

## English Language Training for Village Communities Affected by Yogyakarta International Airport Development

Maria Asumpta Deny Kusumaningrum<sup>1</sup>, Fajar Khanif Rahmawati<sup>2</sup>, Eli Kumolosari<sup>3</sup>

<sup>1,2,3</sup> Institut Teknologi Dirgantara Adisutjipto

E-mail: mariadeny@itda.ac.id<sup>1</sup>, fajar.khanif@gmail.com<sup>2</sup>, elikumolosari@itda.ac.id<sup>2</sup>

### Article History:

Received: 08 Mei 2024

Revised: 20 Mei 2024

Accepted: 24 Mei 2024

**Keywords:** English, airport, training, tourism

**Abstract:** *It is hoped that the construction of the airport will have a real impact on the economy in the tourism, hotel, service industry and trade sectors for the surrounding community. The existence of the airport has an economic and social impact on the affected village which is the object of the training, namely Glagah Village in Temon District, Kulon Progo. To develop the economy, it is not only related to facilities and infrastructure, but also needs to be supported by human resources, one of whom is able to communicate using English. The English language skills of the village community around the airport are classified as being able to communicate but are still lacking based on the results of the pre-test given. There are still difficulties faced both in terms of listening English speech, understanding English reading, composing English sentences, and expressing ideas in speaking English. Thus, English language training is still needed to improve their quality. This community service activity is carried out in the form of training in the form of theoretical and practical exposure. The method used is Communicative Language Teaching (CLT). The activity took place 5 meetings with activity stages including warming up, core activities (speaking, writing, reading, and listening) and evaluation. Overall, it can be said that the activity was carried out well. It can be seen from the evaluation results distributed to training participants. All of them received a good response from the training participants. The participants' English language skills also increased based on the test results given to the participants.*

### INTRODUCTION

Yogyakarta has great assets in terms of tourism potential, both natural and cultural. It has been known for a long time that Yogyakarta is an attraction and tourist destination for tourists from all over the world. One of the tourist entrances to Yogyakarta is Yogyakarta International Airport. To develop tourism, it is not only related to facilities and infrastructure, but also needs to

be supported by competent of human resources. Human resources play an important role in moving the wheels of the economy because they directly deal with tourists. As stated by Arief Yahya, Minister of Tourism in 2019, human resources are one of the keys to successful tourism development (Menpar: Superior Human Resources is the Key to Successful Tourism Development, 2019); (Aulia et al., 2017) Tourists who come from all over the world certainly have different languages from one another. To facilitate communication, it was agreed that English would become an international language.

English is an integral part of the tourism sector. English language skills are basic for people who want to work in the tourism industry (Damayanti, 2019). How could it not be, English is a tool used to facilitate communication between tourism actors and tourists who come from all corners of the world. Good communication will have an impact on providing maximum service to tourists (Susanti et al., 2022). In efforts to develop international airports, English language skills from all levels are important (Menggo et al., 2022); (Yenni et al., 2021). Language skills are also important to attract guests/tourists (Permana et al., 2020). Apart from that, in facing competition in the world of work, English also plays an important role (Wirawan, 2023).

For villages affected by the construction of international airports, English language training is very necessary. It is also known that several institutions have provided English language training several times, but training is still needed to give participants the opportunity to improve their communication skills and increase their knowledge. The English language skills possessed by some people in the villages affected by the airport construction are classified as being able to communicate but are still lacking based on the results of the pre-test given. There are still difficulties faced both in terms of listening English speech, understanding English reading, composing English sentences, and expressing ideas in speaking English. Thus, English language training is still needed to improve their quality. It includes the ability to listen, read, write, and speak. Apart from that, this training is certainly needed to increase self-confidence in communicating. Not only able to respond but also able to initiate communication itself.

## **METHOD**

This community service activity is carried out in the form of training by theoretical and practical exposure. The method used is Communicative Language Teaching (CLT). There are 6 principles of CLT, namely the purpose of language teaching in the classroom focuses on several components (grammatical, sentence, functional, sociolinguistic, and strategy). Language techniques are designed to connect students to pragmatic, authentic use of language, to achieve meaningful goals, fluency and accuracy seen as an additional principle in communication. Language fluency is more important than accuracy to enable students to communicate freely. Students in a communicative class must use language productively both in the classroom and outside the classroom. Students are given the opportunity to focus on their learning process by understanding their learning styles, so they can develop appropriate strategies for learning autonomously, and the teacher's role is as a facilitator. Therefore, students are supported to be able to reconstruct language meaning through interaction with other students (Brown, 2001). The activities carried out cover four language skills, namely listening, reading, writing, and speaking. The activity took place over 5 meetings with activity stages including warming up, core activities (speaking, writing, reading, and listening) and evaluation. There are some topics given to training participants including Greeting, Country and Nationality, Time, Destination, and Giving Advice.

## **RESULT AND DISCUSSION**

The English Language Training Material begins with a warm-up. This is the opening activity for each meeting held to motivate participants to take part in the training. Motivation is important to give to students. A teacher needs to arouse students' positive attitudes towards learning (Dornyei, 2001). Warming up is a short activity provided in the form of games. There are several games provided, namely jumbled letters, whispering and Simon Says. This game is given to participants with the aim of making participants relax during the training, making participants' minds focused on the topic being taught, making participants ready and motivated to receive training and to find out students' initial abilities regarding the topic or material provided. There are four English skills trained in this training, including speaking, writing, reading and listening skills. Speaking ability includes the ability to pronounce sounds or words to express thoughts and ideas according to the given topic. Writing skills include the ability to express ideas and thoughts in written form according to the given topic. Reading ability includes the ability to understand reading according to the given topic. Meanwhile, listening skills include the ability to understand someone's conversation or conversation according to the given topic.

The first material given was Greeting, country and nationality. In this topic, the focus is the ability to greet and respond to greetings received. Greeting is the basis of conversation. Greeting is a form of friendliness in interaction. This expression is used to greet each other, whether with people you know or do not know. Greeting is an important starting point for creating communication, both formal and informal. Country and citizenship vocabulary in English was the material provided at the meeting considering that the communication that would be carried out was with visitors from various countries. Therefore, it is important to know the vocabulary about this. The aim of providing this material is so that participants can give and respond to greetings in English, and are able to use country and nationality vocabulary correctly. This activity begins by providing a warm-up, namely asking participants to arrange random letters into English words. Next is the delivery of material in providing video conversations about greetings. Vocabulary related to the topic is also conveyed by the presenter. After providing the material, the participants were then asked to work on practice questions, create conversations and practice them in front of the other participants.



**Figure 1. Training Activity**

The next topic given was about What time is it? How much is it? This topic is related to numbers. The material in focus is English expressions used to ask and respond to questions about time and price. This ability is important for tourism actors, especially those who sell services or goods to tourists. At the meeting, participants are expected to be able to speak both ask and respond in English and be able to ask and respond regarding prices in English. The activity begins by providing a warm up. Next, the participants were given material in the form of a conversation regarding telling time and asking for prices. Doing exercises related to the topic is also done before finally having a conversation related to the topic.

The next material is the ability to understand reading and explain a tourist destination both in verbal and written form. This is important to be able to explain the unique destinations that each region has to foreign tourists. The description in question includes location, attractions, tourist attractions, etc. The aim of providing this material is so that participants can explain the place or tourist attraction. The grammar given is simple present tense which focuses on the topic. The vocabulary provided is in the form of adjectives such as wonderful, unique, ancient, etc. Warming up was the opening activity at the meeting. The participants were given letters arranged randomly, then they were asked to rearrange the letters to form English words related to place and tourist attraction. Next, the participants were given material in the form of reading text.

Furthermore, the material provided is related to asking and giving directions. This ability is important for tourism actors to help direct foreign tourists to the places they are going using English. At the meeting, participants are expected to be able to ask questions and provide instructions on the location. Starting the activity, the implementing team provided a warm-up in the form of a whispering game. One participant is given the opportunity to read the sentence that has been prepared by the implementing team. Next, the participant must convey the sentence to the next participant in a whisper. And so on until the last participant. Then the last participant is asked to say aloud the sentence they heard. The implementation team then delivered the material in the form of video conversations related to the topic. Asking and giving directions is the material provided. Next, participants were given practice in giving directions according to the map provided before they finally started a conversation by giving directions according to the conditions in the village.

As native residents of an area, of course we will be asked to provide suggestions or advice for tourists who are visiting for the first time or those who want to have a new experience regarding something related to tourism in the area. Therefore, this material is provided so that they can provide suggestions and advice as well as respond to the suggestions and advice given. The aim of providing this topic is so that participants can ask for and provide suggestions and advice and respond to the suggestions and advice given. The initial activity was a game of Simon Says. The game asks participants to do something according to the instructions given by the implementing team. Next is a material presentation where previously the participants are asked to discuss several questions asked and play a video. After receiving an explanation of the material, the participants were given practice before finally having a conversation in pairs about suggestions and advice.

To find out the participants' condition, they were given a pre-test to measure their English language skills. The questions asked revolve around the material that will be provided during the training. Furthermore, after receiving the material, the participants were given a post-test to

measure whether there was improvement. The following are the test results of the training participants.

**Table 1. Pre-test and Post-Test Result**

Participants	Pre-test Result	Post-test Result
1	70	70
2	70	80
3	70	75
4	70	70
5	60	70
6	70	75
7	70	75
8	60	65
9	60	70
10	75	70
11	70	70
12	75	75
13	70	70
14	70	75
15	70	80
16	65	70
17	60	70
18	75	80
19	70	80
20	70	75
21	65	70
22	60	75
<b>Mean</b>	<b>67.9545</b>	<b>73.1818</b>

From the table above, it is known that during the pre-test, the average test score obtained was 67.9. Meanwhile, in the post-test, the average score was 73.1. There was an increase of 5.2.

Evaluation is carried out by providing a list of questions to training participants regarding the implementation of activities. Several questions were asked regarding the time of training, duration of training, training materials, location of training, perceived benefits. In terms of the timing of activities, this is one of the questions asked to training participants. This activity was carried out over 5 meetings. Of the total 22 training participants, 17 people said they strongly agreed that the timing of the activities was appropriate and 5 of them said they agreed. Next is duration, this relates to the length of time for each meeting. In terms of implementation duration, 12 participants also said they strongly agreed that the implementation time was appropriate. Meanwhile, 10 other participants said they agreed. Next is the suitability of the training material provided. Training material is an important thing that is conveyed to participants to achieve the expected goals. The material provided has previously been adjusted to suit the participants'



communication needs. A total of 19 people said they strongly agreed that the material provided was appropriate to their needs. Meanwhile, 3 other people said they agreed. The selection of the location for the training is the result of an agreement between the implementing team and the village representatives. From the participants' responses, 20 people said that the place used during the training was very adequate. Meanwhile, 2 other participants said they agreed. Regarding facilities during training, LCDs and speakers are also used to support the training process.

The training activities carried out certainly have goals and benefits to be achieved. One of the benefits to be achieved is that participants feel the benefits of getting knowledge and information in English that has been prepared by providing discussion topics. From the results of the questionnaire given. 18 people answered that they strongly agreed that the English training provided was useful for them. Meanwhile, 4 people said they agreed. Improving the English language skills of training participants is one of the objectives of implementing this activity. English, which is an important basis for communication in the tourism sector, needs to be owned by all tourism actors and needs to be improved because language development is increasingly rapid day by day. From the results of the questionnaire, it was found that 19 people said they strongly agreed that their English skills had improved after receiving training and 3 other people said they agreed. There were several participants who also provided suggestions so that this training could be held again in the future.



**Figure 2. After Performing Students' Project**

## **CONCLUSION**

Based on the description of the results achieved through English training activities, it can be said that the activities were carried out well in 5 meetings. This can be seen from the evaluation results distributed to training participants. Of the 6 statements given, all received good responses from the training participants. The participants' English language skills also increased based on the test results given to the participants.

## REFERENCES

- Dornyei, Z. (2001). *Motivational strategies in the English classroom*. Cambridge University Press.
- Menggo, S., Su, Y. R., & Taopan, R. A. (2022). *Pelatihan Bahasa Inggris Pariwisata Di Desa Wisata Meler*.  
Jurnal Widya Laksana, 11(1), 85. <https://doi.org/10.23887/jwl.v11i1.34908>
- Menpar: SDM Unggul Jadi Kunci Suksesnya Pembangunan Pariwisata. (2019). Kumparan.Com.  
<https://kumparan.com/kumparantravel/menpar-sdm-unggul-jadi-kunci-suksesnya-pembangunan-pariwisata-1rhECatUnyc/full>
- Permana, D., Qomariyah, S. S., & Rizka, M. A. (2020). *Pelatihan Keterampilan Berkomunikasi Bahasa Inggris Bagi Pramusaji Kedai di Kawasan Wisata Aik Berik*. Jurnal Pengabdian UNDIKMA, 1(1), 1–7. <https://doi.org/10.33394/jpu.v1i1.2546>
- Susanti, L. E., Luh, N., & Ayu, M. (2022). *CADDY GOLF DI NEW KUTA GOLG* , Bahasa Inggris Pariwisata Untuk Candy Golf Di New Kuta Golf , Pecatu , 136-140. Sabangka Abdimas, 01(02), 136–140.
- Wirawan, I. G. N. et al. (2023). *PELATIHAN BAHASA INGGRIS PARIWISATA*. Jurnal Warta Desa, 5(1), 30–35. <https://doi.org/10.29303/jwd.v5i1.217>
- Yenni, E., Tenerman, T., & Sinaga, C. N. A. (2021). *Peningkatan Kemampuan Berbahasa Inggris Masyarakat Lokal terhadap Pariwisata Desa Lumban Suhi-Suhi Toruan*. Bima Abdi: Jurnal Pengabdian Masyarakat, 1(2), 83–87. <https://doi.org/10.53299/bajpm.v1i2.78>