

Increasing Students' Awareness and Motivation to Learn English for Tourism at English Department of UNMA Banten by Involving Local Wisdom in Citorek Lebak Banten

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Abstract. Tourism plays a significant role in regional economic growth, especially in areas with unique cultural and natural attractions. As global tourism continues to expand, the ability to communicate in English has become essential for individuals involved in the tourism sector. This article aims at increasing students' awareness and motivation to learn English for Tourism through local wisdom in Citorek village, Lebak regency, Banten. Specifically, students are expected to have (1) communication skills; students need the ability to communicate with foreign tourists, from providing information to serving their needs, (2) knowledge about the destination; students must understand the ins and outs of tourist destinations in Citorek Lebak, including history, culture and tourist attractions, (3) offering skills; students need to master the skills of offering tourism products and services in English, such as accommodation, culinary delights and tourist activities, as well as (4) career preparation; mastering English opens up career opportunities for students in the tourism industry. Local wisdom is a valuable asset that can be integrated into learning english for tourism. With the right strategy, students can improve their English skills and contribute to tourism development in Citorek Lebak Banten.

Keywords: awareness; english; local wisdom; motivation; tourism.

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1. INTRODUCTION

Traveling temporarily to a location for leisure, curiosity, experiencing a new environment, or going to an event – all without the goal of finding work there—is included in the category of tourism. Frequently, tourism is a significant sector that boosts a nation's foreign exchange profits while bolstering the local economy, social cohesion, and cultural legacy. The local economy is significantly impacted by tourism. Travel agencies, restaurants, lodging, and gift stores are among the services that tourists want, and these can all be supplied by locals. This fosters a win-win partnership that benefits both visitors and the local community, encouraging innovation and development. Founded in 2000, Banten is a province located at the westernmost point of Java Island. With a wide range of historical, cultural, and natural features, Banten is quickly becoming one of Indonesia's most popular travel destinations. Because of its richness, Banten attracts travellers seeking a range of travel experiences.

There are numerous issues that need to be resolved behind Banten's tourism's natural beauty. Overcoming these obstacles will enable Banten's tourism industry to grow and expand even more. These are a few obstacles:

1. Infrastructure

In my many years of teaching English for Tourism courses, infrastructure has consistently been a problem. Poor public amenities, inadequate road conditions, and a lack of transportation to destinations are among the issues.

2. Environment

Poor public understanding of environmental issues is a significant issue for Banten's tourism industry. Remaining food and beverages are frequently discovered in strange locations.

3. Security

In Banten, illegal charges seem to be the norm. These kinds of customs are seen in practically every location visited. The authors are concerned because tourism area administrators frequently lack the authority to stop these illicit operations.

4. Post COVID-19 Pandemic

Even though the COVID-19 pandemic ended two years ago, its impact is still felt, especially for tourism actors in Banten. A decrease in tourists and a lack of funding for the development and upkeep of tourist destinations, particularly those run by the private sector, are among the issues.

Based on the issues as mentioned above, the authors think that these factors have a significant impact on Banten tourism. If this issue is not taken seriously, it will affect the number of tourists at each Banten tourism destination and the number of visitors overall. Every management of a tourist location has a duty to prioritize maintaining guests' comfort and safety.

With seriousness in overcoming these problems, the economy of the community around the tourist location can grow and prosper. Therefore, cooperation between tourist location managers and local communities is needed to create a mutualistic symbiosis. Because by establishing a healthy relationship between tourist location managers and the local community, it will have an impact on increasing visitor interest in visiting tourist attractions in Banten.

One of the cases the authors encountered it was experienced by the manager of Negeri di atas Awan tourist area in Citorek village, Lebak regency, Banten. They admitted that they had difficulty attracting visitors during and after the COVID-19 pandemic. As a result, they could not pay the costs of maintaining tourist attractions such as villas, cafes and so on at these tourist locations.

The Banten Provincial Government launched the "Banten Bersih" campaign to increase awareness about environmental cleanliness in tourism areas. The campaign involves education in schools and communities, as well as through social media and public service announcements (Dinas Lingkungan Hidup dan Kehutanan Provinsi Banten, 2024). Placement of rubbish bins at various strategic points in tourist destinations such as Anyer and Carita Beaches, as well as rubbish recycling facilities at several points (Dinas Pariwisata Provinsi Banten, 2024).

In an effort to strengthen oversight and enforce the law against the practice of levying illegal fees, the Banten Provincial Government is working with the Police and *Satpol PP*. A dedicated anti-extortion squad has been established for oversight and enforcement, and regular combined operations are conducted at popular tourist destinations (Kepolisian Daerah Banten, 2024). Campaigns against extortion in print and electronic media to educate the public and visitors about the risks of extortion and how to report it. establishing a conveniently accessible complaint route for visitors (Dinas Pariwisata Provinsi Banten, 2024).

The Banten Provincial Government is providing an economic stimulus package of around IDR 100 billion in 2022 to help the tourism sector recover after Covid-19 Pandemic, including cash assistance and tax relief for tourism operators (Pemerintah Provinsi Banten, 2022). Increased tourism promotion through the "Visit Banten" campaign to attract domestic and international tourists. This campaign is carried out through social media, television advertising, and collaboration with tourism influencers. Development of tourism applications that provide comprehensive information about tourist destinations in Banten, including the health protocols implemented (Dinas Pariwisata Provinsi Banten, 2024).

Therefore, the government, tourism managers and the community need to collaborate to overcome these problems. Several steps have been taken, such as infrastructure improvements, environmental awareness campaigns, increased monitoring of illegal levies, and economic assistance for the recovery of the tourism sector. These steps are expected to improve facilities and services and create a safe and clean environment for tourists. With good cooperation and solving serious problems, tourism in Banten can develop better, attract more tourists, and improve the economy and welfare of the local community. Meanwhile, students as members of the community are very appropriate to play an active role in efforts to increase the need and interest in tourism, especially in the tourist area of Negeri Diatas Awan, Citorek village, Lebak regency, Banten Province by utilizing the characteristics and local wisdom of the local area.

Citorek village, nestled in the Lebak regency of Banten, is rich in local wisdom that can be harnessed to foster English learning, particularly in the tourism sector. The integration of local culture and wisdom in language education can enhance students' engagement and motivation, leading to better learning outcomes (Williams & Roberts, 2022). This article explores how incorporating local wisdom in Citorek Lebak Banten can build up students' awareness and motivation in learning English for tourism. The aim is to prepare students with the necessary skills to communicate effectively with tourists, understand and convey information about local tourist destinations, offer tourism services, and pursue careers in the tourism industry (Smith & Lewis, 2020).

2. METHODS

The target participants for this Community Service (PkM) activity are students from the English Language Education Study Program who have an interest in developing their English language skills through the English for Tourism course, as well as members of the Citorek village

community, particularly local residents involved in the tourism industry, such as tour guides, homestay owners, and small business operators in the tourism sector. This PkM activity will be carried out in Citorek village, Lebak regency, Banten, on June 28-29, 2024, with 30 participants from the English Language Education Study Program at UNMA Banten. This location was chosen because it has great tourism potential and rich local wisdom, which can be integrated into learning English for tourism. This PkM activity will use the following methods:

a. Observation and Preliminary Study

Field observations and preliminary studies were carried out on June 21, 2024, to understand the social, cultural conditions, and tourism potential in Citorek village. The data obtained were used to design relevant and effective training programs.

b. Socialization

Hold outreach to students and the Citorek village community on June 28, 2024, to explain the objectives, benefits, and details of the activities to be carried out. Socialization aims to get support and active participation from all parties (Kizgin et al., 2019).

c. Training and Workshops

Training and workshops are provided to students and the local community on June 29, 2024, with a focus on communication skills in English, knowledge of tourist destinations, skills in offering tourism products and services, and career preparation in the tourism industry (Wakelin-Theron et al., 2018). The training employs interactive learning methods, including role-playing, group discussions, and simulations to enhance practical skills. Various media, such as multimedia presentations, printed learning modules, and real-life case studies, are utilized to support the learning process. The training is conducted in a participatory manner, where students and community members engage in hands-on activities, guided practice sessions, and real-world application exercises to ensure effective skill acquisition.

d. Local Wisdom Integration

Identifying and integrating the local wisdom of Citorek village in English learning materials. The local wisdom raised includes traditions, art and folklore which can become a tourist attraction. The intervention involved incorporating local wisdom into English lessons, including storytelling, role-playing, and project-based learning activities related to local tourism (Anderson, 2017; Martinez, 2019).

Evaluation of activities is carried out through several steps, namely (1) periodic monitoring, periodically monitoring training progress and participant involvement through direct observation and questionnaires, (2) final evaluation, conducting an evaluation at the end of the program to assess the effectiveness of the training and its impact on the participants' English language skills. Evaluation is carried out by measuring skill improvement and obtaining feedback from participants, and (3) reporting results, compiling a complete report on the implementation of PkM, including methods, results, and recommendations for future programs. Meanwhile, the material presented in this PkM activity includes (1) basic English material regarding daily conversations, providing information, and serving tourists' needs, (2) tourist destination material, namely information about history, culture, and tourist attractions in Citorek village, (3) offering skills material, techniques for offering tourism products and services in English, (4) career preparation material, namely job interview techniques, CV writing, and information about career opportunities in the tourism industry, (5) local wisdom material, consisting of from the traditions, arts and folklore of Citorek village which are integrated into English learning.

With systematic methods and materials, this PkM activity is expected to improve the English language skills of students and the community, as well as contribute to the development of local wisdom-based tourism in Citorek village, Lebak regency, Banten.

3. RESULTS AND DISCUSSION

The implementation of English for tourism training in Citorek village, Lebak regency, Banten, yielded significant improvements in participants' skills and knowledge. The training program was designed to enhance students' communication skills in English, deepen their understanding of local tourist destinations, and develop their ability to offer tourism-related products and services. Additionally, career preparation sessions provided participants with essential knowledge for entering the tourism industry. The results of this program were measured through pre-test and post-test evaluations, participant feedback, and observational assessments. The following sections present the detailed findings of the intervention, highlighting its impact on communication skills, knowledge of tourist destinations, offering skills, and career readiness.

1. Improvement of Communication Skills in English

The results of the training showed a significant increase in the communication skills of students and the local community in English. Based on the results of the pre-test and post-test given, there was an increase in the average score from 60 to 85, which shows a significant increase in ability.

Table 1. Improvement of communication ability score in english

Category	Pre-Test Average Score	Post Test Average Score
Students	60	85
Community	55	80

2. Knowledge of Tourist Destinations

Students and the local community showed increased knowledge about history, culture, and tourist attractions in Citorek village. Evaluation through questionnaires showed that 90% of participants could explain local tourist destinations well after attending the training.

3. Skills in Offering Tourism Products and Services

Skills training to offer tourism products and services in English also showed positive results. Participants are able to carry out simulations and role plays well, demonstrating understanding and application of the techniques taught.

Table 2. Evaluation of skills in offering tourism products and services

Evaluation Aspects	Before Training (%)	After Training (%)
Ability to Use English	50	85
Product and Service Knowledge	60	90
Marketing Techniques	55	80

The results show that the training succeeded in improving the participants' communication skills. According to second language learning theory, a supportive environment and direct practice can improve language skills (Ellis, 2015). Interactive learning strategies, such as simulations and role plays, are effective in improving communication skills (Richards, 2018; Sayow & Marsevani, 2024). The ability to communicate effectively with tourists is crucial. After the intervention,

students showed significant improvement in their English-speaking skills, enabling them to provide information and serve tourists more efficiently (Smith & Lewis, 2020). Effective communication in tourism involves not only linguistic proficiency but also cultural sensitivity and knowledge about the tourists' needs and expectations (Hall, 2020).

Increasing knowledge about local tourist destinations shows that the integration of local wisdom in English language learning is effective. According to contextual learning theory, connecting material to real-life contexts can improve understanding and retention (Johnson, 2017). The use of field visits as a learning method also provides direct experience that enriches participants' knowledge (Hopper, 2014). Understanding the local tourist attractions is essential. Students gained a comprehensive knowledge of the history, culture, and tourist spots in Citorek Lebak, which they could share with tourists (Brown, 2019). This knowledge included historical narratives, cultural practices, and information about natural attractions, enhancing the authenticity of the tourism experience (Cooper, 2019).

Increasing skills in offering tourism products and services shows the effectiveness of practice-based training. According to experience-based learning theory, participants learn more effectively through direct experience (Kolb & Kolb, 2018). Simulation and role play as learning methods provide opportunities for participants to practice and receive direct feedback (Beard & Wilson, 2013; Smith et al., 2018; Wen et al., 2019). Mastery of offering tourism products and services in English improved significantly. Students learned how to describe and offer accommodation, culinary delights, and tourist activities in English (Jones, 2018). This skill set is vital for promoting local tourism products and services effectively to international tourists (Patel, 2019; Andrades & Dimanche, 2019).

Career preparation training has a positive impact on participants' readiness to enter the world of work in the tourism industry. This is in accordance with career theory which states that comprehensive training can increase work readiness and career opportunities (Brown & Lent, 2019; Li, 2024). Provision of job interview techniques and CV writing in English provides practical skills needed in the job search process (Arthur, 2014). Mastering English opens up numerous career opportunities in the tourism industry. The intervention helped students realize the potential career paths available to them, increasing their motivation to learn English (Elaish et al., 2019; Taylor, 2021). Understanding the global nature of the tourism industry and the role of English as a lingua franca is essential for career development (Green, 2021; Suebwongsuan & Nomnian, 2020; Thongput & Kaur, 2023).

Incorporating local wisdom into English for tourism education in Citorek Lebak Banten significantly increases students' awareness and motivation by connecting language learning with their cultural identity and real-world applications. By integrating local traditions, historical narratives, and community values into English learning materials, students developed a stronger sense of belonging and pride in their heritage. This cultural connection fostered intrinsic motivation, making them more engaged and enthusiastic in learning English for tourism purposes.

The intervention not only enhanced students' communication skills but also provided them with a deeper understanding of their local heritage by exposing them to authentic narratives and historical contexts relevant to Citorek Lebak. Through guided discussions, storytelling activities, and interactive role-playing, students learned how to effectively convey the uniqueness of their region to foreign visitors. Furthermore, their offering skills improved, as they became more proficient in presenting tourism-related products and services in English, such as explaining traditional crafts, describing local cuisine, and promoting eco-tourism experiences. Additionally, students gained clearer career prospects, as they recognized the growing demand for English

proficiency in the tourism sector and saw concrete opportunities to work as tour guides, hospitality professionals, or entrepreneurs in the tourism industry.

Local wisdom proves to be a valuable asset in making language learning more contextual and engaging, as it allows students to apply their linguistic skills in real-life situations relevant to their community. The incorporation of traditional knowledge and local narratives into language instruction made the learning process more relatable and meaningful. This approach not only increased students' motivation and confidence but also contributed to the development of the local tourism industry, as students were better equipped to serve as cultural ambassadors and promote Citorek Lebak as an attractive destination for both domestic and international tourists (Johnson, 2018; Miller, 2021; Adams, 2020)

To ensure the effective integration of local wisdom into English for tourism education, a series of community engagement activities and educational sessions were conducted. These activities aimed to provide both theoretical insights and practical applications, equipping students and local participants with essential language and communication skills. The following image captures one of the sessions where the PkM team is delivering materials to participants, fostering interactive discussions and hands-on learning experiences.



Picture 1. The PkM team is providing material to participants

4. CONCLUSION

The Community Service Activities (PkM) in Citorek village, Lebak regency, Banten successfully increased students' awareness and motivation to learn English for tourism through the integration of local wisdom. This program enhanced participants' communication skills in English, expanded their knowledge of local tourist destinations, and improved their ability to offer tourism products and services. Additionally, career preparation training equipped students with essential competencies for the tourism industry. The evaluation results showed significant improvements in participants' skills, as indicated by increased pre-test and post-test scores and positive feedback. The integration of local wisdom proved effective in making language learning

more contextual and engaging, fostering a deeper appreciation of local culture. Overall, this program not only strengthened students' language and tourism competencies but also contributed to local tourism development and community empowerment.

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