A NEED ANALYSIS ON ENGLISH FOR LOCAL TOUR GUIDES AT TARO TOURISM VILLAGE IN GIANYAR REGENCY BALI

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Abstract

The research aimed to identify, describe, and analyze the English language requirements for local tour guides at Taro Tourism Village in Gianyar Regency, Bali, as they carry out their daily responsibilities, including greetings, welcomes, introductions, and providing information. A qualitative research approach was employed, utilizing non-probability sampling techniques such as purposive sampling, snowball sampling, and abundant sampling. Data collection tools included non-participation observation checklists, questionnaires, and structured interview questions. The study's findings were based on two data analysis methods: Present Situation Analysis (PSA) and Target Situation Analysis (TSA). The PSA revealed that 35% of respondents and critical informants possessed a basic proficiency in general English, sufficient for guiding tourists at Taro Tourism Village. However, TSA indicated that 65% of respondents and critical informants required English for Specific Purposes (ESP), focusing on integrated language skills (speaking, listening, reading, and writing) and specialized vocabulary related to local tourist attractions, arts, cultures, traditions, and more. In summary, the research highlighted the need for local tour guides in Taro Tourism Village to enhance their English language skills, particularly in the context of ESP, to effectively communicate with tourists and provide an enriching experience while showcasing the village's attractions and culture.

1. INTRODUCTION

The language used to communicate between the local tour guides at Taro Tourism Village in Gianyar Regency, Bali, and the tourists is English. This is because English is one of the foreign languages used as a formal means of international communication (as a global language), which is used in various fields of business such as tourism, trading, education, and so on (Crystal,1997:3). To be able to communicate with the tourist properly by the language rules, language functions, and vocabulary, the local tour guides at Taro Tourism Village have to master it fluently and accurately.

Preliminary data showed that about 25 respondents of local tour guides at Taro Tourism Village had not mastered

English properly yet. This is due to several factors, such as their educational background. Most of them have just finished their Senior high school, and a few have Diploma 2 hotel school or university-level equivalent. Another factor is that English is not the first language or mother tongue for most local tour guides at Taro Tourism Village; their first language is Balinese, which they have gained and mastered since birth; their second language is Indonesia, and English is their foreign language.

Therefore, due to their lack of English mastery and the lack of English competencies, most local tour guides at Taro Tourism Village cannot speak English properly; that is, they cannot use the correct language functions and vocabulary as the tourists expect for their communication. This situation made communication not run smoothly and often caused problems between them. The occurrences of these gaps made the researchers feel very interested in carrying out research entitled: "A Need Analyzes on English for local tour guides at Taro Tourism Village in Gianyar Regency, Bali."

Needs, according to Robinson (1991:7-8), can refer to the students/participants' need for their study/job, that is, what they need to be able to do at the end of the language study/course. In other words, needs are objectives for studying /learning English. According to Sari (2019:38), needs analysis is a technical term in learning English that studies what is known by the learners and what they need to know and to ensure materials contain relevant topics/subjects related to the student's needs.

There are two needs analysis techniques: (1) Present Situation Analysis = PSA and (2) Target Situation Analysis = TSA. PSA wants to gain the students/participants' present abilities in learning English: their strengths and weaknesses. TSA focuses on the student's/participants' learning needs, that is, what they need to be able to do by the end of learning English (Robinson, 1991: 8-9; Sari, 2019:40).

The local tour guide, according to Yoeti (2000:21), also called Special Tour Guide, are someone who has special knowledge and can give information about tourist objects and tourist attraction, particular tourist objects such as museum, temples, certain community way of life, culture and tradition, special event and so on.

Suyitno (2005:4) states that a local tour guide is also called an expert tourist guide, that is, a guide whose job is to guide tourists to a particular tourist object or tourist attraction such as a museum, agrotourism, tourism village, river rafting, cave, historical building/monuments, heritage tourist objects conservation forest and other tourist objects.

A tourist village, according to Muliawan (2008), cited in Hayat and Novita Zaini (2018:12), is a village that possesses some unique potencies and notable tourist attractions, which could be in the forms of physical environment village surrounding as well as the socio-culture life of the community which is managed and packaged naturally and attractively with their tourism supporting facilities, in a harmonies environment management so that is ready to receive and enhance the visit of tourist to the village.

2. METHOD
2.1 Research Approach

This research used a qualitative research approach, which relied on a phenomenology approach. The phenomenology approach is an approach that focuses on phenomena that are tied up by context, complex, dynamic, and meaning, phenomena which cannot be measured except to be understood and described (Muhammad, 2011:18). Furthermore, Creswell (2009) cited in Sugiyono (2016:14) states that phenomenology's approach is one of the qualitative research projects, where the researchers collect data by participative

observation to know the social phenomena essentials participant in their live experiences.

2.2 Data Sources and Types

Data sources and types in this research are qualitative and quantitative, as well as primary and secondary data. Qualitative data are data that are not in the form of numbers. Still, in words, sentences, and texts (Darmadi, 2014:34). Primary data are data collected or gained directly from the data source or informant by the researcher. Primary data is also known as accurate data or new data, which has its characteristic as up-to-date data (Darmadi, 2014:35). Meanwhile, secondary data are data gained or collected by the researcher from various sources, in this case, the researcher as a second person, (Darmadi, 2014:35).

2.3 Research Population

Populations are the number of units or individuals whose characteristics will be researched; those units are called analysis units, which can be in the forms of people, institutions, things, natural phenomena, etc. The presence of population is significant in the research, which will be studied and analyzed and withdrawn their conclusion (Darmadi, 2014:55). The total number of populations in the present research is 30 (thirty) people who were chosen from the local tour guide at Taro Tourism Village in Gianyar Regency Bali.

Quantitative research does not use the term population because qualitative research starts from a particular phenomenon/case in a specific social situation. The result of the study will not be transferred to the population, but it will be transformed into a situation similar to the social problem being studied (Darmadi, 2014:61). The social situation consists of three elements: place, actors, and activity, which interact synergistically. Social status can be said to be the research objective. The social situation consists of

three elements: place, actors, and activity, which interact energetically. Social status is the research objective, which aims to know what happened inside it. In this social situation or research object, the researchers can observe deeply the activity, actors, and place (Spradley cited in Sugiyono, 2016:297).

2.4 Research Samples

Samples of the research are some amount of the populations that are chosen as the subject /object of the study. In other words, samples are some populations and their characteristics (Darmadi, 2014: 57).

The sampling technique used in the present research was the non-probability sampling technique, that is, choosing samples that do not provide the same opportunity for every element or member of the population to be selected as a research sample. The non-probability sampling techniques applied in the present research are (1) Purposive Sampling, that is, the taking of samples based on specific objectives; (2) Abundant Sampling, that is, the choosing of samples when the number of populations is relatively small, which are more or less the 30 people. The total number of samples in this research is 30 (thirty) people, consisting of the local tour guide at Taro Tourism Village in Gianyar Regency Bali.

In qualitative research, samples are not called respondents, but it is called resource persons or participants, informants, peers, and teachers. Samples are also not called statistical samples but theoretic samples, as qualitative research aims to produce theory, not test theory (Darmadi, 2014:61); (Sugiyono, 2016:298). Samples or resource persons in this research are chosen by using a non-probability sampling technique, which is the taking of samples without giving equal opportunity to all number of populations to be selected from as samples or resource persons of the research (Darmadi, 2014: 64-65); (Sugiyono, 2016: 125-126). The taking

technique in this research is an abundant sampling technique, which is
the sample-taking technique when all the populations are used as samples. This is done when the number of populations is relatively small, less than or similar to 30 persons (Darmadi, 2014:65); (Sugiyono, 2016:126).

2.5   Research Stages
This research is of three stages, as follows: (1) method of collection data, (2) Method of analysis data, (3) method of presenting the result of data analysis. Those three methods of research stages can be described as follows: Method of collecting data is data collection in qualitative research can be done in various settings and various points of view, data can be collected in a natural environment, from the sources of data, data collection can use primary and secondary sources. The ways or techniques of collecting data can be done by observation, interview, recording, taking notes, and questionnaire (Muhammad, 2011:210), (Sugiyono, 2016:308).

Analyzing data is a process of looking to order the collected data systematically by organizing them into forms and drawing conclusions so that it is easy to understand by oneself and others (Sugiyono, 2016:333). Method of Presenting Data Analysis Result In qualitative research, the result of data analysis can be presented in the form of a short description, tables, relationships among categories, flowcharts, and other types. The most often used in showing the result of data analysis in qualitative research is text in form narrative (Miles and Huberman, 1984) cited in (Sugiyono, 2016:339).

3.   RESULT AND DISCUSSION
Based on the result of the research questionaries completed by the research respondents and also the development of the deep structural interviews with the key informant related to the needs analysis on English for the local tour guides at Taro Tourism Village in Gianyar Regency Bali, the research findings and discussion can be presented as follows:

3.1   The Present Situation Analysis (PSA)
The result of the Present Situation analysis showed that about 35% of the research respondents and the key informants have already mastered the general knowledge and skills of English in guiding foreign tourists at Taro Tourism Village, that is, at the tourist objects as well as tourist attraction the village of Taro—the basic general knowledge and skills of English focus on the two skills: speaking and listening. Meanwhile, the other two skills, which are reading and writing skills, are not yet mastered and based on their daily job guiding tourists around the village. The use of other English language components, such as English grammar, vocabulary, pronunciation, and so on, have not yet been mastered, and they need to be improved.

3.2   The Target Situation Analysis (TSA)
The result of the Target Situation analysis showed that 65% of the research respondents and also the critical informant needed exceptional English, that is, English for Specific Purposes (ESP) focusing on English for local tour guides which cover the four skills of English integrated from speaking skills, listening skills, reading skills, and writing skills.

The English Specific Purpose of local tour guides is to focus more on using English in their daily jobs for communication with guests (tourists). In other words, they need English for communicative purposes. The communicative components used language functions, such as greeting, welcoming, giving information, explaining tourist objects and attractions, etc. They also need other English language components such as vocabulary

(specific vocabulary for tour guide), pronunciation, intonation, etc.

4. CONCLUSION

Based on the result of the research data analyzes which has been done by the researchers on the research findings and discussion section, therefore, there were several conclusions and recommendations that can be drawn from the present research as follows: (1) As the result of the Present Situation Analyzes (PSA) shown that the local tour guides at Taro Tourism Village have already passed some basic general knowledge and skills of English which focus only on the skills of speaking and listening and a limited number of vocabulary in doing their job as local tour guides at Taro Tourism Village, (2) The Target Situation Analyzes shown that the types of English needed by the local tour guides at Taro Tourism Village is English for Specific Purposes (ESP) for Tour Guide or Local Tour Guides focusing on the four skills of English, such as speaking, listening, reading, and writing integrated, as well as specific vocabulary on tour guides, (3) As follow-up action and implementation of the result of the present research, it is recommended that the syllabus design for the future English Language Training for the local tour guides at Taro Tourism Village is functional syllabus with the communicative approach of language teaching, which focused on language functions, such as greeting, welcoming, introducing oneself, giving information, telling and explaining tourist objects and attractions, and so on.

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