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Submission date: 12-Apr-2023 10:31AM (UTC+0700)

Submission ID: 2062198912

File name: Dewanti_Ratna_editor_FK1.docx (3.15M)

Word count: 3452

Character count: 19754

Empowering tourism community in Gunungkidul using English online and on-site coaching

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Article Info

Article history:

Received February 10, 2023

Accepted February 24, 2023

Published July 1, 2023

Kata Kunci:

Tourism community

Gunungkidul

English

Coaching

ABSTRAK

Tourism is one of a country's potential revenue streams. Gunungkidul district in Yogyakarta province has many natural tourist spots. The locals are thought to be more knowledgeable about the state of tourism, but they cannot speak English. To empower the tourism community after the pandemic, online and on-site coaching for the tourism community was conducted under Dinas Pariwisata of Gunungkidul. SWOT and need analysis were investigated to contribute insightfully to Dinas Pariwisata for future tourism development. In addition, video creations were executed, which consisted of simple expressions and practices with native speakers who are expected to give examples of how to communicate with foreigners. The practices in some potential tourism spots were carried out to encourage the tourism communities to develop their English skill. The results indicated that the tourism communities improved their English skills and confidently communicated with foreigners.



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1. INTRODUCTION

Tourism is a major industry and a source of foreign revenue for many nations, including Indonesia. Direct or indirect, tourism makes a significant contribution to employment. Various settings, such as hotels, tourist attractions, and transportation, offer direct employment opportunities. Ticket offices, hand carry, and other services associated with travel and tourism are creating more indirect jobs in the meantime.

The urgent and important health issue that has affected all spheres of society, especially Indonesian tourism, due to Covid-19 needs to be resolved to prevent things from worsening. According to information from the Ministry of Tourism and Creative Economy [1], fewer foreign visitors existed. However, by the end of 2021, Covid-19 cases in Indonesia are significantly improving. According to the Indonesian National Disaster Management Authority (BNPB), there were 200 average national Covid-19 patients on December 13, 2021, significantly fewer than the condition's peak in around July 2021, when there were roughly 50.000 cases per day. Tourism industries can use this circumstance to get ready to welcome visitors from abroad.

According to academics, sustainable tourism may be accomplished if local populations are given more influence [2]–[5]. A suggested innovation was adopted as part of the SUSTRA LOWIS (Sustainable Tourism Strategy Based on Local Wisdom) initiative to strengthen the maritime sector of the tourism industry [6]. There were five categories for the actions: tourism management sector (TMS), tourism training sector (TTS), business improvement sector (BIS), technology-based tourism sector (TBTS), and maritime education sector (MES). This program may serve as a reminder that to boost the tourism sector, attention should be paid to maritime tourism or natural resources and the empowerment of allied industries.

The major sector that can develop tourism is community involvement. According to a study done in the

Yogyakarta province town of Parangtritis, residents there have helped the town's tourism industry flourish by participating in regional cultural events, visiting tourist destinations, and building facilities to accommodate visitors' demands. Additionally, Bantul Regency's local government has several empowerment programmes in each administrative building that focus on the service sector, regional tourism organisations, and building and infrastructure. Local participation, though, is neither a draw for tourists nor a sustainable solution. Programs for local government empowerment have not placed a strong emphasis on training connected to services and business operations suitable for tourism activities in the Parangtritis tourist area [7].

For managers and community members to manage a tourist site in Madura, East Java, the following programme was run using *Sapta Pesona Wisata*, awareness-raising techniques, and tourism awareness training principles. As a result, the community and manager could learn more about many management and attraction-related topics [8].

Strengthening the competency of human tourism resources is required to prepare better tourist management in this new normal, according to a study done at Rumah Atsiri Indonesia to examine the potential and development strategy of educational tourism in the era of adjusting to a new normal [9].

There are so many well-known and unique tourist destinations in Indonesia. Due to its natural attractions, including a beach and cave—even the beach is comparable to those in Bali—the Yogyakarta province's Gunungkidul is thought to have development potential. The neighbourhood is conveniently accessible to international tourists because it is about 50 km from Yogyakarta's centre. *Tiwul*, *gatot*, and fried grasshoppers are some of the traditional foods that are also enjoyable. There are numerous food stands along the main road leading to Gunungkidul. Following the approach, an online and on-site English coaching programme were conducted for the tourism community, particularly in Gunungkidul. It is expected that community service can increase residents' capacity to anticipate new patterns and changes in tourism trends. Because there are so many activities that tourists must do when travelling, their needs and expectations for the capacity of the services are increased. For tourism communities to meet the demands and be more ready for the post-pandemic era, they can introduce and promote each region's tourism potential to foreign tourists by portraying and introducing regional attractions, culture, nature, artificial, and local products as well as by offering tourist services. Based on the potential resource of Gunungkidul and material modified from a model English training programme for the local community in rural tourism [10] which is divided into beginner and pre-intermediate phases, the coaching principle placed a lot of emphasis on the improvement of English communication ability.

The Covid-19 outbreak has impacted the Gunungkidul district's tourism industry. The tourism industry, made up of locals, requires English training for more fluent communication skills to prepare for the new period and border opening for foreign tourists after the break. The best way to strengthen the communication skills of the tourism communities in this epidemic era is by online and on-site coaching on English that include a few simple common expressions, virtual practice with native speakers, and video creation on advertising a tourist location. Before the pandemic, [11] conducted previous training for business professionals in Gading, Gunungkidul. As a result of their diverse backgrounds, the majority of training participants do not speak English fluently. However, their eagerness revealed a strong desire to learn English. The training's advantage hasn't had a noticeable impact, so the next sustainable is anticipated to be more beneficial.

2. METHOD

Referring to the partner's problem, which is that the tourism communities need English training, some proposed solutions are carried out. Firstly, a SWOT analysis of the tourism sector was formulated from the result of the interview with the staff of the regional office for tourism affairs (Dinas Pariwisata) and some tourism communities. The term "strength" refers to something that derives from internal sources and is used to describe the company's benefits. *Weakness* is an organizational trait detrimental to attaining the goal and can lead to a lack of internal quality. A situation or environment conducive to activity is referred to as an opportunity. A *threat* is a situation or condition that jeopardizes an activity's completion [12]–[15]. Secondly, a need analysis was carried out to investigate what the target requires to improve. The process of identifying the essential elements of the needs analysis in the curriculum development of an ESP course needs to establish the "what" and "how" of the course as a first step towards the design [16], [17]. Thirdly, to accommodate the need for sample expressions in communication between local people and native speakers, some videos were created and uploaded to YouTube so that the target of the English tourism training could access both videos independently. The last, speaking practices were done to examine how communication skill is improved. They were executed to the staff of regional officers for tourism affairs (Dinas Pariwisata) as the governing board in tourism management and some tourism communities as the local people who serve foreign tourists. The

material for the training was taken from English for International Tourism [18] and some additional materials from the Internet.

3. RESULTS AND DISCUSSIONS

3.1. SWOT Analysis

The discussion of SWOT was conducted to observe the strength, weaknesses, opportunities, and threats of the tourism sector in Gunungkidul. It was delivered online and was attended by the community service board (2), the staff of Dinas Pariwisata (1, 4, and 5), and tourism communities (3 and 6), as shown in Figure 1.



Figure 1. Interview participants

On the one hand, some data reveal the strong point of view discussion. Located on the border of the Hindia Ocean makes, Gunungkidul has a 72 km coastal line that spreads into 100 beach spots. Besides exotic hills, caves, and waterfalls, this region also has potential for the economic sector; thus, the society holds tourism minded. This perspective is proven by opening tourism facilities such as souvenir stores, local food stores, toilets, gasoline stations, and restaurants and being local tourism communities.

On the other hand, this district has several weaknesses. As with other sectors, promotion, and marketing are needed to advertise the potential tourism resorts while these actions take the amount of budget. Because the regional government repurposes the fund for pandemic cases, most tourism programs are postponed. Furthermore, the tourism office needs to widen its networking with other boards to succeed in some grants. Previously, it experienced failure in achieving grants from the ministry of tourism, while other districts and cities around Gunungkidul have successfully received them.

Nonetheless, the interview participants shared some opportunities that likely come ahead. Currently, the government is building the south passage (Jalur Lintas Selatan/ JLS). It stretches along the south highways close to beach access. When it is finished, it is predicted that it can open more access by tourists from other regions, such as Bantul and Yogyakarta coming into Gunungkidul. Another opportunity is that the tourism office is a member of Java Promo, tourism communities in Yogyakarta and Central Java Province, so it can empower the chance to build networking among members. The government support to give special funds in the Yogyakarta province (*Dana Istimewa*) can be allocated to develop either actions or facilities in the tourism sector. Last but not least, society is considered a creative community, especially the young aged residents. They tend to have brilliant ideas for creating attractive events, such as the annual Geo Park Night Spekta, by inviting national artists so that people are interested in visiting Gunungkidul.

The possible threat was dug up from the interviewees to complete the analysis. As what is happening universally, the Covid-19 outbreak is considered the most dramatically faced problem that the ending cannot be predicted. Currently, most tourism communities have lost the spirit to develop this sector, so they must find alternative occupations rapidly. Besides, the threat will occur when the tourism communities are not ready to face the new normal era. Dinas Pariwisata mentioned that all human resources should be well prepared on the health protocols. In addition, communication skill related to English for tourism is still low. While the outbreak ends, there will be many foreign tourists visiting Gunungkidul. If the tourism communities are not well prepared, this excellent opportunity to invite foreigners to Gunungkidul will disappear.

3.2. Need Analysis

The first data cover the demographic information of the participants. The first question was proposed to identify the ages of the participants and was presented in Figure 2. They all belong to adult learners aged 19 to

40 years old. The characteristics of this stage are primarily cooperative, independent, and come voluntary; therefore, they may drop the learning if their expectations are not fulfilled [19]. Meanwhile, Figure 3 indicated that the participants were from eleven sub-districts, with most graduating from vocational schools, as depicted in the third chart as presented in Figure 4. In addition, in Figure 5, three-fourths of the participants have not taken an English course, while the rest quarter has taken one in the last two years. With this diverse educational background, on-site coaching should accommodate heterogenous students, and one of the proposed techniques is the learning together technique [7].

16 responses

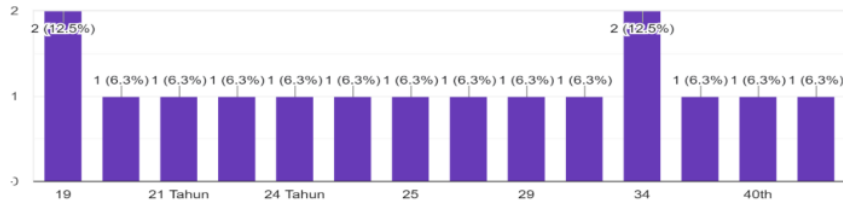


Figure 2. Participants' ages



Figure 3. Participants' sub-districts

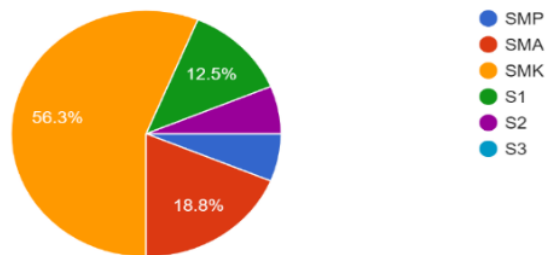


Figure 4. Participants' education

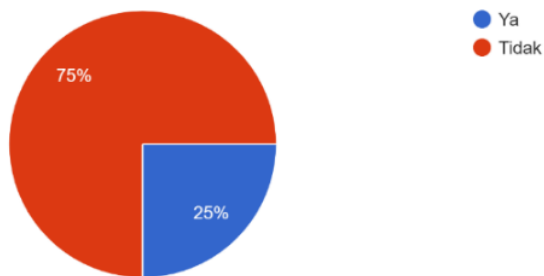


Figure 5. Participants' previous English course

The second data was gathered to investigate the participants' English proficiency and expectation. The first question was proposed to explore the participants' expectations of attending the on-site coaching. The first three lists depicted that most of them joined it to support the occupation in the tourism sector and improve listening and speaking skills, as presented in Figure 6. In detail, they self-assessed that they have medium language skills mastery; in listening, reading, and writing. Furthermore, they have the lowest mastery in vocabulary, grammar, and speaking, even though speaking is the most frequently used skill in their occupation. Figure 13 depicts the participants' most preferred topics in the on-site coaching were tourism and marketing.

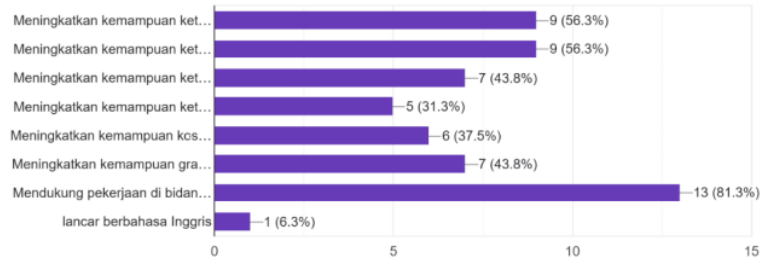


Figure 6. Participants' expectations of attending the on-site coaching

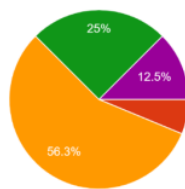


Figure 7. Participants' listening skill

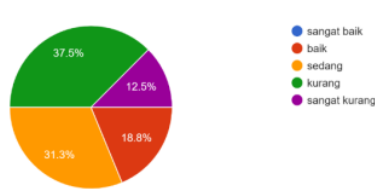


Figure 8. Participants' speaking skill

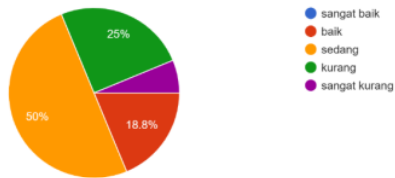


Figure 9. Participants' reading skill

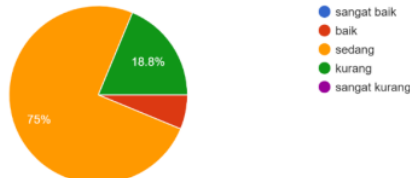


Figure 10. Participants' writing skill

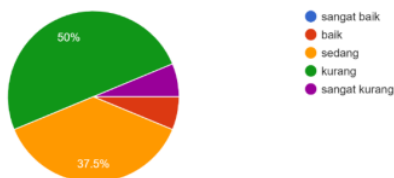


Figure 11. Participants' vocabulary

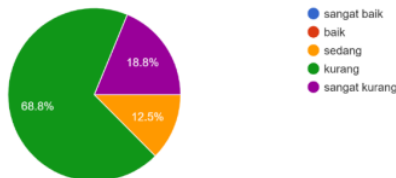


Figure 12. Participants' grammar

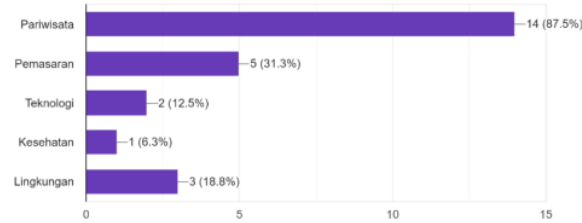


Figure 13. Participants' selected topics

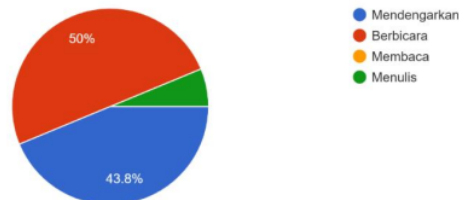


Figure 14. Participants' most difficult skill

3.3. Instructional Video

Many expressions in English for tourism are needed to communicate between locals and foreigners. However, two chosen topics developed into instructional videos can be accessed at <https://youtu.be/SLwYUsXH4E4> and https://youtu.be/D4_jUb4KJbo.

Since most foreign visitors need information about the tourist destination, expressions describing tourism objects are elaborated. The video initially shows the title, creator, and institution. To attract the audience's attention, some additional related images are used to strengthen the theme, such as coconut, umbrella, beach, and waterfall, as figured below.



Figure 15. Opening of tourism object video

After that, the video displays language functions of suggesting tourism object, tourism attraction, and the best time to visit as described in Figure 16.



Figure 16. Language functions of tourism object video

In addition, a sample of conversation between a native speaker and a local person is put into the video. This is expected to give insightful model on how to talk about tourism objects with a foreigner as shown in Figure 17 below .

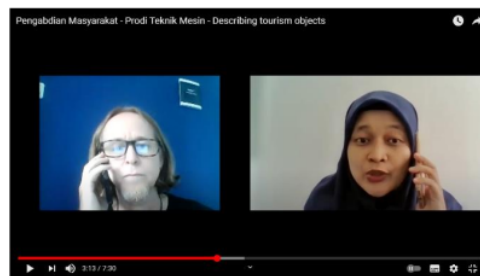


Figure 17. Speaking practice in tourism object video

Culinary is closely related to tourism. It is proven that tourists tend to hunt for traditional dishes when they visit particular places. It is also what experience by most foreigners do. Therefore, the second instructional video discusses describing local food. Like the previous video, the opening of the second video is touched up with attractive images such as chicken, strawberry, and food cart, as screenshot in Figure 18.



Figure 18. Opening of local food video

Following the opening part, language functions of offering food and describing the taste and material are presented as described in Figure 5.



Figure 19. Language functions of local food video

To give attractive model of conversation between a native speaker and a local person in talking about local food, a virtual conversation recording is inserted into the instructional video as shown in Figure 20 below.



Figure 20. Speaking practice in local food video

3.4. Speaking Practice

The first coaching implementation was conducted in the classroom setting. The class phases occurred with presentation, practice, and production. The presentation was done by playing the YouTube videos intentionally created for this program, describing tourism objects and local food. An interactive discussion was executed during the practice session, and to vary the coaching activities, game-based learning was delivered using the Kahoot application, as depicted in Figure 22. In the production stage, the participants worked in a group to present role plays as local guides and foreign visitors practicing dialogues about tourism objects and local food. The best performers achieved prizes to motivate the maximum effort, as shown in Figure 23.

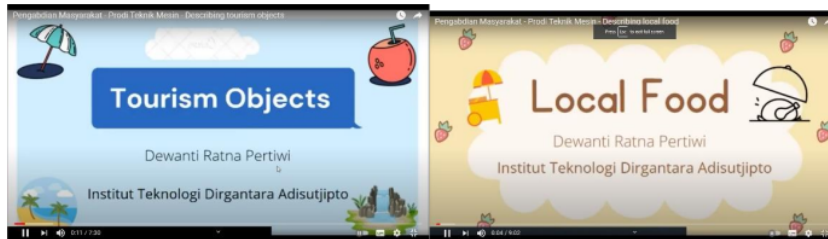


Figure 21. YouTube videos



Figure 22. Learning activities



Figure 23. Best performers

The second coaching implementation was conducted in the tourism destination, namely Jelok. It is one of the tourist villages in the Patuk sub-district, offering traditional inns, restaurants, and farming. The participants practiced the materials learned in the previous coaching in the Jelok setting, such as describing the traditional menu in the restaurant and tourist attractions in Jelok. In addition, it was followed by virtual practice with a native speaker, as captured in Figure 25. The practice ran smoothly as the participants could speak confidently promoting Jelok to the native and they had mutual communication.



Figure 24. Coaching practice in Jelok



Figure 25. Virtual practice to a native speaker

The last coaching implementation was conducted in another tourism destination, Gua Rancang. It is a cave in the Playen sub-district, offering food stalls, a waterfall, and farming. The participants practiced the materials learned in the previous coaching in the Gua Rancang setting, such as describing the traditional menu

in the stall and tourist attractions in Gua Rancang. In addition, another achievement of the community service program showed in the video promotion depicted in Figure 26.



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Figure 26. Video promotion creation

4. CONCLUSION

The community service concluded that English training for the tourism community is necessary to support tourism development in such regions. Based on need analysis, English communication ability and marketing promotion are considered as two innovations that can be carried out to prepare tourism in the new normal era. The series of programs which consist of SWOT analysis, need analysis, video creation, and speaking practice have been implemented successfully however to keep the collaboration engaged with Dinas pariwisata, the following community service will be carried out based on potential need analysis such as more intensive English training in more tourism destinations and collaborating with social media experts to create more exciting video promotions.

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