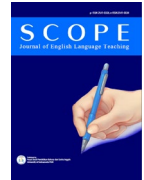




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Research Article

## Exploring the English Language Needs of a Community-Based Tourist Village in an Indonesian Context

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### KEYWORDS

Community-based rural tourism;  
 Needs analysis;  
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### A B S T R A C T

This study investigates the local English language needs for the tourism personnel of a developing community-based rural tourist village in Central Java, Indonesia. The investigation adopts a mixed-methods framework. The data were collected from multiple sources to gain more comprehensive information about the main attraction spots and its specific language use. Data collection instruments include unstructured interviews, a questionnaire, and field observation notes. The data were analyzed to identify the English language needs, lacks, and means. The result of the field observations indicated that there is 1) no urgent need to English; 2) a need for a scarcity of both Indonesian and English (spoken and written) informative texts that highlight the unique local appeals, and 3) bilingual self-learning material to accommodate the participants' learning context. To address this issue, a text-generating task was administered to document each personnel's specific role and language use that was later used as the foundation of developing a bilingual self-study material specifically tailored to the characteristics of the tourist attraction site and its tourism personnel.

## INTRODUCTION

Bramwell & Lane (1994), as cited in Su (2011), define rural tourism as a multifaceted activity that takes place in the countryside including activities and interests in farms, nature, adventure, sports, health, education, arts, and heritage (as cited in . This type of tourism, as explained by Pedford (1996), asin Su, (2011), can also include the living history of the countryside, such as rural custom and folklore, local and family traditions, values, beliefs, and common heritage (in Click or tap here to enter text.. In Indonesia, rural tourism, specifically tourist villages, has been gaining the attention of the Department of Tourism and Culture (DoTC). There has been a steady growth in the

development of community-based rural tourism sites in Indonesia within the past few years. The Director of Indonesian Tourist Village Association (Asosiasi Desa Wisata Indonesia) states that there are 1,838 rural tourist villages (or locally known as Desa Wisata) across the archipelago (Ramadhian & Prasetya, 2021), an uplifting number from 1,734 villages in 2018 (Putra, 2018).

The emergence of this community-based type of tourism usually starts from the initiative of the local community to tackle their local social, economic, environmental, and cultural challenges. Studies in this field often relate the development of rural tourism in Indonesia with the effort of increasing the local community income (Azahra & Khadiyanto, 2013; Wahyuni et al., 2016). The Indonesian government welcomes this grass-root movement with the

belief that this activity can contribute to rural economic development. DoTC offers grants for any village that would like to inquire into the local potential to be upgraded to a rural tourism site. One of such cases is Desa Wisata Mangrove Sari (Mangrove Sari Tourist Village, hereafter DWMS), which is located in Dukuh Pandansari (Pandansari village cluster), Brebes Regency, Central Java, Indonesia. Since its inauguration as a rural tourism site by the local government in 2016, the DWMS management has had to keep up with the national standard set by the government to maintain its status. The standard requires the tourist village personnel and operators to obtain national certifications. In keeping up with the national standard, the DWMS management has been making efforts to improve their local staff's basic knowledge on developing their tourism site and entrepreneurship capacity (e.g., ticketing, homestay management and hosting, basic accounting, tourist guides basic skills, etc.) by approaching educational institutions. It is through this networking that the DWMS management communicated to our education institution of the importance of English skills for their local staff to be certified tour guides. It is also worth mentioning that a short incidental basic English training was initially conducted by the Tourism Department at the early phase of the community service project. Based on their holistic assessment of DWMS site management by Puspitarini & Laturiw, 2019, they found the necessity for the DWMS staff to be able to communicate in English as one requirement of the national rural tourism standard set by the DoTC. They then, took the initiative to invite the Applied English Linguistics Department to collaborate in this project for the next phase of the community service project. Considering there has never been any attempt of conducting English needs analysis on this site, this study was designed to explore the local English needs of tourist village personnel. The result of this study aims to contribute to the scarcity of research investigating the English language needs in "rural tourism" sites in Indonesia, which is still underexplored and underrepresented.

This study was guided by the following research questions:

1. What are the English language needs of DWMS staff?
2. What texts does the DWMS staff need in relation to their specific tasks at the tourism site?
3. What kinds of learning materials are more suitable to their learning environment?

### ***English in Rrural Tourism Ccontext: An English for Specific Purpose Perspective***

The focus of the ESP approach is to equip language learners with certain language use that they need for their academic, occupational, or professional settings. ESP is concerned with researching the language needs of a particular group of learners. In most cases, the learners of

an ESP program are occupational and professional people. In this study, we focus on a specific field of tourism, particularly English for tourist village guides. Most literature in the area of English in Tourism works around the language use of professional and organizational tourism sectors (e.g., hotel staff, travel agencies, tour guides, etc.). There have been a lot of commercial textbooks in tourism offered for hotel staff and management, travel agencies, and tourist guides. However, commercial textbooks tend to be general in their scope and are designed to serve a pedagogic function (i.e., the language is structured in a "bookish" manner). The debate over using authentic or non-authentic texts revolves around the issues of providing the real language use in practice and/or scaffold for learning to take place (Basturkmen, 2010; Richards, 2001). Another criticism towards commercial textbooks is the argument that there is a discrepancy between the research results in the specialist language use and the content offered in ESP textbooks (Bargiela-Chiappini & Zhang, 2013; Flowerdew, 2013; Forey, 2004). Scholars in ESP suggest a data-driven approach to materials development (Basturkmen, 2006) to address participants' authentic use of language in their specific working contexts.

In this study, we would like to address the specificity of the field in Tourism, especially in the context of a tourist village site. Therefore, the language in this context is closely related to the specific characteristics of the local culture and way of life. Little is known about the role of English in this type of rural tourism site and the language use and practice in their local communicative setting. This research is a modest attempt to fill the scarcity of contextual use of English in this sector. A data-driven approach to materials development was adopted in providing particular English learning materials for the tourist village personnel.

This study, therefore, works within the framework of ESP. Research in English for Specific Purposes involves several stages. These stages include 1) identifying specific language knowledge and skills needs of particular language learners group; 2) syllabus design and materials development; 3) and assessing learning (Basturkmen, 2010; Dudley-Evans & St John, 1998). This kind of research is interested in investigating the actual language use of a target discourse community, producing language materials, and teaching the needed language use to be able to prepare and develop the necessary language skills and knowledge. Needs analysis is firstly conducted as an early stage of an ESP course design. Hyland, 2006 refers to needs analysis as "techniques for collecting and assessing information relevant to course design: it is the means of establishing the how and what of a course" (p. 73). The needs analysis process, as explained by Basturkmen, (2010), involves:

- “Target situation analysis: Identification of tasks, activities, and skills learners are/will be using English for; what learners should ideally know and be able to do.
- Discourse analysis: descriptions of the language used in the above.
- Present situation analysis: identification of what the learners do and do not know and can or cannot do in relation to the demands of the target situation.
- Learner factor analysis: identification of learner factors such as their motivation, how they learn, and their perceptions of their needs.
- Teaching context analysis: identification of factors related to the environment in which the course will run. Consideration of what realistically the ESP course and teacher can offer” (p. 19). In this study, we adopt Basturkmen’s elements of needs analysis above in obtaining information to identify DWMS staff English needs. The process of collecting data in an ESP study may take the form of a questionnaire, interview, observation, and text analysis (Basturkmen, 2006, 2010; Dudley-Evans & St John, 1998). Dudley-Evans & St John, 1998 explains that the questionnaire contains more wide-ranging information within the scope of the field. Interview generally takes the form of a structured interview consisting well thought out and selected questions. Observation, as Dudley-Evans & St John, 1998 describes, can be in a form of “watching a particular task being performed to shadowing individuals at work (To shadow someone is to follow everything they do for a block of time such as a day, several consecutive days or one day a month)” (p. 135). All these activities are necessary for understanding the scope of the target learner’s occupation or professional tasks. Another important means to understand the discourse practices of an occupational discourse community is by studying or analysing their authentic texts. Texts, here, can be in written, audio, or audio-visual texts. Each text may have specific communicative functions and features. There has been a strong argument in ESP materials development to use authentic texts with the target students as they provide the real language use in practice. The data collected through these instruments will inform the course and material developers “to decide what the course should focus on, what content in terms of language or skills to include and what teaching/learning methods to employ” (Basturkmen, 2010, p. 26)

A data-driven ESP approach to materials development was adopted in providing English learning materials for the local tourist village community. The study firstly conducted needs analysis to identify the needed English language use and practice in DWMS community. After the

needs were identified, syllabus design and materials development were carried out. Further details will be explained in the research design section.

## METHOD

### The Tourist Village Site

To give a more contextual understanding, it is also worth mentioning the context of the tourist village site. DWMS is located 17 km away from the center of Brebes town, Central Java, Indonesia. It is a coastal area in the Northern part of Brebes town. The establishment of DWMS started as a local initiative of the village members to save their land from seawater abrasion (Puspitarini & Laturiuw, 2019). Some of the villagers gradually lost their land as the seawater began to take over. Starting from 2007, the villagers started a mass movement to plant mangrove trees to prevent the seawater from brushing away more land. After some years of regular mangrove tree planting, the area slowly gained mud and earth solid materials that gradually expanded their coastal line. As the plantation grew to be a mangrove forest, the locals took the initiative to make it attractive for outsider visitors as a tourism destination. In the year 2016, DWMS was officially acknowledged as a rural tourism site by the Central Java provincial government. Since then, DWMS has attracted local, national tourists, and international tourists as well as researchers. This study was conducted in this specific rural tourism complex – a mangrove conservatory forest of 220 hectares wide. The complex is run independently by the local villagers, making it different than other professionally corporate-run tourism sites. Since DWMS is a self-subsistent tourist village, most staff are the local villagers with occupations like fishermen, craftsmen, souvenir shop owners, salt-farmers, and other home industry (micro-level) entrepreneurs. The local DWMS management has set up several working shifts for the local villagers to take turns in running the main attraction site, i.e., the Mangrove reservation area. A total of 50 local villagers participated as DWMS staff on the site (Mashadi, personal communication, August 25, 2018). However, only several DWMS staff are regularly active in carrying out their duty at their post. Under the pressure of keeping its official status as a tourist village, the local village management, together with several universities, has been making efforts in developing their tourism site to be more systematic and organized. This study was a part of a community service program conducted by the university the researchers are affiliated with. The local management communicated their concern on the English language needs for the tourist village staff to the researchers that became the springboard of this study. An exploratory case study was adopted as its research design.

The objective of this study is to identify English communication needs for the tourist village community. The identification of needs provides grounded information for the development of English learning materials that can be used by the locals in their specific context. The data of this study were collected during several visits through field observations, unstructured interviews, and a questionnaire. Data triangulation is needed to obtain a holistic understanding of English texts needed by DWMS staff.

### Data Collection Instruments

Field observation was conducted to obtain a more comprehensive and contextual understanding of the physical landscape, activities, and linguistic scape (written and spoken texts) of the tourism site. The observation involved audio-visual recordings, informal communications with the visitors and staff, and field notes. The first stage of the field observation was mapping the physical and linguistic scape of the tourist attraction site. We mapped and recorded main spots or posts of the area, such as the entrance, the ticket gate, boat ride, and mangrove forest main location. During this mapping activity, we also recorded various texts and signage that were found in the location (e.g., boat schedule, ecosystem billboards, information on emergency phone numbers, etc.). The second stage of the observation was job shadowing. The job shadowing was conducted to identify and record the communicative tasks of DWMS staff in relation to their specific roles in each post of the tourism site.

Unstructured (exploratory) interviews with the tourist village management and DWMS staff were conducted to collect background information of the tourist site, activities, and specific communicative tasks of the staff. Three intensive interviews were conducted with two tourist village managers in Indonesian. The length of the interviews ranged from 50 – 70 minutes long. The interviews covered information on the tourist village development, the background story of their perceived needs of English, communicative events of English use, and the management system of the tourist village. Seven informal interviews were also conducted with DWMS staff on duty on the tourist site. The length of the interviews was between 15 – 30 minutes to identify their specific duty and communicative tasks. All the interviews were audio-taped and transcribed. All interviews were conducted in Indonesian and translated into English for the data presentation purpose.

A questionnaire in Indonesian was constructed to identify participants' demographic information, the current frequency of English use, and how the participants perceived English communicative functions as needed in their duties. The questionnaire consists of Likert scale items (asking the frequency of communicative functions)

and several open-ended questions. It was distributed to 13 DWMS active staff on site. From the questionnaire, we found that the majority of the staff has very little to no knowledge of English and were rarely exposed to English texts. DWMS staff educational background is mostly junior high school (9<sup>th</sup> grade) – senior high school (12<sup>th</sup> grade) graduates, except one staff who graduated from college with a Diploma degree. The age range of the staff is 20 – 50 years old. All staff also hold other jobs, such as fish farmers, salt farmers, craftsman, and other small home-industry entrepreneurs.

## RESULTS AND DISCUSSION

This section starts with the result and discussion on the language text mapping, English needs analysis, and lastly the development of bilingual self-study material as the result of the needs analysis.

### 1. Language Text Mapping

The first stage of the observation was to find out types of (oral and written) text in the main site. From the landscape documentation of text, we found a scarcity of Indonesian text or signage, let alone English. As a newly developed ecotourism site, only a few signage that provided information about the site (e.g., type of attractions on the site, ecosystem information board, warning signs, etc.) was available. There were only 33 signage, seven billboards, and two banners for the entire complex's area (220 ha). There was little text explaining or highlighting the attraction of the tourism site. The available texts to serve this informative function were mostly spoken texts provided by the tour guides on duty. There is no narration to the history and uniqueness of the main site provided for the visitors causing them to wonder what they expect to find on site. The billboards and banners only contain pictures of flora and fauna of the mangrove forest with no fun facts about them.

As for the spoken text for the tourist guides, there is no recorded text of the historical narrative of the place. Hence, there is inconsistent information on the ecotourism site that each guide has their own version of the informative text about the site. To obtain a more reliable informative text, we interviewed the leader of the tourism site who initiated the establishment and improvement of the site.

During our several visits, we observed how the local tourist guides carried out their tasks. We found that they only provided information when they were asked by the visitors. They played their role more as accompanying the guests walking the trekking lane of the mangrove forest instead of narrating the main site. There were no narrative texts from one important spot to the next. Therefore, the attractiveness of the place is not quite presented on the site. We audio-visually recorded our journey from the entrance ticketing

gate to the main site and back. We identified nine posts and six important spots that need narrative texts.

On another visit, the tourists guide was accepting an excursion activity of the neighbouring village's school. The guides, at that time, seemed to understand that they had to give guidance to the school students group and the three teachers. Since it was a group of 40 students, there were four tourist guides directing the excursion group. In this occasion, several narrative texts were recorded. However, from the observations, we also noticed there were incompleteness and inconsistencies of information about the main site provided by the tourist guides due to the absence of written documentation of the site. To generate more reliable narrative texts, we interviewed the two initiators and influential figures in the village who also act as the management of the tourist site: Mr. Surya and Mr. Adi (pseudonyms). Mr. Surya was the head of the tourist village for ten years. Mr. Adi was the local activist that mobilized the villagers to plant mangrove trees along the shoreline of the village in 2007. In the interview, it was found that crucial information most of the time was passed on through oral communication from one staff to another. The main data of the site is only kept and managed by the manager in their own personal computer. There is a limited number of written documents provided for the staff at the main office to be used as references. This explains the tourist guides' inconsistent narrative of the site due to heavy reliance on memorization of the information and a limited number of documents available for the staff.

**Table 1** Contextual English Use

| When there are international visitors, I use English to ....  | *4 | 3 | 2             | 1             |
|---|----|---|---------------|---------------|
| a. greet and welcome the guests   | 0  | 0 | 46.15%<br>(6) | 53.85%<br>(7) |
| b. introduce myself and get to know the guests  | 0  | 0 | 38.46%<br>(5) | 61.54%<br>(8) |
| c. explain schedules  | 0  | 0 | 0             | 100%<br>(13)  |
| d. explain the location and attractions of the site (e.g., the history of the tourist village and the mangrove forest). | 0  | 0 | 0             | 100%<br>(13)  |
| e. explain the mangrove ecosystem   | 0  | 0 | 0             | 100%<br>(13)  |
| f. explain local products.  | 0  | 0 | 0             | 100%<br>(13)  |
| g. explain the production process.  | 0  | 0 | 0             | 100%<br>(13)  |
| h. promote the local products.  | 0  | 0 | 0             | 100%<br>(13)  |
| i. explain the environmental  | 0  | 0 | 0             | 100%<br>(13)  |

education activities (e.g., mangrove planting, mangrove types, etc.).

j. have small talk with the guests 0 0 30.77% 69.23%  
(4) (9)

\* 4 (always) – 3 (often) – 2 (sometimes) – 1 (rarely-never)

**Table 2** English Language Skills

| When there are international visitors, I use English to ....  | *4 | 3 | 2             | 1             |
|---|----|---|---------------|---------------|
| a. greet and welcome the guests   | 0  | 0 | 46.15%<br>(6) | 53.85%<br>(7) |
| b. introduce myself and get to know the guests  | 0  | 0 | 38.46%<br>(5) | 61.54%<br>(8) |
| c. explain schedules  | 0  | 0 | 0             | 100%<br>(13)  |
| d. explain the location and attractions of the site (e.g., the history of the tourist village and the mangrove forest). | 0  | 0 | 0             | 100%<br>(13)  |
| e. explain the mangrove ecosystem   | 0  | 0 | 0             | 100%<br>(13)  |
| f. explain local products.  | 0  | 0 | 0             | 100%<br>(13)  |
| g. explain the production process.  | 0  | 0 | 0             | 100%<br>(13)  |
| h. promote the local products.  | 0  | 0 | 0             | 100%<br>(13)  |
| i. explain the environmental education activities (e.g., mangrove planting, mangrove types, etc.).                      | 0  | 0 | 0             | 100%<br>(13)  |
| j. have small talk with the guests  | 0  | 0 | 30.77%<br>(4) | 69.23%<br>(9) |

## 2. Exploring English Wants and Needs

It was communicated to the researchers, during the unstructured interview, by the two important figures of the local community that English is needed in their tourism site. When asked about past and current English use, Adi explained that there were only several occasions in which the village was visited by an international researcher from Japan and international tourists from the Netherlands, Germany, Turkey, Singapore, and Malaysia. In total (since 2015), only 25 international tourists visited DWMS. The majority of the DWMS visitors are local tourists (mostly visitors from within the province and neighbouring provinces). A questionnaire was handed out to the staff to understand their English language use during the rare international guests' visit to the tourist village. Thirteen

staff completed the questionnaire. Since there were few visits by international tourists, this explained the rare use of English and opportunities to use the contextual language functions, as shown in Table 1.

As a new tourist village site, it is understandable that there has been very little English interaction, as shown in Table 1. From ten communicative functions asked in the questionnaire items, only three occurrences of English language use that some participants reported to have used: greet and welcome the guests (item a); introduce oneself (item b), and have a small talk with the guests (item j). During the interviews, the local staff also explained that the international tourists often came to DWMS accompanied by hired tour guides. Hence, there were neither any English interactions for DWMS staff, nor opportunities to experience a variety of communicative functions in English. Although the frequency of international tourist visits is still very low, the staff's enthusiasm for learning English is very high. Participants emphasized the urgency of some language functions in the near future for the purpose of meeting up the national standards of tourism personnel. The staff realized that since DWMS has been inaugurated as a tourist village by the Department of Tourism and Culture (DoTC) in 2016, they all have to go through certification as required by DoTC. Anton (a pseudonym), Nina (a pseudonym), and Adi (a pseudonym) shared this concern in the excerpts below.

*Yes, we realized that we haven't been using English much and that we only get few international tourist visits but, at the end, we have to learn English sooner or later anyway. (Anton)*

*I haven't been able to say numbers in English. I want to learn it all [about English]. (Nina)*

*We really need English because we have to be ready for international tourists. They [DWMS staff] also need to take certification soon. (Adi)*

In this case, there is a pressing matter of acquiring English that has often been perceived as a commodity (Wee, 2008) in the tourism sector. In this way, English is given an 'exchange value' in the economic market (Heller, Pujolar & Duchene, 2014, as cited in (Sharma, 2018)). English is also positioned as the language to enter a wider tourism sector that can bring their tourist village prestige to be noticed by global tourism enthusiasts. Therefore, DWMS personnel's desire to acquire English is very high since they believe that it can assist them to attract more international tourists.

Table 2 shows the result of the questionnaire of the perceived needs of English language skills. Most participants considered the items related to spoken communication listed in the questionnaire as very important and important for their English communication

skills at their jobs. The responses are mostly concentrated on spoken communicative functions of introducing oneself (item a), showing directions (item b), explaining numbers (item c), as well as mastering vocabulary in tourism for meaningful communication (item l). Surprisingly, most participants also feel the need to be able to read and understand simple written English texts (item i) and to promote the tourism site through internet in writing (item k) although they rarely had a chance to communicate in English through written medium. Consistent responses were also obtained from the interview in which they expressed their wants to be able to engage with the international tourists with what they described as "basic English conversation."

### 3. Negotiating Needs and Wants: Bilingual (Written and Audio) Self-Study Learning Material

From the interviews and field observations, we identified some topics and language functions for each post and crew in charge. There are six key posts of the tourist attraction site: ticketing point, main entrance gate, departure dock (dock 1), arrival dock (dock 2), main attraction site (the mangrove preservation area), and exit gate. In each post, natural spoken data was captured and was later categorized into topics, type of texts, and language functions. In this report, we focus on documenting spoken texts of each post in order to prepare the English self-study materials for the staff. Spoken texts of transactional and interactional communicative events were recorded and transcribed to identify specific language functions used. Table 3 summarizes the identified topics and language functions.

**Table 3** Topics and Language Functions for Each Post and Crew of the Tourist Attraction Site

|   | Topic                                      | Text type  | Language Functions  |
|---|--|--|---|
| 1 | Ticketing (ticketing crew)                 | Transactional text   | Numbers, price, greetings, giving directions, surveying   |
| 2 | Ticket Checking (ticketing crew)           | Transactional text   | Polite request, leave-taking (e.g., enjoy your visit, etc.)   |
| 3 | Departure & arrival dock (boat crew)       | Transactional text: (Safety) Instructions, life vest   | Giving instructions & directions (how to get on/off board, safety instructions, seating arrangements, etc.) |
| 4 | Boat ride to the main site (Tourist guide) | Narrative texts: mangrove history, the landscape descriptions along the way to the main site | Describing, explaining, answering most frequently asked questions   |
| 5 | Main site dock (boat crew)                 | (Safety) Instructions  | Giving instructions & directions (how to get on/off board, safety instructions, seating arrangements, etc.) |

|   |   |   |   |
|---|---|---|---|
| 6 | Exploring the main site (tourist guides):     | Narrative: its vegetation, types, benefits, the planting process, conservation area   | Describing, explaining, answering most frequently asked questions   |
|   | a. the mangrove                               |   |   |
|   | b. the local mangrove ecosystem               | Narrative: flora and fauna of the site, unique species  | Describing, explaining, answering most frequently asked questions   |
|   | c. research site                              | Narrative: how the sites have become the interests of international local research, preservation institutions networking, education tourism, etc. | Describing, explaining, answering most frequently asked questions   |
|   | d. the village society way of life            | Narrative: What they do, how they saved their land from the abrasion, maintained, and developed the mangrove sites                                | Describing, explaining, answering most frequently asked questions   |
|   | e. Local dishes and beverages                 | Narrative: promoting local dishes and its history   | Describing, explaining, answering most frequently asked questions   |
| 7 | Return boat ride (tourist guides)             | Narrative: promoting local products (boiled salt, bath salt, local batik, hand-made shells-key-chains)  | Describing, explaining, answering most frequently asked questions   |
| 8 | Departure & arrival dock (boat crew)          | Transactional text: (Safety) Instructions   | Giving instructions & directions (how to get on/off board, safety instructions, seating arrangements, etc.) |
| 9 | Customer satisfaction survey (ticketing crew) | Transactional text: Survey questions  | asking for the visitors' impressions and feedback   |

As shown in Table 3, the characteristics of communicative events are primarily transactional in nature. During the observation, we managed to record several interactional communicative events that mostly occurred between the tour guides and visitors in Indonesian. The topics of the

interactional communicative events are often related to responding to the visitors' questions on the history of the mangrove forest, the habitats, the landscape of the forest, and the vegetation of the site. From this observation, it is inferred that the tour guides also need to produce narrative texts in describing and explaining the highlights of the tourism site. The interview data provided the information that was later transformed into the English narrative texts needed by DWMS tour guides.

When asked of preferred learning methods and materials, most participants expressed their concerns of the time, mobility, and their unfamiliarity of English spelling and its sounds. These concerns are expressed by Amir, Tika, and Suryo as follows:

*I want to learn it all [about English]. I want to be able to speak English, but I have no time to attend classes. (Amir)*

*But to me, I need to learn basic conversation first. So, like "hallo Mr. how are you? When did you arrive? When do you plan to go back?" And I also want to learn how to read in English because the written words and the pronunciation are different, right? (Tika)*

*English is funny. The written words are read differently. I mean, I need to know how to read or pronounce it. (Suryo)*

The production of the learning materials aims to provide English learning resources that are practical in use for the participants in the local tourist attraction site. Since all the DWMS staff also hold other jobs, it is challenging for them to consistently join regular English lessons. As mentioned earlier, the tourist village is a community-based tourist attraction and is locally managed by the villagers. The management designed several working shifts scheme for each staff to follow, and when they have finished working at the site, they went back to their other job to make ends meet. Due to their mobility and limited time for a static type of learning style (i.e., an in-person language training lesson), printed and audio self-study material was offered as a learning resource that the staff could use at their own convenient time. The self-study material was produced in the form of a small pocketbook accompanied with an audio-file of the texts (see Manara & Yanti, 2018).

Unlike Indonesian, most English lexemes have no one-to-one correspondence (idiosyncratic relation) between the spelling and its sound. Several staff conveyed this concern, which shows their awareness of the inconsistency of English spelling and sound. Considering the staff's little knowledge of English spelling and its pronunciation, phonological transcriptions on how to read the texts are provided. In this case, we decided not to follow the International Phonetic Alphabet (IPA) due to their unfamiliarity with this linguistic type of phonetic transcription. For ease of reading, we provided a modified one that is closer to the Indonesian sound transcription. The

pages of the self-study pocketbook were also designed in three columns: the first column displays the Indonesian text, the second shows its English translation, and the third presents the modified phonetic transcriptions. Accompanying this self-study pocketbook, an audio-file recording of the printed text in the book is provided for the DWMS staff.

Due to its specific learning materials design, a short intensive English training session was conducted on basic English conversation and how to use the self-study material. The intensive training session aimed at familiarizing the participants with the English spellings and sounds. Pronunciation drilling and contextualized language use dominated the learning sessions. The participants tried out the bilingual self-learning material and commented on its usefulness for them to study the material at their own convenient time. They found the audio-file recording most useful in terms of practicing their pronunciation. Despite their positive comments on the materials, they also felt that an in-person English training session is still needed to practice their interactional communication skill in English. However, due to the COVID-19 pandemic, a planned follow-up training was cancelled as large-scale social restrictions was issued by the national and local government. An alternative virtual long-distance training was explored through the use of WhatsApp calls. Yet, the low infrastructure resources (namely, low-tech supports, weak communication signal, and expensive phone credit) became some big challenges in conducting the training. Limited internet or Wi-Fi and computer access led to the decision to use WhatsApp, which is considered accessible and relatively affordable for the participants. Unfortunately, weak communication signals often disrupted the flow of the lessons, with participants signing in and out unexpectedly, causing ineffective and inefficient learning processes. These challenges may affect the sustainability of the learning interest and process. Hence, future study can explore other affordable alternative ways of learning for this particular low resource setting.

## CONCLUSION

This study investigates the English needs of a developing rural tourism community as responding to their keeping up with the national standard set by DoTC. Findings obtained from the local community and on-site observation display unexpected result that shows English is not an immediate need for the tourist personnel. English, in this case, is more of a psychological impact of the pressure in sustaining the official status of Desa Wisata [tourist village] issued by DoTC and the ideation of attracting international tourism enthusiasts. This official status demands what they consider as 'professional' tourism management by listing

certain standard criteria, including the English communication competence of the tourist village personnel. Indeed, in this case, English has been valorised as the language of the tourism industry (Sharma, 2018). This kind of ideology affected the way the participants perceived the importance of English to their newly acquainted profession at their tourist village. The interest in acquiring English communication skill is eagerly conveyed by the participants. "We have to learn English sooner or later, anyway" statement sums up their determination to acquire the language for the sustainability of their tourist village.

The study also finds that there are limited opportunities of using English, little access to English resources, and insufficient supporting technology in the participants learning context. This finding implies that there is a need for a locally tailored teaching method and learning approach. English instructors and material developers need to take into consideration the particularity of the learning context (Kumaradivelu, 2003). Hence, future research can explore teaching methods and learning approaches that cater for the particularity of learning settings with limited resources.

Lastly, this research project identifies needs for bilingual texts development in the community heritage language (Brebes Javanese variety) and national language (i.e., Indonesian) in relation to their plan of developing the cultural attraction in the tourism site. These texts can take the forms of audio-visual texts, pamphlets, billboards, as well as narrative spoken texts for the tourist guides, explaining the local culture, beliefs, and way of living. Future multilingual literacy projects can explore these needs in more details as efforts of providing data-driven learning materials of Language for Specific Purposes.

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