring, traveling for recreation. According to Macintosh and Goeldner in Ery Putriyana (2017:16) and Nurmala et al (2022), tourism is a collection of phenomena and relationships that arise from the interaction of tourists, business suppliers, host governments and hosts communicate in the process of attracting and accommodating these tourists and other visitors. In tourism, the role of the community is as a tour guide as a person who shows us about the places visited. English is also very important for Tour Guides, because they can convey their information well to foreigners about the place.

According to the Federation of World Tour Guide Associations (2003: 1), people who act as tour guides are people who guide visitors in their chosen language and interpret the cultural and natural heritage of an area for which that person usually has area-specific qualifications that are usually issued and recognized by appropriate authority. Others, people who play the role of tour guides work in the travel industry, giving guided tours to groups of visitors. They are experts in site history and offer their tour groups interesting or enlightening information about points of interest in natural attractions, historic sites, museums, scenic locations, and other tourist destinations.

Special measures need to be put in place to strengthen the ability of local governments to communicate in English to support tourism growth. Joining an English program, taking courses, or self-study are some of the ways to cover daily practice and it is hoped that this will reduce the language barrier that local residents have. It becomes necessary for anyone working in tourism to develop their speaking skills to meet the needs of tourists. In this case, he proposes English language training to develop the foreign language mastery of residents in Negeri Oma, Haruku Island, Central Maluku. This training is planned to include training and evaluation as well as direct practice with the service team. It is also hoped that this training will produce a product, namely a guide that can be used by the community which contains simple conversations in English in terms of tourism. In line with the issues contained in the explanation above, the service team proposes English training to develop the foreign language mastery of residents in Negeri Oma, Haruku Island, Central Maluku. This training is planned to include training and evaluation as well as direct practice with the service team. It is also hoped that this training will produce a product, namely a guide (Travel Guide Book) that can be used by the community which contains simple conversations in English in terms of tourism.

Various studies have been carried out but are in the research stage, which reveal that the use and development of foreign languages, especially English in tourism development is necessary. Hasby et al. (2017), revealed in their research that the people in the Latuppa tourist area are very enthusiastic about developing tourist attractions in their area. Unfortunately, most of them say that mastery of English is not needed at this time, because visitors who come are only local residents. In addition, they agreed that an increase in facilities at tourist objects is more needed at this time. In addition, Salisna et al. (2019) found that listening and speaking were the two prioritized skills required by the tour and travel department. The most important topics of

conversation are flight reservations, prices and payments, travel destinations, tourist attractions, directions, and hotel bookings. In line with that, Gailea et al (2016) also concluded the results of their research that teaching materials developed by integrating the principles of English for Tourism literacy and local wisdom, are expected to improve understanding, attitudes and actions in learning English for Tourism.

Based on the identification of the facts described above, the service team conducts an analysis of determining the Core Issue regarding problems that must be resolved immediately using the USG (Urgency, Seriousness and Growth) method, and proposes to conduct English Language Training for tourism development based on TGB (Travel Guide Book) in Grandma's Country. This method is considered necessary to be implemented in the context of community service, because it is deemed necessary to strengthen the community's ability to communicate in English in order to support tourism growth. Taking English language training, taking courses, or self-study are some of the steps in this community service process that aim to cover daily practice and hopefully reduce the language barrier that stakeholders have. And it becomes necessary for anyone working in tourism to develop their speaking skills to meet the needs of tourists.

## **METHOD**

This community service activity was held by visiting the location directly and providing training to several junior and senior high school students in Negeri Oma. The training activity in question is to provide English language training which includes simple conversations about tourist objects, tourism English vocabulary and also general English. Middle and high school students involved in this training totaled 30 people. They received training for 6 sessions.

### **Reporting**

Reporting on community activity plans to the Negeri Oma government, in this case Raja Negeri Oma as a community service partner, to carry out English language training activities to improve the quality of tourism.

### **Provision of Pre-test Training**

The pre-test was conducted to determine the initial abilities of the trainees who had been selected in previous observations. This pre-test is a simulation to find out the acquisition of English by the trainees in community service.

#### **Phase I training.**

Phase I training was conducted to introduce English vocabulary that is most often used in conversations with foreign tourists. The vocabulary given is closely related to the concept of tourism/tourist attractions in Negeri Oma.

#### **Phase II training.**

In this phase II training, the training participants will be given training on simple short conversations that are closely related to the concept of tourism in Negeri Oma. The training with short conversations aims to make the trainees more familiar with conversations in English.

#### **Phase III training.**

In this phase III training, the trainees will deepen their short conversation depth by practicing with fellow participants. This is done so that they get used to and are more enthusiastic about the training material provided by the service team.

#### **Phase IV training.**

In this stage 4 training, the service team will conduct an initial test of the acquisition of simple conversations that have been learned and practiced by previous training participants. In this stage, the service team will also directly practice short dialogues with the training participants.

### Provision of Post-test Training

In the Post-test stage of the training, participants will be given a short and simple test to test their acquisition of English related to tourism after going through a series of previous trainings. This is also done to find out how far the progress of community service has been carried out by the service team.

### Preparation of TGB (Travel Guide Book)

At the stage of preparing the TGB (Travel Guide Book), the service team will perfect the material that was given to the previous training participants. This improvement is outlined in the TGB (Travel Guide Book) regarding tourism English which will later be handed over to the training participants and Raja Negeri Oma as this community service partner.

## RESULTS AND DISCUSSION

After going through several stages of the training session, the following are the results of the English language training for students in Negeri Oma for tourism development using the Travel Guide Book (TGB). The results of the community service activities carried out in Negeri Oma can be divided into several parts, namely; Tourism English in Negeri Oma, the language functions students need to practice, and the design of the Travel Guide Book designed by the Community Service Team.



Figure 1. Graphic Tourism English in Negeri Oma

Referring to the diagram above, it is clear that most consider tourism topics related to destinations and tourist information to be the most important (80%). This shows that the basic needs that must be studied immediately are destinations and tourist information. The second position is followed by tradition (65%) with an important category. Furthermore, shopping and sightseeing is 36% with the less important category. Lastly for travel and agencies, homestays, car and motorbike rentals, arts shops, and galleries and eating out in the unimportant category. The conclusion that can be drawn from the diagram above is that the topic of destinations and tourist information and tradition is a necessary requirement for tourism English in Negeri Oma. Furthermore, the category of the language functions students' needs to practice the most needed in Tourism English can be seen in the table below.

Table 1. TOEFL section difficulty level

| Number | Language Function needed      | Percentage (%) |
|--------|-------------------------------|----------------|
| 1      | Asking and giving information | 60,8           |

|    |                                  |      |
|----|----------------------------------|------|
| 2  | Handling complaints              | 2,3  |
| 3  | Expressing sorry                 | 5    |
| 4  | Asking for help                  | 9,4  |
| 5  | Offering and requesting          | 13,5 |
| 6  | Booking cars/motorbikes          | 1,7  |
| 7  | Asking for and giving directions | 45,2 |
| 8  | Asking and making suggestions    | 21,6 |
| 9  | Welcoming a visitor              | 32   |
| 10 | Arranging schedules              | 17,5 |
| 11 | Asking permission                | 10   |
| 12 | Agreeing and disagreeing         | 19,3 |
| 13 | Describing an object             | 54,1 |

The diagram above shows that what is most needed is asking and giving information with 60.8% and describing an object with 54.1%. Furthermore, asking for and giving directions with 45.2%. The three language functions above are considered to be the most important and important requirements to master.

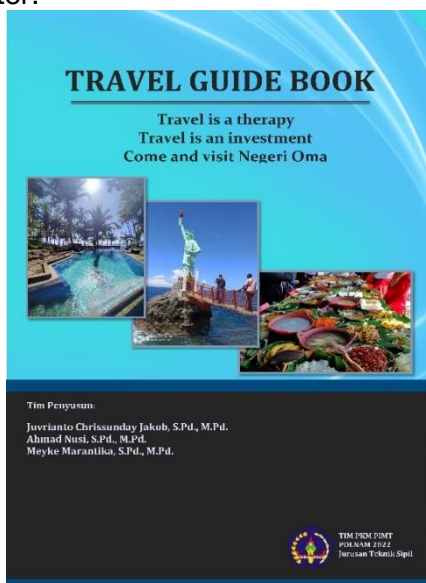


Figure 2. Travel Guide Book (TGB) Modul

## CONCLUSIONS AND RECOMMENDATIONS

Tourism has developed into a global phenomenon involving hundreds of people, from society, government, and the tourism industry. In its development, tourism experienced various changes; both in terms of form and nature of activities. To support the development of this tourism, there are various aspects that really need to be developed, one of which is mastery of foreign languages, in this case, mastery of English. In line with this, in the field of tourism, mastery of English plays an important role, especially in the field of tourism. The role of language in the tourism process is very significant, knowing tourism knowledge especially about objects and attractions is an important insight for people who live in tourist areas. The results of this service activity show that the need for the people of Negeri Oma for English skills is so significant through the initial observation activities. After going through a series of training activities, it can be concluded that the English language skills possessed by the trainees have increased. By holding English language training activities for tourism development for the people of Negeri Oma, it is hoped that later the community will be able to independently develop existing tourism potential and promote tourism excellence with the English skills they have acquired.

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