

ENGLISH LANGUAGE TRAINING AT PGRI MAJALENGKA TOURISM VOCATIONAL SCHOOL

Muhsin Nuralim ¹, Setia Rahmawan ¹

¹ UIN Sunan Kalijaga, Yogyakarta
20105020014@student.uin-suka.ac.id

Abstract - *The ability to communicate in English has become essential, particularly in the global tourism industry. This study focuses on the role of a Community Service Program (Kuliah Kerja Nyata or KKN) in enhancing students' English language skills at PGRI Tourism Vocational School in Majalengka and its impact on community development. The research evaluates the level of English language proficiency among students, the effectiveness of the KKN Program in improving language skills, and its contributions to the local community's development. The study employs various teaching methods, including lectures, collaborative learning, discussions, interactive sessions, demonstrations, presentations, and role-playing. Results show that the program positively influenced students' understanding of tourism culture and provided better educational and career opportunities in the tourism industry. The role of KKN students in assisting participants was perceived as contributory. This research aims to offer valuable insights for improving the quality of education and contributing to community progress in the era of globalization.*

Keyword: *English Language Training, Community Service Program, Vocational School, Tourism Industry, Role-play Method*

1. INTRODUCTION

The ability to speak English has become a key element of success for individuals in various aspects of life, particularly in the context of the increasingly global tourism industry (Bali, 2019; Menggo et al., 2022). At PGRI Tourism Vocational School, understanding and mastering the English language is not merely considered an additional competency, but rather a necessity. In the current era of globalization, the ability to communicate in English has become a foundation for participating in a competitive job market, especially within the rapidly growing tourism industry (Dina, 2022; Putu Shinta Novianty et al., 2022).

The educational programs offered by PGRI Tourism Vocational School not only encompass the development of management and technical skills required in the tourism industry but also place a specific emphasis on English language training. This reflects an understanding that English is the international language used in global communication within the tourism sector (Mistriani et al., 2020). Consequently, English language proficiency becomes a key factor in the success of students in comprehending, serving, and interacting with international tourists visiting tourism destinations in Indonesia.

In the context of education at PGRI Tourism Vocational School in Majalengka, the significance of the English language is particularly emphasized. Located in the Babakan Jawa village, Majalengka District, this school serves not only as a place for acquiring knowledge but also functions as an asset to the local community. The concept of an 'institutional/community asset' in community development involves utilizing the resources possessed by an institution or organization to enhance the well-being of the surrounding community (Al-Kautsari, 2019). These resources encompass aspects such as human resources, income generated by the institution, and the cultural values promoted. In this regard, PGRI Tourism Vocational School in Majalengka not only plays a role as an educational provider but also as a catalyst for economic and social development within the local community.

With this understanding, research on 'English Language Training through Community Service Program (KKN) at PGRI Tourism Vocational School' becomes a crucial step in comprehending the role of PGRI Tourism Vocational School in Majalengka in developing students' English language competencies and how it impacts the surrounding community's development. This research can provide valuable insights into the effectiveness of the educational programs at the school and offer recommendations for enhancing English language training for students and the positive outcomes it can bring to community development.

Despite the emphasis on the importance of the English language at PGRI Tourism Vocational School in Majalengka, there are still several questions that need to be answered to provide a more comprehensive view of the role of the KKN Program in developing students' English language skills and its contribution to community development. In this context, this research will attempt to address a number of key questions, such as: What is the level of English language proficiency among students at PGRI Tourism Vocational School in Majalengka? To what extent

has the KKN Program at PGRI Tourism Vocational School in Majalengka been successful in improving students' English language skills? What recommendations can be provided to enhance the effectiveness of the KKN Program in English language training for students at PGRI Tourism Vocational School in Majalengka?

Therefore, the aim of this research is to provide a comprehensive understanding of the role of the KKN Program in enhancing students' English language skills at PGRI Tourism Vocational School in Majalengka and its impact on community development. The specific objectives of the research are as follows: 1. Assess the level of English language proficiency among students at PGRI Tourism Vocational School in Majalengka and identify the main weaknesses that need improvement. 2. Analyze the implementation of the KKN Program at PGRI Tourism Vocational School in Majalengka in efforts to enhance students' English language skills. 3. Measure the effectiveness of the KKN Program in improving students' English language skills and identify the factors contributing to the program's success. 4. Provide concrete recommendations for improving the KKN Program and outline its potential positive impacts on the development of the local community.

Thus, this research aims to delve deeply into the relationship between English language training through the KKN Program at PGRI Tourism Vocational School in Majalengka, with the hope of providing valuable guidance for improving the quality of education and contributing to community progress in the current era of globalization.

2. METHOD

Community Service (Kuliah Kerja Nyata or KKN) activities conducted in the Babakan Jawa village from July 11th to August 25th, 2023, involved ten participants, comprising six females and four males. One of the flagship programs of this KKN initiative was English language training, which took place at PGRI Tourism Vocational School in Majalengka from July 25th to August 22nd, 2023. The training was conducted periodically, specifically every Tuesday and Thursday, with each session lasting two hours (from 07:00 to 09:00 AM local time). The participants in the training came from the XI Hospitality and XI Culinary classes of PGRI Tourism Vocational School in Majalengka. Various teaching materials and methods were employed in this Foreign Language Training (English language) activity to enhance participants' understanding and skills, including lectures, collaborative learning sessions, group discussions, interactive Q&A sessions, practical demonstrations, personal presentations, and role-playing methods. Please refer to the table for further details.

Table 1. Schedule and english language learning topics at PGRI Tourism Vocational School Majalengka

Meet	Time	Topic	Duratio n	Teaching Methods	Learning Outcomes
------	------	-------	--------------	---------------------	-------------------

1	Tuesday, 25 Juli 2023	Introduction And Pre-Test	2 hours	Discussion, Lecture, Ice- breaking	<ul style="list-style-type: none"> • Introducing Students at PGRI Tourism Vocational School • Providing an Understanding of the Importance of English in the Tourism Industry Context • Evaluating the Initial Understanding of English through a Pre-test.
2	Thursday, 27 Juli 2023	Time and Small Conversation	2 hours	Lecture, Q&A, Role Play	<ul style="list-style-type: none"> • Using English to Discuss Daily Activities and Engage in Simple Conversations About Time.
3	Tuesday, 1 Agustus 2023	Food and Beverage Vocabularies	2 hours	Quiz, Q&A, Discussion	<ul style="list-style-type: none"> • Mastering English Vocabulary and Phrases Used in the Food and Beverage Industry. • Capable of Fluent Communication in Situations Related to Ordering, Service, and Daily Communication in Restaurants and Cafes. • Able to Provide Menu Recommendations and Answer Questions About Food and Beverages in English.
4	Thursday, 3 Agustus 2023	Listening a Song	2 hours	Lecture, Fill in the Blank, Discussion	<ul style="list-style-type: none"> • Participants of the training will be able to enhance their English listening skills through activities involving listening to English songs.
5	Tuesday, 8 Agustus 2023	Tenses	2 hours	Sing a Song Quiz Ice- breaking	<ul style="list-style-type: none"> • Understanding the Usage and Functions of Various Tenses in English, including Present, Past, and Future Tenses. • Being able to Identify and Use Appropriate Tenses in Speaking and Writing to Express Time and Sequence of Events accurately.
6	Thursday, 10 Agustus 2023	Role Play in Hotel "Pariwisata"	2 hours	Role Play	<ul style="list-style-type: none"> • Engaging in Communication Situations within the Tourism Hotel. • Utilizing English Fluently and Appropriately.

					<ul style="list-style-type: none"> • Understanding the Roles Present in the Tourism Industry. • Enhancing Teamwork and Interpersonal Skills.
7	Tuesday, 22 Agustus 2023	Farewell	1 hour	-	-

3. RESULT AND DISCUSSION

Participants of the English language training at PGRI Tourism Vocational School in Majalengka consist of students from XI Hospitality and XI Culinary classes. In the development of the training materials, the focus extends beyond Basic English skills to encompass content relevant to the fields of Tourism, Hospitality, and Culinary. The creation of these materials is also based on the results of a pre-test and the participants' perceptions of their English language abilities, gathered through questionnaires. Out of 15 respondents, on average, they have an average perception of their English language abilities, except for speaking skills. The breakdown of the participants' perceptions of their English language abilities at PGRI Tourism Vocational School is presented in Table 2.

Table 2. English language proficiency perceptions of PGRI Tourism Vocational School students in Majalengka

NO	No English Language Proficiency	Excellent	Good	Average	Poor	Very Poor
1	Listening Skill		13,3%	66,7%	20%	
2	Reading Skill		26,7%	53,3%	20%	
3	Speaking Skill		13,3%	13,3%	73,3%	
4	Writing Skill		13,3%	60%	26,7%	

In the initial three sessions, the focus of the English language training material was on fundamental general aspects, such as introducing oneself, engaging in light conversation, and identifying vocabulary related to foods and beverages. The "Introduction" material encompassed an explanation of how to introduce oneself to others and the elements that should be included in self-introduction, such as full name, interests, daily activities, and relevant questions during interactions. To establish a friendly rapport between the instructor and students, an ice-breaking method was employed through the "Have You Ever" game, which aimed to uncover commonalities in experiences that students have or have not encountered in their lives.

As new tutors, it is essential to first understand and cultivate a friendly relationship with the students. This helps create an inclusive and comfortable classroom environment where students feel valued and can actively participate in

the learning process. Furthermore, the teacher's understanding and mastery of the language used in classroom interactions significantly impact the quality of these interactions. Teachers who have a strong command of the language can convey the material clearly and provide precise guidance to students (Rachmawati, 2022).

On the other hand, effective classroom interactions, including communication between the teacher and students and among students themselves, can create a dynamic learning environment focused on collaboration. The greater the teacher's influence and language proficiency, and the better the classroom interactions, the more effective the learning process can become (Rachmawati, 2022). In this context, a teacher is not merely an information provider but also a facilitator of learning who can inspire and guide students toward achieving learning goals effectively.

In the fourth session, students were encouraged to enhance their English language skills through the use of songs. This aimed at honing their listening abilities in English and expanding their vocabulary commonly employed. This approach served a dual purpose: increasing students' motivation and interest in learning English (Pengabdian et al., 2022). Utilizing this method in English language instruction can foster a more relaxed and enjoyable learning environment while helping to alleviate students' anxiety and fear associated with the language being studied (Wati et al., 2019).

The use of songs was also integrated into the learning of the 16 tenses. Understanding tenses is highly crucial as a foundation for verb usage among students. Previously, students often encountered difficulties in learning tenses, especially when faced with the challenge of memorizing the 16 different tenses. To simplify their understanding and memorization, this approach provided the simplest concept for comprehending verbs in English through songs. The song used was titled "Tinggal Kenangan" by Gaby, which assisted students in memorizing examples of each tense with easily memorable melodies.

Table 3. Lyric of tenses song

The Lyrics			
No		Tenses	Example
1		Simple	I sing a song
2		Continuous	I am singing a song
3	Present	Perfect	I have sung a song
4		Perfect Continuous	I have been singing a song
5		Simple	I sang a song
6		Continuous	I was singing a song
7	Past	Perfect	I had sung a song
8		Perfect Continuous	I had been singing a song... (oh my tenses)
9		Simple	I will sing a song
10	Future	Continuous	I will be singing a song
11		Perfect	I will have sung a song

12		Perfect Continuous	I will have been singing a song
13		Simple	I would sing a song
14	Past Future	Continuous	I would be singing a song
15		Perfect	I would have sung a song
16		Perfect Continuous	I would have been singing a song... (oh my tenses)

In the final learning session, the activity involved hands-on practice at Sparika Edotel, a building designed to resemble a hotel. To maximize the learning experience, students were divided into four groups, with approximately 3-4 students in each group. During this session, students were given the opportunity to role-play according to the provided instructions. Since this material was specifically tailored for students in the XI Hospitality class, their roles encompassed positions found in the hotel industry, such as Front Desk Office, Bellboy, and Housekeeping. Meanwhile, students in the XI Culinary class assumed the roles of guests or visitors who would receive services from their peers in the Hospitality class.



Figure 1. English role play in Sparika Edotel



Figure 2. One of the groups practices the role play about hospitality

After completing the learning program, an evaluation activity was conducted to measure the extent of the benefits gained and the changes experienced by the

participants. One of the questions posed was the extent to which this English language training program had influenced their understanding of tourism culture. The results from 15 respondents indicated that 46.7% of them felt that the program "Improved Understanding," while 53.3% stated that the program "Greatly Improved Understanding."

Furthermore, we also asked questions about whether this training program had helped them in pursuing better educational or career opportunities in the tourism industry. The results showed that 60% of the respondents felt that the program "Helped," while 40% felt that the program "Greatly Helped."

Additionally, we inquired about the role of KKN students in assisting participants in understanding English lessons during the program. The results indicated that 53.3% of respondents perceived the role of the KKN students as "Contributory," 26.7% felt they were "Somewhat Contributory," and 20% felt they were "Highly Contributory." This evaluation is crucial for understanding the program's impact and providing valuable feedback for future improvements.

4. CONCLUSION

In conclusion, the KKN initiative's English language training program implemented at Majalengka's PGRI Tourism Vocational School has significantly improved students' English language proficiency. The emphasis on teaching basic English skills, such as self-introduction, casual conversation, and vocabulary for foods and drinks, created a solid groundwork for language development. Songs were incorporated into the curriculum to excite pupils while also assisting with the difficult task of memorizing and comprehending tenses in English grammar.

Additionally, realistic role-playing exercises in a mock hotel atmosphere gave students real-world experience and enhanced their communication abilities. The program's beneficial effects went beyond language acquisition because it also helped pupils' academic performance.

Overall, this study indicates the efficiency of the English language instruction program at Majalengka's PGRI Tourism Vocational School and its potential to advance both student growth and community development. It underlines the significance of language proficiency in the context of international travel and offers insightful information for enhancing language education programs in the future.

REFERENCE

- Al-Kautsari, M. M. (2019). Asset-Based Community Development: Strategi Pengembangan Masyarakat. *Empower: Jurnal Pengembangan Masyarakat Islam*, 4(2), 259. <https://doi.org/10.24235/empower.v4i2.4572>
- Bali, P. I. (2019). Peranan Keterampilan Berbahasa Inggris Dalam Industri Pariwisata. *Journey: Journal of Tourismpreneurship, Culinary, Hospitality, Convention and Event Management*, 2(1), 71–82. <https://doi.org/10.46837/journey.v2i1.42>
- Dina, A. (2022). Basic English for Tourism Bagi Siswa/I Smk Pgri I Limau Tanggamus Lampung. *Journal of Social Sciences and Technology for Community Service*

- (JSSTCS), 3(1), 144. <https://doi.org/10.33365/jsstcs.v3i1.1936>
- 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>
- Mistriani, N., Maria, A. D., & Damayanti, V. (2020). Pentingnya Pelaku Industri Pariwisata Dibekali Uji Kompetensi Lewat Daring untuk Meningkatkan Sumber Daya Manusia Pariwisata di Indonesia. *Edutourism Journal Of Tourism Research*, 2(1), 32. <https://doi.org/10.46964/JTR.V2I1.325>
- Pengabdian, J., Masyarakat, K., Abdimas, J., Meningkatkan, M., Bahasa, K., Melalui, I., Sma, L. Di, Pelita, S., Cina, B., Anggraini, R., Maisaroh, E., & Fatin, N. A. (2022). Meningkatkan Kemampuan Bahasa Inggris Melalui Lagu Di SMA Swasta Pelita Bulu Cina. *JURNAL ABDIMAS MADUMA*, 1(1), 47-55. <https://doi.org/10.52622/JAM.V1I1.67>
- Putu Shinta Novianty, Eka Ayu Purnama Lestari, & Komang Trisnadewi. (2022). Pengaruh Kompetensi Bahasa Inggris Terhadap Kinerja Pegawai. *KULTURISTIK: Jurnal Bahasa Dan Budaya*, 6(1), 9-17. <https://doi.org/10.22225/kulturistik.6.1.3763>
- Rachmawati, S. A. (2022). PENGARUH KEKUASAAN/POWER GURU DAN PENGGUNAAN BAHASA MELALUI INTERAKSI KELAS PADA MATA KULIAH BAHASA INGGRIS. *DESKRIPSIA: Jurnal Pengabdian Dan Pemberdayaan Masyarakat*, 1(1).
- Wati, I. K., Marsela, D., Nurisa, D. K., Dinata, F. L., & Nurul. (2019). Pengabdian Masyarakat Membantu Meningkatkan Motivasi Belajar Bahasa Inggris Anak pada Masa Pandemi Covid-19 di Desa Gunung Raja Kecamatan Sungkai Barat Kabupaten Lampung Utara. *Jurnal Griya Cendekia*, 7(1), 7-13.