

Bird-watching guide's English module for promoting Balinese nature and culture

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Abstract – There has been a discrepancy between visitors needs of guide service at a bird-watching site in Bali and the guides English competence. This article addresses the language learning needs of the guides and how they are analyzed to construct an English module for the bird-watching guides. The module can hopefully improve the guiding service, enhance the tourists' experience and contribute to the conservation of culture via tourism activities. Observation and interview with 5 officers of the bird village and observations on the village's vicinity revealed their necessities, lack and want in terms of the English learning, in relation to their occupation as guides. Beside knowledge about the heron population, the material also covers insight about Balinese's traditional house, their prayer offerings, and their spiritual philosophy. Each chapter of the module encloses conversation and role-play, grammar focus, pronunciation drill, and reading section. The English material was then judged by the experts in language teaching and in Hinduism.

Keywords: bird-watching, guides, Bali, English, module

1. Introduction

Amid Bali's height of tourism goings-on, lies a village of relatively much less activity. Petulu Gunung, as the village is labeled, is a small community with which thousands of white herons and egrets populate. At the break of dawn, the birds would leave their nest, flying across the island, searching for feed. As dusk fell, they come back for a rest among the flexible branches of Bunut, coconut and bamboo trees row along the village's street. This home-coming of thousands of three bird species, combined with a view of the sunset on top of the paddy field, has been an attraction for visitors.

Reachable within 10 minutes driving from the more well-known Monkey Forest, Petulu Gunung is a potential option for tourists to escape Ubud's busy roads and find enjoyment in the village's serenity.

The villagers informed that these herons require silence and dim light to inhabit and reproduce. A disturbing sound may intrude or even kill the birds, especially the young ones. People have therefore come to an agreement to refrain from building tall, multi-story houses or making a loud noise to ensure the birds have a settled rest. Cutting trees has also been prohibited, out of concern that it will destroy the population's habitat. This agreement has been documented on the village's decree. A regular village ceremony and special shrine have also been devoted for the herons (Gunawan, 2015). This shows that the bird's colony and the society are inseparable parts of the village.

This rule about the limitation of buildings and sound has indirectly restricted people's opportunity to run a business where they can actually earn money from tourism. The village consequently lacks accommodations, restaurant or café as what people can easily find in nearby Ubud, for the reason of keeping a conducive environment for the birds. The more reasonable income resource for the village is, therefore, being a bird-watching guide. The language barrier has unfortunately been an obstacle. The low number of tourists visiting the village is one of the factors.

In contrary to what brochures and internet inform, a preliminary observation discovered that, besides the birds, the Petuluneses' culture is as attractive and educative. The Hindu philosophy-based houses' layout is unique to Bali, so is Banten, the ceremony offerings. A comprehensive guiding commentary during tourists' visit will offer not only entertainment but also education. According to Meyer (2013:6), a journey to a natural area can preserve the environment, enhance society's prosperity as well as taking into account interpretation and education.

A bird-watching guide needs to be excelled at giving sufficient explanation about the birds and their environment. He should be able to describe the bird's anatomy, its , and reproduction cycle. He, too, ought to be elaborate in explaining the barrier in preserving the birds. A guide is also expected to share information about the culture and uniqueness of his home village, including architecture and farming system. The aforementioned skills will be best done if the guide can speak English fluently.

English for Specific Purpose (ESP) is an important branch of today's English language teaching. General English classroom may occasionally fail to respond to learners' need to speak English within a specific situation in both academic or occupational terms. These needs require a well-prepared procedure to ensure a suitable English learning material is created.

The role and responsibility in developing an English for Specific Purpose material are different from that of the general English. He needs to first perform a need analysis to elicit the learner's learning needs (Hutchinson and Waters, 1991:55-56). An ESP teacher has also to make ready sufficiently specific vocabulary and expressions for the learners to apply at their workplace. Also, he is expected to possess general knowledge of the subjects he is teaching.

English for Specific Purpose is applicable to various fields of profession, such as medical, business and tourism. One of its applications on the tourism sector is aimed at the tourist guide, in this case, bird-watching activity. As a part of ecotourism, bird-watching is deemed harmless and does not interfere with the preservation of the natural resource. Nor does it require particular skill or physical condition to perform, and therefore suitable for a wide range of tourist. In addition, bird-watching is considered

effective in enriching environmental knowledge as well as encouraging conservational eagerness.

Bird-watching tours have been studied in a number of studies. Dastian et.al (2011) examines the diversity of birds and explores the potential for bird-watching tours in Cibodas. Ahyadi's research (2014) raises a bird-watching ecotourism management strategy in Gili Meno. Similar to the two studies above, Lakiu (2015) examines the diversity, spread, and potential of bird-watching tours in the mangrove area of Minahasa Utara. Development of similar tourism is also initiated by Kurniawan (2016). Concerning the development and teaching of English material for special purposes, several studies have been conducted. Irmayanti (2012) conducted a study on the development of English teaching for small industries in Kebumen. Fatmasari (2013) develops English language teaching for Travel Agent. Similar to Fatmasari, Munir (2014) also developed English language teaching material for the same needs. In addition, Saputri (2014) examines the needs of tour guide Merapi Lava Tour in using English to serve tourists. He then designed a teaching procedure to apply to the tour guide.

The studies outlined above have largely covered the study of bird-watching tourism development. There have also been several studies leading to the development of English language teaching in several areas of work. But bird-watching tour guides require a thorough knowledge of habitat, species, anatomy, breeding cycles and the threats facing the birds. This knowledge can be delivered if the guide has the ability to communicate in proper English. Development of English module for bird-watching guides is, therefore, necessary to help improve the capacity of bird watching guides in conveying the message of bird and nature protection. The research question is, therefore, how is the bird-watching guide's English module developed? The module will hopefully promote the local spiritual aspect, their social life, and their architectural philosophy. This will contribute both the guides skill improvement and for the visitors' experience enhancement.

2. Method

2.1 Research design

This is a Research and Development study, aimed at producing model or principles as a guide in designing, developing and evaluating (Jonasenn, 2004: 102). According to Gay, Mills, and Airasian (2009 in Emzir, 2014), research and development is not aimed at developing a theory, but to develop applicable products. The steps of this research were adapted from that of Hutchinson and Waters (1983) i.e. conducting need analysis, identifying the objectives, writing the syllabus, designing the materials and expert judgment.

2.2 Participants

The participants in this research were five officers of Petulu Gunung Village, aged between 40 to 55 years old. They changed roles as the entrance ticket guard and as the guide. They had learned English at their school but had not received any additional English training. Guiding is not their main profession. Instead, they spend a bigger portion of their day as a farmer and trader.

2.3 Data Collection

The data was collected through field observation and interview. The observation in this research was done on the guide's commentary service as well as the village traditional house and the prayer offerings. Along with the observation, the researcher conducted interviews with five respondents on the English material they need for giving the commentaries and explanations on bird-watching activities.

2.4 Data Analysis

The data derived from interview and observation were then analyzed qualitatively through triangulation. It also included data verification, reduction presentation, and conclusion. The research and development of the English training material for bird-watching guide were explained descriptively. The result was then discussed through an FGD (Focus Group Discussion) with two experts where input and suggestion are given. The next step was the revision of the model's result based on the input and suggestion.

3. Results and Discussion

The Need Analysis

Derived from the triangulation of observations and interviews, the analysis resulted in an insight of the bird-watching guides' language need. Based on Hutchinson and Waters' (1991: 55-56) suggestion, the need analysis looked upon three aspects: necessities lacks and wants.

- a. **Necessities:** The interview and observation revealed that bird-watching guides require English material related to special terms of the herons' anatomy and life. In order to function effectively, the bird-watching guides have to know about the life cycles of the birds and their relation to surrounding humans. The observation discovered that the guides have to also be able to explain the spiritual aspects of Petulu Gunung villagers. The Balinese's traditional house layout as well as the meaning behind the colourful prayer offering is, too, a necessary topic to be explained, so is the farming system. It includes the harvesting periods, the types of rice and how to keep the rice preserved.
- b. **Lacks:** It is the gap between the learners' necessity and their proficiency. Interview with the guides revealed that they find difficulties translating Balinese terms into English. This language barrier hinders the guiding commentary process, as westerner visitors may not have an equivalent concept that the guide can analogize with. Udeng, for example, cannot be strictly translated into "headscarf".
- c. **Wants:** It is the learner's view as to what their learning needs are. Regarding the Petulu Gunung bird-watching guides, the interview discovered that they want to have learning activities where the conversation is put in a large portion. This result from the nature of their guiding performance which requires them doing face to face explanation for guests.

The Instructional Material for Bird-watching Guide

Based on the combination of the need analysis and the observation on the village's vicinity, the module is arranged in the way that accommodates both results. It attempts to respond to the learners' needs, lacks and wants, as well as take into account the social, architectural and spiritual aspects that are worth noticing. The materials are compiled into a module entitled "Bird-watching Guide's English Module", aimed for a bird-watching guide at Petulu Gunung Village, Gianyar, Bali. It is noteworthy,

however, that despite the title, the module does not exclusively limit itself within bird-watching related notions. Not only does the module target on improving the learners' English bird-watching explaining ability, but it also carries ideas of promoting eco-tourism.

As the title implies, the handbook provides a guide with simple yet applicable material to aid guides in giving guidance service for English speaking tourists. The module is designed for novice learners, although more advanced users would also take advantages of the content. Included in the module are expressions and vocabularies needed in basic conversation within guiding procedures. While the four language aspects are covered in each unit, speaking is where learners will put much work on, because their occupation requires them to orally use English.

The guiding activity is assumed to start at 4 in the afternoon when the sunlight of the day would still allow visitors to have an intensive observation on the villagers' houses. The notions about Balinese house layout are therefore put at the first unit, assuming that the guide will initially bring the visitors around and into the houses. The birds regularly come around six, the best time for the guides to explain about the three bird species, their physical features, and their life cycle. For this reason, the unit where the herons are the main topic is put at the fourth unit.

Below is the highlight of the English module of the bird-watching guides, designed for five meetings, with 90 minutes duration each.

Unit 1

“Welcome to Petulu Gunung Village” is the title of the first unit. The theme is the relationship between guests and the guide. The main grammatical focus is W-H questions. The activities include arranging and creating a dialogue between guests and the guide. Also included is some exercise on telling time.

Unit 2

The title of this unit is “Our Home and Family”. The theme is the traditional life of Balinese people. The reading text discusses how Balinese name their children, as well as the traditional layout of Balinese's' houses. The learner is directed to focus grammatically on a preposition.

Unit 3

The theme of this unit is the Balinese-Hindu followers' spiritual life. It includes knowledge of *Tri-Murti*, the three gods of Brahma, Visnu and Siva. Besides, those three gods, many of their spiritual aspects assemble a connection between three things, be it the three-coloured bracelet or three coloured types of rice. This triad is discussed in the third unit.

Unit 4

The heron colony is expected to show up around six, the reason why the unit in the birds is placed at the closing. This unit, entitled “The Birds are Coming!”, helps the guide to explain certain parts of the herons' body. The grammar will be focused on a comparison, as the guide will need to compare the features of different birds.

Interview and observation captured the fact that, besides materials for herons' anatomy and life cycle, the guides need the ability to explain in English about the

Balinese Hindu spiritual aspects. This specific need is not met in other researches, such as those of Sisimiati (2012), Munir (2014) or Saputri (2014), as they focus their research on another field of profession. The analysis of the language learning needs of the guides also revealed that the guides lack vocabulary inventory to translate Balinese local terms into English. This finding is similar to that of Fatmasari (2013), about the problem the guides faced when expressing words in English. Another discovery of the need analysis is the guides' willing to learn mostly by having a conversation, a finding that echoes Saputri's (2014) study about the language preference of the guides.

The module produced by the research was broken down into four units, namely 1) Welcome to Petulu Gunung Village; 2) Our Home and Family; 3) Gods are upon Us and 4) The Herons are Coming!. Research by Prayoga (2016), on the other hand, bases the units on functions such as giving advice, giving direction and describing a place. However, despite differences in the naming of each unit, the module in this research does also cover Input, Content Focus, Language Focus and Communicative Task, similar to what Dian (2012) suggested in her research on English material for craft industries.

4. Conclusion

This is a research and development study aimed at developing a module for a bird-watching guide at Petulu Gunung Village. The need analysis elicited the learners' needs, lacks, and wants in learning English. It found out that what the guide regularly explains to guests is the insight of the birds' species, their life cycle, and their threat, besides the local community's relationship with the birds. It also discovered that they expect more conversation practices, as their occupation requires them to speak face to face with guests. Their hindrance in using English at work included the unique-to-Balinese terms that fail to translate itself into English.

Based on this interview data, combined with what has been captured during field observation, was the bird-watching guide's English module constructed. However, the content of the module does not exclusively limit itself within bird-watching related activities. Knowledge of Balinese' religious aspects is included as well, so are their traditional housing layout system. The next step of this research was to present the material for judgment from experts. This phase is intended to probe the appropriateness and effectiveness of the materials. The step after that will be the material being tried out for the guides.

Guides can make use of the module to improve their professionalism in giving guiding service. Students or teacher, especially those focusing on language education may refer to the module to aid them in learning or teaching English. The next researcher can take advantages of this research when developing English material for another occupational purpose.

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