ARGOPURO

Bahasa

Argopuro: Jurnal Multidisiplin Ilmu

Vol 14 No 2 Tahun 2026
Online ISSN: 2988-6309

Integrating Ecotourism And Experiential English Learning: A Study Of Authentic Language Practice At Kuta Beach Lombok

Syahrul Gunawan
Pendidikan Bahasa Inggris, Universitas Doktor Nugroho Magetan
sahrulgunawan@gmail.com, lilikpurwaningsih@udn.ac.id, endahkurtianti@udn.ac.id

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi praktik autentik penggunaan bahasa Inggris dalam kegiatan ekowisata serta mengkaji bagaimana pembelajaran berbasis pengalaman berkembang melalui interaksi berbahasa Inggris antara masyarakat lokal dan wisatawan mancanegara di Pantai Kuta, Lombok. Penelitian ini menggunakan desain penelitian deskriptif kualitatif. Partisipan penelitian dipilih menggunakan teknik purposive sampling yang terdiri atas Supervisor Kult Restaurant dan Owner Lombok Travel Organizer. Data dikumpulkan melalui observasi, wawancara semi-terstruktur, dan dokumentasi, kemudian dianalisis menggunakan model analisis data interaktif Miles, Huberman, dan Saldaña (2014), yang meliputi kondensasi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa praktik autentik bahasa Inggris terjadi secara alami dalam pelayanan restoran, kegiatan pemandu wisata, dan penggunaan kosakata bahasa Inggris yang berkaitan dengan pariwisata. Selain itu, pembelajaran berbasis pengalaman berkembang melalui interaksi langsung dengan wisatawan mancanegara, pengalaman praktik, pembelajaran di luar pendidikan formal, serta meningkatnya motivasi dan kepercayaan diri. Temuan ini menunjukkan bahwa kegiatan ekowisata tidak hanya menyediakan kesempatan untuk menggunakan bahasa Inggris secara autentik, tetapi juga mendukung pembelajaran bahasa Inggris berbasis pengalaman bagi para pelaku pariwisata lokal.

Kata Kunci: Praktik Bahasa Inggris Autentik, Ekowisata, Pembelajaran Berbasis Pengalaman, Pembelajaran Bahasa Inggris

Abstract

This study aimed to explore authentic English language practices in ecotourism activities and to investigate how experiential learning develops through English-mediated interactions between local communities and international tourists at Kuta Beach, Lombok. The study employed a descriptive qualitative research design. The participants

Article History
Received: Oktober 2026
Reviewed: Oktober 2026
Published: Oktober 2026
Plagirism Checker: No 235.223.443

Copyright : Author
Publish by : Argopuro

This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License

were selected using purposive sampling and consisted of the Supervisor of Kult Restaurant and the Owner of Lombok Travel Organizer. The data were collected through observation, semi-structured interviews, and documentation, and were analyzed using the interactive model of data analysis proposed by Miles, Huberman, and Saldaña (2014), including data condensation, data display, and conclusion drawing. The findings revealed that authentic English practices occurred naturally in restaurant services, tour guiding activities, and the use of tourism-related English vocabulary. Furthermore, experiential learning developed through direct interaction with international tourists, practical experience, learning beyond formal education, and increased motivation and self-confidence. These findings indicate that ecotourism activities provide authentic opportunities for English communication while simultaneously supporting experiential English learning among local tourism practitioners.

Keywords: Authentic English Practice, Ecotourism, Experiential Learning, English Language Learning

INTRODUCTION

English holds a central position as a lingua franca in global communication, particularly within the tourism sector where interactions involve individuals from diverse cultural and social backgrounds. In tourist destinations such as Kuta Beach Lombok, English serves as the main bridge connecting foreign visitors with local communities engaged in tourism-related activities. These interactions emerge spontaneously within real and dynamic social contexts, illustrating a form of English usage that is practical and highly contextual.

The concept of experiential learning, proposed by Kolb (2014), posits that knowledge is constructed through direct experience followed by reflective processes that allow individuals to interpret and internalize what they encounter. In tourism settings, the acquisition of English through real-life interaction represents a tangible manifestation of experiential learning principles. Furthermore, the advancement of ecotourism in Lombok emphasizes the empowerment of local communities, where English proficiency becomes a crucial competence that supports successful ecotourism management and enables communities to deliver better services to visitors.

Although numerous studies have examined the relationship between tourism and English language use, most have primarily focused on language needs or the economic impacts of tourism. Research specifically addressing how English is acquired naturally through direct experience in tourism environments remains limited. Therefore, this study aims to examine the use of English in authentic communication within ecotourism activities at Kuta Beach Lombok and to investigate the emergence of experiential learning through real-life English interactions.

RESEARCH METHOD

This study adopts a descriptive qualitative approach to examine the phenomenon of English use within real-life tourism contexts. The research was conducted on 27–28 July 2026 at Kuta Beach, Central Lombok, specifically at Kult Restaurant and Lombok Travel Organizer.

The participants were selected using purposive sampling criteria, consisting of two tourism practitioners: the Supervisor of Kult Restaurant (SR) and the Owner of Lombok Travel Organizer (TO). These participants were chosen because they had direct experience communicating with international tourists in their daily work.

Primary data were collected through semi-structured interviews and supported by documentation such as audio recordings and photographs. The collected data were analyzed using the interactive qualitative data analysis model developed by Miles, Huberman, and Saldaña (2014), which consists of data reduction (condensation), data display, and conclusion drawing. To ensure data trustworthiness, the researcher applied technique triangulation by comparing interview information with supporting documentation and conducting member checking.

RESULTS AND DISCUSSION

Authentic English Practices in Ecotourism Activities

The findings reveal that English is used regularly as part of daily communication with international tourists in restaurant services. The Supervisor of Kult Restaurant stated that communicating with foreign guests provides valuable opportunities to improve English through real interaction, acting as “free practice” outside of formal schooling. This aligns with Gilmore (2007) and Brown (2014), who assert that authentic language use enables learners to develop communicative competence in genuine social contexts.

Similarly, in tour guiding activities, the Owner of Lombok Travel Organizer frequently uses English to exchange information and support tourism services. Both participants utilize specific tourism-related English vocabulary based on their daily communication needs. Common terms include beach, destination, waterfall (tourist destinations), entrance fee, include, exclude (tourist services), how much, price (transactions), and food, drinks, serve (restaurant services). This practical vocabulary acquisition reflects how authentic communication supports language development.

Experiential Learning through English-mediated Interactio

The participants developed their English primarily through direct interaction with international tourists. These daily interactions provided authentic experiences that encouraged them to use English continuously, consistent with Kolb’s “Concrete Experience” stage. Practical experience played a crucial role; rather than depending solely on formal instruction, the participants improved through repeated communication and active experimentation.

The findings also demonstrate that English learning extended beyond formal education. Although participants had previously studied English at school or in camps, they found that talking directly with foreign tourists made the language much easier to understand.

Furthermore, this experiential learning significantly boosted their motivation and self-confidence. Continuous, successful communication with international visitors helped reduce hesitation, making the participants more comfortable and confident in speaking English.

CONCLUSION AND SUGGESTION

Authentic English practices at Kuta Beach occur naturally through tourism activities, particularly in restaurant services and tour guiding, utilizing specific tourism-related vocabulary. Experiential learning develops effectively through direct interaction with international tourists, practical on-the-job experience, and continuous learning beyond formal education. This environment not only facilitates language acquisition but also increases the motivation and self-confidence of local tourism practitioners.

It is suggested that local tourism practitioners continue improving their English communication skills through regular interaction with tourists and tourism-specific training programs. Tourism stakeholders are expected to provide more English training programs to enhance service quality. Future researchers are encouraged to conduct similar studies with a larger number of participants or in different ecotourism destinations to explore broader aspects of English learning in tourism.

BIBLIOGRAPHIE

Brown, H. D. (2014). *Principles of Language Learning and Teaching: A Course in Second Language Acquisition* (6th ed.). Pearson Education, Inc.

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.

Gilmore, A. (2007). Authentic Materials and Authenticity in Foreign Language Learning. *Language Teaching, 40*(2), 97–118.

Kolb, D. A., Boyatzis, R. E., & Mainemelis, C. (2014). Experiential learning theory: Previous research and new directions. In *Perspectives on Thinking, Learning, and Cognitive Styles* (pp. 227–247).

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook*. SAGE Publications.