

The Success of English Training for the Local Guides in Bali

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Received: March 28, 2017

Accepted: April 11, 2017

Online Published: May 13, 2017

doi:10.22158/selt.v5n2p266

URL: <http://dx.doi.org/10.22158/selt.v5n2p266>

Abstract

English is widely learned throughout the globe not only as a second but also as a foreign language. As a foreign language in Indonesia, English is only studied at school as a subject-matter. Bali is a popular tourist destination in Indonesian and it provides a number of opportunities for people to master competence in English language speaking. One of the English trainings for the local villagers is run by the government of Badung regency, in the Bali province-Indonesia. This article aims at describing the process and result of English training for members of the community Group of Tourism Awareness. The participants, including the tourism local guides, were provided with materials on the following functions of the language: greetings, farewell and special expressions, apologizing, requests, invitations and suggestions. The training was carried out during three days with time allotment of 2 hours a day. The training consisted in orientation, drills, feedback and continuation. Training was delivered in terms of conversational process using the techniques of RELUS (R = read, LU = look up, S = say). The evaluation of the training was carried out through individual oral tests. The results showed that 11 out of the 18 participants obtained excellent marks and the rest obtained good results.

Keywords

Group of Tourism Awareness, RELUS, Predication

1. Introduction

Since Bali is one of the international tourist destinations in the world, the local government of Badung Regency in the Bali Province created a group called Group of Tourism Awareness in every village to support training in English language. The group is responsible for developing and maintaining the flow of tourism activity in their respective villages. In order to get involved in such activity, the members of this group take part actively in the human resource developments, taking orientation courses in tourism promotion, marketing, guide ethic and English trainings/courses. The English training course use the English for Specific Purposes (ESP) rationally to improve communication skills to enhance tourist visitation in the villages. The government of *Badung* regency provides short-term training for the local guides. Class are offered during three days with conversation practice in English. Participants are

usually divided into groups in order to give more chance for individual production and practice of functions of the English language. The functions are usually related to greetings, farewell and special expressions taught on the first day, apologizing, requests, invitations and suggestions on the second day, and the evaluations in terms of oral tests and individual interview on the third day. Each class lasts for two hours. According to Hilliard (2014, p. 12) the major goal of communicative language teaching is to develop participants' abilities to communicate in meaningful contexts. This short intensive training was much needed by the local community, and it is described and analysed in what follows.

The purpose of this article is to describe in detail how the participants in the project... learn and practice communicative competence and what their impressions are as the evaluation results... of the intensive training. In order to know the impact of the training, the observation dealing with such training was done in *Kapal Village, Mengwi sub-district, Badung Regency, Bali Province*. In this training a kind of oral test and individual interview were performed to find out the result of the training. The result could be used to show whether the activity is considered successful or not, and moreover to evaluate if such activity can be shared with other communities in this regency.

2. Materials and Methods



Figure 1. Map of Bali

This article is based upon the result of the evaluation process of the English short training conducted at *Kapal village, Badung Regency, Bali Province*. Bali consists of 8 regencies namely: *Bul éng, Klungkung, Karangasem, Bangli, Tabanan, Jembrana, Gianyar, Badung*, and one Municipality called *Denpasar*.

Badung has sub-districts among others: *Kuta, Kuta Selatan, Kuta Utara, Petang, Abian Semal* and *Mengwi*. *Kuta* includes *Nusa Dua* owning the international hotels, and venues for international events, such as: international conferences, summit meetings for international delegates and others. *Kuta* is also famous for the beautiful beaches for surfing, sunbathing and enjoying the sunset. *Petang* in the very

north area is well-known as agro-tourism, having superb natural views with the cool weather. The visitors can enjoy the paths for hiking, climbing and relaxing, and moreover the steep water fall is around this area called *Nungnung Waterfall*. Abian Semal, in the central area of the regency has very famous monkey forest with the spiritual tourism attracting the visitors who like having peaceful-life. Abian Semal with the white water river along the villages offers a fun and fantastic place for rafting. *Mengwi* is famous for the old Kingdom Palace, called *Puri Ageng Mengwi*. The royal traditions are still well preserved, especially in running the ritual ceremony. This attracts not only the local people to attend, but the foreign visitors as well. The local people living around the Palace get involved actively in the preparation, performing such ritual ceremony organized by the royal family. The foreign tourists in certain time, e.g., in October can enjoy and directly participate in certain ritual conducted around the villages. The foreigner is invited to gather together in the intended village temple, to witness the community members praying, to have lunch together in the traditional village hall. The unique ceremony performed in Mengwi sub-district, *Kapal village* is *Ketupat War* involving all the community and the foreigners who happen to be there. *Ketupat* is a kind of boiled rice with square size (10 x 10 cm) wrapped by woven young-yellow coconut leaf.



Figure 2. Ketupat

In order to maintain and make the communication flow well, the mastery of English, one of the foreign languages is compulsory among the villagers. Since Badung regency covering very wide areas from Nusa Dua beach in the south until Petang in the north, realize that mastering foreign language is important for the community. Badung regency, under the coordination of Tourism Board provides twice a year the activity to improve the mastery of English for community members. They are English course and English short training. The former lasts for three months in every village called Intensive English course for the general community members, the latter is called English short training, especially for the certain group members.

The data for this article was taken from the English short training conducted in *Kapal Village, Mengwi sub-district* on 18-20 April 2014. There were 18 participants from 16 sub-villages in Kapal village.

They are members of *Pokdarwis* (the abbreviation from: *Kelompok Sadar Wisata* “the Group of Tourism Awareness”). The method of collecting data was by observation, participation and oral test. The materials of training was given in such a way that they were ready to do the exercises. From the drill, they were furthermore observed whether they were able or had obstacles in practicing the given materials. The last session was the individual interview inviting one by one to say what they had just learned. The individual mark was inferred from the calculation of evaluation using PAP (abbrev: *Pola Acuan Penilaian* “Scoring Reference Pattern”).

3. Result

Kapal village, Mengwi sub-district of Badung Regency, Bali, Indonesia consists of 16 sub-villages: (1) Panglan; (2) Uma; (3) Celuk; (4) Cepaka; (5) Basang Tamiang; (6) Titih; (7) Pemebetan; (8) Peken Baleran; (9) Peken Delodan; (10) Ganggasari; (11) Langon; (12) Muncan; (13) Tambak Sari; (14) Gegadon; (15) Belulang dan; (16) Tegal.

The attractive activity of the village, apart from the agricultural area and art-crafts is the ritual-ceremony called *Perang Ketupat*, a special event using *ketupat* as the weapon to attack the opponents. This ceremony is attended not only by the youngsters but the old men as well, even the foreigners who happen to be in the location. The ceremony is started from the village temple, after praying the villagers are grouped into two, standing oppose each other. The group having been ready bringing two *ketupat* for each members later moves to the square. When the village leader signs *start* by flying flag, these two groups start throwing away the *ketupat* as weapon to the opponent group. This action lasts 10-15 minutes and then the participants come gather together, shake hands and have lunch, sitting cross-legged in a traditional manner. This is very unique to attract tourists to the village. This ceremony is held every October called *sasih kapat*.



Figure 3. The Members of Community Enthusiastically Perform the Ceremony of *Ketupat War*

In order to give more opportunity for the villagers, especially the members of *Pokdarwis* to get involved in tourism activity in the respective village, the government conducts a short training to

upgrade the members' competencies in terms of promoting and marketing new destinations, guide ethic and communicative English. This activity was done in Kapal Village on 18-20 April 2014. The schedules of the first day was the opening ceremony attended by the members, the instructor, the officials from Badung Regency and other invited guests. Soon after the opening ceremony, the program were about Promoting new destination given by the official from Tourism Board of Bali Province Office, continued by English for communication for two hours. The second day, the lecturer from Faculty of Economics, Udayana University delivered something about How to Market the Tourism sector, continued by English for communication. The last day was filled by an orientation about Guide ethic given by the Bali Guide Association (BGA) and continued by oral English test and individual interview before the closing ceremony.



Figure 4. The Training Sessions, Opening and Closing Ceremonies were Held in This Venue

3.1 The Materials for That Training

3.1.1 Greetings, Farewell and Special Expressions

These materials are given with the aims of giving the understanding and practice how to greet foreign visitors in a polite way. The other purposes are intended that the participants manage to use expressions for their daily activity, such as: saying good bye in the appropriate manner.

How do you do, How're you.

Nice to meet you, see you later, Bye, see you soon.

Happy birthday/Happy New Year/Merry Christmas, Congratulation!

3.1.2 Apologizing

When the participants find themselves to make a mistake, they manage to express their inconveniences, ignorance feeling and guilty by practicing the followings:

I'm sorry.

I'm terribly/very sorry.

I beg your pardon!

I'm sorry to disturb you.

I'm sorry, I am late.

I'm sorry to keep you waiting.

3.1.3 Requests, Invitations, and Suggestion

These materials are designed to give the participants more confident to use English in communicating with English speaking tourists. Once the participants manage to ask politely in terms of “request”; the other occasions the members will be happy to invite tourist(s) to the interesting and beautiful destinations. If possible, by understanding how to offer suggestion, the participants may talk and converse more and more because they have found what they need in communication using English.

A: Could you pass the salt.

B: Yeah, sure.

A: Could you possibly borrow...

B: Yes, help yourself.

A: Do you think you could...

B: Yes, sure or No, I'm afraid I can't.

A: I was wondering if I could (possibly)...

B: Yes, No problem!

3.2 Training Methods

The method of conducting such English crash program is based upon the principles developed by O'Galperin (1979). He is a Switzerland education expert writing his famous book entitled *Teaching with Success* conveys the following steps:

3.2.1 Orientation

The appointed materials were briefly introduced with the daily English sentences. The key-words or patterns were given to accelerate their knowledge with the expected training goal. This step is also intended to make the participants feel “in” from the beginning of the training. This step is also termed as “climate setting” means that the trainer has already set the class situation therefore the participants are all ready to start the lesson.



Figure 5. The Trainer Gave the Orientation

3.2.2 Drills

In order to give more access for the participants to exercise themselves, whether with group work, dialogue and individual practice. The trainer was very concerned with the application of the rule and pattern of the English sentences. This step is also intended to check whether the given materials are well understood or need to be re-explained.



Figure 6. The Participants were Given Group Drills

3.2.3 Feedback

This is good time for the trainer to give reinforcement: (a) positive reinforcement when the drill runs well, usually by giving appreciation, however (b) negative reinforcement when the participants turned out having obstacles in terms of pronunciation, lexical choices or arranging well-formed sentences. If this case happens, usually the trainer would repeat the orientation step simply by giving feedback for the only obstacles they participants may face.



Figure 7. The Participants were Given Feedback after Being Drilled

3.2.4 Continuation

This step is usually done when everything in the feedback process runs smoothly and the progress of

the training must go forward. This is one indication that the training is successful.

3.3 Speaking Techniques

RELUS is an acronym of RE (read) LU (look up) and S (say). Some experts in teaching conversation and speaking would prefer using this technique. The advantage is, of course giving the participant not only reading the dialogue, however they try to memorize the simple pattern. The speaking class participants would try to read and memorize certain pattern of expression, and without looking at the text again, they can practice while looking at the person spoken with. This is very effective in obtaining the speaking skill.

3.3.1 Read

This technique is usually done for the beginner to start the conversation. In this technique, however the participants are not reading loudly after looking at the dialogue text, they merely memorize and then quickly look at his or her partner.

3.3.2 Look Up

This look-up technique prevents the speaking participants from looking at only the dialogue-text. It however, is very useful because both participants could make eye contact. While making such contact, they would recount their memory about the language pattern.

3.3.3 Say

This last technique is **say** done automatically after both participants look up each other. This is very important for the participant to measure their skill in memorizing such English pattern they just read. From this valuable technique, the conversation is called successful when the participants can converse without looking at the dialogue text and basically it happens without reading, nor losing eye-contact. Conversation is naturally done simultaneously without reading the text.

3.4 Evaluation

The training is ended by evaluation to know the result of the participants' achievement. The evaluations were conducted through the oral test and individual interview. The questions consisted of five items, namely: (1) How to invite someone; (2) How to thank; (3) How to apologize; (4) How to suggest; and (5) How to say good-bye. This evaluation system partly also implements the idea given by Kirkpatrick (2015, p. 13), in his quotation,

...that the role of English as a lingua franca in ASEAN means that English is primarily used between multilingual whose first languages comprises a variety of Asian languages and who have learned English as an additional language...



Figure 8. Individual Interview as Oral Test with I Nyoman Adiyanto, One of the Participants

Table 1. The Raw Scores are Processed by *Pola Acuan Penilaian* “Scoring Reference Pattern”

No	Quantifications	Qualifications
1	80-100	A: excellent
2	65-79	B: good
3	40-54	C: fair
4	20-39	D: poor
5	0-19	E: very poor

Table 2. The Following Table is Showing the Result of Training after Being Processed by PAP (*Pola Acuan Penilaian*)

No	Names	Scores
1	I Made Ary Santa Dwipayana	B
2	I Made Arta Wijaya	A
3	Agus Rai Satria Wiguna	B
4	I Putu Gede Toni Mahendra	B
5	I Nyoman Astra Pancakbali	A
6	I Wayan Tegug Dedi Saputra	B
7	Virgandari Sudina	A
8	Komang Uta Wulandari	A
9	Ni Putu Mia Noviyanti	B
10	Agus Rama Sanjaya	A
11	Ni Kadek Rai Sri Adnyawati	B
12	I Putu Arya Mudana	A
13	I Made Lantara	A
14	Ni Mae Anika Ayu Chadra	A

15	Ni Kadek Yulia Purnamayanti	A
16	Ni Luh Gede Ayu Lestari Dewi	A
17	I Putu Juny Artana	B
18	I Nyoman Adiyanto, SE	A

4. Discussion

From the result indicated by the scoring table, it can be said that the success of mastering English, not only depending on the materials and speaking techniques, but also on:

(a) Concrete Goal drives so much the participants to master English. In this situation, they have already had the goal to be local guides. It is a compulsory for most of them to achieve the English speaking competence.

(b) Propensity is one of the six dimensions of second language acquisition (Klein, 1985). Wolfgang Klein proposed that people in such a condition always feel an “urge” to master the English. Most of them require it as soon as possible to fulfill their needs as a local guide.

(c) Desire: some of them start having certain strong wish since they are assigned to be a responsible group members to welcome the tourists visiting their respective villages. Such obsessions always come into their minds at any time, in any where.

(d) Motivation is principally divided into two, namely (1) integrative, and (2) instrumental motivations. Integrative motivation is concerned with the knowing of English to analyze the language itself per se, however (3) instrumental motivation deals with the understanding of English for the sake of finding a job (Gardner et al., 1972, p. 3). In this case, the position of the training participants are as job seekers, it is of course classified as an instrumental motivation.

(e) Action is the final way for the training participants to realize their dreams, mastering English to more ease themselves to get a job. It turns out that they actively attended the training and therefore most of them were successful.

It can be diagrammed as follows:



5. Conclusion

Teaching English as a foreign language in this training is based upon the instrumental motivation. The participants as the members of *Pokdarwis* learn this English for the sake of communication competence they will use for their daily activity. The preparation to welcome the tourists visiting their respective village is the cause to highly motivate them to take part actively in this training. The other things must be reconsidered that the materials, the conversation techniques: RELUS, and the concrete goal play important roles in fulfilling the participants requirements. It therefore, no wonder that they mostly obtain a great success and be able to speak confidently.



Figure 9. The Members as the Participants and Teacher Posed after the Test

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