Empowering Teenagers at Desa Buduk, Badung for Tourism Sector

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Abstract. Tourism sector nowadays has developed massively to Canggu and it also spreads to villages nearby such as Desa Buduk located only two kilometres from Canggu. The situation certainly needs to be responded by preparing the people especially the teenagers by preparing them to take a part in tourism sector both at their village and at surrounding areas. The situation attracted the teenagers to join an empowerment program in corporation with the team of this community empowerment program realized in two activities of English training and organization of inorganic waste. Both activities are needed in facilitating people in tourism sector. English training was carried out in an activity of training the teenagers of English both in pairs and personally and the topics presented to the teenagers as the participants are basic conversation such as greeting, introduction, describing people, describing place, giving direction, and telling price. The other activity is organization training of inorganic waste conducted by sharing the needs of organization and management of the inorganic waste. The results of the program show that the teenagers at could use English for basic conversations and they also have awareness and organization of inorganic waste.

Keywords: Empowering program; teenagers; english training; organization of inorganic waste

Introduction

Buduk is one of the villages in Mengwi District, Badung Regency, Bali. The village can be reached in 40 minutes by motorbike or cars to the west from the zero point of Denpasar or to the north from Nguah Rai Airport. The village of Buduk has an area of 363.46 hectares inhabited by 8.060 populations. The land of the village consists of housing complex surrounded by rice fields, roads, rivers, and some other public facilities as market. The rice fields surrounding Buduk is almost a half of Buduk area with very fertile soil and sufficient waters from the two big rivers flowing through Buduk. The rice fields were the places where most inhabitants used to work as farmers. Then, in 1990s there was progress of educational backgrounds of the inhabitants that their professions gradually changed to be government staffs, police, school teachers, and many of them especially the youngsters work in tourism sector at Sanur, Kuta, Legian, Jimbaran, and Ubud. The changes of the professions were also caused by the benefits gained from the rice fields did not anymore afford the inhabitants' costs raising day by day. The agriculture at Buduk Village can be categorized as a fine agriculture because it is supported by fertile soil and good tropical climate. Since fifteen years ago, Buduk has shown changes from a rural into an urban area; houses and roads are much better, and then many

minimarkets have also appeared in numbers along the main road of the village. The physical changes of Buduk have also influenced in social style of the inhabitants that they began to look to be much more fashioned in costumes.



Figure 1. Location of Buduk Village in Badung Regency

Buduk village has 7.463 inhabitants. They consist of native inhabitants and many are also migrants from Bali and some other parts of Indonesia especially from Jawa Island and some islands in East Indonesia. As a village, Buduk has ten small community groups called banjar located from the north to the south of the village area. The membership of the banjar is family and at Buduk there three banjars having big members, they are Banjar Tengah, Banjar Sengguan, and Banjar Pasekan. The banjars of Buduk Village can be seen in Map 2 below.



Figure 2. Buduk Village with Its Ten *Banjars*

Seen from its position, Buduk is located in border with Canggu Village. Buduk is in the north and Canggu is in the south. Besides that, Buduk is also close to other villages such as Pererenan, and Cemagi. In the recent ten years the villages especially Canggu has shown massive development in tourism industry. Many tourist facilities such as villas, restaurants, and travel agents or transport services have been built. Infrastructures, public areas, and public facilities now look in their better performances to welcome and facilitate visitors growing in number coming to those areas. Canggu and the surrounding areas seem to be preferred as tourist destination more than Kuta and Legian that can be seen from the number of both domestic and foreign tourists visiting and staying at Canggu have been increasing these recent years. There tourists especially the foreign ones can find areas with more open spaces including beaches for sunbath and surfing.

The massive development of tourism industry at Canggu and surroundings spreads to Buduk. Many tourist facilities such as villas and homestays have also been appearing in the southern part of the village as the effect of its position in border with Canggu. At the moment, tourist facilities of villas and homestays fill the open space in the southern of Buduk so that the two villages now look to be one. The villas are in wide size of area with various qualities and designs of buildings reflecting that they serve different qualities of tourists. Tourists staying at the villas are mostly foreign tourists with length of stay for about one or two weeks. Besides villas, other tourist facility that can be found at the southern part of Buduk is transport service providing services of transports for tourists for transfers to a destination or tours both in Bali and beyond. The existence of tourism development at Buduk village certainly becomes potential opportunity for the local inhabitants especially the teenagers that they can participate in it at least as workers or in long term they can also build small business of tourist facilities at their village. All the ideas of participating in tourism sector must be followed by mastering knowledge and skill, one of them is in English as an international means of communication. Tourism as one of possible sectors can also be used to enhance the inhabitants or the village economic standards as suggested by Mason (2003:34) that tourism may impact on economy of the society developing tourism industry.

The inhabitants in particular with the teenagers of Buduk Village do realize the importance of mastering English for the purpose of working at tourist sector at their village. They understand that there are many advantages they can get if they work at their village. First, they can save much more cost of transport or homestay than working at tourist areas away from Buduk, such as at Kuta, Legian, and Ubud. Second, working at their village the inhabitants of Buduk can have more spare time after working at the tourism sector that they can spend for extra jobs such as working at their rice fields or at their home industries so that they can receive some additional incomes. Third, with safer time of working their villages, the inhabitants of Buduk can also have much time to attend traditional or religious activities conducted at their villages. A group of some teenagers of Buduk realise the idea of meeting the team of the Community Service of Universitas Warmadewa headed by Dr. I Nyoman Muliana, M. Hum. and made a discussion on improving their skills in speaking English. The discussion was also continued to the existence of inorganic garbage in the forms of plastic bags, cans, and glass bottles scattered anywhere at Buduk that certainly disturbs the view and the atmosphere especially for tourism at their village. These two problems must be given solutions as the potential opportunity to be a tourism area or at least the inhabitants can develop societal tourism at which they must base their ideas on two things, they the society and the environment as Holden (2008:7) states that tourism is also an incorporating system between society and environment. In many parts of the island of Bali and especially at Buduk, these two components seem still to be ignored due to poor understanding of the people. First, society is the key part for the success of tourism that they can participate in term of the abilities in welcoming and serving visitors by good mastery of English. Besides that, one aspect that must be noticed is about the environment which recently becomes messy because of inorganic waste.

Method

This Community Service of empowering the teenagers at Buduk Village, Badung was realised in two programs, namely tourism English training and organization training. The two programs were conducted in two different methods; the tourism English training was conducted by applying direct method (Brown, 2015) and the organization was conducted by using tutorial and discussion method.

Result and Discussion

Team of Community Service of Universitas Warmadewa headed by Dr. I Nyoman Muliana, M. Hum. with the two members namely Drs. Anak Agung Gede Suarjaya, M. Hum. and Dra. Ni Made Anggriyani, M. Si. presented the teenagers at Buduk two programs as solutions to the problems. The two solutions are tourism English training and establishment of organization on inorganic garbage. Both programs were begun by collecting the teenagers including listing their names and selecting their age group that at last the number of the teenagers were decided in fifteen person from different *banjars* or the smaller community groups of the village. The two programs were then performed one by one, the tourism English training first and was then continued with the organization establishment and gave more priority of meeting frequencies to the English training.

The English training consisted of some stages, namely pre-test, training, and post-test. The pre-test was performed both in written and spoken tests. The written test is a test consisting of intermediate topics of grammar and readings. Then, the spoken test was conducted with simple interviews and presentations in English of information about the participants, daily routines, etc. in a natural situation so that they felt comfortable with the test. Both pre-tests showed that the participants had very low abilities in English especially in speaking that might be caused by lack of opportunities for them to learn English intensively especially in speaking skill. The English training was done by a direct method by which the training was performed mainly by using English and gave priority in practicing English in speaking. Such method aimed at making the participants in habits of listening and practicing English more than other languages as Indonesian and Balinese. However, the process of applying the direct method in the English training was done gradually in some levels of quantities. In the beginning of the training, the use of English was composed in 40% and the rest of 60% was in Indonesian language that gradually changed from the middle to the end session of the training with the priority of using English. The English training program was carried out in a period of four months with twice meetings in a week and two hour session per each meeting. In such period the participants were expected to gain enough and even extra time to learn and train themselves in practicing English. The topics presented in the English training were mainly the ones of the functions of English namely greeting, introduction, offering thing, offering help, telling price, describing thing, describing thing, apologizing, and thanking which the participants could apply in getting communications with foreign tourists ranging from simple to middle levels of expressions. The topics presented in the English training were quoted from Blundel, et al (1982) and Hendriani (2014). In the aim of applying English skill for service field in serving tourists, the topics of English functions were also divided into informal and informal situations. For that purposes, the participants were given explanations of the differences between expressions of informal and formal in such intensive processes that they could comprehend

and practice the differences. The two members of the Community Service Team having English expertise accompanied the participants in the English training. Each meeting of the English training was divided into three parts; ice braking, tutorial of main topic, and exercise. The tutorial of main topic is made by explaining the topic learnt at the meeting accompanied by giving materials in copies in order that the tutorial process could be done much more effective than by using white board. The training of English was ended by giving the participants both written and spoken post-test with the ways of the pre-test, in a comfortable situation. The result of the post-test showed that the participants showed increase in speaking English including using the functions focused in the training.

The result of the English training obtained included the training participants' fluency in expressing the English functions in conversations including the accuracy of their pronunciations from words to sentences. The post-test showed that the participants had knowledge on the English functions taught during the English training and they were also skilful in using the expressions of the English functions.

The establishment of organization on garbage management was done after the tourism English training. It was performed in 3 meetings and accompanied by one team member having expertise of organization. The method used in this training was tutorial and discussion methods. At meeting one of the organization training was filled by the existence of inorganic garbage that can be dangerous to the environment if they are not managed properly. At the second meeting the participants were brought into a discussion with simple topics on organization that was adopted from Syafie (2014), and the third meeting was spent by the establishment of the organization and the composition of the members in the organization. The result of the organization training for the teenagers of Buduk as the participants of this Community Service was that they now have the organization of garbage management. By that organization they are hoped that the teenagers will be the seeds of the inhabitants to save Buduk village from uncontrolled garbage and the environment for supporting tourism.

The Community Service on empowering the teenagers at at Buduk Village, Badung ran smoothly. However, in its performance there were obstacles such as the place and the motivation of the participants. To find a representative place for conducting learning or training program with many participants outside schools is certainly difficult at a village such as Buduk even though there are some buildings such as the *banjar* and the village halls, but at the same time when this program was conducted the halls were also used for the *banjar* and the village programs. Then, the problem of the place for this Community Program was overcome by looking for a representative place at one of the inhabitants' house at Buduk whose facilities of an open small room that is enough for holding the training program with fifteen participants. The place was already completed with long table and some chairs. The participants' motivation was also crucial in this community service that their attendance fluctuated quiet sharply in numbers. The situation seemed to be common for such long period program with participants of teenagers. The problem was handled by a solution to approach and advise the lazy participants persuasively in order that they could understand the importance of the training. The process of approaching and advising the participants ware directly done by the team of this community service and the lazy participants attended the training program intensively.

Conclusion

The Community Service aimed at empowering the teenagers at Buduk Village, Badung to find solutions on their problems on speaking English and uncontrolled inorganic garbage at their village. The solutions were in the forms training for both problems with the aims at empowering the teenagers. The problem one was overcome by training on English with a focus on tourism English given for four months with one meeting in each week. Because they have tourism potency, the English training was also led to tourism or so that the topics of the training were on tourism and accompanied by two members of the team as the team having expertise on English. The result of the tourism English training was that the teenagers could have better ability in speaking English. The solution on the garbage problem was on training about organization. There the participants were accompanied by one team member having expertise on organization. At the training the participants were taken into discussions and at last established an organization on garbage.

The result of the Community Service at Buduk Village, Badung was the improvement of their ability in speaking English including tourism English for getting in touch with foreign tourists to whom they use polite English in order to reach good impressions to tourists. The, the result of the Community Service was also at the knowledge of the teenagers on inorganic garbage increased that was followed by the establishment of an organization on garbage. In term of tourism industry, as stated by Sotiriadis et al (2016 : ix) that tourists expect various options and experience opportunities. It means that the teenagers of Buduk Village should be aware and prepare themselves in any requirements for participating in tourism industry such as the ability in speaking tourism English and clean environment of their village.

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