



# Exploring English Communication Needs in A Tourism Village: What Do the Local Communities Say?

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## ABSTRACT

Local community empowerment in tourism villages is required to enhance community participation in community-based tourism (CBT). English learning programs in tourist villages are generally carried out as incidental community service programs. Because of time constraints and insufficient methods, the results are subpar. Therefore, an effective and efficient English learning model designed specifically to improve the communicative competence of the community managing tourist villages is required. This study aims to bridge government programs to improve tourism human resources, particularly in the community of Cibuntu, a tourist village in Kuningan Regency. The ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) is used as a reference and conceptual framework in this study. This study intends to carry out the first stage of the ADDIE model, namely the Analysis stage, to identify the English needs of the Cibuntu community. To this end, a descriptive

qualitative research method was employed. The information was harnessed by observing and interviewing members of local communities who involved in tourism activities. In addition, interviews with the local tourism office were conducted to determine the profile of foreign tourists. The results demonstrated the community's need for English competence, their current English skill, and the English skills they wish to achieve. Based on the results of the needs analysis stage, the next stage of ADDIE should be carried out in the future research.

## 1. INTRODUCTION

Community empowerment in the Cibuntu tourist village by providing English language training has been carried out by many parties, especially the community service program from several universities. However, the program is very limited, conducted incidentally in one or two meetings only. With limited time, resources, and funding sources, the results of the training were not optimal. Finally, not many people can interact in English to serve foreign tourists, which needs to be followed up (Dauri & Ricco Andreas, 2019; Habib, 2021). A special study on the model of developing English learning in tourism villages is needed to be accomplished. To this end, this research has a strategic role in developing an English learning model that is in accordance with the community's needs and can improve the community's communication ability (communicative competence) (Kilis & Yildirim, 2019; Xiao et al., 2020).

This study is aimed to have a positive impact on the Cibuntu tourist village community by raising awareness of the importance of English language skills and intensifying community participation in tourism activities (Jalilifar & Moradi, 2019; Prachanant, 2012). It is also expected that capacity to communicate in English will boost the villagers' confidence when interacting with foreign tourists. This will impact increasing service and tourist engagement in all socio-cultural activities of the community and extend the length of stay (Arismayanti, 2017; Kusumajanti et al., 2021). Finally, the local community's standard of living will rise, providing (added value) to the local government in the form of local revenue.

Tourism English includes English for Specific Purposes (ESP), which emerged in line with industry demand for English in certain fields. ESP is designed according to the needs of students focusing on language (grammar, lexis, registers), skills, discourse, and genres that are appropriate for the activity (Prachanant, 2012; Sukerti & Susana, 2019; Zhang et al., 2020). Communicative competence is the competence to convey meaning and interpret messages and negotiate meaning interpersonally in certain contexts.

Cibuntu tourist village is located in Pasawahan sub-district, Kuningan district. This village has a view of a green landscape, with a backdrop of Mount Ciremai, surrounded by rice fields and hills with cool air and flowing springs. In addition to natural charm, this village still holds Sundanese customs that are thick in daily activities, one of which is the holding of the Earth Alms cultural title every year which is

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attended by the local government. Walking trails, campsites, and cultural attractions, sheep village. and homestay facilities make this village visited by many domestic and foreign tourists. This village was named the best tourist village in the order of five ASEAN levels for the homestay sector.

This crisis is a unique opportunity to ensure the tourism sector grows better, with priorities of inclusiveness, sustainability and responsibility. For this reason, many things must be addressed to increase the length of stay and the number of tourists. The development of community-based tourism (CBT) provides the greatest opportunity for rural communities to participate in tourism development (Abdullah, 2017; Kusumajanti et al., 2021; Pajriah, 2018). One of them is the readiness of public human resources to communicate in English. Competence to communicate in English can increase responsiveness in serving guests, this factor is considered lacking in a survey (Andiani & Widiastini, 2017; Dangi & Jamal, 2016; Goodwin, H., & Santilli, 2009). Visitor satisfaction is also influenced by tangible and intangible factors such as facilities. The community plays a large role in serving guests and is considered to provide responsiveness, assurance, empathy, and reliability, the main components of service quality. The important role of the community influences the formation of social capital in tourist villages (Dauri & Ricco Andreas, 2019; Tejedor et al., 2019).

From the visualization of the network between keywords, it can be seen that English language teaching in tourist villages is in a cluster with the keywords Southeast Asia and Thailand, and is linked to content analysis. The cluster is related to volunteer tourism. This means that learning English in tourist villages in the Southeast Asia is the focus of researchers' attention. Meanwhile, another big theme often discussed is sustainability related to ecotourism and business models. This research also investigates the teaching of English for community empowerment for the sustainability of sustainable rural tourism.

## 2. METHODS

The research method is descriptive qualitative, and this field research was carried out in Cibuntu Tourism Village, Pesawahan District, Kuningan Regency. The method used in this study is a descriptive qualitative method following the initial stage of ADDIE model. Data was obtained through literature review, observation, interviews, and documentation. The interviewees as informants to collect data were as follow: 1) the representative from tourism office. 2) the head of tourism awareness group, 3) marketing staff and local tour guide, 4) homestay owner and souvenir seller, 5) social media and website owner. The main data was the interviews with the research participants. The researchers stayed in the local homestay for several days, observed the tourism activities, and asked for permission to conduct research to the village head. Then the researchers were introduced to other participants. The interviews were recorded and transcribed verbatim and returned to the interviewees for data validation.

This study is significant because it represents the first stage of the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model (Aldoobie, 2015). The findings of this study will be used in the next stages of ADDIE. In other words, the findings of this analysis stage will serve as a foundation for furthering the research by developing an appropriate learning design for the community, which will include instructional strategies, learning objectives, and indicators for achieving goals. The ultimate goal is to develop a community-appropriate development model, including written materials and learning media as implementation or development of the analysis results. ADDIE model development chart is show in Figure 1.

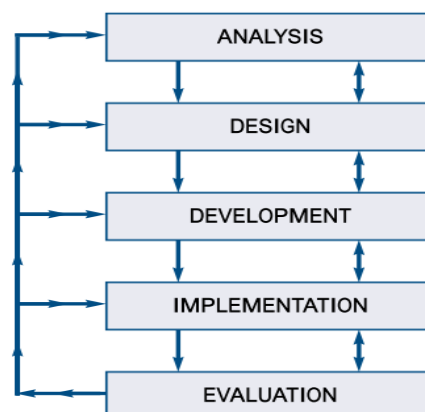


Figure 1. ADDIE Model

ADDIE uses the Input, Process, Output (IPO) paradigm as a way to complete its stages. Each ADDIE phase produces a delivery that represents the collective thinking of all stakeholders. Each stage is then tested before becoming input for the next process stage is show in [Table 1](#).

**Table 1. ADDIE Stage**

<b>Stages</b>	<b>Procedures</b>	<b>Research Methods</b>	<b>Indicator</b>
<b>Analyze</b> Find gaps between <i>desired performance</i> and <i>actual performance</i> .	Ensure the gap, decide the instructional goal, confirm the designated audience, identify resources needed, decide the teaching delivery ( <i>face to face, online, blended</i> ).  Prepare a project management plan from the beginning to the end to achieve goals.	<b>Needs Assessment</b> Needs analysis.  Data sources: 1. Literature review 2. Observation 3. Interview 4. consultation	<b>Analysis summary:</b> 1. Performance Assessment Report 2. A Purpose Statement 3. A List of Instructional Goals 4. A Student Profile 5. A List of Required Resources 6. Potential Delivery Systems (including cost estimates) 7. A Project Management Plan
<b>Design</b> To ensure the assessment method is suitable to measure the desired performance.	1. Do task inventory and task design to achieve goals. 2. Prepare performance objectives 3. Make testing strategies 4. Calculate the cost of return of investment – the cost to conduct teaching and learning to achieve goals.	1. Task Analysis 2. Testing Strategy Analysis 3. Test item analysis 4. Cost Analysis	<b>Design Brief</b> 1. A Task Inventory 2. A Comprehensive List of Performance Objectives 3. A Complete Set of Test Items 4. A Comprehensive Testing Strategy 5. A Cost-Benefit Calculation
<b>Development</b> Making and developing teaching material.	1. Generate content 2. Select or develop supporting media 3. Develop guidance for the student 4. Develop guidance for the teacher 5. Conduct formative revisions (Conduct a Pilot Test)	1. Syllabus analysis 2. Learning media analysis 3. Teacher and learner instruction formulation 4. Test item analysis	<b>(Learning Resources)</b> 1. Content 2. Sources for additional content 3. Lesson plans 4. Instructional strategies 5. Selected media to facilitate the learning process 6. A comprehensive set of directions for teachers & students 7. 7. A formative evaluation plan 8. A summary of significant revisions 9. The results of a pilot test

This stage is to find the gap between needs (desired performance) and abilities (actual performance). The steps taken are as follows: (1) Ensure gaps; (2) Determine instructional objectives; (c) Confirm the intended audience; (3) Identify the required resources (resources); (4) Ensure learning delivery methods: face to face, online, blended; (5) Create a project management plan.

### 3. RESULTS AND DISCUSSIONS

#### Result

This research is a qualitative case study in the tourist village of Cibuntu. To obtain research data, a Structured interview with purposive sampling was conducted with participants as show in [Table 2](#).

**Tabel 2. Informant Profile**

No	Code	Role
1	P1	The representative of local tourism office.
2	P2	The leader of Tourism Ketua Pokdarwis
3	P3	Local tour guide and marketer.
4	P4	Homestay owner and the leader of souvenir sellers.
5	P5	Social media and website owner

Researchers visited the research location to conduct interviews with resource persons, the interview time lasted about 45-60 minutes. The research results are presented in accordance with the research formulation.

#### *What are the English needs of the community in the tourism village of Cibuntu?*

To answer the formulation of the problem, interviews were held with resource persons who have experience in managing the Cibuntu tourist village. All participants are local residents who know the process of developing Cibuntu village into a tourist village. There are several subthemes to better elaborate the information in order to answer the research questions, they are the (a) tourist profiles of the tourist village, (b) target, and (c) skill focus. Regarding with the tourist profile, there was only 5% foreign tourist visitation in the area, and most of them aimed to visit Ciremai mountain, cultural, and sport tourism events. This subtheme comprises of the target of tourism players who needs to be skill full in English and marketing target of tourist village. As for the first subtheme, the interviews revealed that many players were in need to be skillfull in English such as tour guide, MC of cultural events, souvenirs vendors, homestay owners, tourism awareness group (*Pokdarwis*). In addition to the tourism players, marketing purpose is another target. The adoption of English is prevalent on the marketing media. The interviews reveal the needs of English in marketing campaign in the form of bilingual delivery in website, social media, and reservation purposes. Although foreign tourist visits are still below 5%, there is a need to prepare tourism actors such as guides, cultural event MCs, traders, homestay managers, and Pokdarwis with English skills.

#### *How is the present English Skill of the community in Cibuntu tourism village?*

Semi-structured interviews were used to collect data about the condition of English language skills (lack) in tourist villages, the data are classified into several sub-themes such as (a) previous English training, (b) Education background, (c) current English competency, and (d) current media and promotion. The data revealed that the previous English training was on practical base, with direct practice, not a lot of theory, sometimes people are afraid of theory, they are afraid of being wrong, so the method is to boost the confidence without afraid of making mistakes (P4). The trainings were only conducted for temporary and the knowledge and skills were easily 'washed away' during time. P3 stated that the longest training was for two months when one trainer, Ms. Nur, taught the villagers from teenagers to housewives to speak English. Additionally, the interviews uncovered the background education of the villagers who mostly high school graduates.

Another finding is about the current English competency. The interview revealed that almost all of tourism players in the tourist village cannot communicate English well. P2 declared that from the homestay owner, the tour guide, those who serve the tourists, are not ready yet. Most participants shared similar concern about the human resource in the tourism village. The data showed that tourism human resource in a rural area needs to be empowered and enhanced. Trainings will not be maximized without their awareness to improve their competence to better serve the tourists, thus it can enhance the tourist visits and ended in increased income. Nevertheless, the researchers revealed that most of the participants know the service flow in homestays, steps in guiding, and more importantly they know the basic greetings and hospitality.

As for the current media and promotion such as website and social media condition, brochure, marketing, the findings showed that all are still in Indonesian language. The findings confirmed that there was a shortage of personnels who can regularly update the website and social media and promotion. All in all, the study uncovered the obstacles for English comprehension such as technology mastery, lack of practice / not used for communication because of the pandemic, and lack of human resources who can communicate actively.

The results of the interview show that the educational background of the community varies, with the majority being secondary school graduates, their English skills can be obtained by training for several months by volunteers. This training focuses on practical methods to increase self-confidence. The obstacle faced is the lack of human resources who can communicate smoothly, the only reliable local guide gets a job outside so there is a shortage of human resources to manage tourist villages, especially if foreign tourists are visiting. It can be concluded that all tourism actors have limited ability to serve guests in English. Meanwhile, they basically already know the service flow.

#### *What English language ability do people in the Cibuntu tourism village want to achieve?*

After knowing the needs and shortcomings of English, the abilities that the community wants to achieve will be explained. As stated in the previous sub-topic, the target deals with the tourism players and marketing. The tourism players are hopefully able to communicate in English to serve the tourists. The tourist guides for example, needed to be able to welcome the tourist, introduce him/herself, explaining the itinerary, and accompany the tourist to enjoy the tourist site by providing all the necessary information. The homestay owner also stated that her English is still basic, she hoped that she could speak more in English to anticipate the tourists' needs. The interviews confirmed that the final objective is to communicate with the tourist so that they can provide a better service, which is a part of hospitality.

The skill focus that needs to be emphasized is speaking and writing. Speaking is to communicate with the guests while writing is essential for social media and marketing. The target is that all social media and website are presented in bilingual (English and Bahasa Indonesia) or even trilingual (English, Bahasa Indonesia, and Sundanese). Website for reservation needs also to be in bilinguals. Additionally, signposts, guide books, and directions are needed to be written in English to cater wider communities.

### **Discussion**

This study aims to analyze English needs in the tourist village of Cibuntu. Although the condition of rural tourism in particular and national tourism is being affected by the pandemic, efforts to increase human resources need to be improved. This will impact services when the pandemic ends, tourism players can already provide excellent service to foreign tourists (Hitchcock & Dann, 1998; Patriani et al., 2018). Like the condition of other tourist villages in Indonesia, the main obstacle is the constraint of human resources (HR) who are ready to manage natural resources that are a tourist attractions (Raharjana & Putra, 2020; Suwintari et al., 2023). The unpreparedness of human resources will impact service and reduce the satisfaction of visiting guests. This also happened in Cibuntu village. Human resources who can communicate in English are limited, and the training they get is only temporary and not sustainable. This makes tourism actors aware that they need English to communicate with foreign tourists.

The needs analysis reveals the need for English in all tourism actors and marketing media. In addition, this study also reveals the lack of condition of the people who are still very unfamiliar with the English language. Tourist actors such as homestay owners and local guides already know the flow of service when dealing with guests, but only learn simple greetings when greeting, introducing themselves and others (Al Mamun et al., 2022; Arifani & Suryanti, 2019). Apart from this, all marketing media on the website, social media, and brochures still use Indonesian. Therefore, what they want to achieve are tourism actors who are skilled at communicating in English, and use English to expand the market by creating websites, social media, brochures, and bilingual leaflets (Harb et al., 2019; Putri Siahaan, 2020; Raharjana & Putra, 2020). This study is the first step to design appropriate media, materials, and learning methods to improve English communication competence in tourist villages, which will provide added value and attract foreign tourists to visit because they will not experience problems communicating with local residents.

The focus of the skills needed is active communication skills for tourism actors, as well as writing skills for website content creation, social media, pocket books, and signage (Ibna Seraj & Habil, 2019; Lampropoulos et al., 2019; Prasetya, 2021). The findings are in line with the previous research who elaborate that in tourism industry, speaking is most important, followed by listening, reading and writing (Prachanant, 2012). The three most relevant functions in using English language were giving information, followed by providing services, and offering assistance. Writing skills for website content, social media, pocket books and signage are related to the function of giving information.



The data illustrates the level of English proficiency that must be attained by tourist players in all fields. To be successful, tourism players must be able to communicate with foreign tourists and use English for marketing materials such as reservation websites, social media, brochures, and flyers (Isman et al., 2020; Samsiana et al., 2020). It will hopefully increase the number of foreign tourists visiting the Cibuntu tourist village. The finding support the previous studies conducted who showed that one of the categories of English needs in tourism village is the use of English in tourist facilities; for examples the use of English in notice boards, maps, and booklet (Wang et al., 2017).

This research is not without its shortcomings, given the limited time and cost, the researcher uses a case study method focusing on one tourist village. This makes the findings unable to represent all other tourist villages' conditions. However, this study provides an empirical contribution to the needs, lacks, and wants of a portrait of rural tourism trying to survive and thrive in the pandemic and post-pandemic era. Other researchers are advised to conduct research by making detailed indicators of English language skills which will be used as analytical instruments. In addition to this, as a comprehensive research design, design-based research will be suitable to be used to make a real contribution to efforts to improve the communication skills of tourism actors in tourist villages. For this, it is necessary to involve a wider range of stakeholders to provide an in-depth analysis.

#### 4. CONCLUSION

This study is to design appropriate media, materials, and learning methods to improve English communication competence in tourist villages, which will provide added value and attract foreign tourists to visit because they will not experience problems communicating with local residents. To be successful, tourism players must be able to communicate with foreign tourists and use English for marketing materials such as reservation websites, social media, brochures, and flyers. In addition to this, as a comprehensive research design, design-based research will be suitable to be used to make a real contribution to efforts to improve the communication skills of tourism actors in tourist villages.

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