

Tourism English Training to Improve Basic Communication Skills of the Tenjolaya Village Community, Ciwidey, Rancabali

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ABSTRACT

This community service activity aims to improve the basic English communication skills of the community in Tenjolaya Village, Rancabali District, Bandung Regency, in supporting the development of a nature- and culture-based tourism village. The method used is an interactive, practice-based training with a participatory approach, which includes material delivery, conversation simulations (role-play), and evaluation through pre-test and post-test. The main material focuses on basic skills in greeting and welcoming tourists, self-introduction, and providing simple information related to tourism services. The results show an improvement in participants' understanding and communication skills, as indicated by higher post-test scores compared to pre-test results, as well as increased confidence in conversational practice. The implementation of the activity ran well and smoothly without significant obstacles, with a high level of participant engagement. However, the limited duration of the training, which was conducted in only one day, became a constraint in deepening the material. Therefore, a continuous follow-up training program is needed to strengthen participants' competencies. Overall, this activity makes a positive contribution to enhancing human resource capacity and supports the development of Tenjolaya Village as a competitive and sustainable tourism village.

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INTRODUCTION

Indonesia is a country with a very high level of cultural, social, and geographical diversity. Each region, whether a village or a city, has its own unique characteristics that serve as both local identity and tourist attraction. This diversity is one of the main strengths in developing culture- and community-based tourism. According to the World Tourism Organization (2018), the uniqueness of local culture and environmental authenticity are key factors that encourage tourists to visit a destination, especially in the growing trend of sustainable tourism.

Tenjolaya Village is one of the villages located in Rancabali District, Bandung Regency, West Java Province. This area is known for its natural beauty, stunning mountainous landscapes, and peaceful rural atmosphere. Its location in the Ciwidey area—one of the leading natural tourism destinations in West Java—gives Tenjolaya Village great potential to develop as a nature- and

culture-based tourism village. From a tourism development perspective, this condition reflects the concept of community-based tourism, which involves local communities as the main actors in managing and utilizing tourism potential (Goodwin, 2016).

The Rancabali and Ciwidey areas are widely known for various tourist attractions such as Kawah Putih, Situ Patenggang, Glamping Lakeside, Rancabali Tea Plantation, and Ciwalini Hot Springs. These natural attractions offer significant appeal to both domestic and international tourists. In this context, Tenjolaya Village is strategically located within the tourism development corridor. However, this potential has not yet been fully optimized by the local community, particularly in terms of human resource readiness. According to OECD (2020), the quality of human resources is a key factor in enhancing the competitiveness of tourism destinations, especially in the face of increasing global competition.

English is an international language widely used in various sectors, including tourism, trade, education, and global communication. Proficiency in English is an essential asset for communities seeking to participate in broader economic activities. In tourism villages, this skill becomes a determining factor in establishing effective communication with foreign tourists, promoting local culture and products, and building a positive image of the destination. Richards (2017) emphasizes that communicative competence in English includes not only linguistic aspects but also the ability to interact effectively in different social and cultural contexts.

The majority of Tenjolaya Village residents work as farmers, micro-entrepreneurs, local artisans, or small-scale homestay operators. In recent years, there have been emerging initiatives among the community to develop tourism-related businesses such as traditional culinary services, local transportation rentals, and tour guiding services. However, limited English proficiency remains a major obstacle in providing quality service to international tourists and in marketing products digitally through online platforms. This aligns with findings from the World Bank (2017), which state that foreign language skills are a crucial factor in improving access to global economic opportunities.

This challenge is further compounded by the fact that not all community members have an adequate educational background in English. Initial surveys and informal discussions with residents revealed that most participants had never received practical and applicable English training. In fact, according to Nation (2018), language learning is more effective when delivered in a contextual and practice-based manner, particularly for adult learners who require direct relevance to their daily lives.

In the context of the Tri Dharma of Higher Education, community service is one of the main pillars that must be implemented by lecturers and students. The involvement of academics in supporting community capacity development, especially in emerging tourism areas, represents a tangible contribution of higher education institutions to community-based national development. Bringle and Hatcher (2016) emphasize that effective community service activities should be based on community needs and involve active participation from multiple stakeholders.

This training program is designed to be practical and contextual. The learning materials focus on basic vocabulary and expressions commonly used in interactions with tourists, such as greeting guests, introducing oneself, explaining directions, offering products, and responding to simple questions. The learning method adopts a participatory and practice-based approach to ensure that it is easily understood and applicable for participants. This approach aligns with the concept of task-based learning, which emphasizes learning through real-life activities (Ellis, 2017).

In addition to providing direct benefits to the community, this activity also serves as a real learning platform for students to apply their knowledge in broader social contexts. Students will learn how to engage with communities, identify real needs, and develop solutions using educational and cultural approaches. This is consistent with the concept of experiential learning, which highlights the importance of direct experience in the learning process (Kolb, 2015).

This activity is also expected to trigger the emergence of further collaborative training programs involving local governments, educational institutions, and other stakeholders. With proper support, this training can become part of a long-term strategy to develop Tenjolaya Village into a competitive, independent, and inclusive tourism village. The community's ability to communicate across cultures is also expected to strengthen local identity while remaining open to global interaction.

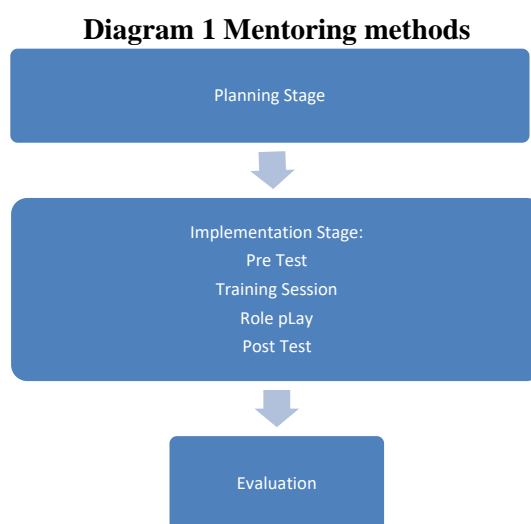
Through this proposal, we propose the implementation of basic English training for the community of Tenjolaya Village. The primary objective of this activity is to equip participants with relevant and practical communication skills. The expected long-term outcomes include increased community participation in tourism activities and enhanced ability to promote local potential both directly and through digital platforms.

As part of the contribution of higher education institutions, this activity will involve lecturers and students from relevant study programs and will be implemented using an engaging and context-sensitive educational approach tailored to local conditions, culture, and participant readiness.

Through this activity, we hope to contribute to accelerating the social and economic transformation of the Tenjolaya Village community by improving the quality of human resources, starting from the most fundamental yet essential skill: the ability to communicate in English.

IMPLEMENTATION METHOD

The implementation method in this community service program uses a knowledge transfer approach through theoretical instruction and training conducted in an interactive and participatory manner. The stages of implementation are as follows:



Source: Author's Preparations 2026

1. Planning Activity

The activities carried out at this stage include:

- a. Conducting. A field survey to assess existing conditions
- b. Recruiting training participants
- c. Establishing a partnership agreement with the Pokdarwis (Tourism Awareness Group) of Tenjolaya Village as a partner
- d. Preparing. The proposal and completing administrative requirements, including permits for the location and implementation of the community service activity
- e. Developing English training modules for the Tenjolaya Village community in collaboration with experts from HPI (Indonesian Tour Guide association) and competent lecturers as resource persons
- f. Determining the training schedule

2. Activity Implementaion

The implementation of this training consists of six stages:

Stage 1: Preparation (Before the Training Day)

At this stage, the team coordinates with the Tenjolaya Village government to determine the training venue, number of participants, and technical requirements such as stationery, LCD projector,

and refreshments. The team also prepares training modules and pre-test and post-test instruments. Socialization to prospective participants is conducted at least one week prior to the training through official invitations and village social media.

Stage 2: Opening Session

On the training day, the activity begins with an opening session, including remarks from the village head or representative, an introduction from the academic team, and an explanation of the training procedures. The objectives, benefits, and flow of activities are clearly communicated to participants.

Stage 3: Pre-Test and Initial Ability Assessment

Participants take a short pre-test to assess their initial understanding of English, particularly in basic conversational contexts. The results serve as a reference for tailoring the learning approach during the training.

Stage 4: Core Training Session (Materials and Practice)

This stage is the main part of the activity and is divided into two components:

- **Material Session (Applied Theory):** Materials are delivered in a simple and contextual manner, including greetings, self-introduction, giving directions, and offering products.
- **Practice Session (Simulation and Role-Play):** Participants practice the material through pair or group activities, such as tourist–seller or guest–host dialogues.

Stage 5: Post-Test and Evaluation

At the end of the training, participants complete a post-test to measure improvement. Additionally, satisfaction questionnaires and reflection forms are distributed to gather feedback on the training implementation.

3. Evaluation

Evaluation is conducted to support decision-making for future program improvement, including:

1. Monitoring the progress of implemented activities
2. Identifying existing challenges
3. Determining solutions to overcome those challenges
4. Measuring participants' achievement

The measurement of participants' achievement focuses on their ability to provide basic tour guiding communication for visitors to Tenjolaya Village.

The training activity is conducted after all planning and preparation stages have been completed and approved by all relevant stakeholders. The training takes place in Tenjolaya Village, with participants gathered in one location and organized through a structured schedule. The material focuses on basic English for tourism, particularly communication used in guiding techniques, emphasizing tourism-related vocabulary. This aims to enable participants to achieve both comprehension and production skills (Nurgiyantoro, 2009), allowing them to communicate effectively with tourists.

The training emphasizes speaking skills and vocabulary mastery, with topics tailored to participants' needs to support learning, improvement, and assessment of basic tourism English proficiency.

RESULTS AND DISCUSSION

Tenjolaya Village, located in Rancabali District, Bandung Regency, is an area with strategic potential for the development of community-based tourism. The name “Tenjolaya” can be etymologically interpreted as originating from two Sundanese words, “tenjo”, meaning to see or observe, and “laya”, which is often associated with a wide expanse or open space. Thus, Tenjolaya can be understood as “a place to view a vast expanse” or a location offering open and scenic natural panoramas. Geographically, the village is situated in a highland area characterized by a pristine natural environment, cool climate, and attractive mountainous landscapes. These conditions serve as key assets for the development of nature-based tourism, which is increasingly in demand, particularly within the trend of sustainable tourism. According to the World Tourism Organization (2018), nature-based tourism destinations have strong appeal for modern tourists; however, their success largely depends on the readiness of local human resources to provide quality services, including cross-cultural communication skills.

From a socio-economic perspective, the majority of Tenjolaya Village residents are engaged in the agricultural sector, such as farming and plantations. However, the development of tourism areas in Ciwidey and Rancabali has opened new opportunities for the community to participate in the tourism and creative economy sectors. This transformation requires capacity building, particularly in communication skills, to adapt to the increasingly diverse needs of tourists. In this context, English proficiency becomes a key competency. Richards (2017) emphasizes that communicative competence in English includes not only linguistic aspects but also pragmatic and sociocultural abilities for effective interaction.

The results of the community service activity indicate that the English training provided was able to improve participants’ understanding of basic communication in the context of tourism services. This is evidenced by the comparison between pre-test and post-test results, which show an increase in participants’ understanding of basic vocabulary, greeting expressions, welcoming expressions, and self-introduction skills. In addition, qualitative observations reveal an increase in participants’ confidence when performing simple conversational simulations.

This improvement is closely related to the learning approach used, namely interactive and practice-based methods such as simulations and role-play. This approach aligns with the theory of Task-Based Language Teaching (TBLT) proposed by Ellis (2017), which emphasizes that language learning is more effective when learners engage in tasks that resemble real-life situations. In this training, participants were exposed to realistic scenarios such as welcoming tourists, providing information, and engaging in basic English interactions, making the learning process more relevant and meaningful.

Furthermore, the approach reflects the principles of experiential learning, where direct experience plays a central role in the learning process. Kolb (2015) argues that learning involving concrete experience, reflection, and active experimentation leads to deeper understanding. In this activity, participants not only received theoretical input but also practiced directly through dialogues and simulations, thereby strengthening their retention and comprehension.

From a community empowerment perspective, this activity demonstrates the implementation of empowerment concepts that focus on enhancing the capacity of individuals and groups to manage their own potential. According to Perkins and Zimmerman (2016), community empowerment occurs when individuals gain access to resources, knowledge, and skills that enable them to actively participate in development processes. In this case, English training serves as an intervention that equips participants with new skills relevant to local economic needs.

Participants’ enthusiasm during the training is an important indicator of the program’s success. They showed active engagement in all sessions, particularly during practical activities. This suggests that the learning methods used were effective in creating a participatory and inclusive learning environment. Freire (2018) states that dialogical and participatory learning processes foster critical awareness and enhance learner motivation. In this program, the interaction between facilitators and participants was conducted in a two-way manner, allowing participants to feel more comfortable and confident.

From a technical implementation perspective, the activity was carried out smoothly without significant obstacles. Coordination between the implementation team and village partners was effective, participant attendance met the target, and all stages of the activity were conducted according to plan. This indicates that a collaborative approach between higher education institutions and local communities is a key factor in the success of community service programs. Bringle and Hatcher (2016) highlight that the success of such programs is strongly influenced by the quality of partnerships and the relevance of the program to community needs.

However, several limitations need to be acknowledged. First, the one-day duration of the training limited the depth of material delivered, which remained at a basic level. Second, differences in participants' educational backgrounds and experiences led to varying levels of understanding. Third, participants' English proficiency is still at an early stage and not yet fully applicable in more complex tourism service situations.

These limitations indicate that language learning requires a continuous process. According to Nation (2018), mastering a foreign language requires consistent exposure, repeated practice, and continuous use in real-life contexts. Therefore, follow-up training and ongoing mentoring are necessary to ensure the sustainability of the program's impact.

Nevertheless, the high level of motivation and openness among the community serves as an important social asset for future program development. The community has demonstrated readiness to learn and adapt to change, which is a key indicator of successful empowerment. In line with this, sustainable community development theory (Eversole, 2015) emphasizes that program sustainability depends on active community involvement and their ability to independently continue the initiatives.

Overall, the results of this activity indicate that basic English training has a positive impact on improving the capacity of the Tenjolaya Village community in supporting tourism development. This program not only enhances basic communication skills but also raises awareness of the importance of English proficiency in facing global challenges. With further program reinforcement, this initiative has strong potential to become a strategic step toward developing a competitive and sustainable tourism village.

CONCLUSION

The implementation of the community service program in Tenjolaya Village demonstrates that basic English training plays a significant role in enhancing the communication capacity of local communities in supporting tourism development. The results indicate that participants experienced measurable improvement in their understanding and ability to use basic English expressions, particularly in greeting, welcoming, and providing simple information to tourists. In addition, the training contributed to increasing participants' confidence in engaging in basic conversations within a tourism context.

The success of the program is strongly influenced by the use of interactive and participatory learning methods, such as simulations and role-play, which enable participants to practice language skills in realistic situations. The active involvement and high enthusiasm of participants further support the effectiveness of the training process and reflect the community's readiness to develop their competencies in line with tourism demands.

However, several limitations were identified, particularly the short duration of the training and the varying educational backgrounds of participants, which affected the depth of learning outcomes. Therefore, continuous and structured follow-up programs are necessary to strengthen participants' language proficiency and ensure the sustainability of the program's impact.

Overall, this activity provides a positive contribution to community empowerment by equipping local residents with essential communication skills needed in the tourism sector. With sustained support and ongoing training initiatives, Tenjolaya Village has strong potential to develop into a competitive, inclusive, and sustainable tourism destination.

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