

ENGLISH FOR TOUR GUIDE IN KOTAGEDE: A NEEDS ANALYSIS OF A SITUATIONAL LANGUAGE TEACHING BY CONSIDERING THEIR LEARNING STYLE

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ABSTRACT

This research was carried out in Kotagede and the participants in this research were tour guides who worked at the Pendapa Kajengan Kotagede. This study applied the SLT approach or *Situational Language Teaching* which prioritizes the process of learning a foreign language according to real situations in the field. It applied both quantitative and qualitative to dig out the learning style and the needs for linguistic aspects. The results of this research will give contribution to the best English language teaching method and the most appropriate teaching module. These two things are very important to improve their communication skills with the international tourists. At the end, the increase in English language skills will ultimately affect the quality of their services to the international tourists.

Keywords: *ESP, Needs Analysis, Tour Guide*

INTRODUCTION

The reality of tour guides in Kotagede has a very important role. These tour guides are the trusted source of information for tourists to understand the history of Mataram's cultural heritage in Kotagede. For this reason, communication skills are the main determining factor, in addition to their understanding of the history and development of Kotagede. One of the communication skills that requires our serious attention is their English language performance, especially when the tour guides communicate with the international tourists.

Improving English language skills can be achieved in several ways, including through short training programs, courses or through other mode of language assistance that is less formal in nature. In fact, these language programs require a serious and in-depth analysis stage to determine teaching methods and modules that are suitable for course participants. Without an analysis stage, teaching will be ineffective and teaching materials tend to be less suited to the needs of course participants.

The needs analysis will focus more on learning styles and needs analysis on linguistic aspects related to their task of providing historical information on cultural tourist attractions in Kotagede. As we know, Kotagede's most famous historical sites are the tombs of the Mataram Kotagede kings, large mosques, forts and ancient houses that are hundreds of years old. In general, learning style analysis will be used as a reference for effective and efficient course teaching methods, while analysis of linguistic aspects will be used to design and create teaching modules.

This research involves at least two main theories, namely learning style theory and linguistic needs analysis theory. Both types of theory are very necessary as a basis for implementing language courses effectively and efficiently. Learning style theory is useful for analyzing the learning styles of students or course participants, whether they fall into Visual, Aural/audio, Read-write or Kinesthetic learning styles. Meanwhile, the theory of analyzing needs for linguistic aspects will be very useful in determining which linguistic expressions and language skills are needed by participants so that they are proficient in communicating. These two types of analysis will later lead to mapping learning styles and linguistic aspects, both of which will be used as references in determining teaching methods and learning modules.

Neil D Flemming (1992) has found four student learning style preferences, namely Visual, Aural, Read-write and Kinesthetic or often abbreviated as VARK. These four learning styles are a development of VAK which was known long before Flemming. The addition of the Read-write preference is a new discovery where apart from capturing symbolic aspects in the form of images/visuals, sounds/aurals, and movements/kinesthetics, they also have another unique preference, namely reading and taking notes. This kinesthetic aspect has also been tested several times, one of the latest studies was conducted by Flemming & Bornwell (2019) which stated that VARK has a more complete range of preferences because it covers four student modalities, namely Visual, Aural, Read-write and Kinesthetic.

Based on the theoretical considerations above, testing the learning styles of tour guides in Kotagede uses the VARK approach. Where in this method, the participants are tested using a questionnaire instrument. Then the results of the questionnaire were analyzed quantitatively to map the percentage of participants who tended to be visual, aural/auditory, read-write or kinesthetic. The results of this mapping can then be used as

a reference in determining the most effective teaching method to support improving their English language skills (Widharyanto & Binawan, 2020).

The second analysis is an analysis of linguistic aspects of needs. The process of analyzing needs for this linguistic aspect requires several instruments and stages. These instruments and stages refer to several existing theories. Hutchinson & Waters (1987) analyzed the need for learning English in 3 main aspects of need, namely (1) Needs, (2) Lacks, and (3) Wants. These three aspects then become initial considerations in determining which linguistic aspects are most frequently used and must be mastered in order to carry out their duties as a tour guide.

Another theory related to teaching methods and analysis of linguistic aspects of needs is the situational method theory or *Situational Language Teaching* (SLT) with the main character Hornby (1950) in the ELT journal published January 1st, 1950. In his writings Hornby stated that every language learner should learn in situations real ones so you can immediately practice the language. Studying in class is good, but in some cases it will actually distance students from the situations they should face. According to Hornby, language learning must be carried out according to one's needs. This SLT method is widely adopted by schools and other educational institutions that teach foreign languages to make it effective and efficient.

This research aims to produce a mapping of the results of an analysis of the learning styles of tour guides in Kotagede and a mapping of the analysis of language aspects of needs from a *situational* language teaching perspective. The results of learning style analysis mapping can be used as a reference for determining effective and efficient teaching methods. On the other hand, the results of the linguistic aspect - needs analysis can be used as a reference for preparing learning material modules, especially in determining topics and types of activities from an SLT perspective.

English language teachers, especially tourist guides in Kotagede, can use learning style analysis mapping as a reference in determining the most effective and efficient teaching methods. Teachers and textbook designers can also use the results of the needs analysis mapping of linguistic aspects as a reference in determining topics for teaching materials or modules as well as types of activities based on *Situational Language Teaching* theory. For other researchers, this research can be used as a reference for developing foreign language teaching in Yogyakarta, especially for tour guides.

This research is also useful for lecturers and students in *English for Tourism*, *English for Specific Purposes* and *English Language Teaching Method* courses. This research uses reference books and journals for the *English for Tourism* course, especially in offering linguistic expressions and the types of language skills needed in developing communication skills using English. *The English for Specific Purposes* course plays a role in compiling and adopting linguistic analysis research instruments such as observation sheets, questionnaires, and FGD (*Focused Group Discussion*) *question sheets*. For the *English Language Teaching Method* course, it plays a role in determining, adopting and compiling learning style questionnaire instruments.

RESEARCH METHOD

Research into analyzing the needs of linguistic aspects and learning style analysis has not been carried out much. Several previous studies such as those conducted by Ratminingsih, Suardana & Martin (2018) in Bali, Indonesia for tour guides, Nawamin (2012) and Namtapi (2022) in Thailand for tour guides and tourism employees revealed a lot about the analysis of linguistic needs for international tour guides. However, this analysis is not accompanied by consideration of the learning styles of course participants. With the additional analysis of learning styles, this becomes one of the novel aspects of this research.

The objects of this research are tourist guides in Kotagede, especially the Pendapa Kajengan community in Prenggan Village, Kotagede District, Yogyakarta City. This community has been established since 2018 and was vacuum for a while during the Covid-19 pandemic. Since the end of 2021, the Pendapa Kajengan community has been visited by many foreign tourists because of its uniqueness in offering educational tourism with short courses in making batik and playing gamelan.

There are 16 tour guides at Pendapa Kajengan with an average age of 40 years and are dominated by 14 females and 2 males. The educational background of the Tour Guides is as follows; 14 of them graduated from Vocational School, 1 person graduated from Diploma, and 1 person graduated from Bachelor's Degree. In general, none of the tour guides has a scientific background in either English or tourism. Their main jobs on average are housewives, 1 civil servant and 1 private employee.

Tour guides in the Pendapa Kajengan community are required to be able to provide short and practical instructions in English on how to make batik and play gamelan to tourists both individually and classically in large groups of 5 to 30 international tourists in one session. The tour guides are also required to be able to give historical background and other information on the tourist attractions around the Pendapa Kajengan, namely the Mataram Grand Mosque, the Royal Cemetery, Javanese traditional houses called Pendapa and Limasan, culinary and silver crafts.

The learning style research uses Flemming's latest theory which has 4 learning style modality preferences, namely Visual, Aural, Read-write and Kinesthetic or abbreviated as VARK. The choice of this approach is more suitable than the VAK approach which gives less space to participants who tend to be adaptive to non-visual, audio and motion symbols. The hope is that with the VARK approach, learning style mapping will become more detailed and complete.

This learning styles research uses the main instrument, namely a questionnaire. This questionnaire consists of 16 questions about learning styles with answer choices a, b, c, d which refer to the Likert scale. The results of the questionnaire are then calculated quantitatively or scored to determine the mapping of the dominant learning styles of course participants. The results of calculating the scores then produce which learning style modality is dominant in one participant. Then the overall results will show a mapping of the dominant learning styles possessed by all prospective course participants.

To analyze the needs for linguistic aspects, this research uses a questionnaire instrument consisting of 30 questions which are divided into 4 main parts, namely the first part is identity and background, the second part is *needs*, the third part is *lacks* and the fourth part is *wants*. The first part is an open question with short answers, the second and third parts are questions with five multiple choices and the fourth part is an open question with descriptive answers. This instrument refers to the theory of Hutchinson & Waters (1987). Apart from questionnaires, linguistic aspect research also uses a list of interview questions consisting of 5 questions addressed to the management, several tour guides and consumers, in this case several international tourists who were interviewed on the spot.

This research also went through an FGD (*Focused Group Discussion*) process using a discussion question list instrument consisting of 7 main questions. These questions

include 3 open questions related to learning styles and 4 questions related to linguistic needs. The seven questions were then developed during group discussions. The results of the discussion are then summarized and narrated qualitatively in order to get a general picture of learning styles and linguistic aspect needs. This FGD is needed to strengthen the results of the questionnaire that has been filled in to avoid technical or non-technical errors when filling it out.

FINDING AND DISCUSSION

This research produced several findings regarding the learning styles and linguistic needs of tour guides at the Pendapa Kajengan community in Prenggan Village, District of Kotagede, Yogyakarta. These findings were obtained after collecting and managing research data from interviews, questionnaires and group discussions through an FGD. Some of these findings can be presented as follows.

The learning style of tour guides at the Pendapa Kajengan community is dominated by the visual learning style modality at 37.5%, aural at 37.5%, read-write at 12.5% and kinesthetic at 12.5%. From this data we can see that the visual and aural/audio learning style modalities tend to be dominant and balanced in number, while the other learning style modalities tend to be very small. By presenting this data, we can conclude that the tour guides at Pendapa Kajengan tend to be both visual and aural, which we can see in Figure 1.

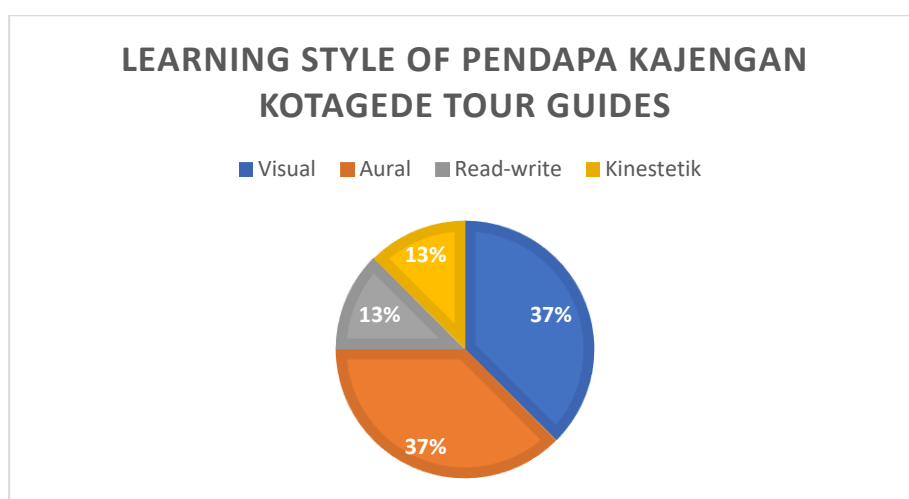


Figure.1. The Learning Style of the Tour Guide in Kotagede

The need for linguistic aspects through the concept of *needs, lacks & wants* tends to show the dominance of vocabulary needs in the field of batik and gamelan at 50%, pronunciation at 37.5% and others at 12.5%. Other aspects in this case include aspects of *grammar* and *listening*. The need for vocabulary in the field of batik and gamelan probably arises because their field of work is mainly to provide short instructions on how to make batik and short gamelan practice. For more details, we can look at Figure 2.

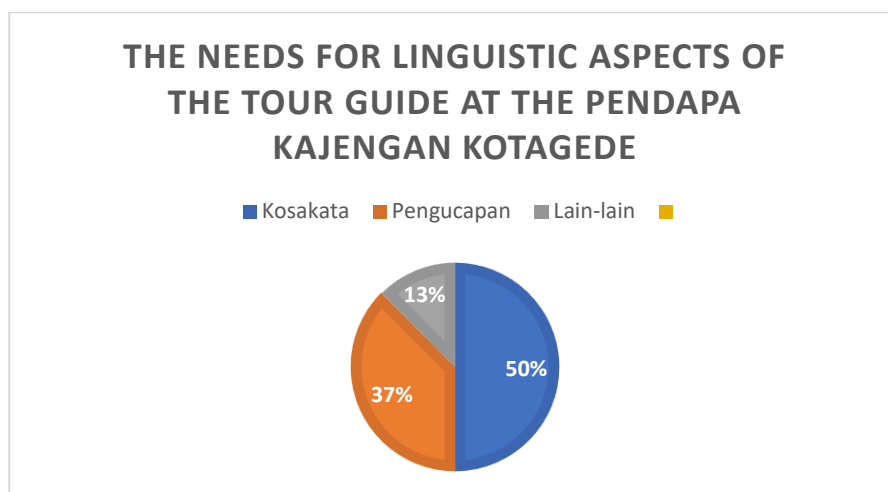


Figure.2. The Needs for Linguistic Aspects of the Tour Guide at The Pendapa Kajengan Kotagede

CONCLUSION

Based on the research results obtained, the following conclusions can be drawn; (1) in the learning process, participants will be able to learn optimally if they use visual and audio media such as videos, pictures/photos along with the pronunciation drilling method through practicing directly at their location. (2) The teaching material needs to include groups of vocabulary such as verb, noun and adjective that are directly related to their activity of giving practical instructions on how to make batik and how to play the gamelan together with their pronunciation.

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