

An analysis of English Materials for Effective Communication as Tour Guides

Diterima:

11 Desember 2023

Disetujui:

08 Januari 2024

Diterbitkan:

21 Januari 2024

^{1*}Ni Luh Supartini, ²Luh Eka Susanti,

³Dika Pranadwipa Koeswiryono

¹Bisnis Digital, ^{2,3}Perhotelan

^{1,2,3}Institut Pariwisata dan Bisnis Internasional, Denpasar, Indonesia

E-mail: ^{1*}supartini@ipb-intl.ac.id, ²ekasusanti@ipb-intl.ac.id,

³yudistira.rt0620@gmail.com

*Corresponding Author

Abstrak— Kemampuan berbicara yang efektif sangat penting bagi seorang pemandu wisata untuk memberikan pengalaman yang memuaskan bagi wisatawan mancanegara. Penelitian ini merupakan upaya untuk memenuhi kebutuhan bahan ajar keterampilan berbicara bahasa Inggris yang sesuai untuk pemandu wisata. Penelitian ini merupakan penelitian pengembangan yang dilakukan dalam tiga tahap, yaitu tahap eksplorasi, tahap pengembangan prototipe, dan tahap validasi ahli. Data dikumpulkan melalui wawancara mendalam, analisis dokumen, dan penilaian ahli. Data kemudian dianalisis dengan menggunakan analisis deskriptif-kualitatif dan interaktif. Hasil penelitian menunjukkan bahwa bahan ajar bahasa Inggris untuk pemandu wisata sangat dibutuhkan. Materi yang dibutuhkan antara lain percakapan sehari-hari, fokus pada kemampuan berbicara, suasana kelas yang informal, dan tidak ada pekerjaan rumah. Sementara itu, pada tahap prinsip, pedoman penyusunan bahan ajar keterampilan bahasa Inggris adalah pendekatan ini harus berpusat pada siswa. Motivasi intrinsik pemandu wisata perlu diperhitungkan, materi harus memberikan masukan yang dapat dipahami tetapi juga menantang, daur ulang pengetahuan bahasa target perlu dilakukan secara teratur, dan yang terakhir, pentingnya mengajarkan kompetensi antar budaya tidak dapat diabaikan, mempersiapkan pemandu wisata untuk berkomunikasi dengan wisatawan dari berbagai latar belakang budaya. Temuan ini merekomendasikan agar materi bahasa Inggris untuk pemandu wisata segera diimplementasikan untuk memberikan pelayanan yang prima kepada wisatawan internasional.

Kata Kunci: Analisis Kebutuhan, Materi Pembelajaran, Kemampuan Berbicara.

Abstract— *Effective speaking skills are essential for a tour guide to provide a satisfying experience to international tourists. This research is an effort to meet the need for teaching materials for English speaking skills that are suitable for tour guides. This research uses the Research & Development method which is carried out in three stages; namely the exploration stage, prototype development stage, and expert validation stage. Data was collected through in-depth interviews, document analysis, and expert assessment. The data was then analyzed using descriptive-qualitative and interactive analysis. The research results show that English teaching materials for tour guides are really needed. The materials required include daily conversation, focus on speaking skills, an informal class atmosphere, and no homework. Meanwhile, at the principle stage, the guideline for preparing English language skills teaching materials is that this approach must be student-centered. Tour guides' intrinsic motivation needs to be taken into account, materials should provide input that is comprehensible but also challenging, recycling of target language knowledge needs to be done regularly. Lastly, the importance of teaching intercultural competence cannot be ignored, preparing tour guides to communicate with tourists from various backgrounds culture. These findings recommend that English language materials for tour guides be implemented immediately to provide excellent service to international tourists.*

Keywords: Needs Analysis, Teaching Materials, Speaking Skills

I. INTRODUCTION

English, being extensively utilized in international relations, is evolving with the expansion and evolution of the global tourism sector [1] English communication abilities have evolved from being considered as extra talents to become essential skills for professionals in the tourism industry sector [2] English serves not just as a means of communication, but also as a cultural link that connects tourists with tourist locations, enables information interchange, and improves the entire tourist experience [3]. The level of competitiveness in a country's tourism sector during the period of globalization is heavily influenced by the proficiency of guides, service professionals, and other industry participants in effectively communicating in English [4]. Effective communication, cultural inclusivity, and amiable customer service in English are crucial elements that not only enhance the satisfaction of international tourists but also contribute to the overall economic development of the tourism industry.

The significance of language, particularly English, within the tourism business is undeniable. According to [5] language has a vital role in the management of tourism companies, as indicated by the findings of 15 research. An important consequence is the enhancement of customer satisfaction, as the proficiency in English enables tour guides and service professionals to deliver a more gratifying experience for international tourists. In addition to that, language also has a significant impact on enhancing and sustaining the language proficiency of individuals involved in the tourism industry. Proficient language abilities not only confer a competitive edge, but also cultivate a favorable reputation for a tourism area. Language proficiency serves as a catalyst for international tourist [6], enabling them to communicate effortlessly and experience a sense of hospitality in the tourist setting [7]

Language serves not only as a medium for communication, but also as the crucial tool for comprehending culture. Proficient language skills empower professionals in the tourism business to adeptly address the unique requirements of tourists from diverse cultural backgrounds [8]. Furthermore, language establishes a fundamental basis for efficient internal and external communication within tourism organizations, guaranteeing proper coordination among the different entities involved. Paradoxically, the actual situation frequently reveals that numerous tour guides possess insufficient proficiency in the English language, despite their willingness to conduct directing. This problem is growing more prominent, particularly in developing nations such as Indonesia [9]. Despite their inadequate English proficiency, some guides may feel obligated to offer their services, possibly due to insufficient official training or economic constraints. Consequently, this can lead to a lack of effective communication between tour guides

and overseas tourists, diminishing the quality of the tourism experience and posing difficulties for the tourism industry in attaining global benchmarks [10].

Hence, it is imperative to do a requirements analysis pertaining to both the target situation and the current state. According to West (1994), Needs Analysis is a method of identifying and formulating three key elements: (1) Needs, which refer to the knowledge, skills, and character traits that students must acquire based on their requirements; (2) Wants, which refer to the knowledge, skills, and character traits that students prioritize and would like to learn and master if given the opportunity and time; and (3) Lack, which refers to the gap between what students have currently learned and mastered, and what they are expected to know and master. The primary catalyst for the establishment of the English for Specific Purposes (ESP) curriculum is regarded as this. Moreover, the process of identifying demands can be elucidated by employing two distinct methods, namely Target Situation Analysis (TSA) and Present Situation Analysis (PSA) [11]. The TSA prioritizes the requirements of students upon completion of a language course, assessing the level of proficiency that is deemed satisfactory for a certain employment opportunity. PSA, in contrast, seeks to ascertain the starting point of students before enrolling in a language course, by identifying their areas of proficiency and areas needing improvement [12].

This research reveals the existence of two distinct categories of requirements. Initially, there exist external requirements that arise from the specific circumstances, which are acquired through the process of Target Situation Analysis (TSA) [13]. These requirements encompass the anticipated outcomes for students upon completing the course, pertaining to the expectations of the professional realm or the particular circumstances they aim to attain. Furthermore, there are intrinsic requirements that arise from the analysis of the current situation (PSA). These demands encompass the students' subjective evaluations of their own requirements, encompassing the talents or qualities they believe require enhancement [14]. By including both types of analysis in the construction of an English for Specific Purposes (ESP) curriculum, it is possible to ensure that the learning program not only fulfills external standards, but also gives careful consideration to the unique needs and difficulties encountered by each student.

In order to carry out their duties successfully, tour guides must have good English language competence to communicate with their guests, especially regarding the context in which they use English with their guests [15]. Contextual learning can increase students' understanding of concepts while practicing speaking with each other. In addition, if people learn something based on context, then that context will give meaning to the content [16]. Therefore, learning is meaningful if what is learned can be used in a real-life context. This research aims to analyze the need for teaching materials for English speaking skills for tour guides. Specifically, this Needs

Analysis activity is intended to develop listening, speaking, reading and writing language skills in English. It is hoped that the results of the Needs Analysis carried out can be used as a basis for developing an English learning program that suits the tour guide's needs.

II. RESEARCH METHOD

This research is a qualitative descriptive study conducted within one month at the beginning of 2023. This research involved 20 tourist guide subjects located around Denpasar City. The instruments used to collect data were observation, questionnaires and interview guides. Observations were made to see how the tour guides carried out their duties in guiding the guests. Questionnaires were submitted to determine target needs and learning needs, while interviews were conducted with several tour guides to find out their educational background, tasks that had to be carried out, and problems faced when handling and communicating with groups. visitor. Data collection was carried out through several steps, such as (1) observation, (2) interviews and (3) distributing questionnaires to all 30 tour guides. Then, the collected data was analyzed descriptively by calculating the percentage of responses.

III. RESULTS AND DISCUSSION

Teaching Materials

Teaching materials play a vital function in the setting of English instruction within the classroom. According to [17] teaching materials, particularly textbooks, have a crucial role in promoting educational innovation. Textbooks are emphasized for their dual role in imparting knowledge and educational material, as well as their significant potential in aiding teachers to showcase new methodological improvements and introduce them gradually. Textbooks serve not just as a means of acquiring knowledge, but also as a catalyst for the advancement of more efficient instructional approaches.

Similar viewpoint highlighting the crucial significance of textbooks in the process of learning [18]. According to him, the quality of textbooks can significantly impact the effectiveness of language acquisition. Hence, the careful selection, cultivation, and utilization of suitable textbooks play a crucial role in crafting high-quality English language instruction. An effective textbook not only offers sufficient educational content, but also inspires teachers to employ inventive teaching techniques. Therefore, it is crucial for curriculum planners and teachers to give careful consideration to the choice and utilization of textbooks in order to optimize their capacity in facilitating efficient and vibrant English language acquisition.

The importance of teaching resources was highlight as possess the capacity to captivate student interest through suitable ways for selecting materials that cater to teaching requirements

[19]. This remark underscores the significance of selecting instructional resources that can inspire and establish a connection with students' interests, thereby enhancing the effectiveness and enjoyment of the learning process. Furthermore, expanded upon a similar notion, as elucidated by [20] [21], which delineates certain criteria for the development of teaching materials. These concepts encompass a profound comprehension of the needs and traits of learners, the adaptation of education to suit the diversity among learners, and the incorporation of multiple techniques and resources to guarantee inclusive and meaningful learning. By following these principles, the development of teaching materials can more successfully achieve its goals of improving the quality of teaching and learning outcomes. Tomlinson also classifies teaching materials as follows:

- a. Written materials (printed materials), for example textbooks, student worksheets, pictures, photos, newspapers, magazines, and so on
- b. Audio materials, for example cassettes and compact disks
- c. Audio visual materials, for example video compact disks (VCD) and films.
- d. Interactive teaching materials, for example web-based learning materials, computer assisted instruction.

Regarding authenticity, educational materials can be categorized into two distinct types: authentic and non-authentic. Authentic material, as defined pertains to material that is not specifically designed or modified for the goal of language learning [22]. Authentic content encompasses sources such as newspapers, publications, TV shows, films, and song lyrics. In contrast, non-authentic material refers to material that is explicitly created for the aim of language acquisition. Non-authentic content frequently entails altering and streamlining the text to accommodate educational requirements.

Five techniques in developing teaching materials, namely adding, removing, simplifying, sorting and replacing [23]. Here's the explanation:

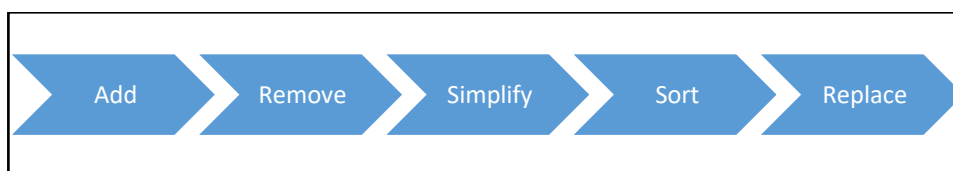


FIGURE 1. THE FIVE TECHNIQUES IN DEVELOPING TEACHING MATERIALS

- a. Add. The material designer can add other materials. This can be done in two ways, namely expanding (referring more to quantity) and deepening (referring more to quality)

- b. Remove. Material designers can also remove in two ways, namely removing certain parts (more quantitative) and eliminating certain parts and focusing attention on others (more referring to changes in quality).
- c. Simplify. Material designers can reduce the length of the text so that students can understand the text more easily
- d. Sorting. Material designers can sequence one activity in different ways to make learning look more systematic
- e. Replace. Material designers may replace existing materials for various reasons (such as interest in a particular culture).

For the English for Specific Purposes (ESP) method, the training materials stress real qualities as the main idea. The sources or learning materials used in this case are real things that were found in a number of places, such as books, magazines, newspapers, handouts, audio and video materials, and TV shows. This variety of resources is meant to represent the kinds of situations and language needs that students will face at work [24]. It is thought that using real materials like these will make learning more meaningful and useful, helping ESP students improve their language skills in a way that they can use right away at work. This method understands how important it is for students to interact with materials that are relevant to their everyday lives. These materials should help them learn English by giving them real-life tasks and situations [25].

The English for Specific Purposes (ESP) method uses real-life examples and works on improving important aspects, including language skills and language knowledge. This method is mainly about improving language skills like speaking, reading, writing, and listening (Wang, 2015). The way ESP students learn is meant to help them improve their communication skills in the workplace, from being able to understand what they're supposed to do to being able to give clear, useful information. In terms of language understanding, learning includes things like grammar, vocabulary, and how to say words. The goal of working on this area is to give students a solid understanding of how the English language works, help them learn new words that are useful at work, and boost their pronunciation so they can speak better at work [26] By developing both language skills and knowledge at the same time, a comprehensive method is created that can give ESP students language skills that are useful for their jobs.

English for Specific Purposes (ESP) method stresses putting together different parts of the lesson material well [27]. They stress that the information taught is not taught separately, but is successfully put together. For instance, students can learn both listening and speaking information at the same time, which helps them improve both skills at the same time. Along with that, the ESP method puts a lot of emphasis on improving speaking abilities, with a particular focus on how

English is used at work. This method focuses on speaking skills so that students can get useful skills that they can use right away in the workplace. It is thought that combining all of these different types of teaching materials will help students learn more deeply and in more relevant ways, giving them language skills that they can use right away in their professional lives.

Analysis of the Need for English Speaking Teaching Materials for

In order to verify that the educational resources that are going to be created are indeed needed by tour guide agencies, ten tour guides in Denpasar City were distributed questionnaires by researchers. The result of questionnaire can be seen in Table 1.

TABLE 1. DESCRIPTION OF RESULT QUESTIONNAIRE

Statements	Answer	Percentage
English is important as tour guide	Yes	98%
	No	2%
The most important skill needs to be developed as tour guides	Speaking	78%
	Listening	10%
	Writing	6%
	Reading	6%
What kind of learning environment do you need?	Discussion	31%
	Dialog	52%
	Presentation	17%
Working area as tour guide	Desa wisata	68%
	Beach	14%
	Museum	16%

The result of questionnaire showed that most of tour guide is curious to learn English, it is proved by the percentage 98% answered 'yes'. In term of skill, 78% of informants prefer speaking skill to be developed. The diversity in language competence requirements, however, seems to be a key feature among informants. While some of them concentrated more on writing and listening skills, the bulk of them stressed the importance of honing speaking abilities and the need to do so. This variation indicates that flexible and adaptive teaching approaches will be useful, since it mirrors the diversity of individual demands for English. Moreover, 68% of informants worked in 'desa wisata' or tourism village, who responsible for more jobs rather in beach or museum. Based on the result of interview, the guide in tourism village have more job description than others because it covers all tourism object in certain village.

Additionally, in interview section informants discussed how they favor casual, laid-back, and comfortable learning environments. They prefer learning environment with more practice. It can be seen from the result of 52% choose dialogue technique. This illustrates the goal of removing undue pressure or weight throughout the learning process in order to foster an atmosphere that facilitates comprehension and acceptance of the curriculum. It is also wanted for

English instruction to continue in a casual and comfortable setting, suggesting that aspects pertaining to the learning environment have a big influence on how well students learn.

In addition, the informant states that their preferred type of assignment is simply to study in class without having to complete any homework in a casual manner. This preference indicates a wish to maintain a light workload outside of the classroom, possibly in order to accommodate everyday work obligations or schedule constraints. English teachers can create more appropriate learning tactics by taking into account these preferences and emphasizing in-class activities rather than giving pupils an excessive amount of homework.

Upon examining the feedback from the informants and referring to the relevant literature, several fundamental concepts were identified for the development of the "English for Tour Guides" materials. The primary premise underlying the construction of the material "English for Tour Guides" is to prioritize the specific requirements of tour guides through a comprehensive needs' analysis. This technique is founded on the concepts proposed by [28] which highlights the significance of understanding student requirements through needs assessments. Hence, it is imperative to create instructional resources that consider the distinct linguistic attributes and aptitudes that are essential for students to attain their educational objectives [29]. This endeavor also encompasses the element of attaining genuineness in texts and assignments. This idea is founded on the significance of the content in relation to the requirements of students, thereby enabling the material to simulate authentic tasks and scenarios that tour guides may meet when interacting with tourists.

This idea encompasses not just linguistic proficiency, but also incorporates aspects of spoken genres commonly employed in the field of tour guiding. Hence, the material should possess the capacity to imitate the spoken language genres frequently employed in the context of providing guidance to tourists. This can involve presenting information in a manner that is both educational and engaging for tourists, as well as generating practical scenarios that allow students to effectively utilize their English language abilities. By comprehending and implementing this principle, instructional materials can effectively cater to the specific and situational requirements of tour guides in developing English language proficiency that is pertinent to their job.

The second concept in the design of "English for Tour Guides" materials centers around cultivating the inherent motivation of tour guides by considering their individual desires and interests. While external motivation, such as fulfilling the expectations of tour guides, may exist, it is crucial to recognize that intrinsic motivation typically prevails in the long run [30]. Intrinsic motivation is strongly linked to the experience of enjoyment and active engagement in the learning process. Therefore, it is crucial to create teaching materials that are specifically tailored to boost this type of motivation.

When it comes to tour guiding, where factors like social demands may influence behavior, it is crucial to highlight the necessity of presenting intellectually and emotionally captivating issues in the material. Teaching materials should provide a diverse range of tasks that are both demanding and attainable for tour guides. These activities may encompass the simulation of authentic tour guide scenarios, engaging in role-playing exercises, or participating in interactive discussions that are directly applicable to their profession. Furthermore, the material's layout and visual design should possess an appealing quality that captivates tour guides, fostering an engaging learning atmosphere and inspiring their active participation in the educational journey.

The third concept in the design of "English for Tour Guides" materials is guided by Krashen's Input Hypothesis, which posits that language acquisition is possible when the learner comprehends the meaning conveyed in a second language. Hence, it is imperative for teaching materials to furnish students with comprehensible input that is slightly above their existing level of expertise [31]. This notion is quite vital, particularly given the potential that the tour guide may not be accustomed to utilizing English frequently. Providing easily manageable texts and recordings that include vocabulary and linguistic structures that are at or slightly above their current level of knowledge can foster a feeling of security, thereby motivating them to engage in more rigorous studying.

Additionally, it is noteworthy that the input provided in materials is typically understandable in communication scenarios that prioritize conveying meaning rather than focusing on grammatical structure [31]. According to Second Language Acquisition (SLA) research and theory, it is widely believed that placing a strong emphasis on pragmatic meaning can assist learners in achieving genuine fluency [32]. Enhancing this facet of verbal communication is a goal for students. Furthermore, it is imperative to take into account the aptitude for critical thinking, the individual perspectives of students, and strike a harmonious equilibrium between structured and unstructured exercises in order to prioritize comprehension of the content. These criteria are deemed significant and applicable, particularly within the framework of language instruction methods in Indonesia, which have a tendency to prioritize clear grammatical structures.

The third concept in the design of "English for Tour Guides" materials is guided by Krashen's Input Hypothesis, which posits that language acquisition is possible when the learner comprehends the message conveyed in a second language. Hence, it is imperative for teaching materials to offer information that is comprehensible to pupils, while also somewhat above their current level of skill [33]. This principle is quite vital, particularly given the potential that the tour guide may not be accustomed to regularly utilizing English. By providing texts and recordings that are easily manageable and encompass vocabulary and linguistic structures that align with or

somewhat beyond their existing knowledge, individuals can experience a feeling of safety, which in turn motivates them to engage in more focused and concentrated studying.

Furthermore, it is crucial to acknowledge that the input provided in materials is typically understandable in communication scenarios that prioritize conveying meaning rather than focusing on grammatical correctness. This aligns with the prevailing perspective in Second Language Acquisition (SLA) research and theory, which highlights that prioritizing pragmatic meaning might facilitate learners in attaining genuine fluency [32]. Enhancing this part of verbal communication is a priority for pupils. Furthermore, it is imperative to take into account the aptitude for critical thinking, the individual perspectives of students, and strike a harmonious equilibrium between structured and unstructured exercises in order to prioritize comprehension of the content. These criteria are deemed significant and pertinent, particularly within the framework of language education techniques in Indonesia, which have a tendency to prioritize explicit grammatical structures.

The fifth principle in the design of "English for Tour Guides" material emphasizes that students' knowledge of the target language needs to be brought back periodically to develop their fluency in using the language receptively and productively. This principle stems from the challenges faced by English as a Foreign Language (EFL) learners, where despite having sufficient knowledge from years of study, they have difficulty accessing and using English fluently in real communication situations. This situation is also relevant for many English language learners in Indonesia, where opportunities to use English in everyday life are limited.

Within an educational setting, the practice of reusing previously acquired English language skills can be effectively incorporated through a range of activities that promote fluency. Hence, it is necessary to design language exercises in the material that aim to review and enhance the English proficiency of tour guides. Teaching materials should be created with careful consideration of tactics and activities that can successfully include students in the process of using and becoming proficient in English. Through consistent knowledge recycling, students can uphold and enhance their English proficiency, surmount language obstacles, and cultivate heightened fluency in interacting with tourists. The teaching of intercultural competency is a crucial feature in the design of "English for Tour Guides" materials. Within a narrower scope, the objective of cultural instruction is to enable students to comprehend the perspective of individuals who are native English speakers, thereby equipping them with the ability to utilize English in a manner that aligns with the cultural norms of the target language community [34]. Nevertheless, within a more extensive framework of communication, learners are likely to participate in cross-cultural encounters with English speakers originating from diverse cultural

(and linguistic) origins. This necessitates a recognition and understanding of both the similarities and variations in culture.

Gaining this comprehension is crucial and can be achieved by exposing learners to diverse global English accents through a range of input sources. Teaching resources can include audio or video content that explains different accent variations, cross-cultural communication scenarios, and an awareness of social conventions in communication. By engaging in this manner, students can cultivate the requisite cultural acuity to effectively engage with overseas travelers. Teaching intercultural competence not only trains students to communicate effectively with native English speakers, but also provides them with the required abilities to form prosperous connections in diverse cross-cultural environments within the global tourist sector.

IV. CONCLUSION

The needs analysis shows that teaching materials for English speaking skills for tour guides play an important role. Top of Form In designing the materials "English for Tour Guides," an effective approach requires the application of several design principles that cover important aspects. First, the approach must be learner-centered on the basis of a needs analysis, ensuring that the material reflects the daily demands and language needs of tour guides. Second, the intrinsic motivation of tour guides needs to be taken into account by selecting interesting topics and diverse activities, creating an engaging and motivating learning environment. Third, materials should provide input that is comprehensible but also challenging, in line with Krashen's input hypothesis, with a focus on pragmatic meaning rather than grammatical form. Furthermore, recycling of target language knowledge needs to be carried out regularly to develop the fluency of tour guides, overcoming obstacles in the use of English in everyday situations. Finally, the importance of teaching intercultural competence cannot be ignored, preparing tour guides to communicate with tourists from various cultural backgrounds. By applying these principles, teaching materials can be designed to not only meet language needs, but also equip tour guides with the skills necessary to communicate effectively in the diverse global tourism industry.

REFERENCES

- [1] U. Khalid, L. E. Okafor, and O. I. Sanusi, "Exploring diverse sources of linguistic influence on international tourism flows," *J. Travel Res.*, vol. 61, no. 3, pp. 696–714, 2022.
- [2] T. Baum, "Skills and training for the hospitality sector: a review of issues," *J. Vocat. Educ. Train.*, vol. 54, no. 3, pp. 343–364, 2002.
- [3] B. Weiler and K. Walker, "Enhancing the visitor experience: Reconceptualising the tour guide's communicative role," *J. Hosp. Tour. Manag.*, vol. 21, pp. 90–99, 2014.
- [4] N. Zahedpisheh, Z. B. Abu Bakar, and N. Saffari, "English for Tourism and Hospitality Purposes (ETP)," *English Lang. Teach.*, vol. 10, no. 9, pp. 86–94, 2017.
- [5] T. Thitthongkam and J. Walsh, "Roles of language in tourism organisational

- management,” *Asian J. Manag. Res.*, vol. 1, no. 1, pp. 184–199, 2010.
- [6] A. S. Lo and C. Y. S. Lee, “Motivations and perceived value of volunteer tourists from Hong Kong,” *Tour. Manag.*, vol. 32, no. 2, pp. 326–334, 2011.
- [7] J. Lee, “Teacher as change agent: attitude change toward varieties of English through teaching English as an international language,” *Asian Englishes*, vol. 21, no. 1, pp. 87–102, 2019, doi: 10.1080/13488678.2018.1434396.
- [8] E. Atilgan, S. Akinci, and S. Aksoy, “Mapping service quality in the tourism industry,” *Manag. Serv. Qual. An Int. J.*, vol. 13, no. 5, pp. 412–422, 2003.
- [9] I. A. M. S. Widiastuti, I. N. D. Astawa, I. B. N. Mantra, and P. H. Susanti, “The Roles of English in the Development of Tourism and Economy in Indonesia,” *SOSHUM J. Sos. Dan Hum.*, vol. 11, no. 3, pp. 305–313, 2021.
- [10] E. Cohen, “The tourist guide: The origins, structure and dynamics of a role,” *Ann. Tour. Res.*, vol. 12, no. 1, pp. 5–29, 1985.
- [11] J. Niemiec, “Needs analysis for a specialized learner population: A case study of learners from medical college,” *Państwo i Społeczeństwo*, vol. 16, no. 3, pp. 71–84, 2016.
- [12] Z. A. Saber, “Needs-Based Approach to Teaching and Learning of English for Medical Sciences Purposes,” *Int. J. Lang. Learn. Appl. Linguist. World*, vol. 5, no. 1, pp. 208–220, 2014.
- [13] R. West, “Needs analysis in language teaching,” *Lang. Teach.*, vol. 27, no. 1, pp. 1–19, 1994.
- [14] L. Flowerdew, “Devising and implementing a business proposal module: Constraints and compromises,” *English Specif. Purp.*, vol. 29, no. 2, pp. 108–120, 2010.
- [15] D. Sulaiman Al Jahwari, E. Sirakaya-Turk, and V. Altintas, “Evaluating communication competency of tour guides using a modified importance-performance analysis (MIPA),” *Int. J. Contemp. Hosp. Manag.*, vol. 28, no. 1, pp. 195–218, 2016.
- [16] E. B. Johnson, *Contextual teaching and learning: What it is and why it’s here to stay*. Corwin Press, 2002.
- [17] T. Hutchinson and E. Torres, “The textbook as agent of change,” 1994.
- [18] F. M. Karamouzian, “A post-use evaluation of current reading comprehension textbooks used in TEFL programs,” *Iran. EFL J.*, vol. 6, no. 4, pp. 24–62, 2010.
- [19] H. Masuhara, “Materials for developing reading skills,” *Dev. Mater. Lang. Teach.*, pp. 340–363, 2003.
- [20] B. Tomlinson, “Materials development for language learning and teaching,” *Lang. Teach.*, vol. 45, no. 2, pp. 143–179, 2012.
- [21] J. C. Richards, “Curriculum approaches in language teaching: Forward, central, and backward design,” *Relc J.*, vol. 44, no. 1, pp. 5–33, 2013.
- [22] R. Berry, V. Berry, and D. Nunan, *Language awareness in language education*. Dept. of Curriculum Studies, The University of Hong Kong, 1995.
- [23] C. Islam and C. Mares, “Adapting classroom materials,” *Dev. Mater. Lang. Teach.*, vol. 2, pp. 86–103, 2003.
- [24] M. Rahman, “English for Specific Purposes (ESP): A Holistic Review.,” *Univers. J. Educ. Res.*, vol. 3, no. 1, pp. 24–31, 2015.
- [25] K. Hyland, “English for specific purposes: Some influences and impacts,” in *International handbook of English language teaching*, Springer, 2007, pp. 391–402.
- [26] H. Kassim and F. Ali, “English communicative events and skills needed at the workplace: Feedback from the industry,” *English Specif. Purp.*, vol. 29, no. 3, pp. 168–182, 2010.
- [27] T. D. Evan and M. J. Jhon, “Development in ESP A Multi-Disciplinary Approach. First.” Cambridge: Cambridge University Press, 1998.
- [28] D. Bao, “Developing materials for speaking skills,” *Dev. Mater. Lang. Teach.*, pp. 407–428, 2013.
- [29] H. Basturkmen, *Developing courses in English for specific purposes*. Springer, 2015.
- [30] H. D. Brown and H. Lee, *Teaching principles*. P. Ed Australia, 2015.

- [31] B. VanPatten and J. Williams, "Early theories in SLA," in *Theories in second language acquisition*, Routledge, 2014, pp. 29–45.
- [32] R. Ellis, "Principles of instructed language learning," *System*, vol. 33, no. 2, pp. 209–224, 2005.
- [33] K. D. Vattøy, "Students' perceptions of teachers' feedback practice in teaching English as a foreign language," *Teach. Teach. Educ.*, vol. 85, pp. 260–268, 2019, doi: 10.1016/j.tate.2019.06.024.
- [34] B. Kumaravadivelu, *Beyond methods: Macrostrategies for language teaching*. Yale University Press, 2003.