AN ANALYSIS OF THE ENGLISH SPEAKING AND WRITING SKILL LEVEL OF TOUR GUIDES IN TRENGGALEK'S TOURIST VILLAGES

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A B S T R A C T

Despite the pivotal role of local tour guides to promote tourist attractions in their region, most of them cannot use English communicatively. There is a need to upskill their English level through a training program. This study aims to evaluate Trenggalek's local tour guides after joining a series of training on Speaking and Writing in English. This study employs a qualitative design with the test results analysis. Five tour guides were tested through verbal and written assessment through a contextualized framework that fit Indonesians' characteristics as EFL learners. Their abilities were analyzed through adapted rubrics and scoring criteria. Results show that only a few tour guides successfully upgraded their English skills. However, they showed more diverse Speaking abilities compared to their Writing ability. These findings imply that more focus should be put on the training of Speaking skill, and that more workshops should be presented in series coupled with follow-up activities to get tour guides used to using English.

Introduction

Indonesia is a country that has many tourism potentials. Among the potentials are marine tourism (related to beaches, oceans, reefs, and rivers), landscape tourism (related to hills, valleys, mountains, and highlands), and cultural tourism (related to a puppet shows, dances, drama, and live shows). The state income obtained from this sector is also very big which is around 280 trillion rupiahs in 2019, or when the COVID-19 pandemic has not yet hit tourism in Indonesia and the rest of the world. Meanwhile, most of this tourism potential is found in rural areas, this is what then lies behind the development of tourist villages in Indonesia. In other words, tourist villages in Indonesia are being developed to become one of the mainstays in the tourism sector. These tourist villages are spread in various parts of Indonesia.

In addition, the potential of a tourist village also lies in the uniqueness of a village, which includes rural natural scenery, rural souvenirs, homestays, culinary and other peculiarities (Sudibya, 2018). This is in line with the definition of a tourist village, where a tourist village can be defined as a village that 1) Has a combination of attractions, accommodations, and supporting facilities, 2) Has a unique and distinctive charm, and 3) Facilitates tourists to stay and learn about local customs and culture.

In addition, Hadiwijoyo (2012, as quoted by Sudibya, 2018), stated that a tourist village has several criteria, including; 1) Has good accessibility, 2) Has good and attractive tourist objects, 3) Community and village officials support the tourism village program, 4) Security is guaranteed, 5) Availability of accommodation, telecommunications equipment and adequate manpower in the field of tourism, 6) The

climate is favourable, for example, cold or cool, and 7) Has a relationship with other tourist objects that are widely known by the public.

Meanwhile, Wearing (2001) further stated that in terms of stakeholders to develop tourism including rural tourism, there are three elements involved: the government that acts as a regulator and facilitator, the community as the host or implementer, and the private sector covering the developer or investor. These three elements of stakeholders should go hand in hand for the success of tourism in an area.
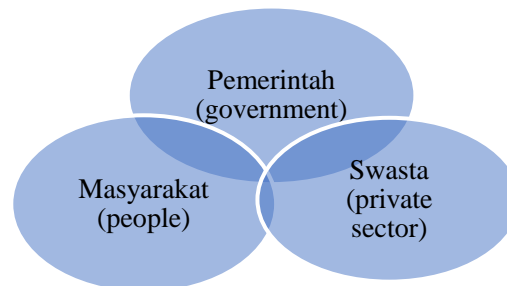
Figure 1. Stakeholders in Tourism Referring to Wearing Theory (2001)

The development of tourist villages should also carry the theme of community-based tourism. As explained by Sudibya (2018), community-based tourism or CBT is a tourism area of development model where the development involves maximum community participation and the results will return to the community as well. Therefore, it can be said that in CBT, although the participation of the government and the private sector as developers is still needed, it is the participation of the community that is more needed there.

One of the regencies in Indonesia that is intensifying the development of tourist villages is Trenggalek Regency. Regarding the development of the tourism sector in Trenggalek Regency itself, it has produced several results. One of them is the innovation implemented by the Trenggalek Regency government which succeeded in bringing Trenggalek to win the Entrepreneur Award by Markplus Inc in 2018. However, compared to other districts that received similar awards, the number of tourists in Trenggalek tends to be less (Rahayu, Anantanyu, and Mulyanto, 2019). However, it can be seen that in addition to having promising tourism potential, Trenggalek also has competitive tourism potential marketing.

With such promising tourism potential, as well as support from the government and local communities, it is not surprising that Trenggalek dared to target 100 tourism village developments with the SADEWA (One Hundred Tourist Villages Program) which is targeted to be achieved in 2024. These tourist villages have their specialties. For example, the Tumpuk Tourism Village, which relies on a combination of the beauty of rice fields and mountains as well as village parks, or the Ngulungwetan Tourism Village, which presents the sensation of camping and adventuring on the beach, combined with the beautiful nature of the mountains. The existence of these tourist villages must be supported by several supporting factors, one of which is the availability of a qualified tour guide to guide tourists visiting the tourist villages.

Literature Review
Tour Guide and Its Role in the Success of the Tourist Village Program

As emphasized by Mukti (2005) the task of a tour guide or tour guide is complex because he is required to have extensive knowledge and other abilities that support his performance as a tour guide, so that he can provide sufficient information for tourists. The tour guide itself is defined as someone who is paid to accompany or guide visitors or tourists who visit tourism objects. Another definition is someone who works under the auspices of a travel agency or tourism office of the local tourism office (Yoeti, 2000).

According to Naatonis and Bisilisin (2020), a tour guide is someone who directs a tour so that tourists get an experience during the tour. This guiding activity includes providing information about places and tourist attractions visited and leading the tourists. From these definitions, it can be concluded that an object or tourist place cannot be separated from the existence of a tour guide. In addition, as explained by Soraya, Soetarto, and Alfiyah (2021), the skills of a tour guide are needed to boost the number of tourists who come. This is because the skills of a tour guide will leave a good impression on tourists who come to visit which makes the tourists visit again.

For grouping, the types of tour guides, Muhajir (2015) has classified them into several groups, for example, based on where they carry out their duties, namely local guides or city guides. A local guide is a tour guide who guides tourists in a certain place and time. Included in the local guide group are tour guides who are in charge of guiding in museums or other historical places. While a city guide is a tour guide whose job is to guide tourists around an area such as a city while explaining tourist objects or historical places that are passed by the tourist group.

Meanwhile, according to Udoyono (2008), tour guide categories are divided into several types. They are transfer guides (in charge of picking up tourists, for example at airports or ports or other gathering points), walking guides (in charge of guiding tourists on a tour that is taken on foot), local/expert guides (guiding tourists to enjoy certain tourist attractions), common guides (guides who can perform roles both as transfer guides and tours), and driver guides (in charge of delivering tourists to the destination tourist attraction and as a provider of information if needed). For their status, tour guides are divided into payroll guides, part-time/freelance guides, members of guide associations, and government officials.

Tour guides can come from the local community can guide tourism, especially in the context of tourist villages. As it is known, the development of a tourist village should also involve the community completely from the beginning of development to its management; the results will also be intended for residents. This tour guide from the local community can also be a bridge for tourists so they can adjust to the environment, customs and culture that exist in the tourist area. However, it seems that the participation of residents as tour guides has not run optimally. As stated by Egar, Fahmi, Yulianti, and Musarokah (2017) one of the inhibiting factors for the community is the lack of adequate knowledge and skills in guiding tourism. In addition, their English language skills are not yet adequate. This is what makes English language learning programs important to be implemented in the tourism sector, especially for tour guides.

In addition, the tour guides can introduce the potential, uniqueness, beauty, and attractions of local tourist attractions to tourists who come to visit. As revealed by Egar, Fahmi, Yulianti, and Musarokah (2017) a tourist village needs the role of tour guides to take tourists to tourist destinations, as well as to provide the information needed by tourists about the tourist village.

The Importance of Mastering English by Tour Guides

A tour guide is expected to master several abilities, in addition to communication and public speaking skills; he is also required to have foreign language skills, especially English. As stated by Sujaya (2021) the use and application of English need to be carried out by tour guides as a medium of communication, so that foreign tourists can understand what is conveyed by local tour guides. In addition, it is undeniable that English is an international language and the main foreign language in Indonesia. Therefore, tour guides need to be able to communicate using English fluently and fluently.

Damayanti (2019) emphasized that there are several roles of English in the world of tourism, namely communicative/interactive roles, integrative roles, lingua-franca roles, relation-fostering roles, economic–business roles, and functional roles. The first role is the communicative/interactive role. In this role, English serves as a medium of communication between tour guides and tourists. The second role is the integrative role. What is meant by integrative role here is a role where English is a unifying language for people from different countries. As an international language, English integrates these people even though they are of different races, countries, and nations. The third role, namely the lingua-franca role, functions as the language of instruction or social language used by people who are in an environment that has a variety of languages. For example, when a foreign tourist visits Turkey and Indonesia, it will be very inconvenient for him to learn both Turkish and Indonesian. Therefore, to solve it, he just needs to learn and use English as a foreign language that can be used in both countries. The fourth role is the relation-fostering role, where English acts as a language that brings people closer to each other. The next role is the –economic-business role, focusing on the role of English as the language used for trade and business between the worlds, including the tourism business. The last role is the functional role where English is used to make it easier for tourists and local people to get certain information related to the destination tourist attraction. With the six roles of English in the world of tourism, it cannot be denied that it is very important for tour guides to master English.

Several efforts have been made to improve the English language skills of tour guides, especially in areas where many foreign tourists come to visit. Sujaya (2021) for example, held English language training for tour guides located in Bali. As a tourist centre for Indonesia or the area in Indonesia that is most frequently visited by tourists, tour guides in Bali will be faced with foreign tourists, most of whom use English as the language of instruction. In addition, Oktavia, Poerwantika, Kunkunrat, and Afriantari (2020) also provided English language training at Wanasari Tourism Village in Bandung. Where the village has a decent potential as a tourist village.

This study will focus on analyzing the speaking and writing skill of the tour guides. Hadah, Maghfiroh, Humairoh, and Ahadah (2020) stated that speaking and writing skill is related to one another. In other words, someone's speaking quality is influenced by his or her writing skill. Goh and Doyle (2014) argued that children's progress in speaking is correlated with their development in writing strength. Therefore, these two skills are inseparable from one another. In addition, tour guides are required to talk a lot. They talk to the tourists that they guide along the way. They are also needed to be able to write the messages that they want to convey to the tourists well. and their messages must be able to be understood. In addition, these two skills belong to the English productive skill strand which often indicates whether someone can master English well.

Mapping English Language Skills Tour Guide

For the sake of the fluency of a foreign language training program, the foreign language skills of a tour guide should be analyzed first, to find out the extent of their English skills, so that the proportion of English language training can be carried out properly along with the provision of training materials based on the level of English of the tour guides, whether enter basic, intermediate, or advanced levels.

The English level of the tour guides needs to be identified by the English language teachers or instructors who also act as researchers in this study, so that the English language skills of the tour guides can be mapped and efforts can be made to increase the level of the tour guide's English skills. This then initiates the following research problem: *What are the levels of English speaking and writing skills of the tour guides in tourist villages in Trenggalek Regency?*

Research Methods
Research Design
This study employed qualitative design with a result analysis approach. This method was chosen because it fits the study's aims to explain phenomena in the study site (Cohen et al., 2018) to understand the social field from the respondents' perspective (Poedjiastutie, 2020).

Research Participants
The participants of this study were five tour guides in Duren Sari, Desa Sawahan, Kecamatan Watulimo, Trenggalek. These participants were chosen based on purposive sampling to obtain the desired data that fit the research question (Cohen et al., 2018). The inclusive criteria are:
1. Have performed as a tour guide in Duren Sari;
2. Have guided foreign tourists; and
3. Have a comprehensible understanding of Duren Sari as a tourism village based on local products, which is durian.

The information gained from participants with these criteria can be used to answer the research question, which is related to local tour guides' ability to promote local values using English.

Research Instruments
The Speaking and Writing assessment rubrics established by Rukmini and Saputri (2017) are used in this study. These rubrics were chosen because of their rigid domains for each skill and clear scoring, which are 10-25 for speaking skills and 1-5 for writing skills. The instruments are summarized in the following table.

Aspect	Information	Score
Pronunciation	The speakers are very clear and very easy to understand and comprehend.	22-25 (Advanced)
	The speakers can be understood easily although there are influences of the mother tongue.	18-21 (Intermediate)
	The speakers have some pronunciation problems so the listeners need full concentration.	14-17 (Beginner)
	The speakers have some serious problems that cannot be understood.	10-13 (Poor)
Grammar	The speakers have no or few grammatical errors. Sometimes, the speaker makes a mistake although it does not affect the meaning.	22-25 (Advanced) 18-21 (Intermediate)
	The speakers often make mistakes that make the meaning hardly comprehensible.	14-17 (Beginner)
	The speakers make severe grammar errors or mistakes that could not be understood.	10-13 (Poor)
Vocabulary	The speakers use the appropriate vocabulary and expressions.	22-25 (Advanced)
	The speakers occasionally use less precise vocabulary which should be explained again.	18-21 (Intermediate)
	The speakers often use inappropriate vocabulary.	14-17 (Beginner)
	The speakers' vocabulary is very limited so the conversation cannot be happening.	10-13 (Poor)
Fluency	The speakers are very fluent.	22-25 (Advanced)
	The speakers' fluency is slightly disturbed by the language problem.	18-21 (Intermediate)
	The speakers often hesitated and paused because of limitations in the language	14-17 (Beginner)
	The speakers often stopped the talk, so that the conversation cannot be happening.	10-13 (Poor)

Table 1. Assessment criteria for Speaking

Meanwhile, the assessment rubric for Writing skill was also adopted from the same source (Rukmini & Saputri, 2017) as depicted in the following table:

Aspect	Information	Score
Authenticity	The writing is very original	5 (very good)
	The writing is original	4 (good)
	The writing is fairly original	3 (average)
	The writing is less original	2 (poor)
	The writing is not original	1 (very poor)
Agreement	The content is very suitable with the title	5 (very good)
	The content is following the title	4 (good)
	The content is fairly following the title	3 (average)
	The content is in less accordance with the title	2 (poor)
	The content is not following the title	1 (very poor)
Coherency	The text harmony is very precise	5 (very good)
	The text harmony is precise	4 (good)
	The text harmony is quite precise	3 (average)
	The text harmony is less precise	2 (poor)
	The text harmony is not precise	1 (very poor)
Fluency	The vocabulary selection is very appropriate	5 (very good)
	The vocabulary selection is appropriate	4 (good)
	The vocabulary selection is quite appropriate	3 (average)
	The vocabulary selection is less appropriate	2 (poor)
	The vocabulary selection is inappropriate	1 (very poor)
Grammar	The grammar selection is very proper	5 (very good)
	The grammar selection is proper	4 (good)
	The grammar selection is quite proper	3 (average)
	The grammar selection is less proper	2 (poor)
	The grammar selection is improper	1 (very poor)
Vocabulary	The writing of the vocabulary is very precise	5 (very good)
	The writing of the vocabulary is precise	4 (good)
	The writing of the vocabulary is quite precise	3 (average)
	The writing of the vocabulary is less precise	2 (poor)
	The writing of the vocabulary is not precise	1 (very poor)
Tidiness	The writing is neat and easily readable	5 (very good)
	The writing is untidy but easily readable	4 (good)
	The writing is neat but not easily readable	3 (average)
	The writing is untidy and hardly readable	2 (poor)

Table 2. Assessment Criteria for Writing Skill

Data Collection and Analysis
The data was collected from July to August 2022 with the following steps:
1. The researchers created questions for the tour guides to test their speaking and writing skills.
2. The Speaking test was divided into two tasks. First, the tour guides were required to do a role-play about scenarios that may happen to analyse their ability in handling such problems. Second, they were asked to promote the competitive advantages of their villages and why the tourists should visit. The test took about 30 minutes.
3. In the Writing test, the guides were asked to write a promotion about their villages on their Instagram, and write advertisements based on the pictures given.

Following the data collection process, the analysis was carried out. The tour guides' performance on the Speaking and Writing test was scored against the aforementioned rubrics. Following this, the participants were given feedback to improve their skills.

Results and Discussions

The Speaking Test

The results of five participants were determined through four aspects, namely, pronunciations, grammar, vocabulary, and fluency. The scores of all participants are summarised in the following table.

Respondents	Aspect Score				Total Score
	Pronunciation	Grammar	Vocabulary	Fluency	
Mrs S	10	10	11	10	41
Miss O	20	19	19	19	77
Mrs U	15	15	18	18	66
Mr R	18	18	18	18	72
Miss F	21	21	19	19	80

Table 3. Speaking Test Results

It can be seen from the table that Miss F attained the highest score with 80 out of 100, which means she is a good English speaker. Her pronunciation can be understood clearly despite being influenced by her mother tongue. For grammatical aspects, Miss F made some minor mistakes that did not affect the meaning. This finding follows a previous study by Vold & Brkan (2020) where speakers sometimes use less precise vocabulary, and their diction or word choice should be revised by repeating the sentences.

Meanwhile, Miss O, Mrs U, and Mr R had almost similar speaking scores with only 3-6 point differences. They were quite fluent when speaking but occasionally made some errors in grammar. They sometimes used less appropriate vocabulary that was sometimes not suitable for the context. This finding is in line with Akbari (2016) where such a situation is normal for most speakers, who do not use English as a second language but as a foreign language.

Overall, almost all five tour guides can understand what people were talking about despite some grammatical and pronunciation errors. It can be said that their biggest difficulty was vocabulary, which affected their fluency. This finding lends support to the theory by García Mayo & Hidalgo (2017) where people with more basic vocabulary will likely talk more meaningfully than those without.

The Writing Test

The results of the Writing test were divided into seven domains, named authenticity, agreement, coherency, fluency, grammar, vocabulary, and tidiness. The overall scores from the five participants are depicted in the following table.

Respondents	Aspect Score							Total Score
	Authenticity	Agreement	Coherency	Fluency	Grammar	Vocabulary	Tidiness	
Mrs S	1	1	1	1	1	1	2	8
Miss O	4	4	4	4	4	4	4	28
Mrs U	3	3	3	3	3	3	3	21
Mr R	4	4	4	4	4	4	4	28
Miss F	4	4	4	4	4	4	4	28

Table 4. Writing Test Results

Different from the Speaking test, the writing test results revealed that three tour guides (Miss O, Mr R, and Miss F) obtained the same score. They got 4 in all seven criteria of assessment with a total score of 28. This is understandable because these three participants performed quite good English – as observed through the Speaking test – with fluent Speaking ability. This analysis follows a theory by Pérez & Basse (2015) where people with sound Speaking skills likely have advanced written skills, too. This is apparent in this case where Miss O, Mr R, and Miss F could write English well, and their writing could be understood easily. Their writing conveys understandable meanings with the proper use of simple and past tense. This condition lends strong support to the theory of speaking and writing that these skills are intertwined (Asgari & Mustapha, 2011).

Meanwhile, Mrs S got the lowest score with 8. This shows her low ability and how she almost could not write correctly in English. She often did not understand the questions and instructions that she asked for help and assistance from fellow tour guides and researchers. This phenomenon does not concur with the idea of professional tour guides who have to be able to explain their regions in written communication (Nation & Newton, 2009). There is a need to focus on this improvement because written promotion is among the cores of successful tourism village advertisements (Elfiondri et al., 2021).

Mrs U was average with 3 in all criteria. This is indicated by her misunderstanding of the instructions. Her grammatical errors made the meanings somewhat different from what was asked in the questions. This condition is common for average EFL learners because they are struggling with their vocabulary while grappling with the idea of language production (Harmer, 2007).

Conclusion

Our study has found that tour guides in Duren Sari are struggling with their English ability. The findings revealed that not all of them were fluent in speaking and writing skills, although overall they were quite good in those skills. It is shown through their obtained scores that match the "average" and "good" criteria. They were varied in their Speaking ability, while some similarities are shown in their Writing ability, although one or two tour guides showed low English ability. It is suggested that prolonged support activities and follow-ups are conducted to improve their English skills.

In particular, the researchers communicate the test results with the participants as a basis for the next step. This discussion is expected to help the researchers to determine the materials that are better included in the textbook for future reference.

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