Integrated Tourism Development: Communicative English for Local Guides of Semarapura Kaja Village, Klungkung,Bali

Anak Agung Inten Mayuni, Nyoman Sujaya, Made Detrichyeni Winaya*
**Email corespondence:* nyomansujaya753@gmail.com

Universitas Warmadewa, Denpasar, Bali

Abstract. This paper accounts for the empowerment of the group of young people, the local guides, in Semarapura Kaja village, Klungkung regency, Bali. It was done due to the integrated tourism development. It focuses on teaching them English used in guiding activities. The teaching materials involve tourism in general and etiquettes of being a guide. The method applied was communicative English and English mastery through simplest patterns that are mostly used in daily activities. The teaching method applied involved counselling, monitoring and evaluating, then continued with making a report. It was true that by applying the method used, the local guides understand about tourism in general and know how to be a good guide. By mastering the simplest patterns of the English language, the local guides could easily speak good English. They know how to use the language functions and they could demonstrate how to act as a good guide. It is hoped that by the readiness of the group of the young people to be the local guides, the Semarapura Kaja village is ready to be a tourist village.

Keywords: communicative English; local guides; tourism development.

1. Introduction

The development of tourist villages is the government's mission to improve the welfare of the community. This can be done through the development of productive businesses in the tourism sector which should be in accordance with local potential and resources. Tourist villages were formed to empower the community so that they can act as direct actors in an effort to increase our readiness and concern in responding to tourism potential or tourist attraction locations in the area of each village.

In Bali there are many villages that are potentially developed into tourist villages, one of them is Semarapura Kaja village, Klungkung regency.

Semarapura Kaja is a village located in Klungkung sub-district, Klungkung district, Bali province. This village has two traditional villages, namely, Besang Kangin traditiona village and Besang Kawan Toh Jiwa traditional village. Its area is about 74.20 hectares, with a total population of 2,214 people. The geographical condition of Semarapura Kaja village is in the lowlands. The border area next to Semarapura Kaja village is to the north is Akah Village, east is Semarapura Tengah village, south is Semarapura Tengah village, and to the west is Manduang Village.

Semarapura Kaja village is potential to be a tourist village since in this traditional village its spring is unique and beautiful to be a tourist attraction. In addition, in Semarapura Kaja village there is also an old temple, namely the Tirta Celempung temple which is also an interesting cultural heritage to visit. The Jaga-jaga tradition is also a unique tradition, namely the tradition of purification of the area by slaughtering a cow in which the surrounding cow is pricked so that the blood comes out for the purification ceremony. The people of Semarapura Kaja also produce traditional ceremonial instruments which are even sold online outside the region. Culinary tourism also has the potential to be developed in that area because the people there produce various types of food, cakes, and nuts.

Previous social work on teaching English to the young people of of Gentung Village, Labakkang District, Pangkep, South Sulawesi through Prezi media presentation has been done by Sitti Maryam Hamid and friends (2021). Their work shows that people can learn English not only from text books but also from Prezi's presentation medium. Teaching English for specific purposes for tourism police at Polda Bali institute. It was claimed that through ESP materials the learners, the tourism police, could easily use English in their activities. However, method of teaching English through the simplest patterns of English with communicative method has not ever been applied. This ensure me that such kind of activity, social work on teaching English through the simplest patterns of English with communicative approach is necessary to do.

In relation to develop the Semarapura Kaja village into a tourist village, in 2022 (from March to August), we as the community servicers did social work through teaching English for the local tour guides of the village. It focused on teaching the use of English language functions and expressions when a guide interacts using English with foreign guests. The method applied was a communicative method accompanied with counseling technique. Simulation being a guide was also conducted to make the trainees master the English.

The structure of this paper is organized as the following sections. Section one is about the introduction. In two, it is about the method applied. In three we mention about the objective of this paper, in four we have the result and discussion, and in section five we have the conclusion.

The followings are the uniqueness of Semarapura Kaja village.



Figure 1. Celempung temple



Figure 2. Dam/Spring



Figure 3. Majaga-jaga tradition



Figure 4. Village leader and the staff



Figure 5. Counselling



Figure 6. Meeting with villagers

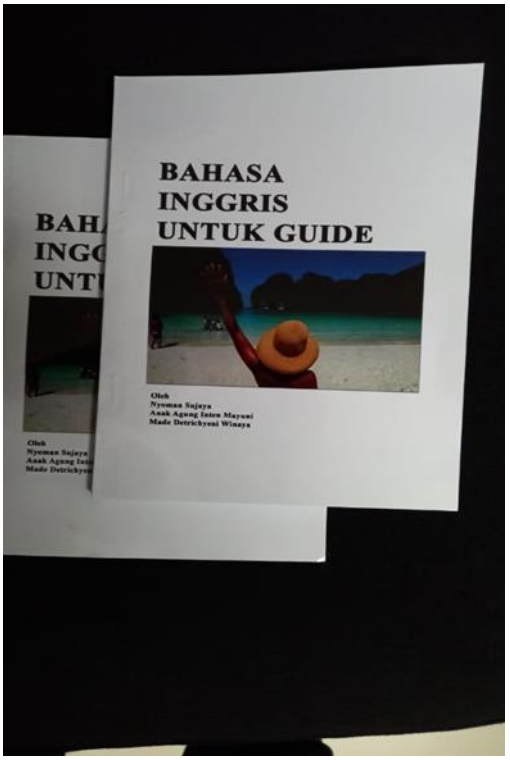


Figure 7. Book produced

2. Method

The method applied involved making a survey, identifying the problems, doing the social work through teaching English with a communicative approach accompanied with counselling, monitoring and evaluating, continued with making the report and submitting it to the Community Service Institution of Warmadewa University. The social work that we did covered: 1) clarifying the problem we found from the village so that it would be clear for us to solve and give the solution; 2) coordinating it with the leaders and officials of Semarapura Kaja village so that the social work could run well so that it was clear what to do to whom and when; 3) considering the solutions that we would give so that the implementation of the social work did not cause new problems; 4) coordinating the methods of teaching through considering the method, techniques and time so that the social work could run effectively; and 5) donating the book on communicative English that we wrote. The book contains the understanding of tourism, guide etiquettes, patterns of English simple sentences, examples of conversation in English, and conversations between guides and tourists.

3. Objectives

In general, the objective of this community service is to help the Semarapura Kaja village become a tourist village and make the villagers aware about tourism. Specifically, the objective of this community service is to improve the ability of the community, especially the local guides of Semarapura Kaja village in mastering English for guides. It is hoped that the local guides of the village are able to speak English and good at handling guests visiting tourism area.

4. Result And Discussion

Communicative English

Communicative English is an approach to language teaching in which a student learns from real life interaction, which can help to reinforce the value of their studies. The communicative approach is a tried and test method for helping a student to acquire valuable communicative English skills, which they see true value in. When a student is involved with real life communication, which is also meaningful to them, they see value in their work. This can help a student to develop a natural approach to language learning and vocabulary acquisition moving forward, outside of the classroom (Eastbourne, 2018).

However, teaching English communicatively does not only need real life interaction and English communication skills but also patterns of English sentences. That's why in the implementation of social work done in Semarapura Kaja Village, teaching English for the local guides, we gave the leaners the simplest sentence patterns of the English language usually used in making communication.

General patterns of English sentences

There are six main patterns of English sentences that we gave to the local guides before giving them language functions. However, to master the patterns the learners should know the auxiliaries first before they come to the patterns since basically all patterns of the English sentences involve auxiliaries. It is based on the combination between the auxiliary and the verb the pattern is formed. The patterns are focused on the verb or the predicate of the sentences.

The patterns involve:

Be + Non-Verb

Be + Verb-*ing*

Modal + Verb I/Be

Have + Verb III/Been

Verb I (-s/-es)

Verb II

The explanation of the patterns.

Pattern 1 is used when we make a sentence that does not have a verb (action verb or stative verb) in the sentence. This means that the verb of the sentence is replaced with Be (am, is, are, was, were). Examples: *I am your guide here. They are from Germany*, *How are you*?, and so on. In those examples, we can see that the verbs are auxiliary *be.* Pattern 2 is used to express on going activities. Example: *What are you doing here? I am waiting for my friend. We are staying at a hotel.* Pattern 3 is used express sentences with modal verbs like, *shall, should, will, would, can, could, may, might, must, need, dare, ought to, used to.* Examples: *Can I help you, please? I will be your guide during your stay here, We cannot enter the temple without sarong, etc.* note *be* is sued when there is no verb. Pattern 4 is used to express perfectness. Examples: *Have ever gone to Ubud?, They have been at the hotel*, I have paid the bill. *Been* is used when there is no verb. Pattern 5 is used to express habitual activities. Examples: The guest stays at Quin hotel, I work five days a week. Auxiliary *do* or *does* is used for negative or interrogative sentences of this pattern; *Do you work here? The office does not open until eight.* Pattern 6 is used to express past activity. In this pattern *did* is used in negative and interrogative sentences. Examples: *The guest arrived at 10 last night, He did not have enough sleep during the flight. Did you enjoy the flight?*

Activities

In the process of empowering the young group of people, 8 (eight) local guides, of Semarapura Kaja village, in relation to the process of making them master the English for guide, we did some activities. First, we gave them the general information about tourism. This was necessary to do since tourism industries involve some aspects including hospitality, transportation, travel facilities, information, heritage sights and language of course. Second, we taught them English. In this case we taught them the simplest patterns of the English language sentences. In this section we continued giving them the kinds of language functions. It was assumed that by mastering the language functions, the local guide would be easier to communicate with tourists. Third, we also taught them the expressions commonly used by a guide when handling guests. It is necessary to mentioned that during the process of making them master the English for guides we did the teaching and counselling activities. We also gave them simulation of being a guide when offline meeting. Fourth, while doing the social work we also finished English for guide book.

Achievement

Although we did only eight time meeting offline and eight time online, the process of teaching and learning could run well. However, we used WhatsAPP as our medium for the communication between the local guides and the instructors so that the process of teaching and learning could run well. We were lucky, one of the local guides is an English literature graduate so that he could help his friend in learning the English. It can be informed that all of the local guides have mastered the English for a tour guide well. They could use the English functions like welcoming, giving for information, describing something, giving suggestion and other functions of English. They could use the simplest patterns of the English for the communication.

It will be perfect if such kind of community service can be continued. However, to improve their ability in mastering English we have donated a book of English for guides that we wrote. It is hoped that the book can help them learn how to speak English fluently so that the Semarapura Kaja village is ready to be a tourist village. Al least the human resources involved in tourism business are ready to welcome the village to be a tourist village.

5. Conclusion

It is true that communicative English is really needed by the local guides of Semarapura Kaja village. This is due to the need of the village to be a tourist village. The English given to the local guides is the English for guides. English that is commonly used in guiding activities when handling guests. We were lucky that the local guides have mastered the simplest patterns of the English language mostly used in a communication. The language functions have also been mastered by the local guides. In the process of making the local guides master the English usually used in handling guides, we also produced a book on English for guides. This book contains in general the understanding of tourism, etiquettes of being a guide, English sentence patterns, language functions, examples of conversations between gusts and guides and exercises. Through the process of teaching English to the local guides, the achievement of the local guides in mastering English, and giving them the book on English for guides, it is hoped the Semarapura Kaja village is ready to be a tourist village, at least seen from the availability of local guides speaking English.

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