

## Tourism as Optional Lecture for Industrial Revolution in Japanese Language Major

Rita Susanti  
Universitas Nasional  
uniritas02@gmail.com

### Abstract

*Following the rapid growth in science, many things have been changed. One of them is the industrial revolution 4.0. In this era, the demand of manpower is decreasing and is replaced by computer and machine. For Indonesian millennials, this is a challenge for their futures. However, despite this concern, there is tremendous opportunity for Japanese language learners which is part of the millennials generation. In the fieldwork and as tourist guide, there is significant need for manpower. The amount of expatriates living in Jakarta, business trips from Japanese businessmen, and the growing information of Indonesian tourism, has made the demand of Japanese tourist guide speaker increased. As a result, tourism lecture was created, especially for students who want to master to become Japanese tourist guide. In this lecture, not only the ability of students, but also the lecturer should prepare well for the course with a good flow, starting from greetings, guiding, and closing. In addition, lecturer should understand the general concept of tourism and how to guide tourists properly.*

**Keywords:** Japanese skill, guiding, tourism

### 1. Introduction

Indonesia is one of the developing countries which is located in Asian region. The rapid development has caused many improvement in many aspects. One of the most significant improvement is the development of technology. We can see it from electronic devices which are used at home, the usage of multifunction smartphone, etc. This rapid development has made people to follow it and even to buy the products that can make our lives easier.

Currently, the technological development in industrial area is the ability of a robot to finish a task. Manpower which was used a lot to finish tasks now can be replaced by robots and it will make the tasks finish faster, more accurate, reduce risks to human, etc. In addition, the usage of robot is combined with digital tools. This is what we called industrial revolution 4-0. One example of the industrial revolution with digital tools is the appearance of Go-jek and Grab which are transportation tools which can be ordered from smartphone. However, by looking at the examples above, not all digitalization creates disadvantages. The concern from many people will lose their jobs because of this revolution was not proved, and even these apps created many jobs for many people.

Everytime a new product or new system appears it will create advantage or disadvantage. Any disadvantages occurred from new product such as the industrial revolution actually can be solved. If we dig more into it, actually it is a challenge for us to be better. Therefore, someone has to have other skills beside their basic knowledge and if possible something that cannot be replaced by robot nor digital tools.

Based on that condition, universities in Indonesia, especially Japanese language studies, began to recreate the materials used for the students. Beside the mandatory lectures from the higher educational department, each universities started to open optional lecture which is more applicative. This applicative lecture means a lecture that can help students to get a job after graduate. Some examples, Japanese for nursing, comic translation, Japanese for tour guide, etc. This lecture is optional based on the choice of the students. Normally, this lecture only for 2 credits with only one time per week, and each lecture lasts during 100 minutes. Although it is optional, this skill lecture still consider students abilities of 4 language abilities or usually in language learning it is called *yongino* 四技能. In this applicative lecture, we help

that we can reduce the students' concern of the issues of reduced job opportunities and it will be hard for them to get a job later after graduating from the university. Later on, we will discuss about Japanese for tour guide.

In this decade, Indonesian tourism has grown significantly and has contributed for Indonesia source of devisa in the fourth place. Indonesian tourism destination from Sabang to Merauke is well known all around the world, especially the one of the world seven wonders. One of the reason the information is rapidly spread around the world is the development of technology and digital world. Because of this technology, many tourism destinations which were less well known or less popular, became popular and it made many people want to go to that destination. In order to reach certain destination and experience a good journey, people usually need tour guide. The main responsibility of a tour guide is to guide and to explain to the tourists, and for Japanese tourists we need someone who can guide in Japanese language. Besides being a tour guide for tourism destination, a Japanese tour guide is also needed for Japanese businessmen. There are around 1500 Japanese industries in Indonesia currently and mostly established in Java island. This fact has made many Japanese came to Indonesia for business trip and followed by tourism. These businessmen also need a tour guide to guide them from one place to another, even more when they are visiting tourist destination. Therefore, it is a good opportunity for Japanese studies department to open new optional lecture which is a guide for Japanese tourist guide.

Besides that, after the students finish this lecture, they can be guided to take the tourist guide licence which is issued by Jakarta tourism department. Before getting the licence, the candidate will require to do pre-test for guiding training, which is consists of written test and interview. Licence level is beginner tour guide. After confirming that the candidates has passed the test, they are required to join the training for a week, learning theories. And then, to decide the graduation, there will be theory and practical test which is organized by the seniors and experts in guiding. Licence level can be upgraded into middle tour guide and tour leader. The training duration of this level will be longer that the beginner level because there will be more training materials and higher difficulty for the practical test. The training participant do not have to pay anything because the training cost has been covered by Jakarta's government.

Based on the reasons above and personal experience, I will share how to create the lecture materials for Japanese studies for tourist guide.

## 2. Literature Review

Language learning process, especially that is related with foreign language in education, will automatically be connected with the learning process of the second or the third language. Learning the second language, of course will not be as easy as learning the first language. And if the second language is not learned in the original country of the language where it is spoken, it will be more difficult. When learning foreign language, we need listening, speaking, reading, and writing skills, these four skills are well known as four language skills (4 技能). Listening is understanding what are saying and read by other people, speaking is making conversation, reading is seeing and comprehending the content of a text by repeating it silently and writing is making letters, numbers, etc.

Generally, tour guide skill is emphasizing in speaking skill. However, other skills also needed because a tour guide continuously interacts with tourists. Speaking skill and other skills will lead into decoding and encoding process. Decoding process is based on the process of understanding other people's word, both oral and written, it is also known as receptive skill. Listening and writing are categorized as the decoding skills. Meanwhile, encoding process is a process to earn something whether spoken or written, and it is categorized as the productive skill. Speaking and writing are categorized as the encoding skill

Language skill, especially for the second language can be used well through communicative approach, which is an approach that is focusing more on communication aspect. This communicative approach appeared in Indonesian in the 80s and has developed until now. According to Iskandarwassid (2008:85) the communicative approach characteristic such as 1) Based on the needs of the students and

language function, 2) Aimed to guide students to be able to communicate in the real situation, 3) Teaching syllabus are created based on the language usage function, 4) Grammar needed, 5) Teacher role can be widened into facilitator, 6) Main purpose is communication orientation, 7) Learning activity is based on students creativity and are divided into smaller groups. By combining this approach and following the four language skills, then the teaching materials can be created in a way that students can master how to guide in Japanese correctly.

Furthermore, according to Suwanto (2004:3) tourism is a process of temporary journey for someone from one place to another outside his or her habit. The purpose for his or her journey are various, can be economy, social, cultural, political, religion, health, and others such as curiosity, to get more experience or for learning. Traveling here does not mean to get out from home to the office or school, but has to have reasons that has been mentioned above.

Besides that, Suwanto (2004:13) explained about tour guide. He explained that a tour guide is someone who gives explanation and guide to the tourists or travellers for all the things that they will see or visit whether it is an object, a place, or a region. So, a tour guide is not only delivering the guests to a destination, but also needs to explain things on a destination. There are many things that can be explained by a tour guide, such as history, culture, art, religion, and even food. Things that need to be avoided when explaining to the tourists are politic and race. It is better to explain general things. Therefore, a tour guide should have a wide knowledge and latest information so that the guests or the tourists will be satisfied with the journey.

After a tour guide has comprehend what to do and what to explain, she or he also needs to master the guiding technique. The guiding technique is a way or a method for tour guide to explain to the tourists about a tourist object or the purpose of the tourism. These techniques are divided into three parts, which are preparation stage, execution stage, and reporting stage. In the preparation stage, a tour guide should check the duration of the journey, the tourism destinations, ensuring the security of the location that will be visited, checking the preparation of the journey such as the hotel, the transportation, etc. During the execution stage, a tour guide should begin with the self-introduction and then continued by giving information of the journey itinerary. After that, guiding activity should be done accurately, relevant, and as requested with complete sources. This is the most difficult stage and thus it needs training because the knowledge of how to be a good guide is being tested at this stage. And last stage, the reporting stage, a tour guide is required to create report from the journey. The report should contains the cashflow operation which should be proved by the receipts and also should checked whether the journey has been executed based on the itinerary created. Sometimes, there is a tourism bureau which requires the time of arrival and departure from the destination.

### 3. Analysis

Japanese tourism lecture usually is an optional choice. Students can choose based on their preferences and abilities. The purpose of this lecture created is to make students are able to learn other than languages skills after they graduate, which is becoming Japanese speaking guide.

A Japanese speaking guide has a tough duty because besides has to obtain a good Japanese speaking skill, he or she also has to know the tourism destination, Indonesian culture, Indonesian history, traveling ticket, etc. Thus, these things also need to be added into the lecture.

If the lecture purpose is to educate students to be a good guide, the materials covered are general tourism, tourism support, tour guide, guiding technique, tourist destination, transfer in guiding, city tour, overland, tour leader, and tour package. Not only the lecture contents that should be the main focus, but also the lecturer ability should be prepared. Lecturer who masters Japanese, should be someone who knows how to guide with the correct techniques, so that he or she can informed what are the obstacles or the perks of a duty can be informed to the students. So, when the students start the real guiding they will not have problems.

In tourism lecturing, lecturers can assess students ability to use Japanese including listening, writing, and of course speaking. Speaking ability can be evaluated when the students showing the

techniques that has been taught. Listening ability can be evaluated when there is questions from the guests (will be role played by other students, who is not on duty), writing ability can be evaluated during the mid-test. When the mid-test questions related about tourism theory and writing task is narrating the guiding materials, then reading skill assessed when giving guiding questions in Japanese.

Practical skill in Japanese guiding ideally should be done in the field. Students should do direct guiding in a tourism destination and other students will be the tourists. But this will not be easy to do, since the lecture only has 100 minutes. In order to solve this limitation, then the lecturers can use the computer technological development and infocus as the replacement of the real tourism destination. The picture of the tourism destination can be displayed on the screen and the students can practice to guide based on the display available. Then, other students who become the tourists can ask questions to the tour guide in front of the class. In the final examination, if there is enough time, the lecture should be conducted in the field and this will take the whole day or students in group should create video that shows when they are guiding. Below is the detail of the lecture materials for Japanese speaking guide with 16 times classes included 1 mid-test and 1 final test.

First session, explains in general about tourism including Indonesian tourism, the reason for someone to travel such as business tourism, learning new things, etc. In addition, tourism aspects such as tourism journey, tourism aspects such as tourism journey, tourist, tour guide, tourism destination, passport and visa, tourism bureau.

Second session, the lecturer talks about the individual tourism, family group tour, etc. Furthermore, tourism management from operational side such as tour package, cruise tour, and so on. And then also government regulation that is related with tourism industry.

Third session, the lecturer explains about the ticket; how to read destination by abbreviated letters, gate, and including reading boarding pass. And then itinerary; the advantage of a guide who can read Japanese letters, he or she can read more detail the notes from the Japanese users directly. Sometimes if it has been translated into alphabets (usually by using English), there are some missing points. Not every students has passport, so we can explain more what is inside the passport. Next, the lecturer explains about visa; including how to get the visa and the purpose of traveling. Besides that, there are other aspects that has to be explained about the field work, which are board name, travel agent flag and its usage. In this third session, students are asked to bring examples that they have collect and then explain it. The students are required to do this because in the real guiding duty, they will use all of these aspects.

Fourth session, explains about tour guide. Materials given includes types of tour guide, such as freelance, payroll, etc. And then, the requirements to be tour guide, ethics, code of ethic that has been set by tourism department and the needs of tourists to hire a tour guide such as intellectual curiosity, need to see, and so on.

Fifth session, the lecturer talks about guiding techniques. This technique starts with preparation, things that need to be done in this stage such as ensuring the duration of the journey, surveying the destination if possible, etc. And then during the execution, we must pay attention to the destination or places and the duration of the journey and estimation time of arrival. The guide also has to understand the route in order to be able to give explanations for the things that the tourists see when passing by. After finished, the guide should make a report. This time, the guide is asked to summarize all the expenses occur during guiding and must include the receipts. The guide also should make notes if there is any schedules moved from the original itinerary. Besides that, because there are activities with the tourists, sometimes everything does not go smoothly, so that the guide should also learn how to handle complaints from the tourists.

Sixth session, the lecturer talks about the guiding transfer technique. This technique is guiding the tourists to move around. Materials given are knowledge of types of transfer, which are transfer in, transfer out, transfer assist, transfer hotel, intercity transfer, and dinner assist (dinner transfer). In the field, the most often used techniques are transfer in, transfer our, and dinner assist. In one tourism package, a tour guide usually starts guiding after picking up the tourists in the airport/ station/ terminal, the traveling journey, and sending the tourists back to the airport/ station/ terminal. After the lecturer

gives this material, the students have to prepare for the practical session of transfer in and transfer out as the beginning stage of guiding. This activity can be done in the classroom by using power point. During transfer in, we have to pay attention when guiding inside the transportation, we have to be able to explain the destinations, time, money, weather, clothes, and drinks. During transfer out, a guide should know how to ask the feedback from the tourists and how to close the journey.

Seventh session, in this session, the students are doing role play as if they are tour guide who are doing transfer in and transfer out. and to present transfer in or out. It is better to choose the students in advance, who will do the transfer in and transfer out.

Eight session is to conduct mid-semester test. Questions are given in theoretical format, can be essay, multiple choices., or true false. The questions should be related with tourism industry and in the essay section about guiding activity (transfer), and the students also asked to write all things that they will do when guiding this activity, transfer in or transfer out. The transfer question will be written in Japanese. So, this question can be used to measure the students ability in reading Japanese language.

Ninth session, the lecturer explains about tourism objects in Indonesia such as natural tourism, historical tourism, cultural tourism, religious tourism, sport tourism, and shopping tourism. During learning, the lecturer gives examples of each tourism objects, including the location of it. After that, we can add with the tourism objects in Jakarta. As for the homework, the students prepare one tourism object and create power point that contains the pictures of tourism objects and should be presented in the next session.

Tenth session, students should create role-play of how to guide in a tourism object and the specialty from the object from the ninth session. The power point should display the real tourism object. If there are many students, then they can perform in group.

Eleventh session, the lecturers should prepare the tourism packages, like half day tour (half day trip) which usually it lasts for 4 hours, full day tour (one day package) which usually lasts for 8 hours since the tour begun, tour package; there are 2 days 1 night tour package (2D/1N) or 3 days 2 night (3D/2N) and so on, overland, or technical visit. In this session, students in group are required to create one of this tour package with the tourism object that exist in Jakarta

Twelfth session, the lecture should contain the students presenting how to create tour package. Students can use power pint to explain his or her work. And the other students can give advices their performance.

Thirteenth place, the lecturer should give the guiding technique that is based on the twelfth meeting. Students group, each should prepare pictures that is related with tourism object that she or he chose and practice how to present it in groups.

Fourteenth session, the lecture materials is similar like the thirteenth session because 1 group will need more time rather than when they are doing transfer only.

Fifteenth session is the last session before final test. In this session, the lecturer should summarize and repeat things that have been learned.

Sixteenth session is the final test. There are 2 ways to do assessment, direct practice on the field or creating video. During the practice, the guide should know the tourism object condition, whether it will make the job of each guide easier. Video making also can be done to replace the real practice session. However, it is suggested that the lecturer should create the rule of video making without forgetting the theory and guiding technique.

Based on the explanation above, we can conclude in table, the materials for teaching Japanese for tourist guide.

Session	Materials	Remarks
1	Tourism and tourism aspects	
2	Tourism type, regulation, and tourism journey	
3	Tourism support	Students bring examples
4	Tour guide	
5	Guiding technique	

6	Transfer guiding technique	
7	Transfer in/ transfer out guiding practice	
8	Mid-test	In letter format
9	Tourism object in Indonesia and Jakarta	Individual/ group creating power point
10	Practice of how to explain one tourism object based on the ninth session	Individual/ group
11	Tourism package and how to make itinerary	Group
12	Presentation of tourism package including itinerary	Group
13	Practice of city tour guiding	Hasil dari pertemuan 12
14	Practice of city tour guiding	Hasil dari pertemuan 12
15	Concluding the learning result from session 1 to 14	
16	Final test	Practice/Video

#### 4. Conclusion

Based on the explanation above about the Japanese language for tour guide, we can conclude that a guide not only requires to master Japanese language well but also to have wide knowledge. This knowledge should include tourism support and guiding technique. Therefore, teaching materials should contain all of that aspects above.

The evaluation of the students learning result is guiding real practice which can be done inside the classroom or in the field, depends on each condition of the universities. And the knowledge of lecturer about guiding is very important so that we can get the best result of the learning outcome.

#### 5. References

- Brown, H. Douglas. 2007. *Prinsip Pembelajaran Dan Pengajaran Bahasa*. Jakarta: Pearson Education Inc.
- Indonesia Heritage Society. 2015. *The Jakarta Explorer*. Jakarta: Subur Jaringan Cetak Terpadu.
- Iskandarwassid dan Dadang Sunandar. 2008. *Strategi Pembelajaran Bahasa*. Rosda: Bandung
- Mudhi'uddin, Andi Muhammad. 2013. *Teknik Menjadi Guide*. Yogyakarta: Pilar Media.
- Ridwan, Sakura. 2011. *Metodologi Pembelajaran Bahasa*. Yogyakarta: Kepel Press.
- Suwantoro, Gamal. 2004. *Dasar-Dasar Pariwisata*. Yogyakarta: Penerbit Andi.
- <https://www.maxmanroe.com/revolusi-industri-4-0.html>