

The Design and development of model of English training program for local community at rural tourism

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The Design and development of model of English training program for local community at rural tourism

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Abstract – The President of Republic of Indonesia issued eight instructions at the Cabinet Forum on January 4th 2016, one of which was “Ensuring the Development of the 10 National Tourism Destinations or 10 New Bali, to meet the 2019 tourism target, the increasing of national income from 120 billion into 240 billion. Bali as one of Indonesia’s prime tourism destination has also taken participation in increasing the income. This can be seen from the support given by Bali government to establish the development program of ten rural tourism in the program of the development of Bali in tourism for the next four years to develop the rural tourism. Based on this, the research was aimed at participating in the development of Human Resource in areas where rural tourism take place to allow the villagers to interact intensively with foreign tourists and give their best service. The participation was the design and development of English training with syllabus, lesson plan and training material as its results. The training put much emphasis on the increase of English communication ability based on the potential resource of Bedulu Village as one of rural tourism. The method of the research was Design and Development, proposed by Ellis and Levy (2010), that consists of several phases in designing and developing English training. It is expected that the output of the study will result in the realization of society service at rural tourism as English training.

Keywords: *designing, development, model of English training, tourism village*

1. Introduction

The president of the Republic of Indonesia issued eight instructions at the Cabinet Forum January 4th 2016, one of which was “ensure development of the 10 national tourism destination”, or “creating the 10 new Bali”, such as Lake Toba Tanjung Kelayang, Tanjung Lesung, Kepulauan Seribu, Borobudur, Bromo Tengger, Semeru, Mandalika, Labuan Bajo, Wakatobi, Moratai. This is to fulfill the tourism macro target, which are a) increasing the contribution of PDB (WTTC) from 9% (Rp 945.09 trillion into 15%, b) increasing the foreign tourism from 9 million to 20 million and c) increasing domestic tourists from 250 million to 275 million (Subhiksu, 2013). The Indonesian tourism is supported by the cabinet of President Jokowi. It will see its better future.

As one of Indonesia’s major tourism destination, Bali takes participation in the growth of economy of the village society. This can be seen from Bali’s government support to establish the development program of 100 village in the program of the development of Bali in tourism for the upcoming 4 years to develop rural tourism destination (Sastrayuda, 2010).

Community Based on tourism Development like rural tourism can increase the availability of job vacancy from eleven million into 13 million, and therefore overcomes the economical discrepancy due to the local community will have enormous opportunity to work in tourism sector (Mudayen, and Lantum, 2008).

One of training to improve the local community readiness in interacting with foreign visitors is language training, besides other trainings. A research carried on an analysis on HR development of rural tourism participant in Bantul Regency. The research stated that most villagers stated their needs of specific foreign language is English, which reached 92%. The other foreign languages has not yet been determined as a specific need (Sari et al, 2015).

Based on the government’s instruction at Cabinet Forum on January 4 2016, about the enhancement of ten national tourism destinations, and the role of Bali local government to run the program of developing 100 tourism villages in the program of the development of Bali in tourism sector for the upcoming 4 years, this research is aimed at designing and developing the model of syllabus, lesson plan and material of English training for villagers, emphasizing on English for communication at rural tourism.

The result of the study is expected to be beneficial for the people in the tourism village in improving their ability to communicate in English with foreign tourism, English instructors in preparing English training at tourism village, English lecture in doing one of the *Tri Dharma Perguruan Tinggi* which is the social service activity.

Several previous study which was used as literature review is (Wijayanti et al, 2015) that the research concerns on English training aimed for guide and homestay owner at Munduk village, Buleleng. It was discovered that most of the homestay owner do not have sufficient English ability to provide the best service for foreign tourist. The other research was that dealing with ability in speaking (Tomlison, 2012). The research discovered the lack of ability in speaking English among homestay owners at Kandri tourism village, Semarang. Their education level was assumed to be one factor, as well as their age. Wijayanti then designed a drill and repetition based English training to equip them with readiness to communicate with foreign tourist.

The result was the increase of English ability shown by the homestay owner. Also made available to them was a handbook to assist in tourist service.

The operational definition based on the concept is Design and Development model, which refers to effort by writer, teachers, or students to give input on language and exploitate the provided source to maximize the probability of usage (Richey and Klein, 2007), secondly, it is the concept of English training, which is a process to help people obtain skill and knowledge (Ellis and Levy, 2010), in this case is knowledge of English that will give positive impacts on social, education and career (Howard and Major, 2005). Thirdly, it is the concept of rural village, which is a particular effort to make available for visitor some private contact, the feeling of physical environment in rural area and then the tourist is given opportunity to participate in various activities, tradition and local lifestyle. The visitor can experience unique and intangible features which is authentic and original such as local friendliness of several countries and religion, population at certain area has developed a specific way of life (Benard and Viney 1991).

The theory used to analyze and create the design and development of English training at tourism village is Design and Development, which has been developed by several experts. The Design and Development research is said to be a systematical process on design, development and evaluation to construct empirical base to create product and instructional and non-instructional tools as well as a new or refined model owned by the government (Kazar and Mede, 2014). There were six steps of DnD Research (Koyan et al, 2012).

2. Method

This research used a theory proposed by Koyan et al (2012) in designing and developing the training model of English training for people at rural tourism. The subject of the research was the research informant, the local community of Bedulu, Gianyar Bali, after doing problem identification through need analysis with the experts, people representatives and the representative of POKDARWIS at Bedulu Village who participate in the development of a rural tourism. The object of the study is the product of design and development used as the model of English training as foreign language for local community at rural tourism.

The data was collected based on the theory of Design and Development research, proposed by Koyan et al (2012) through the following procedure: a) identifying the problem to motivate the research by using need analysis at Bedulu Village, b) explaining the aim of the research, c) designing and developing the model of English training in the form of syllabus, lesson plan and training material, d) examining the design and development model through FGD with the expert in tourism and English language teaching, e) evaluating and revising the result of design and development model based on FGD, f) communicating the output in the design and development of English training through presentation and publication at scientific journal.

3. Results and Discussion

Below is the result of the design and development of syllabus, lesson plan and English material.

Syllabus Beginner Level Duration: 16 meetings x 1.5 hours (60 hours)						
Day	Topic	Function	Expression	Structure	Speak- ing / Listening	Read- ing / Writing
1, 2	Greeting and Introducing Guests	Greeting, Introducing yourself, introducing someone	Good morning.... My name is... Her name is...	Subjective pronoun Adjective pronoun	Personal information	
		Checking Information Exchanging personal information, Saying hello and goodbye	Where are you from..? Are you American..?	Wh-question Verb be: is, am, are contraction		
Lesson Plan (Beginner Level)						
Meeting 1						
Action	Topic: Greeting and Introducing Guests					Time needed
Warmer	Playing 'Whisper Race'					15 minutes
Introducing Topic	Identifying some language functions for:					25 minutes
	<ul style="list-style-type: none"> • Greeting • Introducing oneself • Introducing someone to someone else 					
Activities	<ul style="list-style-type: none"> • Listening to the example of conversation • Creating conversation • Role play • Doing exercises 					40 minutes
Teacher's Note: Students will be able to greet and introduce themselves						
Meeting 2						
Action	Topic: Checking and Exchanging Information					Time needed
Warmer	Playing 'Snow Ball'					15 minutes
Introducing Topic	Identifying some language functions for:					25 minutes
	<ul style="list-style-type: none"> • Checking Information • Exchanging personal information • Saying hello and goodbye 					
Activities	<ul style="list-style-type: none"> • Listening to the example of conversation • Creating conversation 					40 minutes

	<ul style="list-style-type: none"> • Role play • Doing exercises 	
Teacher's Note: Students will be competence in welcoming the guest		

Material Development
Beginner Level
Day 1: Greeting and Introducing to Guests

I. Introducing yourself

Fill the blanks in the conversation and practice it

my	his	her	is	are	you	too	me	him	am	it
----	-----	-----	----	-----	-----	-----	----	-----	----	----

- Jack : David, who is standing there?
 David : Oh. That (1) my father. (2). name is John.
 Jack : Could you introduce me to (3).
 David : sure
 Jack : good morning, Mr. John. (4). name (5) Jack
 Mr. John : Call (6). John. Where (7).you from?
 Jack : I (8). from Australia. Nice to meet (9).
 Mr. John : Nice to meet you (10).

PRONOUNS			
Subject	Object	Possessive	Possessive
Pronouns	Pronouns	Adjectives	Pronouns
I	me	my	mine
You	you	your	yours
He	him	his	his
She	her	her	hers
It	it	its	its
We	us	our	ours
You	you	your	yours
They	them	their	theirs

II. Make four sentences using subject pronouns, object pronouns, possessive adjective and possessive pronouns

1. _____
2. _____
3. _____
4. _____
5. _____

III. Preposition and verb be. Correct the following sentences

1. My father are a farmer.
2. Bedulu village am located in Gianyar
3. He is we friend.
4. They is here last month.
5. The chef have made some tasty food.

Day 2: Checking and Exchanging Information

I. Greeting

How would you greet your guests in the following situations? Use Sir, Madam, Miss, Ladies or Gentleman, and greet them with good morning, good afternoon, goodbye or goodnight

1. A woman aged about 25 at 12.30 pm
2. A married couple at 10 pm
3. Four men in the restaurant at 11.00 pm
4. Say goodbye to a woman and 2 men at 9 pm
5. A young lady at midnight

II. Introducing Yourself

Match the question in column A with the response in column B.

A	B
How do you pronounce your first name?	W-A-Y-A-N
Excuse me, what's your first name again?	It's Smith
How do you spell your last name?	Well, everyone calls me Gus De
What do people call you?	Oh, it's Putu

III. Conversation

Complete these conversations. Then practice with a partner

- A. . . . you from the Bali?
 B. Yes, I from Gianyar.
 A. . . . Putu in the market?
 B. No, she in the garden.
 A: you and Komang from Tabanan?
 B: Yes, we from Kediri.

Syllabus Pre-Intermediate Level Duration: 16 meetings X 1.5 hours (60 hours)						
Day	Topic	Function	Expression	Grammar	Speaking/ listening	Writing / reading
1, 2	Talking past event	Talking about past events	We drove to the lake city Where do you go?	Past simple; statement, wh-question Regular/irregular		
		Talking about vacations	Was your brother.... Were you at home....	Past simple with be		
3,4	Describing places	Asking about and describing locations of places;	There is a post office at the corner Is there a bank around here	There is/there are Is there/are there Preposition of place; at, on, in	Description of places in neighborhood	
		Asking about quantities	I have some money She hasn't any money There are some oranges...	Countable/uncountable Quantifier; some, any, much, many. question with; how		

				much, how many		
		Evaluating city services; asking for and giving information	Could you tell me where the post office is? Do you know when the buses leave from the city	Indirect question from wh-question Useful expression; let me think,, It's close to... It's next to		Writing a description of transportation service

Lesson Plan Pre-Intermediate Level		
Action	Topic: Past memories	Time needed
Warmer	Recalling childhood memories	15 minutes
Introducing Topic	Identifying some language functions for: <ul style="list-style-type: none"> • Past Tense • Used to 	25 minutes
Activities	<ul style="list-style-type: none"> • Listening to a conversation • Telling a story about one's childhood • Past tense exercises 	40 minutes
Teacher's Note: Students will be able to express his/her past experience		
Meeting 2		
Action	Topic: Traffic	Time needed
Warmer	Matching words	15 minutes
Introducing Topic	Describing Places	25 minutes
Activities	<ul style="list-style-type: none"> • Listening to the example of conversation • Creating conversation • Role play • Doing exercises 	40 minutes
Teacher's Note: Students will be able to ask and give information		

Material Development (Pre-Intermediate Level)	
Day1: A Time to Remember	
I. Practice the conversation	
Putu	: Good morning, Mr. Green. How are you?
Green	: Oh, I'm fine, but little tired.
Putu	: What did you do yesterday?
Green	: I had a whole day tour yesterday. I went to Ubud and Kintamani.
Putu	: Really, how was your trip?
Green	: It was really fantastic. I have never gone to the place before. Me and my family enjoyed trip.
II. Answer the question below!	
a.	Who are the characters in the conversation?

- b. Where did Mr. Green go for trip yesterday?
- c. How was Mr. Green trip?

III. Grammar focus

Past tense. Use the simple pas to talk about activities or events in the past

- Where **did** you go yesterday? I **went** to Sanur festival yesterday
What **did** she do last week? She **visited** Neka Museum last week
Where **were** they two days ago? They **were** in Kuta two days ago
Did Wayan serve the guest well? Yes, he **did** / no, he **didn't (did not)**
Were you in Ubud? Yes, I **was**/ no, I **wasn't (was not)**

IV. Complete the conversation. Then practice

- A: could you tell me about your vacation? Where (do) you go?
B: Well, I (visit) Bali Zoo Park at Singapadu village. I (see) many kinds of animal over there. There (be) many kind of birds, tigers, apes and many more.
A: (do) you take many picture?
B: Of course, I (do).
A: What (do) you do next?
B: Then, I (go) to Sukawati art market. I bought some souvenir in the market. They (be) many kind of sarongs, t shirt and other souvenirs.
A: (do) you try some Balinese food?
B: No, I (not). Balinese food is spicy.

Used to

Used to is something regularly did in the past but don't do anymore

Example

- When I was a kid, we **used to** visit Kuta Beach
Did you **use to** have a hobby?
Yes, I **use to** surf at Kuta Beach
What place **did** you **use to** visit?
I **used to** visit Tegal Lalang village

V. Memories

Write five sentences about yourself using used to. Do you and your partner have anything in common?

- a. What is your favourite memory?
- b. What sport or game did you use to play?
- c. Did you use to have a nickname?
- d. Where did you use to spend your holiday?
- e. Did you use to have a part time job?

VI. Writing

- A. Write about the thing you used to do, use some ideas from exercise 3, then compare take turns reading your composition aloud.

Day 2: It's Too Much Traffic!

I. Word Power

- A. Match the nouns in column A and B to make a compound nouns

Bus + stop = bus stop

A	B
Traffic	entrance
Bus	light
Bicycle	station
Stop	sign
Taxi	jam

II. Conversation.

Practice the conversation.

Putu : why is there never a bus when you want one?

Wayan : there aren't enough buses on this route

Putu : sometime I like to write a letter on the newspaper.

Wayan : good idea, you should say that we need more bus line.

Putu : and fewer motorbikes. There are too many motorbikes in the city

Wayan : yeah, there is too much pollution in the city.

III. Grammar Focus

Adverb of Quantity

Adverb of quantity tell you how much or how many of noun either countable or uncountable noun.

With countable noun

There are **too many** motorbikes

There **aren't enough** buses

There **should be fewer** cars

with uncountable noun

there is too much traffic

there **isn't enough** parking

there **should be less** pollution

Complete these statement about transportation problem.

- There are motorbikes
- There should be cars in the city
- There should be pollution in the city
- There are cars parked on the street
- There is enough public transportation in the city

IV. Writing

Write about the transportation problems in your city.

The result of the study was to answer the DnD Research theory proposed by Ellis, which includes: a) identifying the problems through observation, interview and FGD with experts, the representative of POKDARWIS, and the local community of Bedulu, Gianyar, b) explaining of the goal of the research as in Chapter I, c) designing and developing syllabus, lesson plan and training material, d) examining the design and development through FGD with one language expert and one tourism expert as well as with language teachers, e) evaluating the result of the design and development of the model of syllabus, lesson plan and English teaching material through a FGD with the expert and English lecturers from several universities and colleges, f) communicating the outcome of the research which covers the design and development of English training model through presentation, seminar and publication at scientific journal.

4. Conclusion

The outcome of the research was the model of syllabus, lesson plan and English training material for local community at tourism village. The English training emphasize on the increase of communication ability based on the potential resource of Bedulu village. The training material is developed into English training handout entitled 'English for Rural Tourism'. This handout can be used for English training program to implement 'Pengabdian Kepada Masyarakat' at rural tourism.

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