

A NEED ANALYSIS FOR LOCAL TOUR GUIDES AT JAGALAN TOURISM VILLAGE IN YOGYAKARTA

By

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Abstract: Since the tour guides are directly interact with the tourists, they should have the ability to complete their daily responsibilities, such as: greetings, welcomes, introductions, and providing information. The objectives of the research are to identify, describe, and analyse the English language requirements for local tour guides at Jagalan Tourism Village in Yogyakarta. A qualitative research approach was employed, utilizing non-probability sampling techniques such as purposive sampling, snowball sampling, and abundant sampling. Data collection tools included non-participation observation checklists, questionnaires, and structured interview questions. Present Situation Analysis (PSA) and Target Situation Analysis (TSA) were used to analyse the data. The PSA showed that most participants had a basic proficiency in general English, sufficient for guiding tourists at Jagalan Tourism Village. However, TSA indicated that ESP was needed by all participants to focus on integrated language skills (speaking, listening, reading, and writing) and improve vocabulary related to local tourist attractions, arts, cultures, and traditions. It is important for the local tour guides in Jagalan Tourism Village to enhance their English language skills to effectively communicate with tourists and provide an enriching experience while guiding for the village's attractions and culture.

INTRODUCTION

Community-based Tourism (CBT) has improved in Indonesia, especially in Yogyakarta in recent years. CBT allows local community to gain financial income and also preserve the culture, tradition, and natural resources at the same time. Goodwin & Santili (2009) highlighted that CBT projects should be driven by the local community itself, ensuring that local people have control over their tourism development and its benefits.

Therefore, capacity development of the local community focuses on this goal. Rural tourism industry is expected to be adaptive to the global demands (McAreavey & McDonagh,

2010). In this kind of context, English is commonly believed as an added value to increase the marketability of the local tourism site. English has often been positioned as the language of economic advancement. In fact, English has become one criterion for a rural tourism area to be officially granted a *desa wisata* (CBT site) title by the government (Arida & Pujani, 2017).

English becomes a language which links communication gaps between tourists and tourism providers, and it allows interactions in various locations, from hotels and restaurants to guided tours and other services. Research indicates that English proficiency in tourism significantly impacts the quality of service, fostering a welcoming environment and encouraging repeat visits and positive word-of-mouth promotion (Baker, 2015). Therefore, the ability to use English is not only valued as the language of international communication but also the language of the economy because if the tourism communities able to give an excellent service and pleased the tourists, it will give positive impacts to the tourism activities.

In Jagalan Tourism Village, English is commonly used to communicate between the tour guides and the tourists. English is one of the foreign languages used as a formal means of international communication (as a global language), which is used in various fields of business such as tourism, trading, education, and so on (Crystal, 1997). The local tour guides at Jagalan Tourism Village must be able to use it fluently and accurately, consequently they are able to communicate with the tourist properly by the language rules, language functions, and vocabulary.

Preliminary data showed that about 15 respondents of local tour guides at Jagalan Tourism Village had not become proficient at English properly yet. This is due to several factors, such as their educational background. Most of them have just finished their Senior high school, and a few have undergraduate degrees. Another factor is that English is not the first language for most local tour guides at Jagalan Tourism Village; their first language is Javanese, and their second language is Indonesia. Because of their lack of English mastery and the lack of English competencies, most local tour guides at Jagalan Tourism Village do not use the proper language functions and vocabulary in their interaction and this situation causes the communication to run unsmooth and often creates communication problems.

Needs, according to Robinson (1991), can refer to the students/participants' need for their study/job, that is, what they need to be able to do at the end of the language study/course. In other words, needs are objectives for studying/learning English. According to Sari (2019), needs analysis is a technical term in learning English that studies what is known by the learners and what they need to know and to ensure materials contain relevant topics/subjects related to the student's needs.

There are two needs analysis techniques: (1) Present Situation Analysis (PSA) and (2) Target Situation Analysis (TSA). PSA wants to gain the students/participants' present abilities in learning English: their strengths and weaknesses. TSA focuses on the student's/participants' learning needs, that is, what they need to be able to do by the end of learning English (Robinson, 1991; Sari, 2019).

The local tour guide, according to Yoeti (2000), also called Special Tour Guide, are someone who has special knowledge and can give information about tourist objects and tourist attraction, particular tourist objects such as museum, temples, certain community way of life, culture and tradition, special event and so on.

Suyitno (2005) states that a local tour guide is also called an expert tourist guide, that is, a guide whose job is to guide tourists to a particular tourist object or tourist attraction such as a museum, agrotourism, tourism village, river rafting, cave, historical building/monuments, heritage tourist objects conservation forest and other tourist objects.

A tourist village, according to Muliawan (2008), cited in Hayat and Novita Zaini (2018), is a village that possesses some unique potencies and notable tourist attractions, which could be in the forms of physical environment village surrounding as well as the socio-culture life of the community which is managed and packaged naturally and attractively with their tourism supporting facilities, in a harmonies environment management so that is ready to receive and enhance the visit of tourist to the village.

METHOD

The qualitative research approach was used in this research, which relied on a phenomenology approach. The phenomenology approach is an approach that focuses on phenomena that are tied up by context, complex, dynamic, and meaning, phenomena which cannot be measured except to be understood and described (Muhammad, 2011). Furthermore, Creswell (2009) cited in Sugiyono (2016) states that phenomenology's approach is one of the qualitative research projects, where the researchers collect data by participative observation to know the social phenomena essentials participant in their live experiences.

Data sources and types in this research are qualitative and quantitative, as well as primary and secondary data. Qualitative data are data that are not in the form of numbers. Still, in words, sentences, and texts (Darmadi, 2014). Primary data are data collected or gained directly from the data source or informant by the researcher. Primary data is also known as accurate data or new data, which has its characteristic as up-to-date data (Darmadi, 2014). Meanwhile, secondary data are data gained or collected by the researcher from various sources, in this case, the researcher as a second person, (Darmadi, 2014).

Populations are the number of units or individuals whose characteristics will be researched; those units are called analysis units, which can be in the forms of people, institutions, things, natural phenomena, etc. The presence of population is significant in the research, which will be studied and analysed and withdrawn their conclusion (Darmadi, 2014). The total number of populations in the present research is 15 people who were chosen from the local tour guide at Jagalan Tourism Village in Yogyakarta.

Quantitative research does not use the term population because qualitative research starts from a particular phenomenon/case in a specific social situation. The result of the study will not be transferred to the population, but it will be transformed into a situation similar to the social problem being studied (Darmadi, 2014).

Samples of the research are some amounts of the populations that are chosen as the subject/object of the study. In other words, samples are some populations and their characteristics (Darmadi, 2014).

The non-probability sampling techniques applied in the present research are (1) Purposive Sampling, that is, the taking of samples based on specific objectives; (2) Abundant Sampling, that is, the choosing of samples when the number of populations is relatively small, which are fewer than 30 people. The total number of samples in this research is 15 (fifteen)

people, consisting of the local tour guide at Jagalan Tourism Village in Yogyakarta. Samples or resource persons in this research are chosen by using a non-probability sampling technique, which is the taking of samples without giving equal opportunity to all number of populations to be selected from as samples or resource persons of the research (Darmadi, 2014); (Sugiyono, 2016). This research applies an abundant sampling technique, which is the sample-taking technique when all the populations are used as samples. This is done when the number of populations is relatively small, less than or similar to 30 persons (Darmadi, 2014); (Sugiyono, 2016).

The stages of the research are, as follows: (1) method of collection data, (2) Method of analysis data, (3) method of presenting the result of data analysis. Those three methods of research stages can be described as follows: Method of collecting data is data collection in qualitative research can be completed in various situations and various points of view, data can be collected in a natural environment, from the sources of data, data collection can use primary and secondary sources. The ways or techniques of collecting data can be done by observation, interview, recording, taking notes, and questionnaire (Muhammad, 2011), (Sugiyono, 2016).

Analyzing data is a process of looking to order the collected data systematically by organizing them into forms and drawing conclusions so that it is easy to understand by oneself and others (Sugiyono, 2016). In qualitative research, the result of data analysis can be presented in the form of a short description, tables, relationships among categories, flowcharts, and other types. The most often used in showing the result of data analysis in qualitative research is text in form narrative (Miles and Huberman, 1984) cited in (Sugiyono, 2016).

RESULT AND DISCUSSION

1. The Present Situation Analysis (PSA)

Questionnaire data shows that most participants have a good knowledge of English in most English skill areas as shown in table 1. Therefore, to identify their factual proficiency in basic English, the participants were asked to make a dialog script and do a role play. During the activity, it can be identified that the participants have little knowledge of how to read written English texts and their English pronunciation is often difficult to understand. The activity also shows that the English proficiency of the participants is at a basic level.

Table 1. Self-reported English Proficiency

	I Am Able To...	Excellent	Good	Fair	Poor
1.	Make A Short Introduction of Myself	6	6	2	1
2.	Give Directions to International Tourists	1	8	5	1
3.	Explain numbers (e.g. Price, amount, order of things)	2	10	1	2
4.	Comprehend tourists' questions	3	4	6	2
5.	Comprehend tourists' requests	2	5	5	3
6.	Answer tourists' questions	1	4	7	3
7.	Respond To Tourists' Complaints		5	8	2
8.	Negotiate With the Tourists		4	8	3
9.	Read and comprehend English texts (e.g.	2	8	3	2

	Email, text messages, notes)				
10.	Write In English to Communicate Through Emails or Text Messages (e.g. Replying to emails, offering a tour package)	2	6	5	2
11.	Write in English to promote attractions through the internet	2	5	6	2
12.	Use Vocabularies Related to Tourist Attractions	2	5	6	2

Based on the interview, when the participants were asked about the importance of some communicative language functions, such as introducing oneself and getting to know foreign tourists, explaining tourist attractions, and giving safety precautions and tips to tourists, all the participants agreed that those communicative language functions are important. Participants rarely had any international visitors. There were one or two occasions that they had international visitors. However, these international visitors usually came with a hired tour guide from their own travel agency. The participants also stated their difficulties in learning English, and most of them expressed that they still encountered difficulty in speaking, reading and pronouncing English words. Furthermore, they also believed that the key to successful learning and English acquisition is vocabulary acquisition.

2. The Target Situation Analysis (TSA)

The research participants needed English for Specific Purposes (ESP) focusing on English for local tour guides which cover the four skills of English integrated from speaking skills, listening skills, reading skills, and writing skills. The English Specific Purpose of local tour guides will help them to focus more on using English in their daily jobs for communication with guests (tourists). In other words, they need English for communicative purposes. The communicative components used language functions, such as greeting, welcoming, giving information, explaining tourist objects and attractions, etc. They also need other English language components such as vocabulary (specific vocabulary for tour guide), pronunciation, intonation, etc.

CONCLUSION

According to the findings of the study data analyses that were carried out by the researchers on the research findings and discussion section, and consequently, there were a number of conclusions and recommendations, such as: (1) As the result of the Present Situation analysis (PSA) shown that the local tour guides at Jagalan Tourism Village have already passed some basic general knowledge and skills of English which focus only on the skills of speaking and listening and a limited number of vocabulary in doing their job as local tour guides, (2) The Target Situation Analysis shown that the types of English needed by the local tour guides at Jagalan Tourism Village is English for Specific Purposes (ESP) for Tour Guide or Local Tour Guides focusing on the four skills of English, such as speaking, listening, reading, and writing integrated, as well as specific vocabulary on tour guides, (3) English Language Training for the local tour guides at Jagalan Tourism Village which focused on language functions, such as greeting, welcoming, introducing oneself, giving information,

telling and explaining tourist objects and attractions, and so on must be held regularly in order to improve English proficiency of the local tour guides.

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