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Providing English Village Training for Students and Boat Rowers at Rammang-Rammang World Geopark Tourism

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ABSTRACT

This study aims to provide English Village training for high school students and boat rowers at Rammang-Rammang World Geopark Tourism. This activity is expected to attract the enthusiasm of students and boat rowers to learn English as a foreign language. The researchers conducted a study in Salenrang Rammang-Rammang Maros Village. The population of this study amounted to 98 people, consisting of 20 high school students and 78 boat rowers. The cluster sampling technique was used in selecting samples with prior knowledge of English so that only 33 were selected as respondents, namely 20 high school students and 13 boat rowers. The instrument used by researchers in this study is a questionnaire. Questionnaires are used to collect information about current conditions, identify respondents' needs in learning English in English Village, and find out the problems encountered in speaking. The results reported that 33 respondents expressed enthusiasm to welcome the program, and they were well motivated to join the training. They were also happy to empower English language training because English is essential to their work as boat rowers. The same goes for the students because they can increase their knowledge of English in addition to what they get from school.

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1. INTRODUCTION

English is the most widely used language in communicating internationally in the world of tourism. The use of English in the tourism industry will facilitate communication between tourism actors and tourists who come from all over the world (Saiful, Firman, Maharida, Saiful, Firman, Maharida, & Bakri, 2022). One of the main focuses and priorities of the current government is the development of the tourism sector (Oktarin, Syahrial, & Harahap, 2019). The tourism sector is experiencing rapid development in

recent years (Muslimin, 2020). In 2013, the tourism ministry noted that tourism is a sector that ranks 4th after oil and gas, coal, and palm oil, which contribute greatly to the country's foreign exchange. In this case, the tourism sector can absorb a lot of labour, and of course, the contribution of the country's foreign exchange is quite large (Sri Widiastuti, Astawa, Mantra, & Susanti, 2021). This means that tourism has great potential in increasing the economic sector. Therefore to support tourism, we need to teach English to all actors of tourism such as boat rowers, the community in the tourism area, and of course all the young generation especially students.

To support the tourism industry, it is imperative to improve human resources by equipping themselves with the necessary skills (Soemanto, 2010). This is related to the Independent Learning Policy - Independent Campus initiative which was developed by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia to increase access to higher education and strengthen connections between higher education and the world of work during the industrial revolution. 4.0. The MBKM program is by Permendikbud No. 3 for the year 2020 concerning the National Standard of Tertiary Education, which states that students shall have the opportunity to study for up to one semester or two years with 20 students per year at the same institution of higher learning, and up to two semesters or two years with 40 students per year at the same institution of higher learning.

This training of language village program as research in the village was designed to be equivalent to one semester of mentoring implementation. (Saiful, Firman, Maharida et al., 2022). As Pranoto Suprayogi (2020) stated, the problem that exists in the community is mostly a lack of experience and self-confidence, and this also happened in Salenrang village, where the boat rowers lack competence in English communication skills. Based on the results of observations, there was a condition, a foreign tourist waited for hours until there was a new or another visitor who could speak English to help convey their meaning regarding the desired boat rental to the boat rowers. Joining boats or boat charter is more expensive than joining a boat, while foreign tourists are sometimes alone or together, so the cost can be cheaper if the joining boat is chosen to enter the islands in the Salenrang village area. Another problem faced is that the tourism area does not provide sources of information such as brochures and wall information. In addition, the people in the tourism area lack communication ability in English, so it makes it difficult for foreign tourists. (Saiful, Amran, Erwin, & Rina, 2021). In this case, it is necessary to note that facilitating the English language for the community in the tourism area is very important to give the best service for visitors, especially foreign tourists. In addition, it can improve the welfare of the Rammang-Rammang community and the sustainability of the tourism world (Basri, Islam, Paramma, & Anas, 2023).

The difficulty of communicating in English caused service users to have problems in service because they do not understand what the customer (foreign tourist) wants; meanwhile, they should do communication, negotiation, and business transaction). The inability to communicate in English results in the low quality of service. As a result, visitors and foreign tourists felt uncomfortable. The urgency of this village research grant is that English for tourism village communities is related to professional English communication in today's global era. English plays a central role as an international language. Currently, there are various models and designs of learning for the needs of the profession. (Saiful, 2014) states that learning English can be started based on a communicative approach to facilitate the learner's understanding of the context he is studying in both the social and cultural fields. Learning will be easier because of the use of various local cultural terms in daily contexts. With the scope of life of the people in the tourist village and the surrounding culture as input for learning English. (Saiful, Asrini, 2018) has emphasized that foreign languages have the flexibility to fit into various cultural contexts which makes it easier for participants to learn them. Using the above-mentioned background as a guide, the author suggests the following problem of the research: What the boat rower's perception is of holding an English village training at Rammang-Rammang Salenrang?

Similar research has been conducted by Argonawan et al. 2021, and it was about facilitating local tour guides in mastering English at Desa Wisata Kandri. As a result, the youth who joined the program become more confident in conveying information related to tourist areas in English, so facial expressions can convince foreign tourists. Moreover, the tourists have benefited from the impression of the local tour

guide of Kandri Village. Suprayogi & Eko (2020) stated that there is an improvement in understanding the use of English for tour guides and being able to describe directions or tourist attractions in English that was applied at Semarapura Kaja.

2. METHODS

This study used a descriptive research method that aims to provide English Village training for high school students and boat rowers in Rammang-Rammang World Geopark Tourism so it was necessary to collect information about the latest conditions by identifying the needs of respondents in learning English in English Village and identifying speaking problems experienced by respondents in welcoming foreign tourists in Rammang-Rammang. The study was conducted in Salenrang Rammang-Rammang Maros village, consisting of 33 respondents. The researchers used cluster sampling to identify individuals who had prior knowledge of the English language. The instruments used in this study were questionnaires and interviews.

A questionnaire is a data collection technique that asks specific questions or provides detailed answers to respondents to elicit a response (Creswell & Creswell, 2018; Dawson, 2002). Questionnaires are given to students and boat rowers. Researchers collected data from questionnaire analysis using the Likert scale: "strongly agree" (SA) with a score of 4, "agree" (A) with a score of 3, "neutral" with a score of 2, "disagree" (D) with a score of 1 (Asriati, Nappu, & Qalbi, 2022). Data collected from respondents were analyzed using percentages and quantitative. Researchers came to the first port in Rammang-Rammang and asked respondents to fill out questionnaires. The procedure for entering data into this study is as follows: 1) Researchers visited samples found around two separate locations in Rammang-Rammang; 2. The researcher asks the respondent for permission to conduct research. 3. The researcher gives the questionnaire to the respondent and explains the procedure for filling out the questionnaire. 4. They filled out questionnaires for ten to fifteen minutes. 5). Finally, researchers collected questionnaires that had been filled out by respondents. According to Muliyah et al. (2020), Data analysis is a process that involves organizing raw data into categories, subcategories, and units of description.

3. FINDINGS AND DISCUSSION

This section outlines the discoveries derived from the questionnaire regarding the responses provided by the respondents.

3.1. The English Learning Needs of the Rammang-Rammang Community

Based on the results of research that has been conducted through questionnaires to respondents about learning needs in English, it consists of four things, namely: introduction, greeting, asking, and describing.

The results of the Rammang-Rammang community needs questionnaire on English learning (figure 1) were analyzed in percentage form.

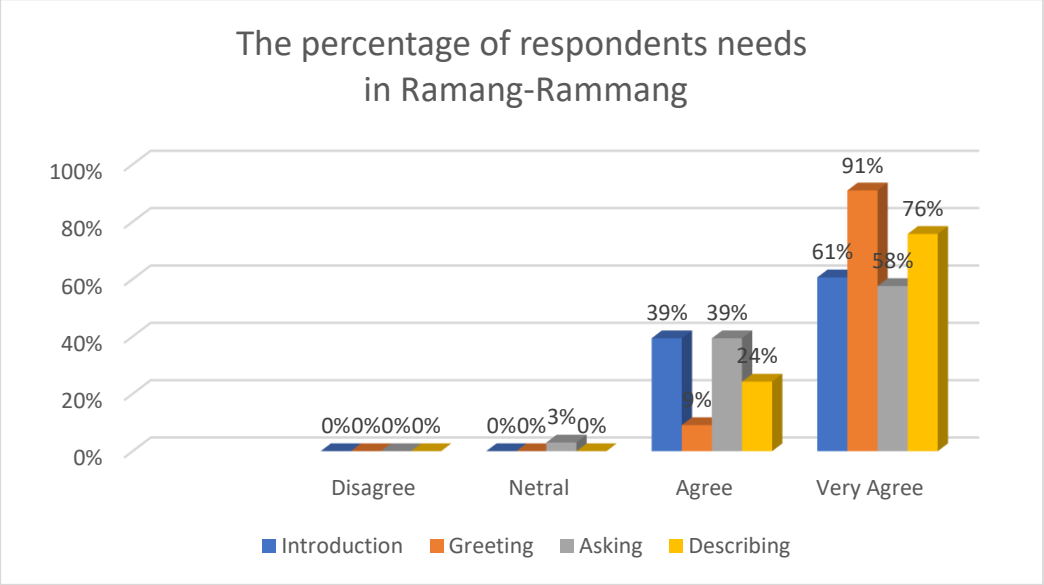

Figure1. The percentage of respondents who need to learn English in Rammang-Rammang

Figure 1 shows that the material that respondents need and complain about the most by respondents is greeting 91%. This can be seen from the number of respondents who cannot give greetings in English. Respondents only know yes or no in English. Even though as a tourist visit area, people should understand how to greet in English. The greeting is part of a very pleasant and polite behaviour (Harsoyo, Wigati Retno Astuti, & Rahayu, 2019). Like greeting strangers appropriately and not asking for personal things (Nindya, Widiati, & El Khoiri, 2022). Greeting is not enough with a smile alone but also needs to speak well and clearly (Rodis & Locsin, 2019). The second need needed by respondents is describing there are 76% of respondents strongly agree to learn material about describing. The level of understanding of describing is very lacking. They don't understand how to explain their surroundings to tourists in English. Meanwhile, 61% of respondents responded that Introduction material is also needed in English language learning. Respondents complained about their weakness in introducing themselves, while one part of good communication is being able to introduce themselves to others. Good communication is part of the introduction and can establish mutual understanding (Octaberlina & Muslimin, 2020). Mutual understanding of language can improve communication and cooperation relationships (Holmes & Illing, 2021). And respondents who answered that they needed material, about asking 58% this ranks lowest. Respondents need knowledge of how to ask good questions in English. This is also part of a good interaction.k (Trujillo & Holler, 2021).

The analysis of the questionnaire data shows a clear picture of the needs of English learning materials desired by respondents, especially in the context of four main categories: Greeting, Describing, Introduction, and Asking. First of all, from a Greeting perspective, there is a significant need. Respondents showed a high interest in deepening their skills in welcoming guests or customers in English. This indicates that they recognize the importance of friendly and pleasant initial communication. Furthermore, the Describing category also received significant attention from respondents. This shows their desire to develop the ability to provide clear and comprehensive descriptions, both related to attractions and other aspects of the experience at the destination location. In addition, the Introduction category is also an important focus. Respondents recognized the need to be able to introduce themselves fluently in English. This relates to social interaction and strong first impressions of tourists.

Finally, although at a slightly lower level of importance, the Asking category is still considered important by respondents. This indicates their desire to be able to ask questions correctly and effectively in situations of interaction with travellers. So, it is very appropriate to provide training materials that meet respondents' needs (Saiful et al., 2021).

3.2. *The English-Speaking Issues Faced by the Rammang-Rammang Community*

The results of the questionnaire about the problems faced by respondents in speaking consist of eight question items (Q1-Q8) and are analyzed in percentage form (figure 2).

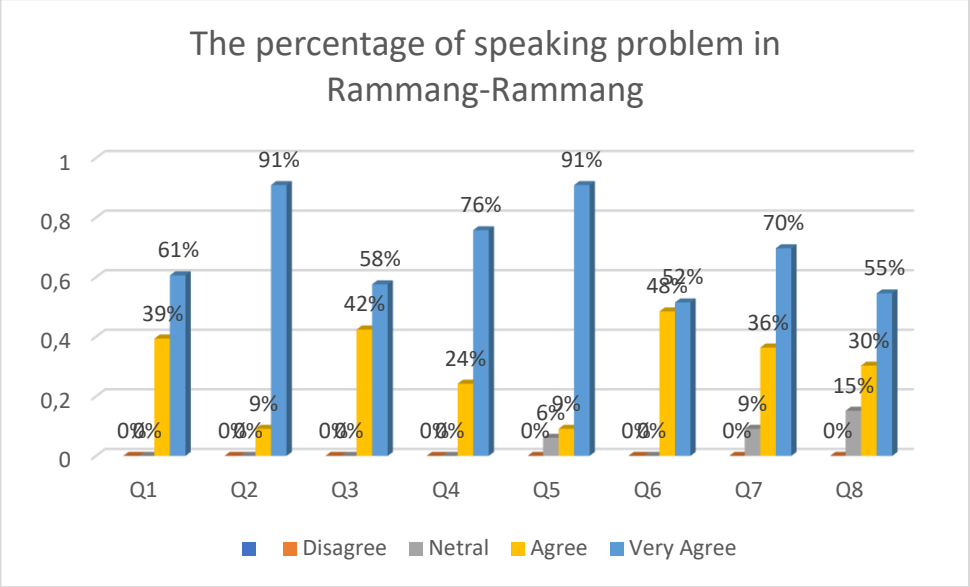

Figure 2. The percentage of speaking problems in Rammang-Rammang Maros

From the results of data analysis in Figure 2, it can be concluded that the majority of respondents showed high awareness regarding difficulties in understanding and using English vocabulary when interacting with tourists in Rammang-Rammang (Q1), with 61% of respondents strongly agreeing and 39% agreeing. However, English vocabulary is very effective in learning English and this is in line with (B. Klimova, 2019) that vocabulary greatly determines a person's performance in speaking. English vocabulary and phrases need to be studied carefully for good interaction to occur (Blanka Klimova & Polakova, 2020). In addition, the majority of respondents also admitted that they felt awkward and lacked confidence when it came to speaking in English (Q2), with 91% strongly agreeing and 9% agreeing. This is understandable considering they rarely practice in English while according to Zeng, Peng, Baležentis, & Streimikiene (2019), Self-confidence can increase familiarity and can be a decision-maker.

Respondents also identified difficulties in pronouncing words or phrases in English correctly and fluently (Q3), with 58% strongly agreeing and 42% agreeing. This is an encouragement for them to continue learning. The difficulty faced should be a transformation of learning that can help respondents communicate fluently (Mutohhari, Sutiman, Nurtanto, Kholifah, & Samsudin, 2021). In the field of tourism, good communication affects income (Crowe, 2020; Suprayogi & Pranoto, 2020)

Furthermore, the majority of respondents also admitted that their accent or accent was a barrier in communicating with English-speaking travellers (Q4), with 76% strongly agreeing and 24% agreeing. Respondents noticed that native English speakers are very different from their English speakers. English used in tourism is certainly different from general English (Radovanović, 2020). The language of tourism is a special discourse that has its structure and function both orally and in writing (Collocations, 2021)

In terms of the influence of English speaking skills on the traveller experience (Q5), most respondents agreed, with 91% strongly agreeing and 9% agreeing. They realize that their ability to serve in the field of services will affect the next tourist visit. Thus, tourism can become a growing business land (Mualifah, 2018). Along with that, most respondents showed interest in attending training or

courses to improve their English speaking skills (Q6), with 52% strongly agreeing and 48% agreeing. High interest in learning and enthusiasm certainly determine success (Guo, 2021; Wijaya, 2021), for example, taking a course in the Rammang-Rammang environment. The belief that improving English speaking skills will improve the experience of tourists in Rammang-Rammang also emerged (Q7), with 70% strongly agreeing, 36% agreeing, and only 9% neutral. They firmly believe that with the ability to communicate with tourists, tourists can remember pleasant experiences while in Rammang-Rammang. Lastly, most respondents also showed interest in wanting to get more opportunities to practice speaking English (Q8), with 55% strongly agreeing, 30% agreeing, and 15% neutral. This shows that respondents strongly support English Village Training in Rammang-Rammang.

3.3. Discussion

The material needed for English courses, especially those related to tourism, really need to be studied to meet the needs of the Rammang-Rammang community, especially boat rowers and high school students. This is very clear from the results of the respondents answers. The material "Greeting" occupies the most desired position by respondents then material about "Describing", "Introduction" and "Asking". "Greeting" is very necessary for them because it is related to the first impression made when meeting (Juma, 2015). A kind and polite greeting will give a deep impression and can make tourists feel appreciated (Cruz, Moral-Cuadra, Tito, & López-Guzmán, 2020). “Describing" is also important to learn in the course, according to respondents because it is a basic conversation in English (Juniardi & Humaira, 2022). Communicating with travellers requires knowledge and clear information (Suartama et al., 2020). This provides special benefits for the people of Rammang-Rammang because they no longer need to find translators. "Asking" is also very important to learn in the world of tourism and also based on the results of respondents' answers. The ability to "ask" in English will result in good comprehension and clear delivery of messages (Aulia, Maulida, Kuzairi, & Saputra, 2017). Therefore, learning how to ask questions in English is important in developing speaking skills. In addition, it can also help in building strong relationships, solving problems and improving social relationships (Menggo, Su, & Taopan, 2022).

In addition to the material needed for English courses, respondents were also given questions to find out the problems they faced in speaking. The result is that they are awkward and lack confidence. According to respondents, this will give a bad impression because they cannot speak well to foreign tourists. Positive and friendly interaction is the key to building a good relationship (Granero-Gallegos, Gómez-López, Baena-Extremera, & Martínez-Molina, 2020). Similarly to accent issues, respondents admitted that one of their difficulties in speaking English was a communication that was very different from what they often hear in everyday life. A response that is not smooth will make the other person become discouraged from speaking. Thus, it is very necessary to provide training courses for respondents so that they can provide pleasant services to foreign tourists.

4. CONCLUSION

In order to meet this requirement, it is advisable to develop a targeted and organised English language acquisition curriculum, with particular emphasis on subjects such as salutations, describing, introductions, and inquiries. Implementing this approach will enhance the program's efficacy in aiding participants to enhance their English communication proficiency, which is essential for optimising the tourist experience at the destination. This offers a robust structure for the creation of educational programmes and instructional approaches that can greatly benefit both students and boat rowers in Rammang-Rammang. Moreover, the respondents have expressed a distinct need for improvement in their English speaking skills, specifically when it comes to engaging with tourists at Rammang-Rammang. Customised training programmes and courses can provide substantial advantages in enhancing the entire tourist experience and enhancing interactions in this location.

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