PERANCANGAN DAN PENGEMBANGAN MODEL SILABUS, LESSON PLAN DAN MATERI PELATIHAN BAHASA INGGRIS BAGI MASYARAKAT DI DESA WISATA

Francisca Titing Koerniawaty dan Dika Pranadwipa Koeswiryono
Sekolah Tinggi Pariwisata Bali International
Surel: koe.titing@gmail.com

ABSTRACT

The President of Republic of Indonesia issued eight instruction at the Sidang Kabinet on January 4th 2016, one if wich was "Ensuring the Development of the 10 National Tourism Destinations or 10 New Bali, to meet the 2019 tourism target, the increasing of (devisa) from 120 billion into 240 billion. Bali as one of Indonesia's prime tourism destination has also taken participation in increasing the (devisa). This can be seen from the support given by Bali government to establish the development program of ten tourism village in the program of the development of Bali in tourism for the next four years to develop the rural tourism. Based on this, the research was aimed at participating in the development of Human Resource in areas where tourism villages take place to allow the villagers to interact intensively with foreign tourists and give their best service. The participation was the design and development of English training with syllabus, lesson plan and training material as its results. The training put much emphasis on the increase of English communication ability based on the potential resource of Bedulu Village as one of tourism village. The method of the research was Design and Development, porposed by Ellis and Levy (2010), that consist of several phases in designing and developing English training. We hope that the output of the study will results in the realization of society service at tourism village as English training.

Keywords: design, development, English trianing model, tourism village

I. PENDAHULUAN

Presiden RI, memberi delapan (8) arahan pada sidang Kabinet awal tahun, 4 Januari 2016, salah satunya adalah 'Pastikan Kemajuan di Lapangan pada 10 destinasi wisata nasional', atau 'Menciptakan 10 Bali Baru', seperti Danau Toba, Tanjung Kelayang, Tanjung Lesung, Kepulauan Seribu, Borobudur, Bromo Tengger Semeru, mandalika. Labuan Bajo, Wakatobi, Moratai. Hal ini dilakukan untuk memenuhi target pariwisata 2019 secara macro yaitu 1) meningkatkan konstribusi PDB (WTTC) dari 9% (Rp. 945.09 triliun) menjadi 15%, 2) meningkatkan devisa dari 120 triliun menjadi 240 triliun, 3) meningkatkan konstribusi terhadap kesempatan kerja dari 11 juta menjadi 13 juta, sedangkan secara mikro adalah 1) meningkatkan daya saing kepariwisataan dari #70 menjadi #30, 2) meningkatkan kedatangan wisatawan mancanegara dari 9 juta menjadi 20 juta dan 3) meningkatkan wisatawan nusantara dari 250 juta menjadi 275 juta (Yahya, 2016). Dengan adanya dukungan dari kabinet Presiden Jokowi maka pariwisata di Indonesia akan membaik.

Bali merupakan salah satu tujuan wisata utama di Indonesia juga berupaya untuk berpartisipasi dalam meningkatkan ekonomi bagi masyarakat desa. Hal ini terlihat dari adanya dukungan pemerintah daerah Bali untuk mencanangkan program pengembangan 100 desa wisata dalam program pembangunan Bali bidang pariwisata selama empat tahun ke depanagar destinasi wisata desa menjadi berkembang (Ida Bagus Subhiksu di Denpasar, 2013 dalam Kompas).

Desa wisatamerupakan suatu kawasan pedesaan yang menawarkan keseluruhan suasana yang mencerminkan keaslian pedesaan baik dari kehidupan sosial ekonomi, sosial budaya, adat istiadat, keseharian, memiliki arsitektur bangunan dan struktur tata ruang desa yang khas, atau kegiatan perekonomian yang unik dan menarik serta mempunyai potensi untuk dikembangkannya berbagai komponen kepariwisataan, misalnya atraksi, akomodasi, makanan-minuman, cindera-mata, dan kebutuhan wisata lainnya (Soemarno, 2010).

Pengembangan wisata berbasis masyarakat seperti desa wisata secara makro bisa meningkatkan kesempatan kerja dari 11

juta menjadi 13 juta, sehinggaketimpangan ekonomi dapat teratasi karena masyarakat akan banyak memiliki kesempatan untuk bekerja di sektor pariwisata(Sastrayuda, 2010).

Usaha untuk meningkatkan wisata berbasis masyarakat tersebut dilakukan agar masyarakat desa menjadi lebih mandiri dalam memajukan daerahnya.Untuk itu diperlukan unsur-unsur penting dalam meningkatkan kawasan desa wisata agar berkelanjutan. Salah satu unsur penting tersebut adalah pelatihan-pelatihan untuk meningkatkan sumber daya manusia di pedesaan, karena jenis pariwisata tersebutjuga memerlukan sumber daya manusia yang berkualitas dan profesional dalam pengelolaannya agar bisa memberikan pelayanan yang maksimal kepada wisatawan, sehingga tercipta interaksi antara masyarakat lokal dan wisatawan, yang membuat wisatawan akan dapat secara langsung kontak dengan objek alam atau masyarakat setempat dalam memperoleh pengalaman otentik dari kunjungannya ke desa wisata (Alexander, 2015).

Salah satu pelatihan yang bisa berperan untuk mengingkatkan kemampuan masyarakat beinteraksi dengan wisatawan asing adalah pelatihan kebahasaan di samping pelatihan-pelatihan penting lainnya. Sebuah penelitian melakukan analisis kebutuhan terhadap pelatihan pengembangan SDM pendukung pariwisata pedesaan di kabupaten Bantul. Dari penelitian tersebut diketahui bahwa sebagian besar masyarakat desa sebagi responden menyatakan bahwa mereka saat ini sedang membutuhkan pelatihan bahasa asing yang lebih spefisik yaitu Bahasa Inggris sebanyak 92%. Saat ini bahasa asing lainnya dinyatakan belum menjadi kebutuhan yang spesifik bagi responden (Mudayen dan Lantum, 2008).

Berdasarkan arahan pemerintah pada sidang Kabinet awal tahun, 4 Januari 2016, tentang kepastian terhadap kemajuan di lapangan pada 10 destinasi wisata nasional dan peran pemerintah daerah Bali untuk mencanangkan program pengembangan 100 desa wisata dalam program pembangunan Bali bidang pariwisata selama empat tahun ke depan maka penelitian ini bertujuan untuk merancang dan mengembangkan model silabus, *lesson plan* dan materi pelatihan bahasa Inggris bagi masyarakat di desa dengan menekankan bahasa Inggris untuk berkomunikasi di desa wisata.

Hasil penelitian ini diharapkan bermanfaat bagi masyarakat di desa wisata dalam meningkatkan kemampuan

berkomunikasi berbahasa Inggris dengan wisatawan asing, instruktur bahasa Inggrisdalam menyiapkan pelatihan bahasa Inggris di desa wisata, dosen bahasa Inggris untuk melakukan salah satu Tri Dharma Perguruan Tinggi yaitu pada kegiatan pengabdian masyarakat.

II. TINJAUAN PUSTAKA

Penelitian mengenai peningkatan SDM pariwisata melalui pelatihan bahasa Inggris bukanlah hal baru karena ada beberapa penelitian sebelumnya yang serupa. Perbedaan dengan penelitian ini adalah terletak pada adanya perancangan dan pengembangan pelatihan bahasa Inggrisberupa silabus, *lesson plan* dan pengembangan materi pelatihan. Sedangkan pada penelitian terdahulu bukan pada perancangan dan pengembangan pelatihan melainkan penelitian pada pelaksanaan pelatihan bahasa Inggris.

Adapun beberapa penelitian terdahulu tersebut adalah penelitian yang dilakukan oleh Sari et.al (2015). Penelitian ini berupapelatihan Bahasa Inggris yang dikhususkan bagi para pemandu wisata dan pemilik *homestay* di Desa Munduk, Buleleng.Dari penelitian diketahui bahwa sebagian besar pemandu wisata dan pemilik *homestay* belum memiliki kemampuan Bahasa Inggris yang mumpuni untuk dapat memberikan pelayanan optimal kepada wisatawan asing.

Penelitian terdahulu kedua adalah penelitian yang dilakukan oleh Wijayantiningsih et al (2015). Dari penelitian ini ditemukanbanyaknya kekurangpiawaian berbahasa Inggris dari para pemilik *homestay* di Desa Wisata Kandri, Semarang. Tingkat pendidikan ditengarai menjadi salah satu faktor, begitu pula usia mereka yang telah lanjut. Wijayanti kemudian merancang sebuah pelatihan Bahasa Inggris yang berbasis *drill and repetition* untuk membekali mereka kesiapan berkomunikasi dengan wisatawan asing. Hasilnya, para pemilik *homestay* menunjukkan peningkatan kemampuan berbahasa Inggris.Mereka juga dibekali dengan pembuatan buku panduan praktis untuk membantu dalam pelayanan wisatawan.

Konsep yang dipergunakan dalam penelitian disesuaikan dengan definisi operasional, pertama adalah konsepmengenai 'model perancangan dan pengembangan,' yaitu upaya yang dilakukan oleh penulis, guru, atau siswa untuk memberikan sumber masukan bahasa dan mengeksploitasi sumber-sumber

yang ada dalam memaksimalkan kemungkinan pemakaian (Tomlinson, 1998).

Kedua adalah konsep pelatihan bahasa Inggis yaitu suatu proses untuk membantu orang lain dalam memperoleh *skill* dan pengetahuan(Good, 1973) dalam hal ini adalah pengetahuan bahasa Inggris yang bisa memberikan dampak positif dalam sosial, pendidikan dan dunia karir (Marzuki, 1992). Menguasai bahasa Inggris membantu seseorang untuk terhubung dengan orang-orang di seluruh dunia dengan mudah, dengan rata-rata semua berita dan informasi di seluruh dunia bisa mendapatkan dengan berkomunikasi dengan orang lain, dan juga membantu mendapatkan pendidikan yang lebih baik seperti pemahaman teknologi, ilmu pengetahuan, serta pendidikan lainnyayang berbahasa Inggris maka akan lebih mudah diperoleh karenatelah menguasai Inggris (Maharani, 2013).

Ketiga adalah konsepDesa wisata yaituupaya khusus untuk memberi pengunjung kontak pribadi, merasakan lingkungan fisik di daerah pedesaan dan selanjutnya wisatawan diberi kesempatan untuk berpartisipasi dalam kegiatan, tradisi, dan gaya hidup penduduk setempat.Para pengunjung mengalami fitur unik dan tak terlihat yang otentik dan asli seperti keramahan tradisional, kebiasaan, budaya, hubungan dengan alam, komunikasi, kepercayaan dan legenda masyarakat lokal dari berbagai negara dan agama, populasi di wilayah tertentu telah mengembangkan cara hidup yang spesifik (Masimovic, 2015)

Dasar teori yang digunakan untuk menganalis dan membuat perancangan dan pengembangan model pelatihan bahasa Inggris bagi masyarakat di desa wisata adalah '*DnD Research*', yang dikembangkan oleh beberapa ahli. Penelitian Desain dan Pengembangan (*DnD Research*) dikatakan sebagai studi sistematis mengenai proses perancangan, pengembangan dan evaluasi dengan tujuan untuk membangun basis empiris untuk pembuatan produk dan alat instruksional dan non-instruksional dan model baru atau yang disempurnakan yang dimiliki pemerintah (Richey and Klein, 2007). Menurut Ellis dan Levy (2010) penelitian desain dan pengembanganmengenalkan enam fase langkah-langkah dalam penelitian yaitu: a) mengidentifikasi masalah untuk memotivasi penelitian, b) menjelaskan tujuan, c) merancang dan mengembangkan pelatihan, d) menguji perancangan dan pengembangan e) mengevaluasi dan merevisi hasil, dan f) mengkomunikasikan hasil.

III. METODE PENELITIAN

Metode yang digunakan dalam penelitian ini adalah berdasarkan teori yang diajukan Ellis dan Levy (2010) dalam merancang dan mengembangkan model pelatihan bahasa Inggris bagi masyarakat di desa wisata.

Subjek dalam penelitian ini adalah sumber informasi penelitianyaitu masyarakat desa Bedulu, Gianyar Bali, setelah melakukan identifikasi masalah melalui analisis kebutuhan dengan ahli kunci, perwakilan masyarakat, dan perwakilan POKDARWIS di desa Bedulu yang juga berpartisipasi dalam mengembangkan desa wisata. Objek penelitian ini adalah produk perancangan dan pengembangan yang akandigunakan sebagaimodel pelatihan bahasa Inggris sebagai bahasa asing untuk desa wisata.

Prosedur pengumpulan data dilakukan sesuai dengan teori '*DnD Research*,'yang diajukan oleh Ellis dan Levy (2010) melalui prosedur berikut: a) mengidentifikasi masalah untuk memotivasi penelitian dengan melakukan analisis kebutuhan di desa Bedulu, b) menjelaskan tujuan penelitian seperti dalam BAB I, c) merancang dan mengembangkan model pelatihan bahasa Inggris berupa silabus, *lesson plan* dan materi pelatihan, d) menguji model perancangan dan pengembangan melalui FGD dengan satu orang ahli kebahasaan dan satu ahli bidang kepariwisataan serta para pengajar bahasa, e) mengevaluasi dan merevisi hasil model rancangan dan pengembangan dari FGD, f) mengkomunikasikan luaran penelitian berupa rancangan dan pengembangan model pelatihan bahasa Inggris melalui presentasi seminar dan publikasi pada jurnal ilmiah.

Data penelitian berupa perancangan dan pengembangan model pelatihan Bahasa Inggris akan dijelaskan secara deskriptif dan memiliki luaran berupa silabus, *lesson plan* dan bahan ajar berupa materi pelatihan '*English for Rural Tourism*'.

IV. HASIL DAN PEMBAHASAN

Adapun hasil rancangan dan pengembangan model silabus, *lesson plan* dan materi pelatihan bahasa Inggris. Berikut adalah luaran penelitian berupa perancangan silabus, lesson plan, materi pelatihan bahasa Inggris.

Lesson Plan
(Beginner Level)

Meeting 1		
Action	**Topic:Greeting and Introducing Guests**	**Time needed**
Warmer	Playing 'Whisper Race'	15 minutes
Introducing Topic	Identifying some language functions for: • Greeting • Introducing oneself • Introducing someone to someone else	25 minutes
Activities	• Listening to the example of conversation • Creating conversation • Role play • Doing exercises	40 minutes
Teacher's Note: Students will be able to greet and introduce themselves		
Meeting 2		
Action	**Topic:Checking and ExchangingInformation**	**Time needed**
Warmer	Playing 'Snow Ball'	15 minutes
Introducing Topic	Identifying some language functions for: • Checking Information • Exchanging personal information • Saying hello and goodbye	25 minutes
Activities	• Listening to the example of conversation • Creating conversation • Role play • Doing exercises	40 minutes
Teacher's Note: Students will be competence in welcoming the guest		
Meeting 3		
Action	**Topic:Describing Tourist Destination in Village**	**Time needed**
Warmer	Playing 'Talking Stick'	15 minutes
Introducing Topic	Identifying some language functions for: • Describing places • Introducing tourist attractions • Describing village information	25 minutes
Activities	• Listening to the example of conversation • Creating conversation • Role play • Doing exercises	40 minutes
Teacher's Note: Students will be able to describe tourist destinations		
Meeting 4		
Action	**Topic:Explaining Tourist Destination**	**Time needed**
Warmer	Playing 'Continuing sentences'	15 minutes
Introducing Topic	Identifying some language functions for: • Explaining tourist destination • Describing potential destination • Giving recommendationsabout gooddestinations	25 minutes
Activities	• Listening to the example of conversation • Creating conversation • Role play • Doing exercises	40 minutes
Teacher's Note: Students will be able to discuss all about tourist destinations		

Material Development
Beginner Level
Meeting 1. Greeting and Introducing to Guests

I. Introducing yourself

Fill the blanks in the conversation and practice it

my	his	her	is	are	you	too	me	him	am	it

Jack   : David, who is standing there?
David   : Oh. That (1) . . . . my father. (2). . . . . . . name is John.
Jack   : Could you introduce me to (3). . . . .
David   : sure
Jack   : good morning, Mr. John. (4). . . . . name (5) . . . . . Jack
Mr. John   : Call (6). . . . . John. Where (7). . . . . .you from?
Jack   : I (8). . . . from Australia. Nice to meet (9). . . . .
Mr. John   : Nice to meet you (10). . . .

II. Make four sentences using subject pronouns, object pronouns, possesive adjective and possesive pronouns

1. _____
2. _____
3. _____
4. _____
5. _____

III.   Preposition and verb be. *Correct the following sentences*

1. My father are a farmer.
2. Bedulu village am located in GIanyar
3. He is we friend.
4. They is here last month.
5. The chef have made some tasty food.

Meeting 2. Checking and ExchangingInformation

I. Greeting

How would you greet your guests in the following situations? Use Sir, Madam, Miss, Ladies or Gentleman, and greet them with good morning, good afternoon, goodbye or goodnight

1. A woman aged about 25 at 12.30 pm
2. A married couple at 10 pm
3. Four men in the restaurant at 11.00 pm
4. Say goodbye to a woman and 2 men at 9 pm
5. A young lady at midnight

II. Introducing Yourself

Match the question in column A with the response in column B.

A	B
How do you pronounce your first name?	W-A-Y-A-N
Excuse me, what's your first name again?	It's Smith
How do you spell your last name?	Well, everyone calls me Gus De
What do people call you?	Oh, it's Putu

III. Conversation

Complete these conversations. Then practice with a partner

A. . . . . you from the Bali?

B. Yes, I . . . . , ... from Gianyar.

A.   . . . . Putu in the market?

B.   No, she . . . ., ... in the garden.

A: . . . . . you and Komang from Tabanan?

B: Yes, we . . . . , ... from Kediri.

Meeting 3 Describing Tourist Destination In A Village

I. Reading

Bedugul

Bedugul is a small district in Tabanan Regency. It's about one hour from Depasar. It's always cool, serene and peaceful.The visitors can hire speed boat on Bratan lake and enjoy various water sport activities. There are several tourist attractions to visit such as botanic garden, traditional market- Candi Kuning, local culinary, agriculture and camping area. It's cheap to have some fresh tropical fruit and vegetables in the market.

II. Answer the following questions!

1. Where is Bedugul located?

2. How many hours is it from Denpasar?

3. What is it like?

4. What kind of activities can the visitors do there?

5. Mention several touris destinations there?

6. Is the fresh fruit and vegetable expensive there?

III. Preposition of Place

Complete these sentences with the appropriate preposition below!

Near by   on   in   next to   opposite

1. There is a bus station _____ corner of the city.

2. The petrol station is_____ ____ fire station.

3. The Balinese warung is _____ the home stay

4. Is there a bank_____ ____?

5. Are there any bookstores _____ second floor?

III.   Adjective. Pick up a piece of paper, then make popcorn!

Choose five adjectives to describe one of trourist attractions in the village!

claudy	lush	traditional	mountainous	peaceful
famous	flat	hilly	beautiful	foggy
interesting	serene	rocky		

IV. Role Play. Visitors and villagers.

Create a conversation in pair to describe a tourist attraction in a village. The teacher will give you the specific situation.

Meeting 4. Explaining Tourist Destination

I. Reading Comprehension

Fill the blanks with appropriate words in the column!

destination	jewelrypurchased	gold
destination	silverware	production

As a tourism _____, Celuk welcomes visitors by the day who come to see the elaborate designing and _____ processes up close and witness a work of art in the making. Also, produce can be

_____ directly here. Many of the households act as galleries, showcasing items in their front houses through glass displays and others are viewable in their _____. Heading eastward along the Jalan Raya Celuk thoroughfare, immediately visible are the rows of galleries and art shops dealing with ____ and silver. Several spots also feature items other than _____ such as uniquely designed _____; elephant motif spoons, floral design-rich forks, plates and trays and more is for sale here.

II. Jobs

_____ist	_____or	_____er
scientist	*actor*	*teacher*

Some profession may end with ___ist (scientist), _____ or (actor) or)_____ er (teacher). Guess the jobs which are described below, and put them in the correct boxes.

1. Man that acts in a movie
2. A person who studies the stars and universe
3. He writes books or novels
4. They make breads and cakes
5. He works behind the wheel
6. He makes things from wood including houses and furniture
7. He fix your teeth's problems
8. He deals with technical problems of electricity
9. Person who put out fire
10. Person who defends people in court

III. Work and Workplaces

Match the information in columns A, B and C

A	B	C
A farmer	In an art gallery	Makeswonderful painting
A fisherman	At a tourism object	Grows cattle
A guide	in a farm	Gives explanation about a site
A painter	In the sea	Catches fish

Syllabus
Pre-Intermediate Level
Duration: 16 meetings X 1.5 hours (60 hours)

Day	Topic	Function	Expression	Grammar	Speaking/ listening	Writing/ reading
1, 2	Talking past event	Talking about past events	We drove to the lake city Where do you go?	Past simple; statement, wh-question Regular/ irregular		
		Talking about vacations	Was your brother…. Were you at home….	Past simple with be		
3,4	Describing places	Asking about and describing locations of places;	There is a post office at the corner Is there a bank around here	There is/there are Is there/are there Preposition of place; at, on, in	Description of places in neighborhood	
		Asking about	I have	Countable/un		

		quantities	some money She hasn't any money There are some oranges..	countable Quantifier; some, any, much, many. question with; how much, how many		
		Evaluating city services; asking for and giving information	Could you tell me where the post office is? Do you know when the buses leave from the city	Indirect question from wh-question Useful expression; let me think,, It's close to… It's next to		Writing a description of transportation service

<table>
<tbody>
<tr><td colspan="3">Lesson Plan
Pre-Intermediate Level</td></tr>
<tr><td colspan="3">Meeting 1</td></tr>
<tr><td>Action</td><td>Topic: Past memories</td><td>Time needed</td></tr>
<tr><td>Warmer</td><td>Recalling childhood memories</td><td>15 minutes</td></tr>
<tr><td>Introducing Topic</td><td>Identifying some language functions for:
• Past Tense
• Used to</td><td>25 minutes</td></tr>
<tr><td>Activities</td><td>• Listening to a conversation
• Telling a story about one's childhood
• Past tense exercises</td><td>40 minutes</td></tr>
<tr><td colspan="3">Teacher's Note: Students will be able to express his/her past experience</td></tr>
<tr><td colspan="3">Meeting 2</td></tr>
<tr><td>Action</td><td>Topic: Traffic</td><td>Time needed</td></tr>
<tr><td>Warmer</td><td>Matching words</td><td>15 minutes</td></tr>
<tr><td>Introducing Topic</td><td>Describing Places</td><td>25 minutes</td></tr>
<tr><td>Activities</td><td>• Listening to the example of conversation
• Creating conversation
• Role play
• Doing exercises</td><td>40 minutes</td></tr>
<tr><td colspan="3">Teacher's Note: Students will be able to ask and give information</td></tr>
<tr><td colspan="3">Meeting 3</td></tr>
<tr><td>Action</td><td>Topic:Describing Places</td><td>Time needed</td></tr>
<tr><td>Warmer</td><td>Showing the video about tourist destination</td><td>15 minutes</td></tr>
<tr><td>Introducing Topic</td><td>Discussing phrases in asking and describing about locations of places</td><td>25 minutes</td></tr>
<tr><td>Activities</td><td>• Identifying countable/uncountable, quantifier: some, any, much, many. question with: how much, how many: There some........./ there isn't any.....
• Describing the places in the neigbourhood by using: there is/are, preposition of place; at, on, in: there is..../there are........
• Listening to the example of conversation</td><td>40 minutes</td></tr>
</tbody>
</table>

	• Creating conversation • Role play • Doing exercises	

Teacher's Note: Students will be able to describe tourist destination

Meeting 4		
Action	**Topic:**Giving information about services	**Time needed**
Warmer	Showing the video about city/village services	15 minutes
Introducing Topic	Evaluating city services; asking for and giving information	25 minutes
Activities	• Identifying indirect question from wh-question • Identifying useful expression in giving information: 'Could you tell me where the post office is?' 'Do you know when the buses leave from the city'.'Let me think, It's close to…It's next to...' • Writing a description of transportation services	40 minutes

Teacher's Note: Students will be able to give the informationaboutservices

| **Material Development** |
| Pre-Intermediate Level) |
| **Meeting 1. A Time To Remember** |

I. Practice the conversation

Putu   : Good morning, Mr. Green. How are you?
Green   : Oh, I'm fine, but little tired.
Putu   : What did you do yesterday?
Green   : I had a whole day tour yesterday. I went to Ubud and Kintamani.
Putu   : Really, how was your trip?
Green   : it was really fantastic. I have never gone to the place before. Me and my family
             enjoyed trip.

II. Answer the question below!

a. Who are the characters in the convesation?
b. Where did Mr. Green go for trip yesterday?
c. How was Mr. Green trip?

III. Grammar focus

Past tense. Use the simple pas to talk about activitiie or events in the past
Where **did** you go yesterday?   I **went** to Sanur festival yesterday
What **did** she do last week?   She **visited** Neka Museum last week
Where **were** they two days ago?   They **were** in Kuta two days ago
Did Wayan serve the guest well?   Yes, he **did** / no, he **didn't (did not)**
Were you in Ubud?   Yes, I **was** / no, I **wasn't (was not)**

IV. Complete the conversation. Then practice

A: could you tell me about your vacation? Where ...... (do) you go?
B: Well, I ...... (visit)Bali Zoo Park at Singapadu village. I ..... (see)many kinds of   animal over there. There .... (be) many kind of birds, tigers, apes and many more.
A: .... (do)you take many picture?
B: Of course, I ...... (do).
A: What .... (do) you do next?
B: Then, I .... (go)to Sukawati artmarket. I bought some souvenir in the market. They .... (be) many kind of sarongs, t shirt and other souvenirs.
A: . ... (do) you try spme Balinese food?
B: No, I ...... (not). Balinese food is spicy.

Used to

Used to is something regularlydid in the past but don't do anymore
Example
     When I was a kid, we **used to** visit Kuta Beach
     Did you **use to** have a hobby?
     Yes, I **use to** surf at Kuta Beach
     What place **did** you **use to** visit?
     I **used to** visit Tegal Lalang village

V. Memories
   Write five sentences about yourself using used to. Do you and your partner have anything in common?
   a. What is your favourite memory?
   b. What sport or game did you use to play?
   c. Did you use to have a nickname?
   d. Where did you use to spend your holiday?
   e. Did you use to have a part time job?

VI. Writing
   A. Write about the thing you used to do, use some ideas from exercise 3, then compare take turns reading your composition aloud.

<div align="center">

Meeting 2. It's Too Much Traffic!
</div>

I. Word Power
   A. Match the nouns in column A and B to make a compound nouns
        Bus + stop = bus stop
        A   B
        Traffic   entrance
        Bus   light
        Bicycle   station
        Stop   sign
        Taxi   jam

II. Conversation.
        Practice the conversation.
        Putu   : why is there never a bus when you want one?
        Wayan : there aren't enough buses on this route
        Putu   : sometime I like to write a letter on the newspaper.
        Wayan : good idea, you should say that we need more bus line.
        Putu   : and fewer motornikes. There are too many motorbikes in the city
        Wayan : yeah, there is too much pollution in the city.

III. Grammar Focus
        Adverb of Quantity
        Adverb of quantity tell you how much or how many of noun either countable or uncountable noun.

        With countable noun   *with uncountable noun*
        There are **too many** motorbikes   there is too much traffic
        There **aren't enough** buses   there **isn't enough**parking
        There **should be fewer** cars   there **should be less** pollution

        Complete these tatement about transportation problem.
             a.   There are .... motorbikes
             b.   There should be .... cars in the city
             c.   There should be .... pollution in the city
             d.   There are .... cars parked on the street
             e.   There is .... enough public transportation in the city
IV. Writing
   Write about the trasportation problems in your city.

Meeting 3. Describing Places

Conversation Read and Practice

Jack   : Excuse me, I'm looking for a grocery store. Are there any around here?
Putu   : Yes, there are some on
Jack   : OK. And is there a Mini Mart around here?
Putu   : Well, I think there is one accross from the temple.
Jack   : Thank you.

Grammar Focus
1. There is, there are, one, any, some
                                    Prepositions
Is there a restaurant near here?
    Yes, there is. There is one across from the temple   *on*
    No, there isn't, but there is one next to the meeting hall   *next to*
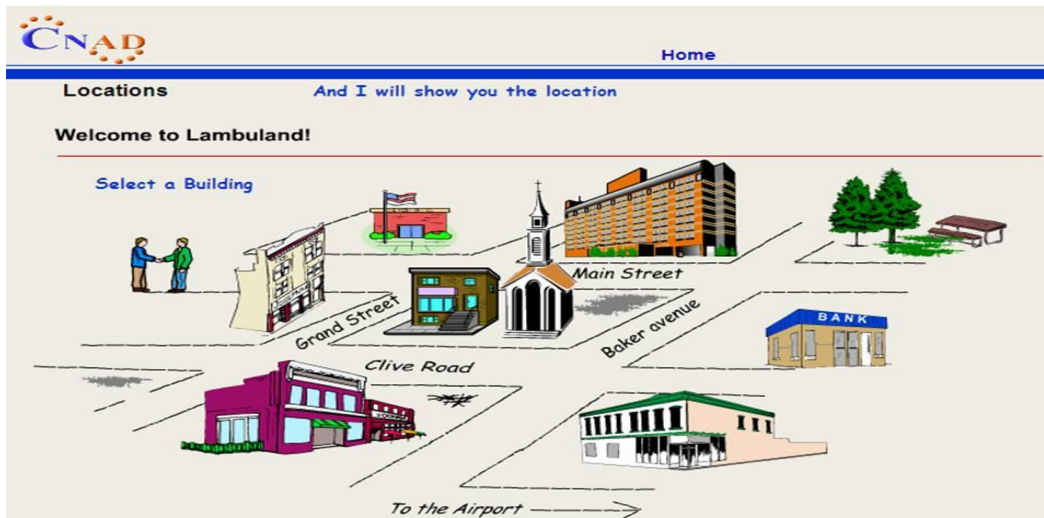**Are there** any grocery store around here?   *Across from/opposite*
Yes, there are. There are some on ..   *in front of*
    No, there aren't, but there are some on ..   *in back of/behind*
                                                                Near/close to
                                                                Between
                                                                On the corner of

A. Look at the map, then write question about these places.

a bank   a church   a grocery store   a hotel

B. Group work. Take turn asking and answering question about places like these in your
   neighborhood.
A gymlaundromarts   a restauranta market   a travel agent

    A: Is there a gym in your neighborhood?   **Useful expression**
    B: _____   *sorry, I don't know.*
    A: And are the any laundromarts?   *I'm not sure, but I think ...*
    B: _____   *of course. There's one ..*

2. Many, Much, Some, Any
    How many restaurants are there in the city?
    a.   There are a lot
    b.   There are a few
    c.   There aren't many

    d.   There aren't any
    e.   There none
    How much noise is there in the city?
    a.   There is alot
    b.   There is a little
    c.   There is n't much
    d.   There isn't any
    e.   There is none

A. **Complete the following sentences using an appropriate determiner.**

1. She hasn't got ………………. friends. (some / any)
2. I didn't do …………………. work today. (much / many)
3. She didn't eat ……………… food. (much / many)
4. There aren't ………………… trees in the garden. (much / many)
5. I haven't read ………………… books. (many / much)
6. She hasn't got ……………….. cars. (some / any)

B. Write answer to these question.

1. How many banks aret there?
2. How much traffic is there?
3. How many artshops are there?
4. How much noise is there?
5. How many temple are there?

Meeting 4. Giving Information about Services

Practice the dialogue

A   : Excuse me, could you tell me where the bus is?
B   : There's one, accross to duty-free shop.
A   : Thanks, do you know what time is opens?
B   : It should be open at 09.00 am
A   : OK thanks. And just one more thing. Do you know where the nearest restaurant is?
B   : Alright behind you madam. See that sign?
A   : Oh. Thank you very much.
B   : You're welcome

Ask for information with polite way.

Wh-question with be	*indirect question*
Where is the bank?	Could you tell me **where the bank is?**
Where is the restaurant?	do you know **where the restaurant is?**
Wh-question with do or did	*indirect question*
What time does the bank open?	Do you know **what time the bank open?**
When did the flight 206 arrive?	Can you tell me **what time flight 206 arrived**

A. **Write indirect question using these wh-question.**
    1. How much does the taxi cost?
    2. How much is the ticket of bali Bied Park
    3. Where is Goa Gajah located?
    4. How long do the Goa Gajah stay open?
    5. How often do the buses come?
    6. What time does the restaurant open?
    7. How much does a postcard cost?
    8. Where is the nearest restaurant?
    9. What time does the Bali Zzo park open?
    10. How long do the Museum Bali open?
    11. Where is the Bebek Bengil Restaurant located?

B. Pair work Take turn asking questions you wrote in part A and give your own answer.
    A   : Do you know how much the taxi costs?

B : it's Rp 5000.00

Tourist

Pair work Think of six question about transportation, accomodation, sightseeing, and other tourism service in you city. Take turn asking and answering your questions.

Example: A: can you tell me where the Neka Museum is?

B: let me think. Yes, the Neka Museum is ....

Here some useful expressions:

Let me think,....

I'm not relly sure, but I think ...

Sorry, I don't know.

It's close to / near ...

It's on the corner of ...

Hasil penemuan ini adalah untuk menjawab teori DND yang diajukan oleh Ellis, yaitu 1) mengidentifikasi masalah melalui observasi, wawancara dan FGD dengan para ahli kunci, perwakilan POKDARWIS, dan perwakilan tokoh masyarakat desa Bedulu Gianyar. 2) Menjelaskan tujuan penelitian seperti dalam BAB I, 3) merancang dan mengembangkan Silabus, lesson plan dan materi pelatihan, 4) menguji model perancangan dan pengembangan melalui FGD dengan satu orang ahli kebahasaan dan satu ahli bidang kepariwisataan serta para pengajar bahasa, 5) Mengevaluasi hasil perancangan dan pengembangan model silabus, *lesson plan* dan materi pelatihan bahasa Inggris melalui FGD dengan ahli dan dosen bahasa Inggris dan pariwisata dari STIBA Saraswati, STIE Triatma Mulya, UNDIRA dan STPBI, 6) mengkomunikasikan luaran penelitian berupa rancangan dan pengembangan model pelatihan bahasa Inggris melalui presentasi seminar dan publikasi pada jurnal ilmiah.

V. SIMPULAN

Luaran penelitian ini adalahmodel silabus, *lesson plan* dan materi pelatihan bahasa Inggris bagi masyarakat di desa wisata. Model pelatihan bahasa Inggris tersebut menekankan pada peningkatan kemampuan berkomunikasi berbasis potensi desa Bedulu. Materi pelatihan dikembangkan dalam bentuk buku ajar pelatihan bahasa Inggris dengan judul '*English for Rural Tourism.*'Selanjutnya bahan ajar tersebut bisa bisa direalisasikan dalam kegiatan pegabdian kepada masyarakat di desa wisata berupa pelatihan Bahasa Inggris.

DAFTAR PUSTAKA

Alexander, S.H., 2015, Pengembangan Desa Wisata Dalam Meningkatkan Pendapatan Masyarakat Di Kabupaten Maluku Tenggara, diambil dari, http://documents.tips/documents/jurnal-pengembangan-desa-wisata-maluku-tenggaradoc.html.

Wijayanti, T. D, dkk , 2015. *Drill dan Repetition* dalam Pelatihan Bahasa Inggris Pemilik Homestay di Desa Wisata Kandri, Semarang, The 2nd University Research Colloquium.

Sari, R.A., et.al, 2015,Pelatihan Bahasa Inggris dengan Tujuan Khusus (ESP) Bagi Pemandu Wisata Munduk Kabupaten Buleleng, Universitas Pendidikan Ganesha.

Subhiksu, I.B., 2013, Bali Kembangkan 100 Desa Wisata, diambil dari: http://travel.kompas.com/read/2013/10/30/1643144/artikel-detail-komentar-mobile.html

Soemarno, M.S, 2010, Desa Wisata, diambil dari: marno.lecture.ub.ac.id/files/2012/01/Desa-wisata.doc.

Sastrayuda, 2010, diambil dari: (http://file.upi.edu/direktori/fpips/lainnya/gumelar_s/hand_out_matkul_konsep_resort_and_leisure/pengembangan_kawasan_desa_wisata.pdf.

Mudayen, Y.M.V & Lantum A.K, 2008, *Needs Assessment* Pelatihan pengembangan SDM Pendukung Pariwisata Kabupaten Bantul,diambil dari: http://journal.uny.ac.id/index.php/jep/article/viewFile/600/457

Ellis, T.J. & Levy, Y., 2010. A Guide for Novice Researchers: *Design and Development Research Methods.*

Proceedings of Informing Science & IT Education Conference (InSITE) 2010.

Howard, J. & Major, J. 2005, *Guideline for Designing Effective English Language Teaching Materials.*Retrieved September 17, 2014, diambil dari: http://exchanges.state.gov/forum/vols/vol33/no1/p35.htm.

Kazar, S. G. & Mede, E. (2014).*The Perceptions Of ESP Students' Target Needs: A Case Study*. diambil dari: http://www.sciencedirect.com/science/article/pii/S1877042815028347/pdf?md5=a9ec5916a2e331161b37426f83248e38&pid=1-s2.0-S1877042815028347-main.pdf from 17th August, 2015.

Koyan, I.W., Ratminingsih, N.M., Mahardika, N.Y., & Dewi, E.S. 2012.Pengembangan Kurrikulum and Perangkat Pembelajaran Bahasa Inggris Berwawasan Budaya Lokal bagi SMK Pariwisata.

Maharani, Adel. (2013). *The Benefits Of Mastering English For Indonesians,* diambil dari: https://liacirebon.wordpress.com/2013/08/21/the-benefits-of-mastering-english-for-indonesians-by-adel-maharani-hi-4-students/ 0n 17th August, 2015.

Mayasuri, Yelsi. 2013. *Mengembangkan Bahan (Materi) Pembelajaran.*Diambil dari:http://yelsipunyakarya.blogspot.co.id/2013/05/mengembangkan-bahan-materi-pembelajaran. html pada 17th August, 2015.

Mitha.(2013). *The Importance Of Mastering English*.diambil dari: https://liacirebon.wordpress.com/2013/08/28/the-importance-of-mastering-english-mitha-hi-4-1303/ on 17th August, 2015.

Nöth, Winfried. 1990. *Handbook of Semiotic.* USA: Indiana University Press.

Richey, R.C. and Klein, J.D. 2007. *Design and Development Research*. Lawrence Erlbaum Associate Publisher: New Jersey.

Sneddon, James. 2003. *The Indonesian Language, Its History and Role in Modern Society.* Sydney: NSW Press.

Tomlison, Brian.2012. *Materials Development for Language Learning and Teaching*. UK:Cambridge University Press.