

AN EXTRAMURAL ENGLISH LANGUAGE COURSE FOR SNORKELING GUIDES IN NORTH LOMBOK, WEST OF NUSA TENGGARA

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Abstract: These problems gave birth to opinions about why certain tourism actors, particularly those who offer snorkeling at Nara Bay, Malaka Village, North Lombok Regency, are unable to learn English and excellence service. If we go deeper, we find that the lack of exposure to English and English is the main cause of the issue. The scarcity of English language training facilities that offer opportunities for language exposure poses a challenge for local tourism players. This activity uses mentoring and training for English language proficiency as well as guiding strategies for Snorkeling Guides. At the end of the training, 100% of participants used the language function in accompanying tourists and 100% had mastered guiding techniques in accordance with existing procedures such as explaining each function of snorkeling equipment, explaining how to breathe using a mask and demonstrating how to enter the water and swim using a mask. Snorkel your advice visitors not to handle potentially harmful marine life.

Keywords: *an extramural, english language course, snorkeling guides.*

1. INTRODUCTION

English is a must, particularly in the travel and tourist industry. Tourism players must inevitably become fluent in English to serve foreign visitors to tourist locations. Language is a systematic means of communicating ideas or emotions using agreed-upon signs, sounds, gestures, or gestures with clear meaning (Zadeh, 1975; Tseng, 2018). This concept comprises all forms of communication, both nonverbal and vocal, that are utilized as a way of expression. Nonverbal cues include body language (gestures), the sound of a bell, a car bell, and more.

Conversely, Cheng et al. (2019) found that languages have social functions with the aim of communication. Communication cannot be separated from whatever is stated or written. As an international language, English has become the most important tool for learners of English to search for information (Kim et al., 2018).

Tourism has developed quickly as a result of the world economy's rapid expansion, rising living standards, and social advancement today tourism generates significant economic resources for many nations (Lee et al., 1996). It has the potential to be a successful tactic for boosting regional economic development because, at its core, tourism promotion (Warren et al., 2021). In order to draw in more tourists, industrial tourism frequently depends on qualified guides to clarify and improve visitor experiences (Weiler & Ham, 2002). Effective communication techniques and relevant communication skills are essential in the tourism industry as well as other fields like business and medicine (Bosher & Stocker, 2015; Cheng et al., 2019; Chou, 2011; Kwan & Dunworth, 2016; Shyliaeva, 2018;

However, a large number of workers or tourism actors, like neighborhood snorkeling guides, are unable to communicate in English since they lack the language proficiency necessary to perform their jobs. This is particularly true in light of the growing popularity of foreign travel, where proficiency in English is a must



(Prachanant, 2012). As a result, tourist employees enrolled in ESP courses must have some background in English. More importantly, considering the importance of English nowadays, there are a few things that make it a sensitive topic. First of all, the English language education that has long been provided in Indonesia has failed to enable all Indonesian citizens to speak English fluently or even eloquently. Second, English language instruction in schools is conducted in a strict manner, which results in a decrease in the quality of the instruction. Third, English language instruction is limited to the classroom. The English language courses offered by private schools are not free of charge.

These problems gave birth to opinions about why certain tourism actors, particularly those who offer snorkeling at Nara Bay, Malaka Village, North Lombok Regency, are unable to learn English and excellence service. If we go deeper, we find that the lack of exposure to English and English is the main cause of the issue. The scarcity of English language training facilities that offer opportunities for language exposure poses a challenge for local tourism players.

This highlights the significance of a facility that offers chances for the community to be exposed to the language as often as possible. The Team of Community Service Lecturers from English Language Education, Mandalika University of Education, and LPPM Undikma conducted community service programs in Teluk Nara, West Nusa Tenggara to teach snorkeling guides and their members the English language and good guest service techniques. The emphasis of this activity is EXTRAMURAL ENGLISH FOR TOURISM. The Community Service Team is going to implement an anytime, anywhere learning exercise to equip pupils with the English language proficiency needed for managing or accompanying.

2. METHOD

This activity uses mentoring and training for English language proficiency as well as guiding strategies for Snorkeling Guides.

The actions performed by the support staff consist of:

1. Conducting a scenario analysis entails identifying the target audience for the service, the issues facing this Participant, and the expected resolution.
2. Organize tasks. In order to ascertain the time, location, and mode of service during this coordination phase, the PkM team traveled straight to the training site in Teluk Nara, North Lombok. The community service team works in tandem with Mr. Muhammad, the Chairman of CV Samudra Bahari.
3. Based on the results of the coordination and implementation of this community service activity, the team carried out the activity at the place where the snorkeling tour guides worked for the reason of making it easier for them in the learning process.
4. The carrying out of tasks.

The following preliminary steps are taken in order to carry out the implementation of the activities:

- 1) To foster a more cordial environment between participants and the service team, the chairman of CV Samudra Bahari, Mr. Muhammad, extends greetings to everyone.
- 2) Give training participants a pretest consisting of ten questions to gauge their foundational knowledge.
- 3) Outlining many categories of linguistic operations

- 4) Describe the uses and purposes of language.
- 5) Describe the guiding methods in both Indonesian and English.
- 6) Give the training participants a post-test to gauge how much their understanding of English speaking has improved.
- 7) Distribute surveys to gauge the effectiveness of the initiatives.
- 8) Independent training
- 9) Monitoring and evaluating monitoring actions.

To assess how much the training participants' understanding has improved, a pre-test and post-test on extramural English material for tourism are given. The results of the two tests are then compared. In addition, individuals can work on their skills on their own and ask questions in the WA group if they run into problems.

3. RESULTS AND DISCUSSION

This activity was carried out on July 10 2024 and was attended by 10 participants, all of whom were members of the snorkeling guide in Malaka Selamat Village, North Lombok Regency, West Nusa Tenggara. This service activity is a form of support from the Mandalika University of Education in implementing the tridharma of higher education, especially the tri dharma The third is community service. The active participation of the snorkeling guide and CV Samudra Bahari as service partners is very necessary for the success of this activity. The head of CV Samudra Bahari North Lombok provided excellent support, welcome and commitment. He directed all snorkeling guides who became members to be actively involved in this activity. The training participants also showed strong enthusiasm and motivation as seen from their presence until the end of the training.

In his speech he hoped that this activity would be sustainable. Likewise, the service team also appreciates the responsiveness and willingness of participants who took the time and energy to take part in this training. With the hope that this activity can be sustainable and optimally effective. The team implementing this PkM activity are lecturers at Mandalika University of Education Faculty of Culture, Management, and Business English Education Department. Apart from that, the team implementing PkM activities also involved 2 students from the Faculty of Culture, Management, and Business English Education Department to provide community service experience for students. One of the competencies of this team is English language training with extra murals. The competencies you have can be used to solve problems in carrying out your duties as a snorkeling guide so as to provide effective and implementable solutions. It is hoped that this activity can be a means of disseminating knowledge so that the public, especially snorkeling tour guides, can have the knowledge to serve foreign tourists properly and correctly and provide excellent service.

The service team has prepared training materials. This training material is about language functions and guiding techniques.

Table 1. PkM Materials and Achievements

Syllabus	Materials	PkM Achievements
Language Function	Memastikan peserta menguasai beberapa Language Function. ➤ Informal Greeting: Function: To greet someone casually, Inquiring About Experiences: Function: To ask someone about their past experiences.	Participants are able to apply, which is the ability to use ideas, concepts, or procedures to solve problems; comprehend, which is

	<ul style="list-style-type: none"> ➤ Asking for Feedback:Function: To seek opinions on how well something was done. ➤ Requesting a Repeat:Function: To ask someone to say something again, ➤ Asking for Permission Politely:Function: To seek approval in a courteous manner. ➤ Inquiring About the Reason: Function: To ask why something happened or why someone feels a certain way. ➤ Congratulatory Greeting:Function: To congratulate someone on an achievement or occasion. ➤ Inquiring About Preferences in Activities: Function: To find out what someone likes to do. ➤ Asking for Help with Directions:Function: To request guidance on how to get somewhere. ➤ Requesting Contact Information: Function: To ask for someone’s details to stay in touch. ➤ Asking for Reasons Behind Decisions: Function: To understand the rationale for choices made. ➤ Asking for Travel Recommendations: Function: To seek advice on destinations or travel plans. 	<p>the ability to translate a notion, rule, or principle;</p>
<p>Guiding Technique</p>	<p>Step-by-Step Instructions:</p> <ul style="list-style-type: none"> ○ Function: To guide someone through a process by breaking it down into manageable steps. <p>Using Landmarks:</p> <ul style="list-style-type: none"> ○ Function: To make navigation easier by referencing recognizable locations. <p>2. Providing Visual Aids:</p> <ul style="list-style-type: none"> ○ Function: To enhance understanding by using maps, diagrams, or pictures. <p>3. Clear and Concise Language:</p> <ul style="list-style-type: none"> ○ Function: To avoid confusion by using straightforward language. <p>4. Checking for Understanding:</p> <ul style="list-style-type: none"> ○ Function: To ensure the person 	<p>It is anticipated that participants would be able to use appropriate guidance techniques when accompanying foreign visitors when snorkling.</p>

	<p>understands the instructions.</p> <p>5. Providing Examples:</p> <ul style="list-style-type: none"> ○ Function: To illustrate what the end result should look like. <p>Preparing for Snorkeling:</p> <p>1. Introduction to Equipment:</p> <ul style="list-style-type: none"> ○ Function: To familiarize the person with snorkeling gear. ○ Examples: <ul style="list-style-type: none"> ▪ "This is your snorkel mask. It helps you see underwater clearly. Make sure it fits snugly on your face." ▪ "The snorkel allows you to breathe while your face is in the water. Attach it to the mask strap on your left side." ▪ "These are fins. They help you swim more efficiently. Put them on once you're in the water." <p>2. Checking Equipment Fit:</p> <ul style="list-style-type: none"> ○ Function: To ensure the equipment fits correctly and comfortably. ○ Examples: <ul style="list-style-type: none"> ▪ "Place the mask on your face and inhale slightly through your nose. If it sticks without holding, it fits well." ▪ "Adjust the strap so the mask is snug but not too tight. It shouldn't cause discomfort." ▪ "Try on the fins. They should fit snugly but not too tight. Walk around to make sure they're comfortable." <p>Safety Instructions:</p> <p>Reviewing Safety Guidelines:Function: To ensure the person understands essential safety measures.</p> <ul style="list-style-type: none"> ○ Examples: <ul style="list-style-type: none"> "Always snorkel with a buddy. Never go alone." "Stay close to the shore and within designated snorkeling areas." "Avoid touching marine life or coral. Some can be harmful, and it's important to protect the ecosystem." 	
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	<p>Emergency Procedures:Function: To prepare the person for potential emergencies.</p> <ul style="list-style-type: none"> ○ Examples: <ul style="list-style-type: none"> ▪ "If you feel uncomfortable or need help, signal to your buddy or the guide by waving your hand." ▪ "If water enters your snorkel, exhale forcefully to clear it. Practice this a few times before heading out." ▪ "In case your mask fogs up, come to the surface, remove it, and rinse it with water." <p>Entering the Water:</p> <p>Proper Entry Techniques:Function: To ensure safe and comfortable entry into the water.</p> <ul style="list-style-type: none"> ○ Examples: <ul style="list-style-type: none"> ▪ "Walk backward into the water while wearing your fins to avoid tripping." ▪ "Once you're waist-deep, put on your mask and snorkel." ▪ "Float on your stomach and gently kick your legs to move forward." <p>Snorkeling Technique:</p> <p>6. Breathing Practice:</p> <ul style="list-style-type: none"> ○ Function: To help the person get used to breathing through the snorkel. ○ Examples: <ul style="list-style-type: none"> "Take slow, deep breaths through the snorkel. Practice this while standing in shallow water." "If you feel water in your snorkel, blow out forcefully to clear it." <p>Swimming Techniques:Function: To teach efficient and safe swimming while snorkeling.</p> <ul style="list-style-type: none"> ○ Examples: <ul style="list-style-type: none"> ▪ "Use slow, steady kicks to move forward. Avoid splashing to conserve energy." ▪ "Keep your arms by your sides or use gentle strokes if needed." <p>Observing Marine Life:</p> <p>Respectful Observation:Function: To ensure respectful and non-intrusive interaction with marine life.</p> <ul style="list-style-type: none"> ○ Examples: <ul style="list-style-type: none"> "Observe marine life from a distance." 	
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	Don't chase or touch the animals."	
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The next activity is to present the material and directly practice how to handle guests and provide information. Training participants were asked to practice directly the exposure material provided by the service team. Participants also took turns following the guiding technique steps.

Table 2: Training participants' post-test and free test results

No	Questions	Pre Test		Post Test	
		Yes	No	Yes	No
1	Do you know Language function?	3	7	10	0
2	Are you familiar with how language functions are used?	3	7	10	0
3	Do you use language functions in escorting guests?	2	8	10	0
4	Is function language easy to learn?	3	7	10	0
5	Do you feel helped by using language functions?	6	4	10	0
6	Do you explain each function of snorkeling equipment?	3	7	10	0
7	Did you explain how to breathe using a mask?	3	7	10	0
8	Did you demonstrate how to enter the water and swim using a snorkel and fins?	2	8	10	0
9	Did you advise your visitors not to handle potentially harmful marine life?	2	8	10	0
10	Did you given instructions on using sign language in the water?	3	7	10	0

Participants completed yes-or-no questions before and after the session to measure their understanding of English functional skills and guiding techniques. There are 10 questions related to language functions used when escorting guests 0.6% know language functions and 1.4% don't know, 0.6% are familiar with how language functions are used and 1.4% are not familiar, 0.4% use use language functions in escorting guests and 1.6% don't know, 0.6% know language functions easy to learn and 1.4% don't know, 1.4% feel helped by using language functions and 0.6% don't know.

Questions related to guiding techniques 0.6% explain each function of snorkeling equipment, and 1.4% do not do it, 0.6% explain how to breathe using a mask and 1.4 do not do it, 0.4% demonstrate how to enter the water and swim using a snorkel and fins and 1.6 doesn't do that. 0.4% advise your visitors not to handle potentially harmful marine life, and 1.6 do not do so. 0.6% given instructions on using sign language in the water and 1.4% do not do so

At the end of the training, 100% of participants used the language function in accompanying tourists and 100% had mastered guiding techniques in accordance with existing procedures such as explaining each function of snorkeling equipment, explaining how to breathe using a mask and demonstrating how to enter the water and swim using a mask. Snorkel your advice visitors not to handle potentially harmful marine life.

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