



The Importance of German Language Skills in the Tourism Sector

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Abstract: German plays an important role in the development of the tourism industry in Indonesia. This development must be in line with the competence and skills of the people who are involved in this industry, especially German language skills. In North Sumatera, there are various types of tour guides who have the potential to develop German language. A good understanding of German can increase the interest and comfort of German-speaking tourists visiting. Increase the competence of tour guides in German language and knowledge of German culture so that they can become professional tour guides who can promote tourist objects in North Sumatera to foreign tourists which have an impact on increasing regional income and reducing the unemployment rate. Education and training is needed to improve the German language skills of tour guides in North Sumatera, the best way is to provide education about tourism terms and dialogues in German and train the tour guides to be able to speak German both verbally and in writing with correct and correct according to the common european framework of reference for languages. Learning German for a guide requires several things to support the language learning process. Some of them are motivational factors, student learning strategies, and also the role of language instructors playing an important role in the success of tour guides in learning. There are factors related to learning German for tour guides and this is related to them as learners and direct actors in the learning process is motivation.

Keywords: tour guide; German language; German language training; tourism

I. Introduction

German plays a big role in the world of tourism in Indonesia, especially in North Sumatera as one of the most popular tourist destinations in Indonesia. Thus, it is absolutely necessary to have a forum that can bridge the time when tourists who speak German come to North Sumatera to enjoy its beauty, there are many tourism service providers in North Sumatera who function as a link between the interests of tourists to see the culture and natural beauty of North Sumatera. Tour guides must place the German language as one of the commodities in attracting European tourists who speak German. This is in line with Wittgenstein and Rorty's thoughts that how to understand the world that produces various descriptions of this world and use them according to purpose, represents the world and accepts language metaphors as a tool used to act in the world (Heyd, 1990: 99).

The development of tourism which is increasingly globalizing today, demands high professionalism for tour guides. A tour guide must have the competence to be able to provide good service, both skills in the field of guidance, language, and knowledge of the culture possessed by tourists who are guided. In line with the foregoing Atmaja (2008: 2) states that there are three main things a professional tour guide must have, namely (1) skills, (2) knowledge, (3) ethics and morals. It must be carried out in a balanced manner because all three are related to one another.

The development of tourism in North Sumatra requires the ability of adequate human resources, especially the skills of the tour guides, considering that foreign tourists who come to North Sumatra from all over the world, one of them is from Europe who speak German. In accordance with the name carried by tourism personnel, namely tour guides, which means personnel who provide services to those who come to a tourist destination and provide information about tourist objects, and provide information on tourist objects properly and correctly, and are able to speak foreign languages. adequate and understandable for tourists, with a cheerful appearance, clean, pleasant, polite, honest, working tirelessly in unlimited time, and the results are sometimes far from expectations for the life of the Tour Guide itself. Tour guides are defined as anyone who leads an organized group for both a short and a long period of time. The duty of a tour guide has several specifications depending on what task is being done (according to his abilities). A special tour guide at a specific location is called a local guide who usually becomes a permanent officer at that location (for example: museums, botanical gardens, zoos and others). Guiding is an activity that carries both small-scale risks and large-scale risks. The risks and events that occur in the tour will be faced by all guides both novice and professional. Tour guides are tourism actors who have German language competence in guiding German-speaking tourists in North Sumatera. Tour guide activities are activities in providing services to tourists from arriving at the airport, taking check-in at the hotel, guiding tour activities, to escorting these tourists to check out from the hotel to the airport.

German for tourism purposes requires mastery of two language skills, namely good listening and speaking skills. These language skills can be mastered if you have mastery of good vocabulary and grammar. German vocabulary in the tourism sector is very important to be mastered by tour guides especially in Medan and North Sumatra in general, given the large number of tourists from Germany and from German-speaking countries who annually visit North Sumatra for tourism purposes, so that language skills Germany for tour guides is very useful. A job as a German-speaking tour guide is one of the most promising futures as the number of German-speaking tourists takes the top spot out of all tourists coming from Europe. The tendency for German-speaking tourists to travel is usually in small groups. Every small group needs a guide. Older tourists often do not speak English and prefer to be guided in German. This opens up great opportunities for tour guides who can speak German.

Tour guide competence is a collection of various abilities. A tour guide must know the history of the area he visits and the tourists, the history of the building, the use of a building and so on. All this he had to decipher in spoken German, face to face . Therefore, a tour guide's speech acts are more focused on situations related to tourism. In addition to mastery of speech acts which are sub-linguistic content, speech act , German speaking tour guides must be knowledgeable about the attitudes of German speakers in general, even though this seems like a stereotype. In order to achieve competence as recounted above, it was felt necessary to provide German language teaching with the material p emb elajaran contains teaching materials which are all related to tourist guiding German speakers to guides. Therefore, tour guides especially in North Sumatra need to know in addition to what tours are available in North Sumatra, what communication situations are contained in German-speaking tour guides, but also what attitude a tour guide should have to deal with the attitudes of tourists from the country. - German speaking country. In addition, the formulation of speech acts must be mastered in every communication situation. For that we have to think about the form of training that provides broad opportunities for guides who are German learners to speak, what self-study techniques should be used to help oneself become competent in speaking in the tourism sector in German.

II. Review of Literatures

Tourism is the departure of temporary people for a short period of time to destinations outside their place of residence and their daily work and activities while in these destinations (Pendit, 2002: 33). Tourism is one of the determinants of national economic growth because it can influence the growth of other sectors in the economy (Gokovali & Bahar in Nurlina, 2020). Tourism is an industrial sector which is currently got a lot of attention from many countries in the world. The tourism sector is believed to have the ability to increase economic growth (Maciej Debski in Amin 2019). According to James J. Spillane (1991: 21) suggests a definition of tourism, namely: tourism is a trip from one place to another, temporary, carried out individually or in groups, as an effort to find balance or harmony and happiness with the environment in the social, cultural dimensions, nature, and science. In Republic of Indonesia Law Number 10 of 2009 and the Government of Indonesia of 2010 concerning tourism, what is meant by tourism is a travel activity carried out by a person or group of people by visiting certain places for recreational purposes, personal development, or learning the uniqueness of the tourist attraction visited. in the interim period. From the description above, tourism can be concluded as a process of temporary departure from someone or more to another place outside their place of residence. The impetus for his departure was due to various interests, whether due to economic, social, cultural, political, religious, health or other interests such as just being curious, adding experience or learning (Suwantoro, 2004: 3).

Learning is a process of changing human life for the better. As from the state of not knowing to knowing, not being able to be, and not understanding becoming understanding. The most visible changes when someone has learned is in their behavior. Gagne (in Slameto 2010: 13) argues that, the definition of learning is the modification or reinforcement of behavior through experience and the process of changing individual behavior through interaction with the environment. According to Pribadi (2009: 18) the purpose of learning is a description of general competences and specific competencies, which will help the teacher or instructor direct the student learning process. By knowing the learning objectives, students will be motivated in carrying out the learning process in an effort to achieve the expected competencies. Language learning carried out in schools is not only focused on learning the main language, namely Indonesian, but also learning in the second language. Learning a second language occurs in association with the community. This is in accordance with the opinion of Iskandarwassid (2009: 79) which states that learning a second language occurs in multilingual communities, namely when students must start learning a second language to be able to communicate between regions, between provinces, or in the community. In this event the need arises for teaching a second language to take place and what techniques are suitable for use. The second language taught in schools other than regional languages, also includes foreign languages. According to the linguistic dictionary, Kridalaksana (2001: 21) foreign languages are languages that are mastered by linguists who usually through formal education sociocultural are not considered their own language. Foreign languages taught such as English, French, Arabic, Japanese and German.

Vocabulary is an important component that must be mastered when learning a foreign language. The richness of a person's vocabulary shows how skilled he is in language. Many linguists put forward definitions of vocabulary. Each expert has a different definition, but ends with the same meaning. According to Heyd (1990: 91) "*Wortschatz umfasst die Gesamtheit der Wörter einer Sprache*", which means that vocabulary is a collection of words owned by a language. This is in accordance with what was expressed by Nurgiyantoro (2001: 146), that

vocabulary is vocabulary or anything that is owned by a language. Meanwhile, according to Kridalaksana (2008: 137) vocabulary is a collection of words; repertoire of words; lexicon. Soedjito (1992: 12) expands the meaning of vocabulary as follows (1) all words contained in a language, (2) the richness of words owned by a speaker or writer, (3) words used in a field of science, (4) a list of words organized like a dictionary with short, practical explanations. Vocabulary can be divided into two parts: active vocabulary and passive vocabulary, as has been suggested by Lado. According to Lado (1971: 6) active vocabulary can be defined as vocabulary used to produce language, especially in speaking, while passive vocabulary is vocabulary that needs to be understood, especially in reading. Furthermore, Nurgiyantoro (2001: 166) states that vocabulary is the main tool that must be owned by someone who is going to learn a language, because vocabulary functions to form sentences and express thoughts and feelings both orally and in writing. Keraf (1984: 24) suggests that one of the benefits of vocabulary is that those with a wide vocabulary will also have a high ability to choose exactly which words are the most harmonious to represent their intentions and ideas. Conversely, those who are poor in vocabulary will find it difficult to find the right words. Therefore, when someone communicates verbally, that person must be able to understand the vocabulary used by the interlocutor so that they know what is being discussed. Vice versa, when someone reads, that person must understand the meaning and meaning of the vocabulary in the writing so that they can know the content of the reading.

III. Research Method

This paper discusses literature review as a methodology research which describes a matter based on theory, findings, and other research materials obtained from reference materials to be used as a basis for research activities to formulate a clear frame of mind from the formulation of the problem to be studied. Literature research or literature review is research that critically examines or reviews the knowledge, ideas, or findings contained in the academic-oriented literature, and formulates theoretical and methodological contributions to a topic. The research subject is the field of linguistic studies with a speech act sub-study in the form of utterances that can be used by a German-speaking tour guide. The study of tourism is the object of research.

IV. Discussion

In North Sumatra, there are three types of tour guides who should be given German language instruction to support the progress of the tourism industry in North Sumatra, including the first is a transfer guide who is tasked with picking up guests / tourists from the airport and taking them to the hotel where they are staying by using a vehicle that is provided by a hotel or provided by the tourist office where the guide works. In this task, a transfer guide must greet guests with a polite and friendly attitude by saying welcome, asking about their health condition. Then ask and check the completeness of the number of luggage, explain the orientation of the trip to the hotel and explain briefly the route from the airport to the hotel. When a guest asks something related to schedules, buildings being passed, a transfer guide is obliged to answer the question.

The second type is the tour guide. A tour guide is tasked with accompanying tourists when carrying out a tour and must explain things related to the tourist objects visited and also explain traditional attractions that are shown in art events, and other things that attract the attention of tourists on the trip. to and during visiting tourist objects.

The third type is *Gästebetreuer im Hotel*. This type of guide is in charge of taking care of guest needs and providing general information about the tourist areas being visited. This general information includes information about public transportation available at tourist sites (taxis, buses, etc.) and the prices of these vehicles. *Gästebetreuer im Hotel* is obliged to provide information about the life of the local community, customs and habits of the people visited, values and norms. A *Gästebetreuer im Hotel* must explain the rules or restrictions that apply to tourist sites. Also regarding practical things that tourists need, for example providing instructions for shopping, shop opening hours, banks, agencies that tourists need, showing places to exercise, offering activities to fill leisure time, explaining the itinerary of a tour that will be implemented and others. In addition, a *Gästebetreuer im Hotel* must be able to provide local health instructions, and be able to react appropriately when a guest makes a complaint and be able to express the solution in a language spoken by tourists. The three types of tour guides are only found in countries with advanced tourism industries. This third type is found in several regions in Indonesia with a good level of progress in the tourism industry, such as in North Sumatra.

For tour guides, learning German can be done with several learning strategies, including metacognition strategies, which are indirect strategies for learning German. This strategy emphasizes how important it is for learners to concentrate on learning language, compiling and planning language learning, and evaluating how to learn the language. Sometimes, learners are busy with learning materials without realizing that their learning strategies should be changed or improved by seeing the results of their learning progress. With this metacognition strategy, learners will realize that the language learning strategy is correct or not. In this case, learners can evaluate themselves or can consult with teachers in evaluating learning outcomes.

The second strategy of German language learning strategy indirectly is affective strategy. This learning strategy includes emotions, attitudes, motivation and values in the process of learning German. There are several ways that learners can take to achieve satisfactory results in learning German. There are three ways to utilize this affective strategy in learning German, namely by reducing anxiety by listening to music, laughing and meditating after learning German; increasing self-confidence by making positive statements, respecting yourself in learning German; regulate your own emotional temperature by discussing with colleagues when you have problems, trying to listen to body voices when you are too tired to learn German. By learning German with both direct and indirect learning strategies, learners will be able to learn the language optimally and be successful. The third role that affects learners in learning German is the role of the teacher. In ancient times, the role of teachers was expected to be imitated figures, as parents, instructors, directors, judges, leaders, evaluators, controllers, or even as doctors who are obliged to be able to cure learners with all the problems they face. In this day and age, things have changed. The German tutor for tour guides also has a role as facilitator, helping guide learners, advisors, coordinators, people who have ideas, diagnose problems with learners, and as communicators. Thus, being a German teacher for tour guides is required to always be creative and innovative so as to produce learners who understand the meaning of learning. The role of a German tutor in teaching German to tour guides is as follows:

1. Make learning objectives clear to tour guides.
2. Helping tour guides to find the goal of learning German in the tourism sector.
3. Increase tour guides to use German in describing a tourist attraction.
4. Helping tour guides to pay more attention when learning German.
5. Show tour guides to choose the learning strategy that is right for them.

6. Provide opportunities for tour guides to make their own German learning assignments related to the tourism sector.
7. Teach tour guides to make their own German learning assignments related to the tourism sector.
8. Provide the opportunity for tour guides to choose from a variety of different options.
9. Be creative with learners in learning German so that learning German for the German language field becomes interesting and fun.

Basically, the German vocabulary for Tourism is often referred to in English, whose pronunciation in German is unknown to tour guides who learn German. It is very important to master vocabulary in the Tourism Sector, so that tour guides are able to tell stories in German related to the tourism sector properly. Mastery of vocabulary for tour guides is basically far more important than grammatical mastery in communicating, especially in direct communication. The vocabulary for tour guides is a set of words that are actively used through direct communication. This means that if the tour guides do not master vocabulary related to German, then they will not be able to communicate well with German-speaking tourists. Such is the importance of vocabulary, so that tour guides must master German tourism vocabulary well and know the grammatical structure of the German language, so that they are able to convey something in the tourism sector in German that can be understood by tourists.

The vocabulary below is only a fraction of the vocabulary of German tourism, consisting of culture, hospitality, transportation and tourist attractions. Exposure to vocabulary rarely found in German in the field is as follows:

Table 1. German Vocabulary in the Tourism Sector

Indonesian language or description	German or Description
Tour guides are often referred to as the word Guide, and in Indonesia there is only one type of guide that can guide all areas of tourism	<i>Der Reiseleiter.</i> Tour guides in German can be further divided into several categories, depending on the specialty, including (1) <i>Wanderführer</i> , (2) <i>Kunstreiseführer</i> , (3) <i>Szenereiseführer</i> , (4) <i>Reisemarktführer</i> , etc.
Maps are often referred to as Map or Townmap	<i>Die Wegbeschreibung oder Stadtplan</i>
Reservations are often called Booking	<i>Die Reservierungbestätigung</i>
Touring the city is often called the Stadtround, a combination of German and English	<i>bummeln</i>
Mountain climbing is often called hiking	<i>Steinschleppen</i>
<i>Ulos</i> in Batak	This word is not found in German, so it needs to be described as <i>wie ein Schal aber funktioniert nicht gleich. Es ist traditionelle Schal, nur in Kulturveranstaltung zu tragen.</i>

German vocabulary in the field of tourism includes vocabulary related to the fields of hospitality, travel, tourist objects, and culture in North Sumatra. The vocabulary provided is equivalent to those of European Standard Level A1 to B1 German. The related vocabulary abilities are:

1. Able to understand the main topics of commonly discussed tourism subjects, such as: restaurants, lodging, travel services, transportation, development of tourist destinations, recreational facilities and tourist attractions, if the standard German language is easy to understand in the conversation.
2. Can handle almost any situation regarding language skills when interacting with tourists from Germany and / or from other German speaking countries.
3. Can describe easily and contextually the topics of aspects of the tourism industry that are commonly discussed and topics related to oneself.
4. Can tell experiences and events related to tourist attractions, can describe dreams, hopes and goals about something in the tourism sector and be able to provide reasons or a brief explanation of a tourist destination.

V. Conclusion

German has a very important role in the communication process that occurs in the tourism industry, both communication between tourists and tourists as well as communication in business and economic matters in the tourism sector. The crucial role of the German language makes German language skills for tourism actors in North Sumatra a mandatory and essential thing. Tourism actors are required to master the German language in order to provide satisfaction to German-speaking guests which will increase revenue and revenue for a hotel or tourist spot. German language skills for tour guides or the tourism sector also affect job placement, promotion, and even the formation of a good self-image in the eyes of German-speaking tourists. Seeing the importance of German language skills in the world of tourism, it is very important for the community, government, and educational institutions engaged in the tourism sector, such as vocational schools, tourism campuses, and job training institutions to prepare their students to face global competition in the world of tourism by providing German language skills.

The role of motivation, learning strategies, and the role of the German instructor are closely related to learning German for a tour guide. Complementary motivation and overall motivation have their respective roles for tour guides as German learners in accordance with the goals to be achieved by them as active actors in the learning process. No less important is the role of language strategy which is divided into two large, interrelated groups. Direct learning strategies that include memory strategies, cognition strategies, and compensation strategies are very useful for second language learners. Meanwhile, learning strategies are not directly related to learners in terms of metacognition, learner feelings, and social strategies. This strategy helps tour guides as learners to optimize learning German so as to result in more optimal learning. Likewise, the role of a language instructor has shifted slightly from being an instructor to being a facilitator, helping tour guides if there are problems related to the learning process, consultants, directors, advisors, and also originators of ideas related to German. The most important thing in a German instructor is to focus on the learner. By optimizing motivation, appropriate learning strategies, and the role of a teacher in learning German, it is hoped that it will produce optimal learning outcomes and be useful for tour guides as learners.

In North Sumatra, there are at least 3 types of tour guides who should be given knowledge of German languages, namely transfer guides, tour guides and *Gästebetreuer im Hotel*

(guest relations in hotel). Tour guides who learn German have to master German vocabulary before mastering tourism terms and dialogues. German vocabulary is different from Indonesian vocabulary, German vocabulary has its own peculiarities. The vocabulary of the German language in tourism is constantly evolving with the times, so that the vocabulary adopted from the English that is usually used, should be called the original German.

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