A SURVEY OF FOREIGN LANGUAGE NEEDS IN AAN TOURISM VILLAGE, KLUNGKUNG, BALI

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Abstract
This simple survey research aims to find out the interest of Aan villagers in learning foreign languages. Aan village is chosen because it just obtained the Tourism Village legalization based on the Klungkung Regent Regulation Number 8 Year 2021. One of the requirements of a Tourism Village is the ability to communicate with local and international tourists. The survey in form of a questionnaire consists of 8 questions in which it primarily aims to find out the most preferred and prioritized foreign languages which are needed in Aan, days to conduct the language training, and suggestions related to the conduct of the language training. There were 21 respondents who were involved in the tourism activity in Aan village. The survey results show that the most needed foreign language training is English, in which, the training can be carried out on Sunday and Saturday. Most of the respondents suggest that the training should be carried out in fun ways and not too tense.

Keywords: Survey, Foreign Language Training, Tourism Village.

INTRODUCTION
Aan village in Klungkung Regency, Bali becomes famous after the Aan Secret Waterfall was found by I Nyoman Kariyasa in 2018 (kintamani.id, 2020). The present of Aan Secret Waterfall has attracted many tourists not only domestic but also international ones. Aan village becomes the 19th Tourism Village in Klungkung in 2021 based on the Klungkung Regent Regulation Number 8 Year 2021 (balitribune.co.id, 2021). Becoming a tourism village means that Aan should be ready in term of hospitality industry. Based on the official website of Aan village, the main occupation in Aan is farmer which is followed by student and household (aan.desa.id, 2021). From the description above, it can be inferred that Aan still requires socialization and training related to hospitality industry. As a starter, the students of tourism faculty of Triatma Mulya University had a Community Service Program in Aan village in the Aan Secret Waterfall in 2021. As the follow up of the programs, this research tries to find out the needs of foreign languages which can strengthen Aan’s characteristics as a tourism village. By identifying the required foreign languages for Aan villagers, it is expected that the findings of the research will be able to give a brief description on the language needs for any institution which wants to conduct a community service program related to foreign language training in Aan village and to specify its language training based on the findings.
METHOD

The survey in form of a questionnaire was distributed randomly to 21 respondents who were involved in the tourism activities in Aan village. The obtained data would then be served in form of charts and descriptive explanations based on each item of question. The questionnaire was a semi-open questionnaire in which there were some questions where the respondents had to list the items based on the priority order or to give suggestions. This research aims to be used as an initial study, in which, it only wants to obtain the general idea of foreign language needs in Aan tourism village. The questionnaire was distributed randomly to 21 residents of Aan who are involved in the tourism activity in Aan village especially in the Aan Secret Waterfall. It consisted of 8 questions which were structured from general into specific questions. The points which were asked are as follow: (Q1) highest education, (Q2) Occupation, (Q3) Foreign languages preference, (Q4) Previous Foreign Language training, (Q5) Foreign languages priority, (Q6) Preferred topic, (Q7) Preferred days, (Q8) Suggestions.

RESULT AND DISCUSSION

To adjust the layout and space of the article format, therefore, the chart might only show some of the major answers of each question, while the detail explanation would cover all of the obtained answers. The detail findings of the survey results are described as follows.

(Q1) Highest Education

One of measurements to assess the foreign language mastery is by looking at the education level of a person. The foreign language mastery of an elementary school level for example would mostly stress on the vocabulary mastery and not into the conversation level yet. For a brief picture, the finding of Putri and Refnaldi (2020) shows that the vocabulary mastery of Grade VIII of SMP Negeri 26 Padang is fair. While in Junior high school, as found by Margono, et al., (2012), the vocabulary mastery becomes better which enable the students to understand better in speaking, writing, reading, and listening. In the higher education level, Jokosaharjo, et al. (2020) find out that in speaking practice, the common mistakes done by the students of the 6th semester of STIPAR Triatma Jaya are only on the use of article and to be, while the speaking skill in general is already in a good level. Based on the researches above, therefore, the information on education is able to give a glimpse of foreign language mastery of a person. The respondents latest and highest education is served on the chart below.

The chart above shows that most dominant of the respondents’ highest education is high school and only one respondent who has a diploma degree. The high school level can give a brief level prediction related to level of foreign languages mastery. For example, in Junior high school, the level of English mastery will be in the learning vocabularies level and not really into the level of speaking practice for daily usage.

(Q2) Occupation

Occupation is used as a supplement for the first question, in which, the first question only asks about the highest education that the respondents have while the occupation justifies how well a foreign language is involved and used in their daily activities.
Based on the chart above, most of the respondents are students. It can be inferred that students would likely have less exposure toward the use of foreign language for speaking for daily usage, even though, they would likely study foreign languages especially English in school. However, without using it in daily conversation, their foreign language mastery would still be in the level of understanding and not for speaking skill for daily usage. There is only one respondent that might have been exposed to the use of foreign languages, that is the Head of POKDARWIS. POKDARWIS is a tourism-aware group, thus, it might signify that there should be an interaction with foreigners, therefore, at least a foreign language might be used for the interaction in daily usage.

(Q3) Foreign Languages Preference

The aim of this question is to find out which foreign languages are preferred to be studied by the respondents. The process of teaching and learning based on the preference will helps the teacher and the students to achieve the goals faster than the non-preferred ones.

Based on the chart above, the most preferred one is English. Even though English can be obtained early in elementary school level, the respondents preference shows that they still want and need to learn more English with the assumption that their English level mastery is still inadequate to be used for daily speaking practice.

(Q4) Previous Foreign Language Training

The question aims to identify any foreign languages other than English which were learned by the respondents previously.

Based on the chart above, almost half of the respondents had a foreign language training previously. There are 8 respondents who had studied foreign languages previously: 3 respondents studied French, 3 respondents studied Japanese, 1 respondent studied Mandarin, and 1 respondent studied Korean. The chart also shows that the respondents are not only exposed to English but also various foreign languages, therefore, teaching foreign languages toward the respondents might become easier.

(Q5) Foreign Languages Priority

This question is almost similar to Q3 question, however, Q3 is more into preference while Q5 is more into the urgency or the necessity. The question specifically asks about the respondents needs in learning foreign languages based on the priority aspect.

Based on the chart above, the respondents prioritize English as the first priority, followed by French as the second...
priority to be studied. The third priority is Japanese and Mandarin. Other languages which are less prioritized are Korean, German, and Portuguese. Based on the Q3 and Q5 results, English is still the main foreign language which needs to be learned.

Q6 Preferred Topic
The question aims to find out the preferred topic for the language training. Q6 is a semi-open question, in which, the respondents can choose one of the four proposed topics (tour guide, housekeeping, F&B service, and F&B product), and in addition, the respondents may recommend their own preferred topic outside of the four options above.

Based on the chart above, the respondents prefer English for guiding topic. The second dominant topic is English for Food and Beverage Service. Even though the respondents were given a chance to recommend their own preferred topic, there was no recommendation proposed by the respondents. Thus, it can be generalized that the four proposed topics have covered all of the respondents needs.

Q7 Preferred Days
The question aims to find out the respondents preferred day for having the language training. Q7 is an open question, in which the respondents choose their own preferred days.

Based on the chart above, the most preferred day to carry out the language training is on Sunday. Saturday is an optional day to conduct the language training. Only few choose to have the language training on workdays. Thus, it can be inferred that the respondents prefer to have the language training on a free time or day off and not on workdays.

Q8 Suggestions
This question aims to obtain the respondents’ suggestions related to the language training if one would be conducted. The suggestions proposed by the respondents are (i) avoiding creating a tense atmosphere, (ii) using a fun way of teaching, (iii) employing games, (iv) the material should be easy to be understood, (v) the materials are given step by step, (vi) choosing an appropriate location for studying, (vii) teaching slowly and covering the speaking, listening, reading, and writing skills, (viii) classifying the class based on age classification, (ix) the class should be carried out in a discipline manner but not too tense.

CLOSING
Based on the discussion above, it could be generalized that the Aan villagers, who are represented by the 21 research respondents, are still needing English language training. Viewed from the background education, it can be inferred that they already have a basic English mastery that they obtained in high school. Therefore, the proposed English language training should be emphasized on the speaking practice for daily usage especially for guiding. Related to the time and location, the foreign language training should be carried out outside of the workdays, therefore, the proposed days to
carry out the training are on Saturday and Sunday. In carrying out the training, it should be conducted in fun ways by employing games and not too tense, but still in a discipline manner. Even though the finding of the research could not represent the general needs of foreign language training for the Aan villagers, it is expected that the findings could give a little understanding and help for those who are willing to carry out foreign language training for community service program or any other programs in Aan Tourism Village.

Bibliography


