Implementation of The Three-Language Pocket Dictionary (Indonesian, English, and Mandarin) For Students of The Tourism Business Program at Makassar Tourism Polytechnic

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Keywords	Abstract
Dictionary, Chinese, English	This study discusses the role of language in everyday communication and the development of Tourism Polytechnic as educational institutions that also incorporate the teaching of various foreign languages. The research was conducted at the Makassar Tourism Polytechnic. This institution places significant emphasis on the study of Tourism, especially hospitality and languages, including Mandarin and English.The goal of implementing this two-language dictionary is to help respondents quickly expand their vocabulary for use in tourism communication, according to their preferred language fields. This study uses a quantitative method with a comparative design. The instruments used were observation, pretest, and posttest, conducted with 50 students. The results showed a significant improvement in the mastery of foreign language vocabulary, particularly in Mandarin and English. A SWOT analysis was then conducted on the two- language pocket dictionary, highlighting its strengths, weaknesses, opportunities, and threats. The article also presents comparative graphs of pretest, middle test, and posttest results for English, and Mandarin.The findings suggest that the implementation of the two-language dictionary at Makassar Tourism Polytechnic successfully improved the foreign language vocabulary mastery of students.

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INTRODUCTION

Language is a means of communication with others. By using proper and correct language, communication will be effective and free from misinterpretation. Many parents today want their children to be able to speak multiple languages to support their education. Various institutions also offer language courses to accommodate the public's interest in mastering foreign languages (Ningsih & Sopha, 2022; Setiawan et al., 2014).

Undoubtedly, Tourism Polytechnic as educational institutions also respond positively to the changing times and the public's enthusiasm for foreign languages. Originally, Tourism Polytechnics were institutions focused on tourism knowledge (Soeprihanto, 2007). Tourism Polytechnic is a higher education institution that provides education and training in the field of tourism, with the aim of producing professionals in the tourism sector who are competent in managing and developing tourism potential in Indonesia. (Riyanto, 2022). However, over time, Tourism Polytechnics have grown and developed into institutions with a more modern concept, providing students with a range of knowledge in line with the advancements of the times, including language studies.

Traditionally, Tourism Polytechnics emphasize the mastery of the Foreign languages. The aim of Mandarin language learning in Tourism Polytechnic is to develop communicative competence in Mandarin (Wang 2017). This means that students are expected to use Mandarin correctly and appropriately in various communicative interactions, both in formal and informal settings. (Brown, 2007). Nowadays, many educational institutions teach students multiple languages so they can use them in everyday communication.

A Tourism Polytechnic is a higher education institution that offers educational programs and training in the field of tourism with a vocational approach. This type of polytechnic aims to prepare skilled workers who are ready to work in the tourism industry, equipped with competencies that align with the development of the tourism sector. The programs typically offered include hotel management, travel management, hospitality, culinary arts, destination management, and foreign languages relevant to the tourism industry.

Tourism Polytechnics are distinctive for their focus on practical skills, hands-on training, and field experience, with the goal of ensuring that graduates are capable of contributing directly to the workforce. Education at a tourism polytechnic often involves collaboration with the tourism industry, allowing students to gain real- world work experience during their studies.

The primary goal of education at a tourism polytechnic is to produce professional personnel who are capable of managing and developing the potential of tourism by utilizing both knowledge and practical skills.

In the field of tourism education, Makassar Tourism Polytechnic also provides language skills to students as an additional competency to support their education. The foreign language programs offered at this institution include five languages: English, Mandarin, German, Japanese, and Arabic. Students are free to choose a language based on their interests. In line with this, an observation of language activities and the development of work programs are conducted. The observation of these language activities aims to assess the students' potential in applying foreign languages, so that the potentials can be analyzed and maximized in order to enhance students' foreign language proficiency.

Based on historical and intellectual facts, Arabic has five important roles: as a language of integration, conservation, education and study, communication, and standardization (Habibie Alvons, 2022).

Based on this background, a "Three- Language Pocket Dictionary" activity is held in a mini format, making it easy to carry and implement in teaching and learning activities. The aim of this initiative is to help students quickly expand their vocabulary for daily communication according to the language they are interested in.

METHODS

The research method used in this study is quantitative with a comparative design (A. Muri, 2016). The activity was conducted in the Tourism Business Management Study Program, Makassar Tourism Polytechnic. The respondents in this study were 50 students.

The instruments used in this study were observation, pretest, and posttest. The results were analyzed by comparing the scores before and after the respondents were given the treatment, which involved the implementation of the three-language dictionary in the language learning program. The increase in posttest scores from the respondents serves as the benchmark for the success of the program.

RESULTS AND DISCUSSION

The sequence of the research is as follows:

Preparing the 3-Language Pocket Dictionary

In the preparation for the creation and printing of the 3-language pocket dictionary, the vocabulary content was first determined. The vocabulary selected for the dictionary was chosen based on its ease of understanding and frequent usage in the tourism sector. This includes terms related to room and ticket reservations 房间和机票预订 (Fángjiān hé jīpiào yùdìng), hotel facilities

and services 酒店设施和服务 (Jiǔdiàn shèshī hé fúwù), currency exchange 货币兑换 (Huòbì duìhuàn), and guiding 导游 (Dǎoyóu) in Mandarin, English, and Indonesia.

Administering a Pretest to Students Participating in the Foreign Language Learning Program

The pretest was administered to students who would participate in this program with the aim of assessing their current foreign language proficiency and the amount of vocabulary they had already mastered. The pretest was conducted for English and Mandarin. However, no pretest was given for Indonesian, as it is the language of instruction that must be used daily by the students.

Providing Daily Training According to Language Groups

The training was conducted daily based on the language groups, in line with the vocabulary found in the three-language pocket dictionary. The training sessions were held 2-3 times per week, where students were required to memorize and recite the vocabulary listed in the pocket dictionary.

Administering a Posttest

The posttest was conducted to evaluate the learning outcomes after one month of instruction. Similar to the pretest, the posttest aimed to assess the improvement in foreign language vocabulary, specifically in English and Mandarin.

Evaluation and Awarding of Prizes for Outstanding Students

The evaluation and awarding of prizes were conducted with the goal of recognizing students who excelled in the program. The categories for awards included:

1. Best in each language (每种语言最佳)
2. Best in all languages (所有语言最佳)
3. Most vocabulary memorized (记忆最多单词)
4. Most disciplined (最有纪律)
5. Most active in class (课堂上最活跃)
6. Most active in using the language (使用语言最积极)

This was done to motivate students to continue using the three-language dictionary even after the program had ended.

The results obtained from this research, using a SWOT analysis, are as follows:

Strengths

The Three-Language Pocket Dictionary (Indonesian, English, and Mandarin) contains vocabulary related to tourism, including terms for room and ticket reservations, hotel services, currency exchange, and guiding. The dictionary is designed to be practical, making it easy for users to learn. It is a product of the researcher's observation while teaching at the Makassar Tourism Polytechnic. The Three-Language Pocket Dictionary is an innovative product that serves as an excellent tool for foreign language learning, specifically aimed at helping students in the Tourism Business Management program to learn and apply foreign languages in the tourism sector.

Weakness

Despite the fact that the resulting dictionary is of good quality, the production process faced challenges due to the lack of electronic equipment. This limitation hindered the printing process, causing delays in completing the production of the pocket dictionary.

Opportunities

a.   This dictionary has the potential to be marketed to students as a valuable tool to support the continuity of their learning process.
b.   It is easy and practical to use, with language that is simple and easy to understand, and the printing design is compact and convenient, making it practical for everyday use in learning.

Threats

The creation of the three-language pocket dictionary faces potential threats, particularly the possibility that it may become obsolete in the future. This could occur due to competition with online resources and digital books that are more aligned with the current digital era and may not match the needs of modern students.

Based on the results, an identification of the needs of students, particularly those studying foreign languages (English and Mandarin), has been conducted to describe the requirements of students in foreign language education as follows:

Lack of vocabulary mastery
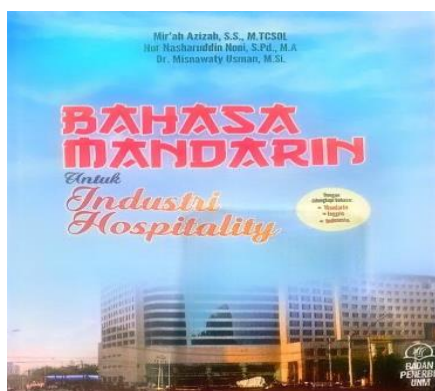
Limited application of language

Figure 1. 3-Language Pocket Dictionary

Therefore, the results obtained from the implementation of the three-language dictionary for students in the Tourism Business Management program showed a significant improvement in their mastery of English and Mandarin vocabulary over the course of one month. The students reported that they did not experience difficulty in remembering the vocabulary in both English and Mandarin. They became more enthusiastic in participating in language activities and were able to use the vocabulary in their daily communication.
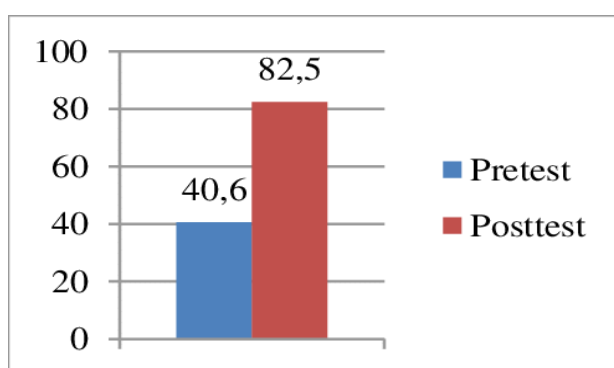

Figure 3. Comparison of Pre-test and Post-test in English Class

From the graph displayed, it can be seen that the post-test results of the participants in English class show a significant improvement during the one-month training. The average score in the pre-test was 40.6, while the score in the post-test was 82.5.
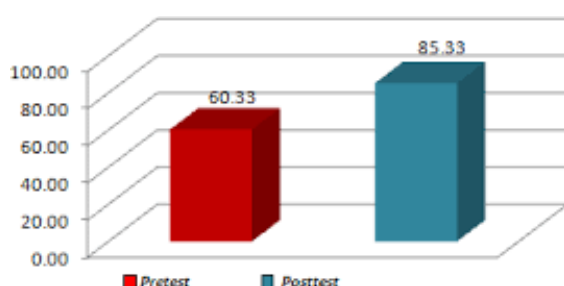

Figure 3. Comparison of Pre-test and Post-test in Mandarin Class

From the graph displayed, it can be seen that the post-test results of the participants in Mandarin class show a significant improvement during the one-month training. The average score in the pre-test was 60.33, while the score in the post- test was 85.33

CONCLUSION

From the implementation of the three- language pocket dictionary (Indonesian, English, and Mandarin) at the Makassar Tourism Polytechnic, there was a noticeable improvement in the foreign vocabulary mastery of students in the Tourism Business Program. With this dictionary, they find it easier to remember vocabulary that they will use in the tourism field, especially in hospitality. The compact size of the dictionary, containing over a hundred vocabulary words, makes it convenient for them to use and carry anywhere. Additionally, the training provided has made them more enthusiastic about learning foreign languages.

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