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What Tourism Students Want and Need vs What Tour Guides Demand: An Indonesian ‘Culture-Based English for Tour Guides’ Material

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ABSTRACT

This study, situated in the first stage of the Design-Based Research (DBR) framework, conducts a needs analysis for developing English learning materials for tour guiding that integrate Lombok’s local culture. The data were obtained from multiple stakeholder groups through questionnaires administered to 24 tourism students and 4 lecturers, as well as semi-structured interviews with 3 professional local tour guides. Employing a mixed-methods design, quantitative data were analyzed using descriptive statistics (percentages and mean scores), while qualitative data underwent thematic analysis facilitated by NVivo. Findings indicate a notable misalignment between the general English priorities emphasized by students and lecturers and the culturally specific communicative competencies highlighted by professional guides, particularly in narrating and contextualizing local cultural heritage in English. Current vocational English materials were found to be limited in cultural authenticity and inadequately aligned with real-world tour guiding discourse. In response, this study identifies culturally embedded content—such as the legend of Princess Mandalika, Sasak traditions, and Lombok’s culinary and natural attractions—as essential thematic foundations for instructional materials. By aligning pedagogical

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content with professional communicative demands, this research advances English for Specific Purposes (ESP) scholarship and underscores the utility of DBR in systematically bridging the gap between academic instruction and authentic workplace language practices in the tourism sector. The outcomes provide a pedagogically grounded framework for developing culturally resonant, practice-oriented ESP materials that enhance both linguistic competence and cultural mediation skills.

Keywords: English Tour Guide' Material; Need Analysis; Tourism Students

1. Introduction

In the tourism industry, tour guides serve as crucial intermediaries between destinations and visitors. Their responsibilities extend beyond delivering factual information: they must also manage interpersonal interactions and offer culturally sensitive services. These tasks demand a strong command of the English language, especially given the international and cross-cultural nature of modern tourism. In Indonesia, where tourism is a major contributor to the national economy—the demand for professional, English-proficient tour guides continues to grow.

Despite the growing relevance of English in this sector, many vocational institutions and tour guide training programs in Indonesia still rely heavily on general English materials^[1–3]. The materials often overlook the specific communicative tasks that tour guides face in real-world professional contexts. As a specialized area of English for Specific Purposes (ESP), English for tour guiding requires a focused course design that incorporates authentic tasks, such as explaining cultural sites, responding to tourist inquiries or complaints, and using appropriate language in intercultural communication.

This disconnect highlights the need for English learning materials that are contextually grounded, task-based, and tailored to learners' actual needs. Materials designed according to these principles can help bridge the gap between classroom learning and workplace demands, ultimately enhancing students' employability and professional readiness.

However, a significant mismatch persists between what is taught in educational settings and the language competencies required in the tourism field. Most English curricula in Indonesian universities and vocational schools remain general in nature and fail to reflect the communication scenarios commonly encountered by tour guides^[4–6]. Moreover, limited attention is given to learners' specific needs, interests, and challenges in acquiring English for tour guiding.

Without a thorough needs analysis, the development of ESP materials risks being misaligned with professional realities. Multiple studies have noted that many workers in Indonesia's tourism sector lack sufficient English skills^[7,8]; and many tour guides continue to work without the necessary language proficiency. This misalignment underscores the urgency of conducting well-targeted needs analyses to inform curriculum and material development.

Developing effective ESP materials involves making deliberate decisions about learners' needs, course content, syllabus design, learning strategies, instructional materials, and assessment methods^[9]. In the Indonesian context, although some ESP materials for tourism exist, research specifically targeting tour guides, especially those that incorporate local cultural content, remains limited. Here, needs analysis plays a critical role in defining course objectives, identifying relevant language skills, and tailoring materials to the specific demands of a particular learner group.

In response to these challenges, this study aims to develop English learning materials for tour guides based on authentic workplace demands, learner preferences, and the local cultural context of the Indonesian Lombok tourism industry. The goal is to ensure that the materials are both pedagogically sound and practically relevant for preparing students for real-world communication tasks in tourism.

This study is guided by the following research questions:

1. What are the expectations of tourism students and lecturers regarding English language materials for tour guiding, particularly in relation to the four language skills?
2. What local cultural topics do professional tour guides consider essential for effective job performance?
3. What challenges do professional Indonesian tour guides face in developing their English-speaking skills, and how do these reflect workplace demands?

2. Literature Review

The challenges identified in the introduction—specifically, the lack of contextually appropriate English materials for tour guides and the gap between academic instruction and industry expectations—can be addressed by drawing on two key areas of literature. First, research on needs analysis in English for Specific Purposes (ESP) provides essential insights for designing language courses aligned with real-world communicative tasks. Second, scholarship on local wisdom underscores the importance of embedding cultural values and indigenous knowledge in language instruction. Together, these perspectives inform the theoretical and pedagogical foundations of this study.

2.1. Needs Analysis in Tour and Travel Contexts

Needs analysis refers to a systematic procedure for identifying the specific language skills and communicative competencies required by learners to function effectively in academic or professional domains^[10]. In the tourism sector—particularly in tour guiding—English proficiency is crucial due to the field’s reliance on intercultural communication and service-oriented interaction. As such, conducting a needs analysis is both a pedagogical necessity and a strategic measure to align ESP course development with industry realities.

Travel agencies and tourism operators depend heavily on English-speaking tour guides to deliver high-quality experiences for international visitors^[11]. English not only facilitates cross-cultural exchange but also enhances professional performance and employability in the tourism sector^[12,13]. To categorize the typical components of a needs analysis into several dimensions: Target Situation Analysis (TSA): tasks and functions learners need to perform using English; Present Situation Analysis (PSA): learners’ current proficiency levels; Lacks: the gap between current and target competencies; Wants: learners’ preferences and perceived needs; Learning Needs: strategies required for effective learning; Expectations: anticipated outcomes from the course; and Means Analysis: learning and teaching contexts.

Similarly, Hutchinson and Waters^[14] distinguish between necessities, lacks, and wants, incorporating both objective (educator/sponsor) and subjective (learner) perspectives. This dual viewpoint is essential for developing materials that

are pedagogically sound and learner-relevant.

Target Situation Analysis and Present Situation Analysis are particularly relevant for the tour guiding context, as they allow educators to identify required workplace tasks and assess learners’ readiness. Such insights serve as a foundation for designing ESP materials that close the gap between educational outcomes and industry expectations.

While needs analysis helps identify language demands, it is equally important to consider the cultural knowledge learners must convey^[15,16]. In regions like Lombok, tour guides are expected not only to speak English fluently but also to interpret and communicate local cultural meanings. The following section explores the role of local wisdom in tour guide communication and its implications for ESP materials development^[17,18].

2.2. Local Wisdom and Communication in Tour Guiding

In the context of Lombok, Indonesia, *local wisdom* (*kearifan lokal*) plays a central role in shaping tour guides’ communication strategies. Local wisdom encompasses traditional values, customs, beliefs, and indigenous knowledge passed down through generations^[19]. For tour guides, this body of knowledge enriches storytelling and forms the basis of authentic, respectful engagement with tourists. For instance, the Sasak philosophy emphasizes harmony, mutual respect, and spiritual connection to nature—values that, when effectively communicated, deepen the tourist experience.

Tour guiding in Lombok requires more than linguistic accuracy; it also demands the ability to translate cultural meaning. Local traditions such as *Bau Nyale*, *Peresean* (traditional stick fighting), and *Wetu Telu* (a syncretic blend of Islam and indigenous beliefs) hold symbolic significance that call for culturally sensitive interpretation. Guides who can communicate these meanings effectively contribute to more meaningful, educational, and emotionally resonant encounters for tourists. This form of culturally grounded communication also supports sustainable and responsible tourism by promoting respect for local identity and traditions.

Local wisdom also influences the ethical dimensions of tour guiding. Communication is not merely transactional; it reflects the values of *gotong royong* (mutual cooperation), politeness, and hospitality rooted in local customs. Tour

guides serve as cultural mediators who must balance international visitors' expectations with community norms^[20]. Misrepresentation or oversimplification of cultural practices may lead to stereotyping or cultural insensitivity, undermining the tourism experience. Thus, language proficiency must be accompanied by intercultural competence grounded in local knowledge.

Integrating local cultural content into English for tour guiding instruction is therefore critical for preparing tourism students in Lombok. Through culturally embedded communication, students learn to share narratives that foster cultural pride and accurately represent their communities. A Design-Based Research (DBR) approach that incorporates authentic cultural content into ESP instruction aligns with the real needs of the tourism industry, ensuring that learners are linguistically competent, culturally responsive, and professionally prepared^[21,22].

These two bodies of literature—ESP needs analysis and the integration of local wisdom—together provide a robust foundation for the present study. To operationalize these insights, this research adopts a DBR approach that supports the iterative development of English learning materials grounded in authentic cultural contexts, workplace demands, and learner feedback. The next section outlines the methodology used in this study.

3. Materials and Methods

3.1. Research Design

This study employed a Design-Based Research (DBR) methodology, following its iterative and cyclical nature to develop culture-based English learning materials for tour guiding. The DBR process consisted of five stages: (1) Analysis Phase, which focused on identifying the core issues and learning needs of target users—educators and students in English for tour guiding courses. Data were collected through structured interviews and open-ended questionnaires. (2) Design Phase, based on the analysis, a content framework was developed with a particular focus on integrating local cultural values relevant to the Lombok tourism context. The framework was aligned with the principles of contextual learning to ensure relevance and authenticity. (3) Development Phase, during which learning materials were created based on the designed framework. The Contextual Teaching and Learning

(CTL) approach guided the development process, emphasizing real-world applicability. The materials were reviewed using expert validation checklists to ensure alignment with pedagogical objectives, functionality, and content relevance. (4) Testing Phase, in which preliminary versions of the materials were implemented in classroom settings involving tourism students and instructors. Feedback was collected to assess practicality, usability, and pedagogical effectiveness. (5) Evaluation Phase, based on the validation results and field testing feedback, final revisions were made to enhance the quality and applicability of the materials^[23].

3.2. Participants

This study involved a total of 31 participants: 24 students enrolled in a tourism study program, 4 lecturers teaching in the tourism department, and 3 professional tour guides based in Lombok, Indonesia. To collect in-depth information about real-world language demands, structured interviews were conducted with three professional tour guides. The interview protocol consisted of predetermined questions aimed at identifying the expectations and cultural elements required in tour guiding contexts. In parallel, a needs analysis was conducted using a questionnaire consisting of 30 open-ended items. This questionnaire was distributed to 24 tourism students and 4 lecturers to collect data on their expectations, preferences, and needs regarding English learning materials for tour guiding.

3.3. Instruments

The questionnaire used in this study was developed based on a combination of theoretical frameworks in English for Specific Purposes (ESP), tourism education, and communicative language teaching. The design was informed by Hutchinson and Waters (1987), emphasizing learner-centered needs and contextual relevance. Accordingly, the questionnaire was structured to reflect five key components identified in the problem and needs analysis: (1) content of the material; (2) relevant tourism-based topics; (3) language skills (listening, speaking, reading, writing); (4) language functions used in tour guiding—such as introducing destinations, giving directions, describing cultural events, and responding to tourist questions; and (5) evaluation or assessment preferences. The instrument consisted of both closed-ended

and open-ended items. The closed-ended section employed a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree), a common format in educational needs analysis [24,25]. Descriptive statistics—frequencies, percentages, and mean scores—were used to analyze the quantitative data. Mean values were interpreted based on standard intervals (e.g., 4.21–5.00 = Strongly Agree; 3.41–4.20 = Agree). To ensure the instrument’s content validity, expert judgment was sought from ESP and tourism education specialists. Their feedback led to revisions in item clarity, topic scope, and alignment with real-world tour guide communication functions. Reliability testing was also performed using Cronbach’s alpha to confirm the internal consistency of the instrument.

3.4. Data Analysis

A mixed-methods approach was used to analyze the data. Quantitative data from the student and lecturer questionnaires were analyzed descriptively by calculating frequencies and percentages to identify common patterns and dominant needs. Qualitative data from the interviews were processed and analyzed using NVivo 12 Plus, a qualitative data analysis software. NVivo was selected for its ability to manage, code, and visualize complex textual data efficiently. It also supported the thematic analysis process, allowing researchers to identify recurring themes and map them to the materials development process. In addition, NVivo was used to assist in the organization of literature and coding references, contributing to both data triangulation and literature review

synthesis.

4. Results and Discussion

RQ 1. What are the expectations of tourism students and lecturers regarding English language materials for tour guiding, particularly in relation to the four language skills?

The results of the needs analysis, obtained from the distribution of questionnaires to students and lecturers are as follows.

4.1. Contents

This section presents the formulation of the learning objectives for the Tourism English course. The recapitulated findings are outlined in **Table 1**.

The results of the study indicate a strong consensus among lecturers and students regarding the importance of English in the field of tourism. When asked about the role of English in acquiring knowledge related to tourism, 75% of lecturers and 91% of students strongly agreed. A similar trend is observed in the response to the necessity of speaking English fluently, where all lecturers (100%) and 83% of students strongly agreed. Furthermore, when evaluating the importance of understanding local tourism in English, 75% of lecturers and 91% of students expressed strong agreement. Finally, in terms of English proficiency as a means to secure employment in the tourism industry, 100% of each group gave high average ratings of 4.0 and 3.6.

Table 1. Contents of the material.

Statement	Criteria	Percentage		Mean	
		Lectures	Students	Lectures	Students
In order to gain knowledge in the field of tourism in English	Strongly Agree	75%	91%	3	3.6
To be able to speak fluently in English	Strongly Agree	100%	83%	4	3.3
To gain knowledge about local tourism in English	Strongly Agree	75%	91%	3	3.6
To quickly get a job related to the world of tourism	Strongly Agree	100%	91%	4	3.6

4.2. Topics

The second question is related to the topics studied in Tourism English learning. The topics are presented according to the needs of the tourism industry (**Table 2**).

The data reveal the perspectives of lecturers and students on preferred topics for English language instruction in the context of tourism. A significant majority of respondents

agreed on the relevance of various themes. For the topic “*focusing on English for the tourism industry*,” 75% of lecturers and 95% of students strongly agreed, indicating strong alignment on its importance. Likewise, “*Material exploring aspects of local cultural heritage*” received strong agreement from 75% of lecturers and 91% of students. The statement “*Discussions on current and relevant issues*” was

agreed upon by all lecturers and students, with high average scores of 4.0 and 3.6. Meanwhile, the topic “Topics

covering elements of global or international cultures” was supported by 75% of lecturers and 83% of students.

Table 2. Topics of the material.

Statement	Criteria	Percentage		Mean	
		L	S	L	S
Content focusing on English for the tourism industry	Strongly Agree	75%	95%	3	3.8
Material exploring aspects of local cultural heritage	Strongly Agree	75	91	3	3.6
Discussions on current and relevant issues	Agree	100	91	4	3.6
Topics covering elements of global or international cultures	Agree	75	83	3	3.3

4.3. Language Functions

Table 3 outlines the language functions considered important for tour guiding, as identified from the perspectives of lecturers and tourism students.

The results indicate that both lecturers and students place high importance on specific language functions essential for tour guiding. The majority of respondents strongly agreed on the inclusion of *greeting and welcoming tourists* (mean = 4.0 and 3.8) and *describing cultural events* (lectur-

ers: 100%, students: 91%). Functions such as *introducing tourism destinations* and *explaining local traditions and customs* were also strongly agreed upon by most participants, with percentages above 75% for lecturers and over 90% for students. *Giving directions* (mean = 3.0 and 3.3) and *responding to tourist questions* (lecturers: 75%, students: 87%) were rated as “Agree” by the majority. Meanwhile, *promoting tourism products* showed high agreement, with 100% of lecturers and 95% of students supporting its inclusion.

Table 3. Language Function.

Statement	Criteria	Percentage		Mean	
		L	S	L	S
Greeting and welcoming tourists	Strongly Agree	100%	95%	4.0	3.8
Introducing tourism destinations	Strongly Agree	75%	91%	3.0	3.6
Giving directions	Agree	75%	83%	3.0	3.3
Describing cultural events	Strongly Agree	100%	91%	4.0	3.6
Explaining local traditions and customs	Strongly Agree	75%	91%	3.0	3.6
Promoting tourism products	Agree	100%	95%	4.0	3.8

4.4. Language Skills

4.4.1. Listening Skills

The next question is related to listening skills and activities, since learning Tourism English requires all four language skills,

The responses in **Table 4** highlight the perceptions of lecturers and students regarding essential components for developing listening skills in the context of Tourism English. For the statement “Basic conversations using common tourism-related words and expressions,” 75% of lecturers and 91% of students strongly agreed. Materials such as videos and songs were also strongly supported by 75% of lecturers and 83% of students. The idea of “*Explanations of English*

usage in tourism settings” was agreed upon by both groups, maintaining average scores of 3.0 and 3.6.

The inclusion of “*Text accompanied by pictures or illustrations*” received unanimous strong agreement from lecturers (100%) and 95% from students. This suggests strong support for visual aids in listening activities. On the other hand, statements such as “*There is a video or recording link,*” “*Discuss the content of an overheard conversation,*” and “*Complete oral and written conversations*” received consistent strong agreement from lecturers (75%) and moderate agreement from students (79%). Finally, the ability to “*Identify phrases and vocabulary in conversation*” was agreed upon with average scores of 3.0 and 3.3.

Table 4. Preferences on Listening Materials and Activities.

	Statement	Criteria	Percentage		Mean	
			L	S	L	S
Listening material	Basic conversations using common tourism-related words and expressions	Strongly Agree	75	91	3.0	3.6
	Easy-to-access materials from daily life (like videos, songs, or audio clips)	Strongly Agree	75	83	3.0	3.3
	Explanations of English usage in tourism settings (e.g., tours and travel services)	Agree	75	91	2.25	2.75
	Text accompanied by pictures or illustrations	Strongly Agree	100	95	4.0	3.8
	Includes links to videos or audio recordings	Agree	75	79	2.25	2.38
Activities	Discuss the content of an overheard conversation	Strongly Agree	75	79	3.0	3.1
	Complete oral and written conversations	Strongly Agree	75	79	3.0	3.1
	Identify phrases and vocabulary in conversation	Agree	75	83	2.25	2.5

4.4.2. Speaking Skills

The subsequent question focuses on speaking skills. Based on the analysis of the data presented in **Table 5**, six types of speaking material formats are identified as necessary.

In the speaking criteria, a strong preference was observed for practical and contextual language use. Both lecturers and students strongly agreed on the importance of *simple conversations that include useful phrases* and *descriptions of how English is used in tourism*, with high per-

centages (L: 100%, S: 95%) and mean scores (L: 4.0, S: 3.8). This suggests a shared understanding of the relevance of functional language in authentic tourism contexts. Similarly, *conversations that highlight aspects of local culture* were also rated highly (L: 100%, S: 91%), reflecting the importance of integrating cultural knowledge into speaking practices. Furthermore, *short dialogues between tour guides and tourists* and *text examples taken from everyday sources* (e.g., *video clips, songs*) were strongly supported, though with slightly lower means, indicating moderate variation in perceived usefulness.

Table 5. Preferences on Speaking Materials and Activities.

	Statement	Criteria	Percentage		Mean	
			L	S	L	S
Speaking	Short dialogues between tour guides and tourists	Strongly Agree	75	91	3.0	3.6
	Simple conversations that include useful phrases	Strongly Agree	100	95	4.0	3.8
	Text examples taken from everyday sources (such as video clips, songs, etc.)	Strongly Agree	75	83	3.0	3.3
	Descriptions of how English is used in tourism (especially in tours and travel)	Strongly Agree	100	95	4.0	3.8
	Conversations that highlight aspects of local culture	Strongly Agree	100	91	4.0	3.6
Activities	Role play	Agree	100	100	3.0	3.0
	Giving presentations on topics related to the tour guide profession	Agree	75	83	2.25	2.5
	There is a simple conversation between the tour guide and the tourist	Strongly Agree	100	91	4.0	3.6

Regarding learning activities, *role play* was unanimously agreed upon by both groups (100%), highlighting its perceived value in simulating real-world communication. *Giving presentations* received a lower level of agreement (L: 75%, S: 83%), possibly indicating challenges in public speaking or limited familiarity with this format among students. Lastly, the item “*There is a simple conversation between the tour guide and the tourist*” was strongly endorsed (L: 100%,

S: 91%), reinforcing the general preference for context-based and functional communication tasks.

4.4.3. Reading Skills

Table 6 presents numerical items that provide information on the appropriate length of texts or dialogues, as well as the nature of student engagement activities embedded in the reading materials.

Table 6. Preferences on Reading Materials and Activities.

	Statement	Criteria	Percentage		Mean	
			L	S	L	S
Reading	Simple reading texts	Strongly Agree	75	91	3.0	3.6
	Text is not too Long (consists of 5-7 paragraphs)	Strongly Agree	100	95	4.0	4.0
	The reading text depicts the local culture accompanied by vocabulary according to the texts	Strongly Agree	100	95	4.0	3.8
	Text with images	Strongly Agree	100	91	4.0	3.6
	Describing the English context in the world of tourism (tour and travel)	Strongly Agree	75	91	3.0	3.6
Activities	Read the text and then answer the questions	Agree	75	83	2.25	2.5
	Read and sort sentences into whole paragraphs or paragraphs into whole text	Agree	75	91	2.25	2.75
	Read aloud with correct pronunciation and intonation	Agree	50	79	1.5	2.38

The data on reading skills indicate a clear preference among both lecturers and students for reading materials that are simple, culturally relevant, and visually supported. The statement “*Simple reading text*” received strong agreement from 75% of lecturers and 91% of students. Similarly, “*Text is not too long (consisting of 5–7 paragraphs)*” gained near-universal approval—100% of lecturers and 95% of students strongly agreed—earning the highest average rating from both groups, 4.0. This shows a clear preference for concise, manageable texts.

Further, “*The reading text depicts the local culture accompanied by vocabulary according to the text*” and “*Text with images*” were also highly favored, each receiving 100% agreement from lecturers and over 90% of students. These results suggest that contextually rich and visually supported

texts are considered highly effective for reading instruction. In contrast, lower ratings were observed for more traditional reading activities. For instance, “*Read the text and then answer the question*” and “*Read and sort sentences into whole paragraphs or paragraphs into whole text*” received agreement from 75% of lecturers and 83–91% of students, but had significantly lower average ratings (2.25–2.75). The least favored activity was “*Read aloud with correct pronunciation and intonation,*” with only 50% of lecturers and 79% of students agreeing. These results may indicate that activities requiring performance or deeper linguistic control are perceived as less engaging or more challenging.

4.4.4. Writing Skills

Table 7 shows numerical items that reflect the preferred learning materials and activities related to writing skills.

Table 7. Preferences on Writing Materials and Activities.

	Statement	Criteria	Percentage		Mean	
			L	S	L	S
Writing	In the form of vocabulary in the texts	Strongly Agree	100	91	4.0	3.6
	In the form of sentence structure (<i>grammar</i>) related to the text to be written	Strongly Agree	75	79	2.25	2.38
	Simple text related to <i>English for Tour guide courses</i> (e.g. accommodation, transportation, local attractions, etc.)	Strongly Agree	75	91	3.0	2.5
	Write text based on images	Strongly Agree	75	83	3.0	3.3
	Complete sentences into whole paragraphs correctly	Strongly Agree	100	91	4.0	3.6
Activities	Write simple dialogues with local cultural themes	Strongly Agree	100	91	4.0	3.6

The data on writing skills emphasize the importance of clarity, structure, and cultural relevance in Tourism English instruction. The statement “*In the form of vocabulary in the text*” received unanimous strong agreement from lecturers (100%) and high support from students (91%), indicating the foundational role of vocabulary in writing tasks. Similarly,

“*Complete sentences into whole paragraphs correctly*” and “*Write simple dialogues with local cultural themes*” were both highly rated by all lecturers (100%) and most students (91%). These results suggest that both groups value structured, culturally meaningful writing tasks.

The task “*Write text based on images*” also garnered

strong support—75% of lecturers and 83% of students strongly agreed—indicating moderate enthusiasm for visually prompted writing. Meanwhile, “*Simple text related to English for Tour Guide courses (e.g., accommodation, transportation, local attractions, etc.)*” was strongly agreed upon by 75% of lecturers and 91% of students, though the average rating among students (2.5) was lower than might be expected, possibly reflecting uncertainty or perceived difficulty. The only statement receiving notably lower ratings was “*In the form of sentence structure (grammar) related to the text to be written,*” which 75% of lecturers and 79% of

students agreed upon. This suggests that while grammar is recognized as important, it may not be prioritized as highly or may be seen as more challenging or less engaging than other writing elements.

4.5. Evaluation

The assessment component of the material reflects the expectations of both students and lecturers. **Table 8** outlines lecturer and student preferences regarding assessment timing within the course material.

Table 8. Preferences on Assessment.

Statement	Criteria	Percentage		Mean	
		L	S	L	S
Prefer to be rated at the end of each chapter/unit	Strongly Agree	100	83	4.0	3.3
Prefer a judgment at the end of each skill taught	Agree	75	75	2.5	2.25
End-of-semester assessment only	Agree	75	91	2.5	2.5
Practice assessment only	Strongly Agree	50	83	2.0	3.3

As shown in the table above, a significant majority of lecturers (100%) and a substantial portion of students (83%) “strongly agreed” that they prefer assessments at the end of each chapter or unit. When asked about receiving evaluations after each taught skill, both groups expressed moderate agreement—75% each responded with “agree”. Preference for assessments only at the end of the semester also garnered agreement from 75% of lecturers and 91% of students, though both groups maintained average ratings of 2.5. Interestingly, the practice-only assessment option received the least consensus from lecturers, with only 50% strongly agreeing, in contrast to 83% of students.

In addition to the tabulated data, **Figure 1** presents a visualization generated through NVivo, illustrating how the developed materials address the four language skills. This figure highlights the integration of listening, speaking, reading, and writing within the instructional design, thereby complementing the statistical findings described above.

RQ 2. What local cultural topics do professional tour guides consider essential for effective job performance?

To develop English learning materials for tour guides that reflect local culture, the researcher conducted interviews with several tour guides in Lombok to capture their perspec-

tives. From these interviews, several themes emerged:

Theme 1: Representation of Cultural Highlights in Tour Guiding

Tour guides in Lombok consistently emphasized the importance of promoting local cultural attractions to tourists. Their responses highlight key cultural events and destinations as central features of their guiding narratives. TG1 stated, “*Natural tourism, of course, when it comes to the culture of Lombok: Peresean, Nyongkolan, and Bau Nyale, which makes tourists curious.*” These cultural elements, deeply rooted in local tradition, are often the most intriguing for visitors. TG2 expanded the scope by adding, “*How do we introduce Lombok tourism products such as nature tourism, food, accommodation, the Sade village, and the MotoGP circuit, where we make spun fabrics.*” This reflects a holistic approach, incorporating tangible cultural products and modern developments. A TG3 mentioned, “*The Lombok culture that I often promote is food, then Bau Nyale and the mythical story behind it such as the story of Putri Mandalika. And of course, the beach and the Mount Rinjani,*” pointing out the blending of folklore and natural heritage. These insights indicate that any English learning material developed should authentically reflect the richness of Lombok’s local culture to support cultural tourism.

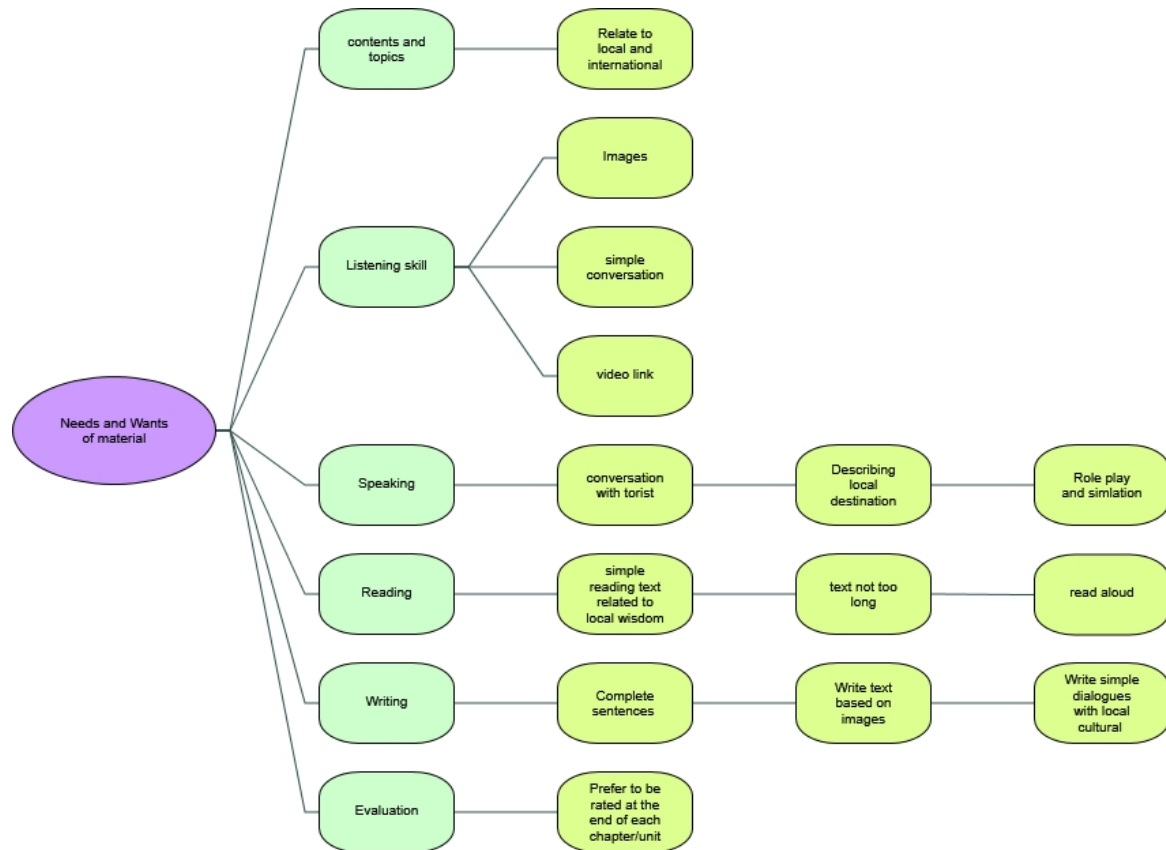


Figure 1. Visualization of materials addressing the four language skills using NVivo.

Theme 2: Important Topics for Tour Guide Training

The interviewees identified several foundational topics necessary for effective tour guide training, particularly in relation to communication and cultural interaction. TG1 mentioned, “Topics that must receive attention are, of course, how to greet tourists, ethics, and manners, and the topic of tourist destinations in Lombok.” This emphasizes the importance of polite interaction and content knowledge. TG2 added, “Ethics, habits of foreign tourists, and how to introduce Lombok tourism products,” indicating a need for intercultural competence and product knowledge. TG3 stressed etiquette and professionalism: “Introduce yourself to tourists in a polite way, respect others, and maintain a proper attitude when providing information about local areas and tourist destinations.” These insights underline the importance of including modules on soft skills, cultural sensitivity, and destination-specific content in the English learning materials.

Theme 3: Topics about Local Culture

When asked about specific local cultural topics to be included in English materials, the guides provided detailed

suggestions. They highlighted the uniqueness of Lombok’s cultural and natural offerings. As TG1 explained, “What is interesting and different from other areas in Indonesia are several mandalika circuits, Mount Rinjani and Sembalun, Sade village, wedding ceremonies, beaches, and the smells of nyale.” These elements can serve as thematic content for language practice. TG2 pointed out, “It should be in the material that there must be content about tourist villages, which are now many in Lombok, local food, beaches, Gili Trawangan, Gili Air and Gili Meno, Peresean, Mandalika circuit and music drum Beleg.” TG3 emphasized narrative content: “If you make a text in the material, it should be about local culture such as the Islamic Center, Mandalika circuit, Nyongkolan or wedding ceremonies, Bau Nyale, Sembalun, beaches waterfalls, and local food.” These responses make it clear that English materials should include comprehensive coverage of Lombok’s cultural identity, conveyed through stories, vocabulary, and culturally grounded texts. The topics from tour guide’s point of can be seen in **Figure 2**.

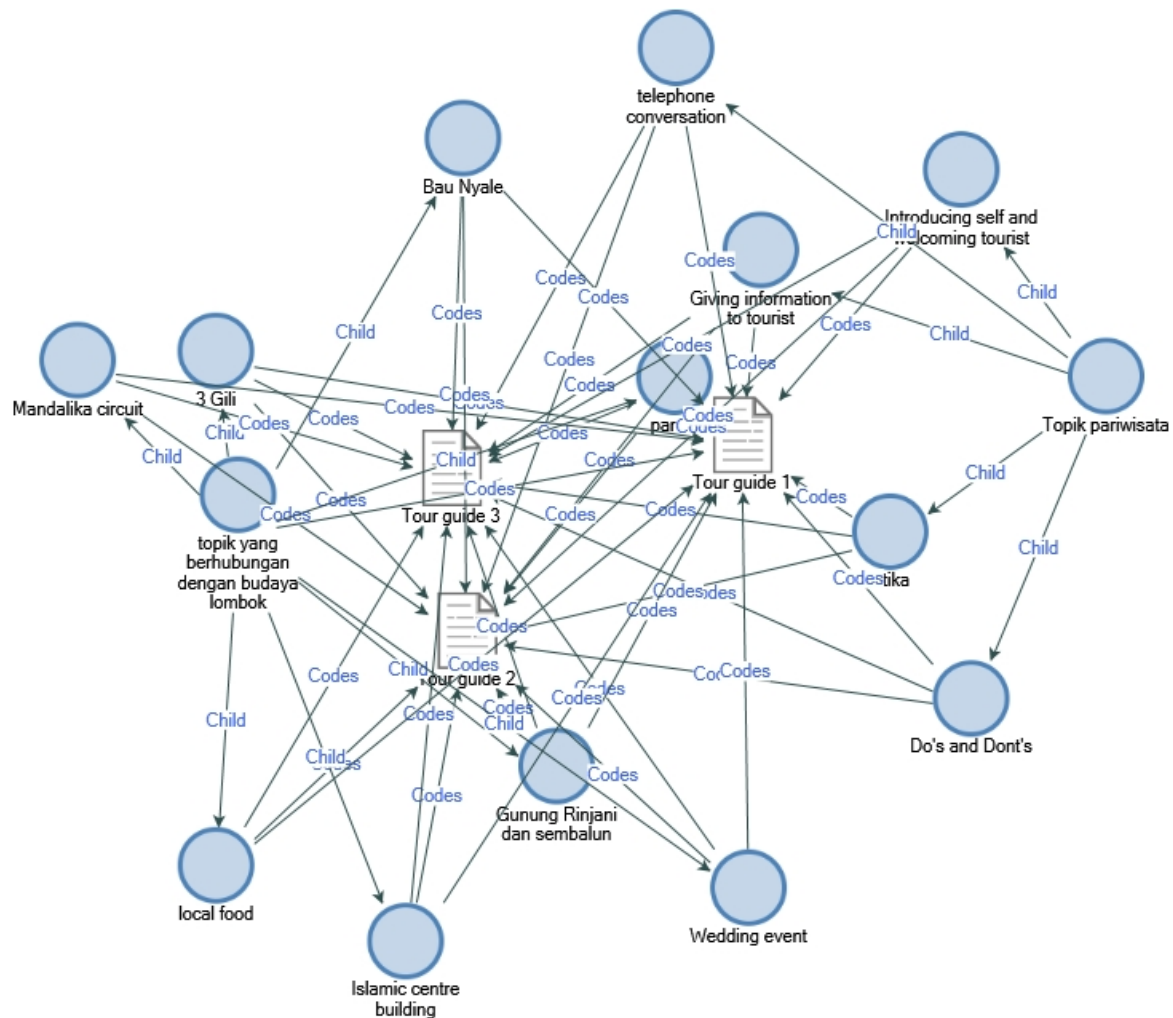


Figure 2. Visualization of topics related to Lombok local culture based on tour guide.

RQ 3. What challenges do professional Indonesian tour guides face in developing their English speaking skills, and how do these reflect workplace demands?

The interview findings with three professional Indonesian tour guides reveal several key challenges in developing English speaking skills, which directly reflect the realities and expectations of their work environment. Three primary themes emerged: language barriers and knowledge gaps, accent and intelligibility issues, and a mismatch between classroom learning and real-world demands.

First, language barriers and knowledge gaps were consistently reported. Tour guides expressed difficulty in mastering vocabulary specific to tourism, cultural descriptions, and local destinations. As TG1 noted, *"I don't have much of a problem with English, but there is a lot of vocabulary related to tourist destinations and local culture that I don't know much about."* Similarly, TG2 and TG3 highlighted per-

sistent struggles with grammar, vocabulary, pronunciation, and understanding tourism-related terms. These gaps hinder their ability to deliver clear and informative narratives, especially when describing complex cultural concepts or natural features, which are core tasks in tour guiding.

Second, accent and pronunciation issues were also cited as communication barriers. TG2 admitted that tourists sometimes ask for repetitions, indicating possible intelligibility challenges. TG3 mentioned, *"I have a tendency to switch to Bahasa Indonesia when stuck, and it makes the tourist confused,"* suggesting that limited confidence and breakdowns in communication may disrupt the tourist experience. These issues reflect the need for improved oral fluency and coping strategies during live interactions with international visitors.

Third, a mismatch between formal education and workplace reality was another major concern. Tour guides noted

that their classroom instruction focused on grammar but lacked practical components such as improvisation, real-time conversation, or situational dialogue. As TG1 explained, “*We learned grammar, but not how to improvise with tourists,*” while TG2 shared that anxiety and word recall problems often emerge when speaking with foreign guests. TG3 added

that explaining cultural or natural phenomena requires a rich vocabulary, which was not fully developed through formal education. This mismatch suggests that current English curricula do not fully equip guides with the communicative agility needed in real-world tour settings. The visualization can be seen in **Figure 3**.

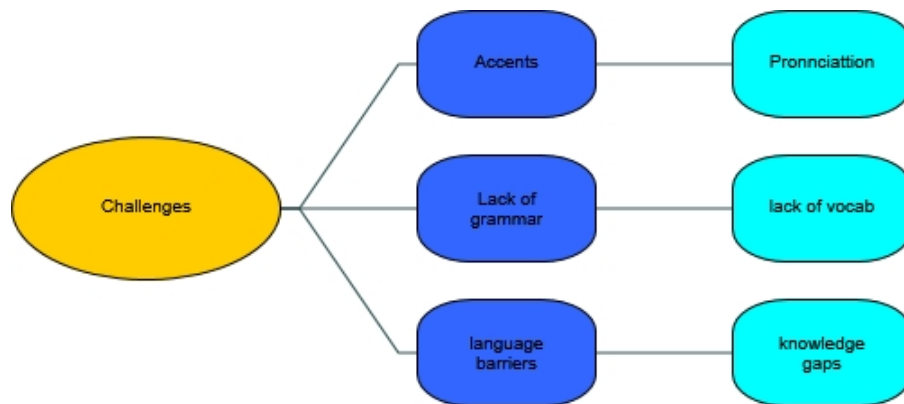


Figure 3. Challenges the tour guides in English speaking skill.

5. Conclusions

The findings from student and lecturer questionnaires revealed a strong alignment in their English learning goals. Their primary objectives include acquiring tourism-related knowledge, achieving fluency in English communication, deepening their understanding of local culture, and preparing for careers in the tourism industry^[26,27]. To support these aims, respondents expected English learning materials to focus on tourism topics, local and international cultures, and ensure content is both up-to-date and contextually relevant—principles that align with English for Specific Purposes (ESP)^[13].

More specifically, students and lecturers outlined their preferences across the four key language skills. In *listening*, they favored short, realistic conversations using tourism-related vocabulary, supported by images and audiovisual materials. Recommended classroom activities included group discussions and vocabulary or phrase identification. In *speaking*, dialogues between tour guides and tourists, especially those reflecting local cultural elements, were considered essential. Role plays and presentations were identified as the most effective learning strategies. In *reading*, students preferred concise texts with images that relate to local culture, combined with comprehension tasks and pronunciation prac-

tice. For *writing*, visual prompts and sentence-completion exercises were believed to increase motivation and writing fluency. The questionnaire results revealed that both students and lecturers considered several language functions essential for tour guiding. The highest-rated functions included greeting and welcoming tourists, introducing destinations, giving directions, describing cultural events, explaining local traditions and promoting tourism products. Students placed strong emphasis on general communication skills, such as delivering clear explanations and maintaining polite expressions, while lecturers highlighted the importance of structured presentation and vocabulary mastery.

Professional tour guides provided a more practice-oriented perspective, grounded in the communicative demands of the tourism industry. They emphasized the importance of mastering functional language relevant to real-world tour guiding tasks. Key language functions identified included self-introductions, giving information to tourists, negotiating and designing itineraries, and handling phone conversations—skills closely aligned with communicative language teaching and task-based learning approaches^[28]. The guides also highlighted the necessity of tourism-specific vocabulary and cross-cultural communication competence, recognizing the diverse backgrounds of international tourists^[29]. They further recommended locally

contextualized content, featuring natural attractions and cultural landmarks such as Mount Rinjani, Gili Trawangan, Senggigi Beach, the Mandalika Circuit, Sade Village, Lombok cuisine, and the Islamic Center.

From the professional viewpoint, five key recommendations emerged: (1) Speaking skills should be prioritized across all activities; (2) Practical language functions must be integrated into instruction; (3) Tourism-specific vocabulary should be embedded in lessons; (4) Cross-cultural competence must be emphasized; and (5) Local destinations and cultural content must be incorporated in course materials. As Toledo-Sandoval (2020) stated, ELT materials analyzed should include representations of local culture^[30]. There is strong synergy between what students and lecturers desire and what the industry demands. While students emphasize engagement, comprehension, and motivation through multimedia and culturally relevant content, tour guides emphasize the need for real-world language functionality and cultural fluency. These findings suggest that English for Tour Guides materials must strike a careful balance between pedagogical effectiveness and professional relevance. They should integrate communicative competence, authentic tourism discourse, and task-based learning grounded in the local cultural and occupational context^[9].

Author Contributions

B.S.H. was responsible for the conceptualization of the study, development of the methodology, data collection, data analysis, and drafting of the original manuscript. S. provided overall supervision, methodological guidance, and feedback throughout the research and writing stages. J. offered critical supervision, academic oversight, and contributed to reviewing and refining the final version of the manuscript. T.L. contributed to data collection, validation of findings, and assisted in reviewing and editing the manuscript. M.A. supported the software setup, data visualization, and took part in the review and editing process. A.P. was involved in formal data analysis, managed project administration, and also contributed to the manuscript review and editing.

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Institutional Review Board Statement

Not applicable.

Informed Consent Statement

Informed consent was obtained from all participants before their involvement in the study. Their identities remained anonymous, their information was kept confidential, and their participation was voluntary.

Data Availability Statement

The data supporting the findings of this study include interview transcripts and questionnaire responses collected from 24 tourism students, 4 lecturers, and 3 professional tour guides in Lombok, Indonesia. Due to the confidential nature of the participants' responses and ethical requirements approved by the institutional research committee, the data are not publicly available. However, de-identified portions of the data may be made available from the corresponding author upon reasonable request, subject to approval by the research ethics committee and participant consent agreements. Interested parties may contact the corresponding author for further details on data access procedures and conditions.

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Conflicts Of Interest

The author attested that none of this piece's research, writing, or publication could present a conflict of interest to any other party.

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