

Narrative Introduction to Culinary in Tourism: A Study on Vocational Education Program Students

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Abstract— The preparation of narrative text in foreign language learning for tourism needs to be carefully prepared by students. Lecturers as bridges are tasked with providing models and guiding students in the current era of distance learning. This study aims to find patterns and, at the same time, criticize how vocational students enter the narrative of culinary introductions in the Japanese for Tourism course. The data is in the form of student personal documents arranged in groups. The results of this study indicate that, in general, students do not find difficulties when compiling a culinary introduction narrative. However, it is necessary to provide a further briefing to make the information conveyed to tourists more detailed.

Keyword— tourism, teaching, vocational, culinary, narrative

I. INTRODUCTION

Foreign language learning is often used for tourism purposes. Language in tourism is used as a medium to provide a portrait of the potential of tourism destinations. In tourism, the actors try to persuade, attract, encourage and seduce potential tourists to become real tourists [1]. Various promotional efforts were encouraged, including introducing oral traditions, guaranteeing the best service in travel, offering the best tour packages, etc [2]. Language skills will open up opportunities for someone to be able to explore a career in the world of tourism widely [3] [4]. In this case, it is not uncommon for someone with language skills to be expected to be able to communicate with foreign tourists, carry out promotions abroad, read various documents related to tourism, etc. Especially during a situation where the world economy is recovering after the Covid-19 pandemic hit the tourism sector [5]. However, in reality, it is not enough to master a foreign language. The foreign language that is mastered must, of course, have mastery in specific fields to be easily used.

For example, academic people who study a foreign language sometimes find it challenging to interact in the tourism sector. The mastery of vocabulary and expression obtained in the academic realm will be very different from that required in the realm of tourism. In addition, debriefing regarding hospitality in the tourism sector is also minimal. On the other hand, tourism education has proliferated to the point that several countries make tourism and hospitality their primary fields of study [6]. Tourism involves the movement of large numbers of people and is the most significant economic activity globally [7]. Therefore, it is necessary to study tourism, specifically foreign language learning. for example, in learning the course “Japanese for Tourism.”

In tourism, understanding the characteristics of tourists from various countries becomes a unique insight so that services can be carried out in a targeted and targeted manner [8]. Japanese tourists are known to have specific characteristics not shared by tourists from other countries, including not giving tips, likes to go on group tours, always carrying a map or camera, etc. In addition, Japanese tourists are tourists of good quality in Indonesia. It is proved by the daily cost of Japanese tourists, which reached US\$ 180.25 with an average length of stay of seven days in one tour. Based on these data, it is significantly more than the average daily cost spent by other international tourists in Indonesia, which is US\$ 142.67 [9]. In various countries, tourism has become a strategic industry pillar, given its significant contribution to increasing Local Domestic Product (GDP) [10]. In

addition, on a tourist trip, the cuisine is one of the things that tourists look forward to the most. A tour guide is expected to have excellent skills in introducing restaurants and their particular foods. Several important aspects need to be considered by tour guides so that tourists get reliable and precise information. This study aims to examine students studying the "Japanese for Tourism" course about how they introduce culinary delights on the bus before the group of tourists get off to eat.

II. METHODS

Shank (2002) defines qualitative research as a systematic empirical inquiry into meaning [11]. This research is qualitative research with a descriptive approach that uses the document study method. The document study method refers to a systematic procedure for reviewing or evaluating printed and electronic documents [12]. According to O'Leary (2014), there are three types of documents: public records, private documents, and physical evidence [13]. In this study, the type of document used is a personal document, a text containing a tourism narrative of how students who play the role of tour guides introduce culinary delights to tourists in Japanese. The narrative text was compiled by vocational students who took the "Japanese for Tourism" course in their 3rd year. In practice, the analysis will be carried out by analyzing the narrative document to know the delivery pattern.

This research was conducted on 45 students who formed nine groups of travel agents. In this study, a randomly selected sample of data will be presented to provide an overview of the narrative that students have compiled. The results of this study will be presented descriptively.

III. RESULT AND DISCUSSION

A. Learning Japanese at Vocational College

Japanese is one of the specializations in vocational schools. Japanese language learning in vocational college is focused on using Japanese in various fields, namely tourism, business, translation, etc [14]. One of the courses that must be taken is "Japanese for Tourism." This course is held in even semesters and is taken in the third year. In this course, students will play the role of a tour guide.

Students are equipped with skills ranging from how to plan a trip to taking guests home. At the beginning of this course, students understand that as long as they take this course, they will always play the role of a tour guide. This lecture is held once a week in 16 face-to-face meetings for 100 minutes. The following is a lesson plan for the "Japanese for Tourism" course. This study will observe how students make culinary introduction narratives at the 11th meeting to be later practiced at the 12th meeting.

Table 1. Lesson Plan of Japanese for Tourism

Meeting	Lesson
1.	Introduction to Japanese for Tourism
2.	Itinerary Making
3.	Itinerary Presentation
4.	Guide on the bus (1)
5.	Roleplaying on the bus
6.	Guiding at the hotel
7.	Roleplaying guiding at the hotel
8.	Mid Term Exam
9.	Guide on the bus (2)
10.	Roleplaying on the bus
11.	Culinary guiding
12.	Roleplaying culinary tour Guide
13.	Project Work
14.	Project Work
15.	Project Work
16.	End of Semester Exam

B. Patterns in Culinary Introduction Narrative

The opening, content, and closing of a culinary introduction narrative should be systematically presented. The opening section gives the name and a brief description of the restaurant where tourists will dine. In conveying a brief description of the restaurant, all aspects that add value to the restaurant can be conveyed. For example, say that in the restaurant, tourists can dine while seeing views such as mountains or the sea, convey if there are facilities such as toilets, prayer rooms, lactation rooms, etc., and additional facilities such as baby chairs, etc. When conveying the contents, two main things must be conveyed to tourists: the name of the food and the ingredients of the food. Several other things can be added as support, including origin, taste, food texture, etc. In addition, it is essential to convey a reminder for tourists regarding certain ingredients contained in the food to be served. As anticipation, if some tourists are allergic or do not consume certain foodstuffs. While the closing section can be conveyed in the form of greetings such as *go yukkuri shokuji wo o tanoshimi Kudasai* (ごゆっくり食事をお楽しみください) 'Enjoy your meal.' In addition, for tourist trips using buses equipped with television monitors, during culinary introductions, photos of the food being introduced can be displayed so that tourists are more interested in listening.

C. Culinary Introduction Narrative

Based on the lesson plan above, it can be understood that students get several themes in the Japanese for Tourism course, namely itinerary making, guide on the bus (1), guiding at the hotels, guide on the bus (2), and culinary guiding. This study will explore how students compose tourist narratives to introduce culinary tourism. Today, culinary tourism has great potential to drive the tourism industry as a valuable component of most of a country's growth and development plans [15]. In a tour to introduce culinary to tourists, a tour guide should convey it easy, simple, and communicative. Various aspects must be considered, namely the name of the food, ingredients, and history (if any). In addition, it is not uncommon for tour guides to also promote tourist destination restaurants. This is done to ensure that a travel agency has packaged the tour with the best quality. The following is an example of a culinary introduction narrative from the Japanese for Tourism course.

次はバリの有名なレストランに行きます。 皆様、今夜「Jimbaran Seafood Bay」というレストランで召し上がります レストランからきれいな海を見ることができます。 そのレストランはバリ料理とシーフードがあります。	1. opening (delivery of destinations and restaurant excellence)
特別なメニューは「Ayam Betutu」と「Sambal Matah」である。 それで一番お勧めのメニューはバリのスパイシーな焼き魚である。 とても美味しいです。	2. Content (name of food)
ごゆっくり食事をお楽しみください	3. Closing

Figure 1. Sample Data 1

Based on Figure 1 above, it can be understood that the culinary introduction begins with an opening in the form of notification to tourists about the place and condition of the restaurant where they will dine. In number 2, the culinary introduction begins with explaining the name of the restaurant's special menu. However, it is not explained in detail what kind of food is Chicken Betutu and Sambal Matah. The narration ends with a conclusion.

<p>次はブラウィジャガーデンレストランで昼食を召し上がります。</p> <p>そのレストランは様々なインドネシア料理を作ります。</p> <p>美味しい写真のスポットもあるし、美しい山の景色も見えます。</p>	1. Opening (delivery of destinations and restaurant excellence)
<p>お勧めのメニューは「Gurami Bakar」という焼き魚と「Ayam Betutu」という鶏肉でございます。</p> <p>しかし、他の料理もございます。</p> <p>例えば Pepes Ikan やシオメイやサンバルや Penyetan などといういろいろな食べ物があります。</p>	2. Content (name of food)
<p>ごゆっくり食事をお楽しみください</p>	3. Closing

Figure 2. Sample Data 2

Based on the figure 2 above, it can be observed that the culinary introduction narrative begins with an opening containing the delivery of the destination, namely the name of the restaurant where tourists will dine and the advantages of the restaurant. The advantages mentioned are the variety of Indonesian specialties available, photo spots, and views of the mountain visible directly from the restaurant. The contents section is filled with the narration of the recommended menu in the form of Grilled Gurami and Betutu Chicken. In addition, it is also mentioned that the dishes in the form of Fish Pepes, Siomay, Sambal, and Penyetan as other available menus. This culinary narrative mentions food variants without further information about food ingredients, flavors, food textures, etc. In the last part, this narrative closes with a conclusion.

<p>皆様、そろそろコーヒークロックに到着します。</p> <p>そこにジョグジャカルタの伝統的な食べ物がたくさんあります。</p>	1. Opening (delivery of destinations and restaurant excellence)
<p>例えば、ゴラックでございます。</p> <p>揚げ物で一番お勧めのメニューでございます。</p> <p>キャッサバから作られています。</p> <p>そして、一番有名な飲み物はコーヒージョスでございます。</p> <p>温かい飲み物でございます。</p> <p>コーヒーの中に木炭が入っています。</p>	2. Content (name of food and serving)
<p>ごゆっくり食事をお楽しみください</p>	3. Closing

Figure 3. Sample Data 3

In figure 3, the culinary introduction narrative has been carried out very well and systematically. This narrative provides information about the ingredients and culinary presentation. The advantage of this narrative is that it does not mention too much food but focuses on introducing specific cuisines.

IV. CONCLUSION

Based on the analysis conducted on the nine narratives that have been collected, it can be found that 15% of students can very well make culinary introductions for tourism purposes. Students have a well- included opening, detailed body and closing. Culinary introductions include various information that can make tourists imagine what kind of dish they will enjoy. At the same time, 85% have done well. It is considered good because a systematic narrative has been presented, but the content section needs to be supplemented with additional information.

Based on the results that have been obtained, it can be concluded that the theme of guiding culinary tours with the activities of

making culinary introduction narratives has been well understood by students. As many as 85% of students can systematically introduce culinary narratives and have introduced culinary arts in Japanese well. In addition, 15% of students have done very well in making culinary introduction narratives with additional points in the form of detailed explanations in the content section. Several aspects of the "Japanese for Tourism" course can still be explored for further research, especially regarding how students practice culinary introduction narratives at the 12th meeting.

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