



The Effect of Tourism Activities in Gili Islands Towards Students' Speaking Skills at The Twelfth Grade of SMK Dane Rahil Lenek

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Abstract: Abstract: This research was conducted in response to the fact that most students at SMK Dane Rahil's Tourism Department didn't have proper English-speaking skills to work in tourism industry. Hence, the aimed this research: (1) to find out whether there are significant effects of tourism activities in the Gili Islands towards students' speaking skills in the twelfth grade of SMK Dane Rahil Lenek; (2) to find out how tourism activities in Gili Islands affected students' speaking skills in the twelfth grade of SMK Dane Rahil Lenek. This research used a pre-experimental design with one group pretest-posttest with purposive sampling technique. The treatment provided was internship programs in Gili Islands. The subjects of research were students of the twelfth grade of SMK Dane Rahil Lenek from tourism department. They were 24 students in total. It was conducted from December 2021 to March 2022. Tests and questionnaire were used as instruments. The SPSS 26 for Windows was used for analysis. The pretest cumulative average score was 2.9, minimum score was 2.4 and maximum was 3.4. It indicated that students' speaking skills are poor. After the treatment, students were post tested with the results that cumulative average score was 4.2, minimum score was 3.6 and maximum was 4.8. It showed that tourism activities had significant effects towards students' speaking skills. Whereas questionnaire results showed that students' intense participation within activities had made them speak English frequently and improved their speaking skills significantly.

Keywords: Tourism, Internship, Immersion, Speaking Skills

INTRODUCTION

The hospitality industry is a term used to refer to an industry whose main activities are related to hospitality, services, and entertainment. The hospitality industry, or more often referred to as the service industry and hospitality, is divided into three sectors. First, the food and beverage service sector; second, the accommodation and lodging sector; and third, the travel and transportation sector. Merging two or more of these sectors, creating a service business that is more complex. For instance, hotel businesses are a combination of food and beverage sector with accommodation and lodging. In Indonesia, all service

industries that are included in the hospitality industry are classified into the tourism industry sector.

The tourism and hospitality industry are two sectors amongst many that are growing rapidly as the external economic activities throughout the globe, including in Indonesia (Umar & Suparman, 2018). It is obvious since the tourism business has the potential to promote growth and development rates, significant volumes of foreign currency inflows, infrastructure development, and the introduction of new skills in management and education in a variety of economic sectors. Indonesia has been a prominent tourism destination and recognized as the best halal tourism destination in the world by winning The World Halal

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Tourism Awards held in Abu Dhabi on December 7, 2016 (Mustafa, 2016). Indonesia won twelve awards out of sixteen awards categories contested at that moment. Furthermore, the fast-growing tourism industry obviously impacted English-speaking skills of people in the precincts of the tourist attraction. Especially for those who involve directly in tourism activities, such as hoteliers, food and beverage servers, dive shop counters, travel guides, drivers, and so on; and among them are tourism department students who are currently enrolled in the internship program as part of their curriculum. Speaking of which, the tourism activities in West Nusa Tenggara, especially in the area of the Gili Islands—Gili Trawangan, Gili Meno, and Gili Air—have attracted tourists both local and international. A survey by Indonesian Bank (BI) in year 2019 reveals that 81% of the tourists visiting West Nusa Tenggara visited the Gili Islands (Khafid, 2019).

Such significant numbers of visitors have helped growth in terms of the development of public facilities, the quality of services, and the locally-generated revenue for the local government. Additionally, such an atmosphere is conducive for students of vocational schools who major in tourism department to grow their professional capabilities as well as their English-speaking skills. SMK Dane Rahil Lenek is amongst those vocational schools that incorporated the internship program in Gili Islands, particularly for students in Tourism Department, as part of the curriculum to ready the students before they face the real working space in tourism businesses. Such internship is vital to train students' professional skills in tourism and hospitality as well as to improve their communication skills using English.

Such issues above then lead the author to carry on research to find out whether there are significant effects of tourism activities in Gili Islands towards the students' speaking skills at the twelfth grade of SMK Dane Rahil Lenek in East Lombok after a certain period of internship. The research questions are: 1) Are there significant effects of tourism activities in Gili Islands towards students' English-speaking skills in the twelfth grade of SMK Dane Rahil Lenek in academic year 2021/2022? 2) How did tourism activities in the Gili Islands affect students' English-speaking skills in the twelfth grade of SMK Dane Rahil Lenek in academic year 2021/2022? The purpose of this research is: 1) To find out whether there are significant effects of tourism activities in the Gili Islands towards students' speaking skills in the twelfth-grade of SMK Dane Rahil Lenek in academic year 2021/2022. 2) To find out how tourism activities in Gili Islands affected the students' speaking skills in the twelfth grade of SMK Dane Rahil Lenek in academic year 2021/2022.

Tourism is a term that relates to the action and process of going away from home and spending the

time doing things for relaxation, recreation, and pleasure while making use of commercial provisions and services (Walton, 2021). Furthermore, according to Pendit (1994), tourism is related to every tour or excursion associated with culture, cuisine, health, religion, education, business, industry, convention, politics, social, honeymoon, research, adventure etc.

Therefore, from those definitions, it can be concluded that tourism is the movement of people going away from their homes for various reasons (business or pleasure) that relates to the social, cultural, and economic aspects including the whole accumulation of activities and services the tourists require during their travel.

According to several experts, internship programs are referred to as "structured, supervised and well-timed activities in tourism workplace-based experiences" (Mekawy & Abu Bakr, 2014), "work integrated learning model" (Ruhanen, Robinson & Breakey, 2013) or WIL, "experiential exercises" (Hornghuey & Mojdeh, 2014), "on-the-job training" (Sevillia et al., 2014), Internship programs are referred to as "short-term periods of practical work" (Zopiatis & Theocharous, 2013; Koc et al., 2014).

Additionally, Lam & Ching (2007) suggested that the internship is an integral part of a student's career development and may have numerous positive impacts on students such as to help them to develop the essential key skills required by global markets including communication, time management, self-confidence, and self-motivation.

The term speaking skills is one of the common terms used in English learning and teaching process. This phrase consists of two separate words i.e. speaking and skills. The term speaking is explained as a productive skill in the organs of speech to express meaning which can be directly and empirically observed (Cameron, 2001; Brown, 2004). Speaking is a verbal communication in which people transmit and share the thoughts to others. While the term skill (plural; skills) means an ability to do activity or job well, especially because one has practiced it (Cambridge Online Dictionary, 2021). Therefore, the term speaking skills means the ability to actively produce the language by coordinating the organs of speech such as lips, tongue, teeth, vocal cords, larynx, pharynx, etc. (Ermawati, 2013).

Since speaking is the first way to connect and communicate with others, it is extremely necessary to master it. Speaking of connection and communication, English is the most spoken language to connect and communicate with others all around the globe, with over 1.13 billion speakers (Kasih, 2021). Since English is universally used as the means of communication, English speaking should be developed along with the other skills so that these integrated skills will enhance

communication achievement both with native speakers of English and other members of the international community (Boonkit, 2010). Furthermore, Zuhriah (2017) stated that people need practical English-speaking skills in the whole life aspects of this globalization era. Especially in the fields of hospitality and tourism, mastering English-speaking skills is among the most prominent requirements that each employee should have.

METHOD

The research designed using the pre-experimental design which was one group pre-test & post-test. Sugiyono (2012) stated that the pre-experimental design is aimed to compare the results of pretest and post-test after the same subject being given the treatment. Gay & Airasian (2000) stated that one group pre-test and post-test design take a certain group that is pre-tested, given the treatment, and then post-tested. Whilst, the treatment given in this research was the internship programs at tourism companies and agencies in Gili Islands.

The researcher's purpose in applying such design was to determine whether or not the tourism activities in Gili Islands (variable X) had significant effect towards the students' speaking skills (variable Y) after treatments (internship) were given. The population in this study were all students of the twelfth grade at SMK Dane Rahil Lenek in academic year 2021/2022, which were 90 students in total. In this research, the researcher took Class A of the twelfth-grade students majoring the hospitality department as the sample, namely 24 students in total. This was solely because the twelfth-grade students of tourism department were enrolled in the internship programs in the Gili Islands.

In carrying out this research, the researcher applied (1) tests and (2) close-end questionnaires as data collection methods on the field. Within the research, speaking test is used by the author to collect data and measure students' ability in speaking along with its' components i.e. fluency, pronunciation, grammar, vocabulary and comprehension. The test is given before and after the students' internship. It is intended to obtain scores of students' English-speaking skills before and after the internship programs. The types of questionnaire used in this research is the closed-end questionnaire. This questionnaire is given to students after they finished their internship periods and is aimed to measure the extent to which the tourism activities in the Gili Islands are likely to affect their English-speaking skills.

The English-speaking test was applied as pre-test and post-test. The pre-test is given before students of tourism department start their internship period. Whereas the post-test is given after they finish the three

months period of the internship. The tests were aimed at measuring the students' English-speaking skills before and after the internship programs. By analyzing the test results using a certain statistical formula, then the author drew a conclusion on whether or not there are significant effects of tourism activities in Gili Island on students' English-speaking skills. The speaking test includes five components of speaking skills i.e., fluency, pronunciation, grammar, vocabulary, and comprehension. Scoring for the speaking test is measured using a rubric.

The application of the questionnaire in this research was aimed to obtain information straight from the research subjects regarding to how the tourism activities in Gili Islands affected the students' English-speaking skills. There were four main aspects measured using the questionnaire, 1) Tourism activities aspects that questioned about the activities of tourism and hospitality businesses in Gili Island, 2) Students' participation or immersion aspects, 3) Speaking components aspects, 4) Treatment aspects (the internship program).

The questionnaire scores were interpreted in number 1 to 5 based on the Likert scale. According to Sugiyono (2015), the Likert scale is a set of scale that is applied in measuring the behavior, opinion, and perception from respondents in measuring the social phenomena. The Likert scale used in interpreting respondents' answers from the questionnaire; Excellent (5), Good (4), Neutral (3), poor (2), very poor (1).

RESULT AND DISCUSSION

After conducting the pretest, the results of speaking skill score as follows

Table 1. Descriptive Statistic of Pretest Result

ITEM	N	Min.	Max.	Mean	Mode	Std.Dev
Fluency	24	2	3	2.54	3	0.51
Pronunciation	24	2	3	2.75	3	0.44
Vocabulary	24	2	4	3.21	3	0.51
Grammar	24	3	4	3.25	3	0.44
Comprehension	24	2	3	2.75	3	0.44

Table above shows that for item fluency, the students' mean value was 2.54 (poor) with standard deviation of 0.51; item pronunciation had a mean value of 2.75 (poor) and a standard deviation of 0.44; item vocabulary's mean value was 3.21 (neutral) with a standard deviation of 0.51. The item grammar had a mean score of 3.25 (neutral) and a standard deviation of 0.44, while the item comprehension's mean score was 2.75 (poor) with a standard deviation of 0.44.

After the internship was over, the students were post-tested to find out whether there were improvements in their speaking skills.

Table 2. Descriptive Statistic of Posttest Results

ITEM	N	Min	Max	Mean	Mode	Std.Dev
Fluency	24	3	4	3.75	4	0.44
Pronunciation	24	3	5	4	4	0.72
Vocabulary	24	4	5	4.5	5	0.51
Grammar	24	4	5	4.5	5	0.51
Comprehension	24	4	5	4.25	4	0.44

Table above showed that for item fluency, the students' mean value was 3.75 (neutral, coming near to good category) with a standard deviation of 0.44; item pronunciation had a mean value of 4 (good) and a standard deviation of 0.72; item vocabulary's mean value was 4.5 (good, coming near to excellent) with a standard deviation of 0.51. The item grammar had a mean score of 4.5 (good, coming near to excellent) and a standard deviation of 0.51, while the item comprehension's mean score was 4.25 (good) with a standard deviation of 0.44.

Before the internship period was started, the students were pretested. Whereas the posttest was given after the students finished their internship period. Both results of pretest and posttest were presented in tables and then compared each other to examine whether there were significant effects after the treatment was given. Both results were analyzed in SPSS 26 using descriptive statistics to find the maximum and minimum value, mean, and the standard deviations from both results. The results were as follows:

Table 3. Descriptive Statistics of Pretest and Posttest

	N	Min.	Max	Sum	Mean	Std. Dev
Pretest	24	12	17	348	14.50	1.842
Posttest	24	18	24	504	21.00	2.284
Valid N (listwise)	24					

The table above showed that there were significant differences between the mean score of the pretest (14.50) and the posttest (21.00). The data above indicated that there were significant effects occurred to the posttest after the internship programs were given to students.

Questionnaire score

There were four main aspects being examined using this questionnaire. However, in order to formulate the answer to the research question "How did tourism activities in the Gili Islands affect students' English-speaking skills in the twelfth grade of SMK Dane Rahil Lenek in academic year 2021/2022?" the researcher presented two details of those four aspects that were strongly related to the speaking aspects. Those aspects were: 1) Students' participation or immersion aspects, 2) Speaking components aspects. Both aspects were formulated into questionnaire

questions in numbers 2, 3, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 and 21.

Based on the questionnaire results, they showed that during the internship programs the students were actively involved in the tourism activities such as communicating with tourists either in transactional or interactional functions. The students were also immersed in such situation and got the proper exposure to the tourism environment that provide them more opportunity to practice speaking in English language as frequent as possible. Due to the students' immersion into such environment, where everyone was obliged to communicating using English language in most situation, had become the important factors that promoted the students' success in improving their English-speaking skills.

CONCLUSION

Based on the data obtained from the fields and after performing several particular tests, it showed that there were significant effects of tourism activities in the Gili Islands towards students' speaking skills in the twelfth grade of SMK Dane Rahil Lenek in academic year 2021/2022. The questionnaire was also distributed to answer the research question how did the tourism activities in the Gili Islands affect the students' English-speaking skills in the twelfth grade of SMK Dane Rahil Lenek in academic year 2021/2022? The questionnaire scores showed that the students were actively involved in the tourism activities that lead them in communicating with tourists either in transactional or interactional functions. Students had got opportunities to practice their English-speaking skills because they were assigned in several positions that require lots of communication in English with tourists. Such situations then force the students to practice their speaking skills while serving the tourists at the same time.

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