

Designing Tour Guide English Materials for Tourist Village Community of 3T Regions in Buru Island

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Abstract

Tourist villages are destinations visited by both domestic and international travelers, necessitating human resources proficient in English to engage with international guests. Accordingly, this study aims to: 1) Identify the needs of the tourist village community for tour guide English materials, 2) Design English for tour guide materials for the tourist village community in 3T regions, and 3) Evaluate the effectiveness of the English for tour guide materials implemented in the tourist village. This research employs the research and development method to investigate the community's needs for tour guide English materials. A total of 350 respondents were selected from six tourist villages located in four districts on Buru Island, classified as 3T areas. Based on the results of the questionnaires distributed, an English pocketbook for beginner tour guides was designed. This textbook was then implemented in a small-scale trial involving 15 participants to evaluate its effectiveness and gather feedback for improvement. The findings reveal that the tourist village community requires English materials focused on basic greetings, directions, and culinary-related vocabulary to effectively serve foreign tourists. Ultimately, this study underscores the significance of designed English materials in empowering local communities in 3T regions to participate in the tourism industry.

Keywords: *Tourist Village, English for Tour Guides, 3T Regions, Buru Island.*

Introduction

Tourism has become an essential aspect of the global economy, with many countries and regions seeking to capitalize on their natural, cultural, and historical assets to attract visitors (Zahrah & Pangestu, 2018). One particular form of tourism that has gained increasing attention is the concept of "tourism villages," where rural communities showcase their unique features to travelers. (Tusyanah et al., 2019) These tourism villages not only provide economic opportunities for local residents but also serve as a means to preserve and promote traditional ways of life. (Rezagama et al., 2021). The direction of national tourism development in Indonesia has increasingly focused on the concept of tourism villages, particularly in the 3T Areas, which are regions classified as outermost, frontier, and underdeveloped (Yunikawati et al., 2020). The terms of 3T areas are regions that are geographically isolated, have limited access to basic services, and often face challenges in terms of economic development (Dwiatmojo et al., 2022).

Buru Island, located in Maluku province, is a region classified within the 3T category, which encompasses outermost, frontier, and underdeveloped areas, and holds significant potential for the development of a thriving tourism industry. This island is endowed with a wealth of natural and cultural resources, rendering it a captivating destination for visitors. Some of the notable attractions on Buru Island include the picturesque Jikumerasa beach, the serene Hatawano waterfall, the stunning Waeura waterfall, the majestic Bara waterfall, the tranquil Merah Putih Beach, and the serene Rana lake. These diverse natural assets, combined with the rich cultural heritage of the local communities, offer a unique and compelling experience for tourists visiting this region.

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To capitalize on this potential, the design of tour guide English materials for the local community is crucial. These materials can help the community engage with tourists, share their cultural heritage, and ultimately benefit from the economic opportunities that tourism can provide. However, a crucial aspect of successful tourism village development is the availability of effective and engaging English language materials for tour guides. These materials not only facilitate communication between tourists and local community members but also help the community members to better understand and cater to the needs and expectations of international visitors (Leonady et al., 2021).

Recognizing the significant potential of Buru Island's natural and cultural endowments, the development of effective tour guide English materials for the local community is a crucial endeavor. These resources can empower the community to engage with tourists, share their rich cultural heritage, and ultimately capitalize on the economic benefits that tourism can provide. However, a pivotal aspect of successful tourism village development is the availability of impactful and engaging English language materials for tour guides. Such materials not only facilitate communication between tourists and community members but also enable the local populace to better comprehend and cater to the needs and expectations of international visitors. (Sari et al., 2019) (Tusyanah et al., 2019) (Rezagama et al., 2021) (Leonady et al., 2021)

An investigation conducted by the researchers in the Jikumerasa and Hatawo tourist villages uncovered that notwithstanding the fact that 30% of the villagers possessed bachelor's degrees, the local populace grappled with proficient English communication. Additionally, the community members engaged in traditional occupations such as fishing and agriculture were found to have a relatively low overall standard of living. Consequently, it is imperative to bolster the local population's English language skills to empower them to effectively welcome and interact with visitors to Buru Island. This enhancement would enable them to actively serve as tour guides and potentially elevate their economic well-being through this new vocation.

a research result by (Husain et al., 2021), revealed that tour guides play a critical role in tourism due to their English language proficiency, as English serves as the primary means of communication between guides and tourists. Other research has shown that tourist satisfaction can be achieved through high-quality service and products. When tour guides possess proficient language skills, they can effectively share information about tourist attractions, thereby enhancing visitors' knowledge and experiences (Brigitha et al., 2018; Herman & Aristiawan, 2022). Furthermore, a tour guide can serve as an environmental interpreter, providing visitors with accurate and informative details about the local surroundings and cultural heritage. (Black et al., 2001). Existing studies underscore the significance of English language proficiency for tour guides within tourist villages; however, there is a dearth of research addressing the importance of empowering local communities with the requisite skills to serve as tour guides, consequently bolstering their economic well-being.

Based on the background information provided, research on the Design of English Tour Guide Materials for the Community of Tourism Villages in the 3T Region of Buru Island is crucial. Without such investigation, the local community risks becoming mere spectators in their own territory, lacking the capacity to enhance their English communication skills required to effectively serve foreign tourists, and consequently, impeding their ability to improve their economic well-being.

This study aims to accomplish the following objectives: a) Investigate the needs of tourism village communities regarding English tour guide materials, b) Develop English tour guide materials tailored to the communities in the 3T region, and c) Evaluate the effectiveness of the designed English tour guide materials. The findings of this research will provide benefits for enhancing human resources, particularly by improving the English communication skills of tour guides. Additionally, the results will be valuable for local governments to adopt this model in empowering tourism village communities. Furthermore, this study will offer informative references and insights for relevant practitioners and researchers.

Literature Review

A tour guide is an individual responsible for providing explanations, directions, and information to tourists and other travelers regarding the sights, attractions, and experiences they will encounter during a visit to a

particular location or object of interest. According to Yoeti (2010) A tour guide is an individual responsible for providing guidance, information, and directions about attractions or destinations to tourists and other travelers, while also explaining the different types of tour guides. Research has shown that the performance of tour guides can significantly impact the overall satisfaction of tourists and their experiences during a visit. (Widianingsih et al., 2021) . The role of tour guides in tourism is crucial, as they serve as the primary link between tourists and the destinations they visit, facilitating the interaction and exchange of information that shapes the visitors' experiences (Lu & Haiyan, 2019).

In the context of tourism villages, the importance of tour guides is further amplified. Tour guides in these communities can not only enhance the visitors' understanding and appreciation of the local culture, traditions, and natural attractions but also play a pivotal role in empowering the community members to actively participate in and benefit from tourism-related economic opportunities.

The development of English language materials for tour guides in tourist villages is a critical component in unlocking the economic potential of these communities. This is particularly relevant in the 3T regions of Indonesia, which are characterized by economic and infrastructural challenges. . The 3T regions, an acronym for "Terdepan, Terluar, dan Tertinggal", which referse face unique challenges, including limited access to essential services, underdeveloped infrastructure, and socio-economic disparities.

English teaching for tour guides is a part of English for Specific Purposes (ESP). According to Robinson (1990), EEnglish for Specific Purposes is an academic approach to language learning characterized by its focus on specific, targeted learning objectives. This goal-oriented nature is a distinguishing characteristic that sets ESP apart from general English instruction. According to (Widianingsih et al., 2021), ESP is an approach to language learning that focuses on specific, targeted objectives based on the needs of particular academic or professional fields that utilize English. Meanwhile, according to Littlewood (2014), ESP is an academic approach to language learning that focuses on specific, targeted objectives based on the reasons why learners need to acquire English for their particular academic or professional fields.

Based on the definitions provided, the researcher concludes that teaching English for tour guides is an aspect of English for Specific Purposes, which aims to improve a person's English skills for a particular field, in this case, for tour guides,

Several researchers have conducted research on this study which can be presented in the picture below:

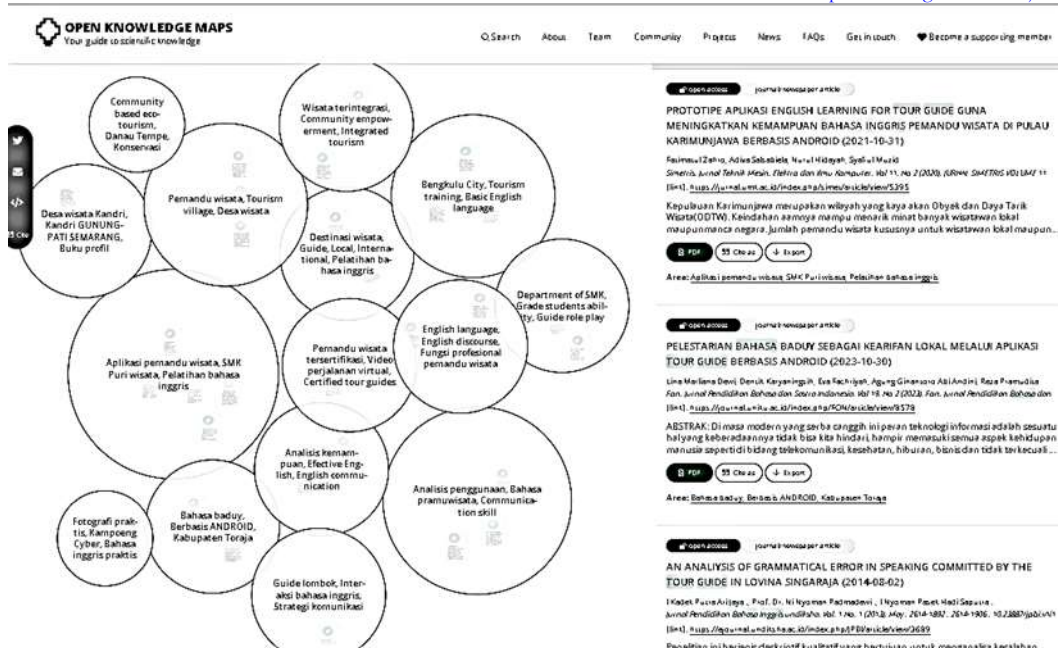


Figure 1. Map of Previous Research Results (Openknowledgemaps, 2024)

The existing studies have provided valuable insights into the significance of English proficiency for tourism professionals, including tour guides, in the Indonesian context. Sujaya (2021), in his research "English training for tour guides in Semarang Village" revealed that the participants exhibited enhanced English proficiency, enabling them to effectively interact with foreign tourists and provide detailed descriptions of the local attractions in Semarang Kaja Village.

Another relevant study, conducted by Susanthi et al(2020), examined politeness in tour guide conversations in Ubud, Bali. The researchers employed a qualitative approach, involving data collection through recording, listening, and note-taking. The findings of this study indicated that there were instances of divergence from conversational maxims, which occurred when the speaker was unable to achieve the desired goal or flow of the conversation, adhere to the rules of language in linguistic interactions, or interpret the actions and statements of the interlocutor. In line with this study, Sompakdeea & vivath (2020) has conducted a study entitled Developing English For Tour Guides Material: Khmer Sanctuary Guides. The method used is quantitative. About 13 tour guides who graduated from the guide training course for Khon Kaen and surrounding provinces voluntarily participated in this study. The results of the study found that the results of Specific Vocabulary Analysis. There are 1,686 outside the list of words found in two Khmer architecture books and three posters from the Khmer historical park.

The findings from these studies provide strong evidence that designing English language materials for tour guides in tourist village communities within Indonesia's 3T regions is a crucial and timely initiative..

The prior studies outlined above also emphasize the parallels and distinctions between the current research and their respective investigations. The commonalities lie in the focus on teaching English to tour guides. In contrast, the present study employs a 4D Research and Development model, comprising the phases of identification, design, development, and dissemination of research findings, whereas previous researchers have predominantly utilized qualitative and quantitative research methodologies. Furthermore, a notable distinction is the focus on teaching English to tour guides within tourist village communities in the 3T regions, whereas previous studies have predominantly centered on formal educational settings such as schools, universities, and training programs.

The present study's distinguishing features from previous research have generated novel contributions. The development of a specialized pocket guidebook for tour guides within tourist village communities in Indonesia's 3T regions represents a unique approach compared to prior investigations. This specialized resource is expected to substantially improve the well-being and competencies of tour guides within these communities, thereby expanding the academic knowledge in this domain of inquiry.

Methodology

This study employs the Research and Development (R&D) method, encompassing stages of Defining, design, development, dissimulation, to design English learning materials for tour guides in 3T regions on Buru Island (Thiagarajan et al, 1974).

The study engaged participants from the local communities, with data collected through 350 questionnaires administered for the needs analysis. Additionally, a small-scale trial was conducted, involving 15 participants who completed a one-shot pre-test and post-test assessment.

Quantitative data from questionnaires and tests were analyzed using descriptive statistics and paired sample t-tests to assess material effectiveness. Qualitative data from interviews were analyzed thematically to provide deeper insights into the needs tourist village community needs. This mixed-method approach ensures the designed materials are both relevant and effective.

Situation and Needs Analysis of Tourism Village Communities

Situation Analysis

From the findings of the situational and needs analysis conducted within the tourist village communities in Buru Regency, the research revealed various deficiencies in the facilities and resources available for implementing tour guide English language learning. The details are as follows:

Table 1. Situation Analysis

Villages	Facilities	Availability		Description
		Yes	No	
Jiku Marasa	Tour guide	-	√	
	Ability to speak English	-	√	<i>1 person but does not live in the village</i>
Weperang				
Kayeli	English textbook for tour guide	-	√	
Hatawano	Teachers in the village who have English skills	√	-	
Waeura	Teachers who have English language skills are tour guides	√	-	<i>Not authorised</i>
Kayeli	Teachers who teach English	-	√	<i>any, but only at school</i>
	Concern of tourism village stakeholders in teaching tour guides English	√	-	<i>Not, implemented yet</i>
	Concern of village stakeholders in developing tourist locations	-	√	<i>Very high but not optimal</i>
	Infrastructure at tourist Destinations	√	-	<i>Any, but not sufficient</i>

The findings revealed that one of the primary factors hindering the implementation of English language learning for tour guides in Buru Regency's tourist villages is the lack of a structured curriculum. This has led to a lack of confidence and motivation among English teachers, who have not prioritized the development of tour guides' English skills. Despite the presence of competent English teaching resources, these assets have not been effectively utilized by the village communities. Notably, stakeholders from the tourist villages in Buru Regency have expressed a strong interest in supporting the development of English skills among tour guides as a means of enhancing the tourism experience. However, there has been a lack of concerted effort to follow through on this interest, resulting in a continued scarcity of foreign tourists visiting these locations.

Need Analysis

The analysis of the needs assessment data, collected through questionnaires distributed to 350 participants from the tourist village communities in Buru Regency, can be presented as follows:

- *Interests And Concern of the Tourism Village Community*

From the data collected through a needs analysis questionnaire, researchers found that the community's English language skills are currently very low even though their interest is moderate. This can be seen in the graph below:

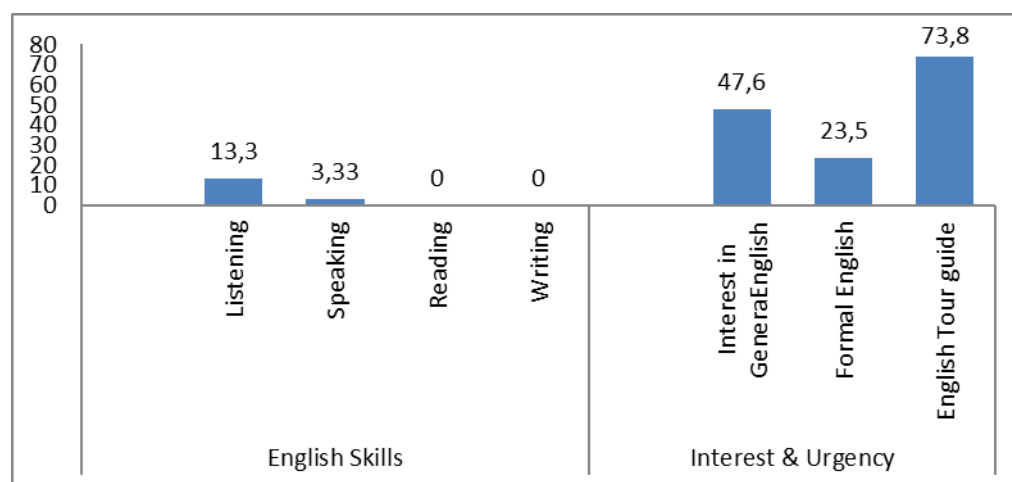


Figure 2. Interests and Concern of English for Tour Guide

The data from the needs analysis questionnaires reveals that the English proficiency levels of the tourist village community are remarkably low, ranging between 3-13%. However, their interest and motivation to learn English for tour guide purposes is relatively high, at approximately 73.8%. Further investigation through interviews confirmed that the villagers perceive English language learning as a challenging and ambiguous endeavor, largely due to the difficulty they experience in comprehending other written materials, which has consequently diminished their enthusiasm for English acquisition.

- *Priority For Tour Guide's English Language Skills*

The needs analysis findings indicate that the tourist village communities prioritize listening and speaking skills as the primary English language competencies required for their tour guides. This is clearly evident in the data presented in the figure below:

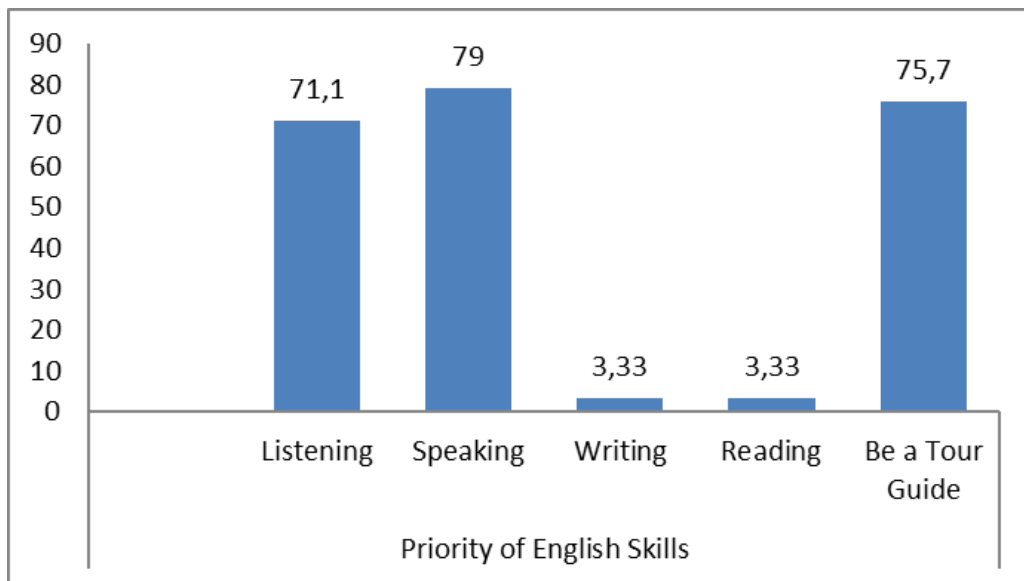


Figure 3. Skill Priority

The needs analysis findings based on the picture above indicate that the priority of English language skills for the tourist village community are listening (71.1%) , speaking English (79%), and for tour guides English is (75.7%) . This is also confirmed by the results of interviews with residents who expressed their pride in being able to speak English with foreign tourists.

- *Learning Style*

The needs analysis findings suggest that the tourist village communities prefer a combination of a guidebook and adequate instructor support as their preferred learning style. This is evident from the questionnaire results, which highlight the community's preference for a structured learning resource accompanied by appropriate instructor explanations.

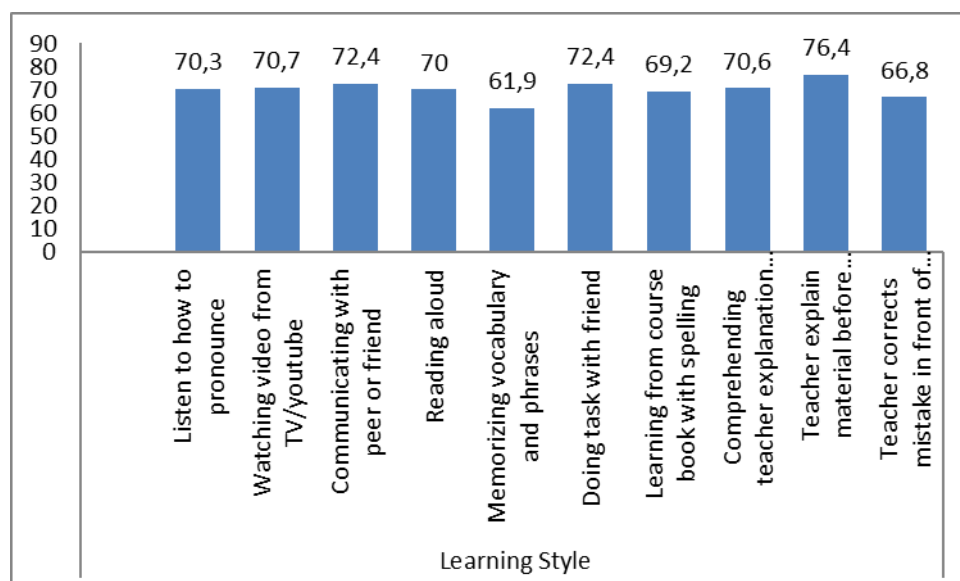


Figure 4. Tour Guide's English Learning Style

The picture indicates that students need learning by listening to pronunciation (70.3%), watching videos on TV/YouTube (70.7%), trying to communicate/practice (72.4%), and comprehensive teacher explanations before instructing students to do assignments and presentation (76.4%).

Additionally, interviews with several informants revealed a lack of accessible and user-friendly English learning materials, as well as a shortage of motivational resources within the tourist village communities.

- *English Learning Facilities*

From the results of data collection through a needs analysis questionnaire regarding the facilities and infrastructure needed by the community in learning English as a tour guide, as illustrated in the figure below:

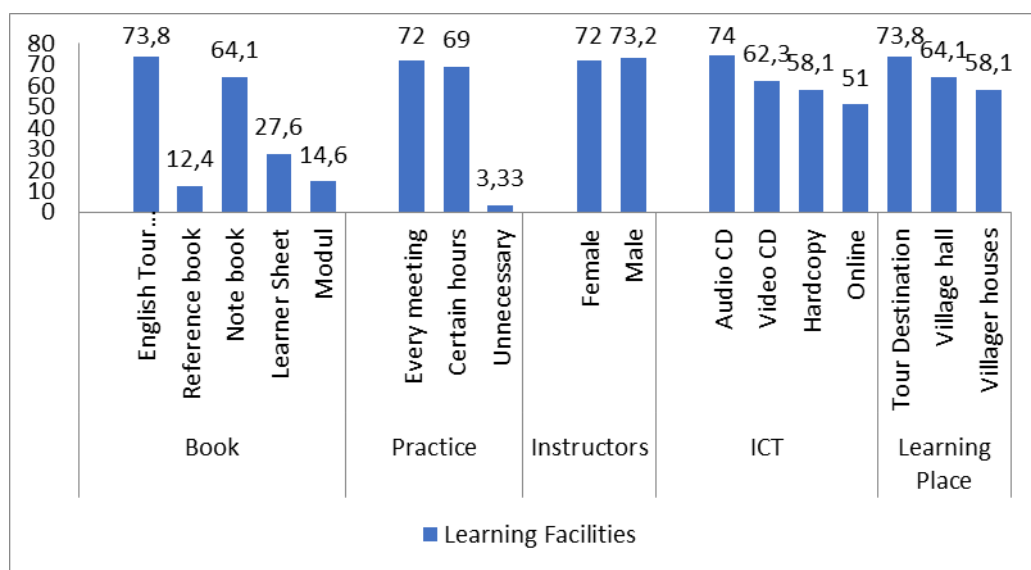


Figure 5. Learning Facilities

The figure 5 indicates that the student community needs a tour guide English textbook (73.8%) which is accompanied by a notebook (64.1%). Additionally, they expressed the need for ample opportunities to practice communication during each learning session (72%). The respondents indicated that they do not foresee any issues with having either male or female instructors for the tour guide (73.2%). Furthermore, they emphasized the importance of providing the English learning materials in an online format, such as through YouTube (74%). From the results of interviews with the student community.

However, the absence of such a tour guide English textbook and the limited availability of instructors have led to a lack of opportunities for the students to engage in meaningful communication practice, which has consequently dampened their interest in learning English.

- *Learning Materials Needed*

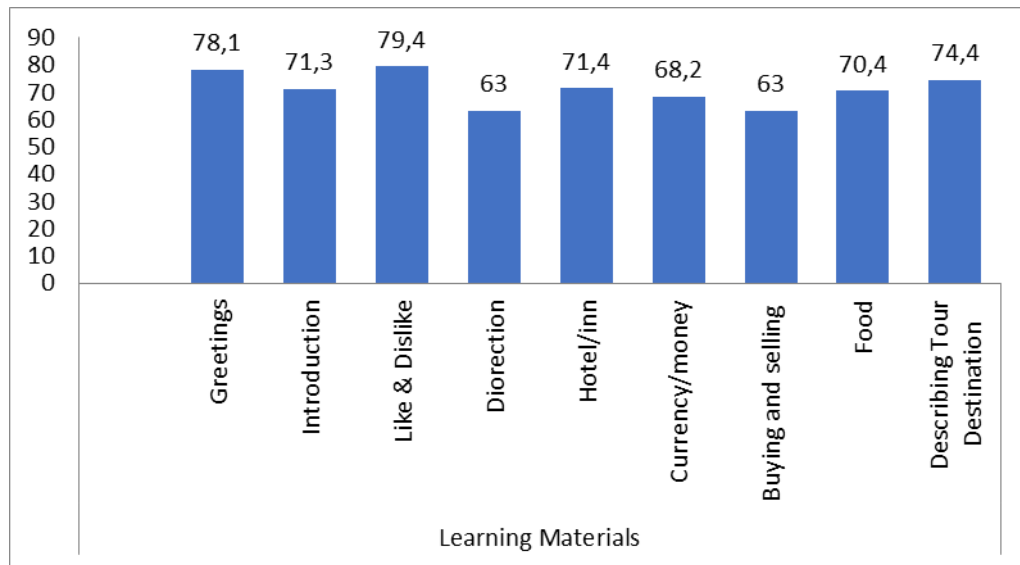


Figure 6. Learning Materials

The data indicates that the key areas of English language content required by the student community encompass greetings (78.1%), introductions (71.3%), expressions of needs and desires (79.4%), directions (63%), information regarding lodging and hotels (71.4%), currency (68.2%), buying , selling and offers (63%), food (70.4%) and descriptions of tourist locations (74.4%).

- *Tour Guide English Textbook*

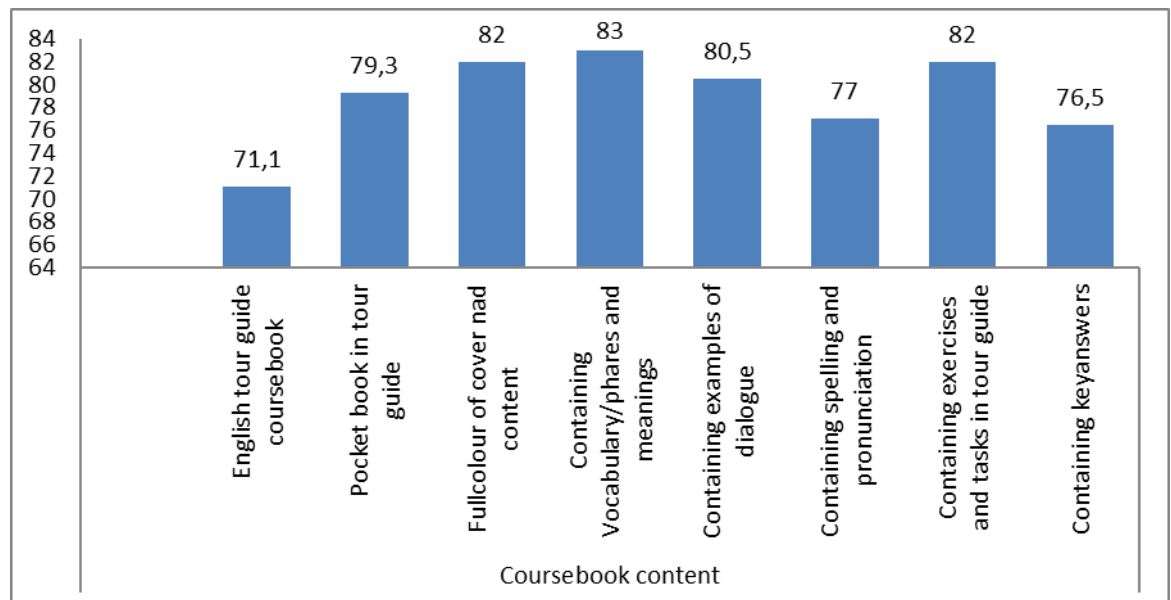


Figure 7. Textbook Content

The figure above shows that the tour guide's English textbook must attract students' attention and interest in learning. The book cover should be visually appealing with a vibrant color scheme

(80.5%), contain dialogue, greetings, introductions, tourist and cultural destinations (80%). Additionally, the textbook should include examples, exercises, and answer keys (84%), as well as be supplemented with English learning audio/video materials for tour guides (67%). They emphasized the need for a visual representation of the English language content taught which would facilitate them to understand and enable them to demonstrate their skill in performances.

- *Approches and Strategies*

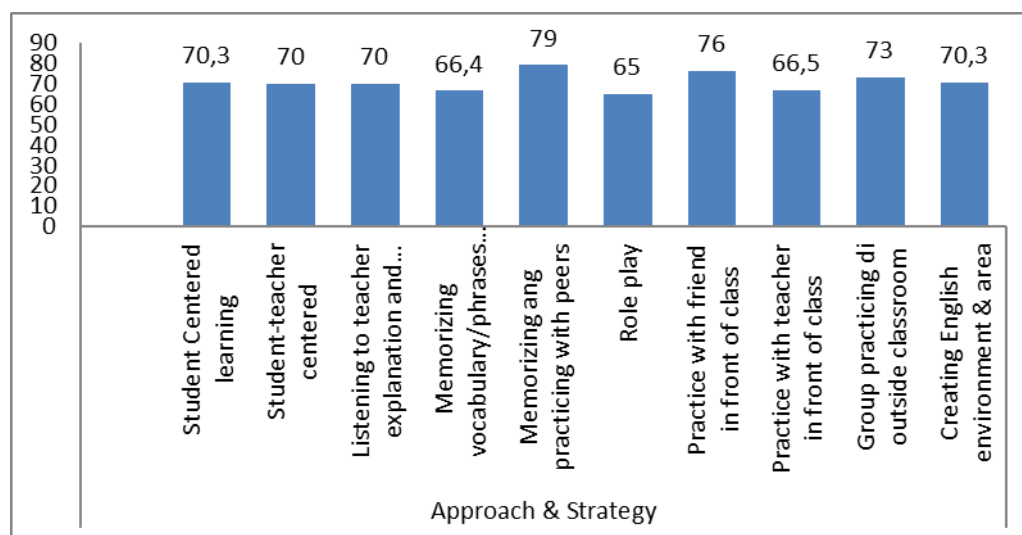


Figure 8. Learning Approach and Strategy

The findings suggest that the tourist village community favors a student-center approach (70.3%), teacher-student center (70%), listening to teacher explanations and reading methods (70%), memorizing vocabulary and phrases (66.4%), practicing English in in front of the class (79%), and creating opportunities to learn English (70.3%). Furthermore, the interview data indicates that the community requires instructional approaches aligned with their existing reading practices in Indonesian, as well as additional time allotted for memorization, potentially due to their age demographics.

Design of English Tour Guide Teaching Materials

The development of instructional materials that cater to the interests of the student community should be grounded in an analysis of the tourist location and the needs of the prospective learners. Such teaching materials are are designed with the aim of effectively achieving the stated learning objectives. Consequently, the development of English language teaching materials for tour guides in the tourist village communities in Buru Regency was prepared based on the results of an analysis of the situation in the village and an analysis of the needs of prospective students. This approach serves as a strategy to address the strengths and weaknesses identified through the data analysis. The modified English textbooks under consideration are presented in the table below:

Table 2. Analysis of English for Tour Guide Textbook

No	Materials	Activities	Recommendations
1	English book for daily life	There are no tourist destinations	Tourism materials will be combined with local tourist destinations in Buru Regency
2	Full color on the book cover and attractive to students	The book cover does not reflect the tour guide's English learning	Modifying the book cover to reflect the English language of the Buru island tour guide
3	In accordance with the abilities of prospective students	Suitable for beginners	Suitable for beginner
4	There are no goals and achievements for the topics that students will study	Directing students towards goals and achievements	There are goals and achievements of the topics that students will study
5	Material skills still focus on reading and writing	Listen and speak	Integration skills by adding audio and practice
6	Using formal english	Using formal English	Adding informal language
7	General topics	Review readings on general topics	Adding a special topic about tour guide dialogue
8	Illustrated and blue, some images are blurry and lack reading contrast	Image description and material explanation	Adapt clear images to the tour guide English language material
9	Textbooks are thick and heavy for students to carry	Thick and heavy	making it lighter for students to carry
10	The book binding is not good and tears easily	Disrupts learning and reading activities	Good binding and not easy to tear
11	Learning activities can be carried out with students individually	Individual tasks	Adding individual and group practice assignments
12	Exercises and assignments still focus on writing and reading	Study reading and writing	Adding individual and group assignments for listening and speaking

The analysis reveals that the existing Indonesian language textbooks are insufficient as references for learning English for tour guides. Consequently, several recommendations are proposed to enhance the materials, including adding visually appealing book covers, content aligned with tourist destinations, clearly defined learning objectives, integrated language skills, utilization of both formal and informal language registers, incorporation of relevant images, portability and durability, inclusion of individual and group activities and exercises, practice opportunities, and the provision of answer keys.

Based on the findings presented above, the researcher has developed an English tour guide textbook, as illustrated in the image below:

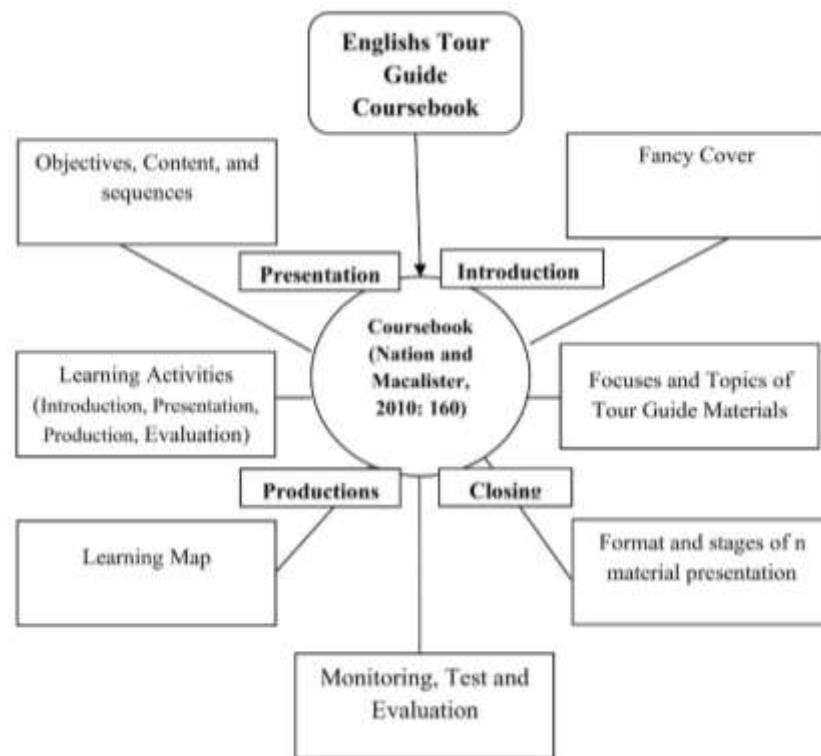


Figure 6. English Tour Guide Book Design

The design of the tour guide English textbook features several key components. It begins with the cover and title, followed by an introduction that outlines the expected learning outcomes and a learning map. The content focuses on English language skills relevant to tourist destinations in Buru Regency. The material presentation includes various stages, culminating in a production phase that incorporates exercises and speaking practice in the form of role-play activities. Finally, the textbook includes an evaluation component.

During the development of the English textbook for tour guides, the researchers involved two experts to evaluate its validity and ascertain whether revisions were necessary. These experts provided professional feedback to ensure the textbook aligned with educational standards, met the needs of the target audience, and effectively achieved its intended learning objectives. Their involvement was pivotal in enhancing the quality and reliability of the pocketbook.

The pocket book was revised based on feedback from expert evaluators. The cover design was modified to be more visually engaging, with the aim of enhancing student interest in the material. The content on English for Tour Guides was tailored to align with learners' needs and structured into five units per instructional session, covering introductory-level tour guide English. The dialogues have been simplified and condensed to improve comprehension. Additionally, the textbook incorporates a variety of exercises and assignments to promote learning and provide practice opportunities.

Effectiveness of English for Tour Guide Pocketbook

To assess the efficacy of the English tour guide textbook for the tourist village community in Buru Regency, a small-scale trial was conducted involving 15 respondents. The study employed a pre-experimental one-group pretest-posttest design. An oral test was utilized to measure the English-speaking proficiency of the participants, evaluating three key components: fluency, accuracy, and comprehensibility. Prior to the instructional intervention using the developed English Tour Guide textbook, the respondents underwent a pretest. Subsequently, a posttest was administered to assess the learning outcomes, with the application of

a t-test to analyze the differences before and after the treatment. The test results are presented in the table below:

Table 3. Results Of Small Scale/Limited Trials

Score Range	Classification	Pre-test						Post-test					
		Fluency		Accuracy		Comprehension		Fluency		Accuracy		Comprehension	
		F	%	F	%	F	%	F	%	F	%	F	%
80-100	Excellent	2	13.3	0	0	3	20.0	6	40.0	0	0	11	73.3
66-79	Good	3	20.0	5	33.3	3	20.0	9	60.0	8	53.3	4	37.7
56-65	Fair	0	0	0	0	0	0	0	0	7	47.7	0	0
41-55	Poor	10	66.7	4	27.7	9	60.0	0	0	0	0	0	0
< 40	Very Poor	0	0	6	40.0	0	0	0	0	0	0	0	0
Total		15	100	15	100	15	100	15	100	15	100	15	100

The data presented in the table 3 indicates that the majority of participants in the pretest performed poorly in the pretest across fluency, accuracy, and comprehension tour guide English in Buru Regency. The pretest results show that 10 students were categorized as poor in fluency (66.7%), while only 3 in the good category (20%) and 2 in very good (13.3%). The pretest aggregate percentage of speaking accuracy skills showed that the majority of students fell within the poor and very poor categories comprising 4 (27.7%) and 6 (40%) students, while only 5 students were in the good category (33.3%). The pretest aggregate percentage of comprehension abilities show the majority of the students were in the poor category, with 9 students (60%) falling into this classification, in contrast, only 3 students were the good category (20%) and 3 students were the excellent category.

Based on the pretest percentage, a majority of students were categorized in the poor and very poor levels, which exceeded those in the good and excellent classifications. This suggests that the students' proficiency was generally low and in need of further improvement.

Meanwhile, the post-test results showed that students' learning achievement increased after being exposed to the tour guide English language teaching materials. The aggregate post-test percentage of speaking fluency skills in demonstrated a substantial improvement, with 9 (60%) classified in the good category and 6 students (40%) in excellent category. Then, the aggregate post-test percentage on speaking accuracy skills in the good category was 8 (53.3%) students and in the moderate category was 7 (47.7%) students. The aggregate percentage of post-test comprehension skills categorized as good and very good was 4(37.7%) and 11(73.3) students.

The data indicates that the overall distribution of student performance on the posttest was concentrated in the good category across the three assessed domains of English proficiency: fluency, accuracy, and comprehension. Specifically, the aggregate percentage of posttest scores falling within the good classification was observed for the respondents in these three areas of English-speaking ability.

An analysis of the mean pre-test and post-test scores indicates a statistically significant difference in the performance of students who received the instructional intervention. Specifically, the average post-test score was markedly higher than the pre-test score, suggesting the effectiveness of the treatment. To further substantiate these findings, a t-test was conducted on the student achievement scores, the results of which are presented in the table below.

Table 4. T-Test Results on Limited Trials

Components	Testing	T	2 Tailed Value	(α)	Remarks
Fluency	Pre-test- Posttest	7.342	0.00	0.05	Significantly Different
Ketepatan	Pre-test-Posttest	11.761	0.05	0.05	Insignificantly Different
Memahami	Pre-test- Post-test	5.954	0.00	0.05	Significantly Different

Based on table 4, data analysis on the pretest and posttest in terms of reading, writing and understanding shows that the calculated t-value is the smallest of the t-table value or probability value α (0.05). This shows that there is a significant difference between the pretest and posttest. This shows that providing tour guide English learning treatment to tourist village communities can improve English language skills, especially in terms of fluency, and understanding. The findings from this small-scale study indicate that the application of the English Tour Guide learning materials can effectively improve the English-speaking abilities of the tourist village community in Buru Island, particularly in terms of fluency and comprehension

Discussion

The situation analysis reveals significant challenges in implementing English language programs for tour guides in the tourism village communities of Buru Regency. There is a notable lack of resources and structured curricula, with no dedicated English textbooks for tour guides or consistent materials to support learning. Although some teachers in the villages possess English language skills, they are not authorized or engaged in providing training specifically tailored for tour guides. This underutilization of available human resources, coupled with the absence of practical learning opportunities, limits the community's ability to improve their English proficiency. Moreover, while stakeholders in the tourism sector express strong interest in enhancing tour guide skills, their support remains largely theoretical and has yet to materialize into tangible initiatives. Existing infrastructure at tourist destinations is available but insufficient to meet the demands of foreign tourists.

The needs analysis highlights a disparity between the community's low English proficiency, which ranges from 3-13%, and their relatively high interest in learning the language, with 73.8% expressing motivation. This suggests a clear willingness to engage in learning, despite the challenges they face in accessing effective resources. The analysis also identifies speaking (79%) and listening (71.1%) as the most critical skills for tour guides, emphasizing the need for practical and communication-focused language training. The community demonstrates a preference for structured learning supported by multimedia tools, teacher explanations (76.4%), role-playing practice (72.4%), and video-based learning through platforms like YouTube (70.7%). Additionally, there is a strong demand for dedicated English textbooks (73.8%) and online learning materials (74%) to enhance accessibility and engagement.

These findings underline the importance of addressing the resource gaps and aligning learning programs with the community's priorities and preferences. By providing accessible, multimedia-supported materials and implementing structured training programs, it is possible to bridge the gap between interest and effective skill acquisition. Such efforts would significantly improve the capacity of local tour guides to engage with foreign tourists and enhance the overall tourism experience in Buru Regency.

In response to these findings, a specially designed English tour guide textbook was developed to address these needs. The book features an attractive and engaging design, with vibrant visuals to capture learners' attention. Its content is structured into five units covering essential topics, such as greetings, introductions, giving directions, describing tourist locations, and providing information about lodging and dining. The

textbook also incorporates supplementary features like audio and video materials, exercises, and answer keys to facilitate both guided and independent learning. Practical elements, including role-play and simulation exercises, are integrated to help learners apply their skills in real-world scenarios. The design and purpose of these instructional materials are aligned with the perspective espoused by Prastowo (2011), who asserts that the purpose and characteristics of a textbook are to guide teachers in facilitating all student activities throughout the learning process, while for students, the materials serve as a framework for learning and represent the core competencies they are expected to acquire.

The effectiveness of the textbook was validated through a small-scale trial involving 15 participants, where a pretest-posttest design demonstrated significant improvement in their English-speaking proficiency. Before the intervention, most participants were categorized as “poor” in fluency, accuracy, and comprehension. However, posttest results showed a marked improvement, with a majority moving to the “good” and “excellent” categories across these domains. Statistical analysis using a t-test confirmed the effectiveness of the intervention, indicating that the instructional materials significantly enhanced learners' fluency, accuracy, and comprehension.

These findings underscore the importance of addressing both the infrastructure gaps and the need for tailored learning resources in tourism village communities. The development of a specialized English textbook, complemented by multimedia resources and interactive learning activities, offers a scalable model for improving language skills among local tour guides. Collaboration with stakeholders and continuous evaluation of the materials are essential to ensure the sustainability and effectiveness of such programs. The success of this initiative provides a blueprint for similar efforts in other regions with comparable challenges and needs.

Conclusion

The findings from the situation and needs analysis conducted in the tourism village communities of Buru Regency highlight both the challenges and opportunities in developing English language skills for local tour guides. The primary obstacles include the lack of structured curricula, inadequate learning materials, limited involvement of qualified instructors, and insufficient support from stakeholders despite their expressed interest. However, the community's high motivation to learn English and their clear prioritization of practical communication skills, particularly speaking and listening, present a significant opportunity for targeted interventions.

The development of a specialized English textbook tailored to the needs of tour guides has proven effective in addressing these challenges. The textbook, designed with visually engaging content and supported by multimedia resources, provides a comprehensive framework for structured learning. Its focus on practical exercises, such as role-playing and interactive activities, aligns with the community's preferred learning styles and facilitates meaningful skill acquisition.

The results of small-scale trials demonstrate that the use of these materials significantly improves learners' fluency, accuracy, and comprehension, affirming their effectiveness in enhancing English-speaking proficiency. This success underscores the potential for scaling up such initiatives to other regions with similar needs. To ensure sustainable impact, it is crucial to address the infrastructure gaps, foster collaboration among stakeholders, and continuously adapt learning materials to align with the evolving needs of learners and the tourism industry. By doing so, the tourism villages in Buru Regency can enhance their capacity to attract foreign tourists and contribute to the region's economic development.

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