Research Article

Improving the English-speaking skills of tourists in Wonocoyo village through bilingual guidebook

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Abstract: Through this research, the researchers intended to seek information and data on how a bilingual guidebook improves the tour guides' speaking skills. This research provides an overview of classroom action research conducted in Wonocoyo Tourism village to investigate their improvement in English skills using a bilingual guidebook the researcher designed. The research participants were four tour guides in Desa Wisata Wonocoyo Panggul, Trenggalek. They were given a pretest and two post-tests to observe their pretest skills deposit tests. The pretest showed that the English skills level of the tour guides was low to intermediate. The treatment was then given using the bilingual guidebook designed for the post-test. The researcher designed the planning, action, observation, and reflection that become the fundamentals of two post-tests. The first post-test indicated good results, and the tour guides experienced improvement in some aspects. After some reflection, the researcher conducted the second post-test, resulting in a better score for the tour guides. The result revealed that the English skills of the tour guide English skills, mainly speaking, can be improved through the bilingual guidebook.

Keywords: bilingual guidebook; English speaking skills; tourists

1. Introduction

English for tour guides has been deemed important for tourism (Jackson et al., 2023; Wardhani, 2022). English is needed for promotion, especially abroad, to attract foreign tourists, make reservations, provide accommodations, provide tour guides, and communicate with the community and tourists. The importance of English for tourism is also based on the target number of foreign tourists coming to Indonesia. In 2023, the number of tourists visiting Indonesia will reach 11.68 million visits or almost double from 2022. This increase indicates the importance of English language skills for tourism actors, including tour guides, in several tourist attractions in Indonesia, including tourism villages. English language training has been widely implemented in tourism villages in Indonesia, such as English language training for tourism villages in Purworejo Regency, Central Java (Arikunto, 2019). Similar training is also carried out in several tourism villages in Trenggalek Regency, East Java (Wahyuningtyas et al., 2022.a; Montanari et al., 2024).

Several potential tourist villages that are being developed include Wonocoyo Tourism village, located in Trenggalek Regency, East Java. This tourism village, famous for its turtle breeding and beach tourism, received the Climate Village Program *(Proklim)* award in 2023 from the Ministry of Environment. This award was won for its success in environmental conservation, including its efforts to preserve turtles. Wonocoyo Village also has several unique tourist attractions, such as the charm of the beach in the south of Java Island, with clean sand and coral scattered along the coast [5]. These attractions have made Wonocoyo Village one of Trenggalek Regency's leading attractions to attract domestic and foreign tourists. To prepare Wonocoyo Village to become one of the destinations for foreign tourists, various efforts are needed, one of which is improving English language skills, an international language that tourism actors need to master. The absence of mapping of the level of English language skills of tourism actors in this village is a problem in itself.

In Trenggalek Regency, mapping has only been carried out in the Duren Sari Sawahan Tourism Village, where data was obtained that the English language skills of tourism actors, especially tour guides in the area, vary in level from basic to intermediate. However, only a few tour guides can speak English (Wahyuningtyas et al., 2022.b).Data from the Tourism and Culture Office of Trenggalek Regency in 2023 showed that the Pelang Beach tourist attraction in Wonocoyo Village managed to attract 30,603 tourists. However, this figure was only obtained from the number of domestic tourist visits. In contrast, the number of foreign tourist visits has yet to be recorded even though several foreign tourist visits have been detected. Training is needed to increase foreign tourist visits to improve the English language skills of tourism actors in Wonocoyo Village, especially speaking, where speaking skills are mandatory for tourism actors, especially tour guides—existing supporting components, including a tourist guidebook, support this development. Guidebooks or guidebooks are intended for tourists as a means of information about tourism potential and guidelines when travelling (Ayuningtyas, 2021; Distria et al., 2021).

Meanwhile, it is also stated that tourist guidebooks promote the culinary delights of tourist attractions (Yudian & Demolingo, 2022). Due to the above considerations, this study will examine efforts to improve the English-speaking skills of tourism actors in Wonocoyo Village, Panggul, and Trenggalek through image media in guidebooks or tourist guidebooks. So, the research problem formulation is: How can we improve the English-speaking ability of tourism actors in Wonocoyo Village through the media of tourist guidebook images?

The problem-solving approach used in this study is classroom action research because the researcher aims to solve a problem using a method or treatment. In this study, the researcher will carry out several stages: planning, implementation (action/implementation), observation, and reflection (Alek, 2016). Furthermore, it is explained that one of the principles of this research model is that its activities are sustainable and continuous. This aligns with this study, which targets continuous English learning to improve English skills, especially the speaking skills of tourism actors in Wonocoyo Village. The tourism actors who are research participants will receive treatment in the form of English-speaking skills material taught as image media in a guidebook or tourist guidebook.

Some previous research has a design similar to this one. The previous research in this field obtained the mapping data about tour guides' English skills. Most tour guides (65%) still required more training in four English skills (listening, reading, speaking, and writing). In addition, 35% of the participants already possessed basic English skills, which is enough to serve and guide the tourists. The result revealed that most tour guides need improvements in their English skills, and some efforts are required to achieve that (Widhiastuty & Murdana, 2023).

Another research revealed that tour guides have four levels of English proficiency: Excellent, very good, good, and average (Gani & Damayanti, 2018). Only one tour guide spoke English well, while the others spoke English well and average. The problems that hinder the tour guides in improving their English skills are inappropriate word choices, poor pronunciation, and lack of confidence when speaking English. These reasons make it difficult for needed help to improve their English skills, mainly the productive ones. From the result, the researcher suggested that tour guides try to improve their English skills by joining English training courses, practising speaking English confidently, practising English every time and everywhere, and listening to many English conversations from various digital sources and materials.

Regarding the material, English for Tour Guide lies in the English for Specific Purposes strand. English for Specific Purposes textbooks as part of materials for tour guides' English skills need some improvements in terms of contents to adjust the needs of the English skills of tour guides (Rejeki & Swetasurya, 2023). The book added some adjustments, such as cultural content and target needs (telephone conversations, apologizing, asking for help, and answering enquiries). The improvements and adjustments made to the books intend to increase the English skills of tour guides.

This study has an element of novelty. Compared to previous similar studies, similar studies focus on analysing the implementation and description of the English language skills of tourism actors, especially tour guides. Meanwhile, this study emphasizes improving tourism actors' English-speaking skills using the classroom action research approach, where tourism actors will be given materials and training to improve their speaking skills. This study aims to complete the previous research findings so that tour guides can have additional references to improve their English skills. In the future, the researchers hope this research can be an additional work about classroom action research in tourism studies. Through this research, the researchers expected the government and tourism agencies to be more thoughtful and mindful of the English teaching and learning for tour guides.

2. Materials and Methods

2.1 Types of research

The bilingual guidebook was developed through some processes. First, the researchers mapped out and selected the tourism potentials and objects from the tourism village, Wonocoyo village, Trenggalek. The tour guides also helped the researchers collect and compile the pictures and descriptions at this stage. The researchers translated the descriptions, still in Bahasa Indonesia, to English. After several revisions and checks, the researchers developed the final version of the descriptions. Then, pictures of those potentials and objects are compiled. The descriptions of the tourist attractions and potentials were then matched with pictures. Therefore, it is expected that the readers and users of the guideline will get a complete description of the guidebook. The researchers then designed the layout of the guidebook. There are some considerations in designing the layout; the layout must be eye-catching and fit the pictures and descriptions. The researchers also consulted the content and design of the guidebook with the Trenggalek Tourism Board, which gave some suggestions to the researchers in revising and developing the guidebook. Once the guidebook was revised, it was printed and shared with the tour guide in Wonocoyo village, Trenggalek. The tour guides were then asked to give some input for the guidebook before it was used to guide the tourists.

This bilingual guidebook can be the learning material that the tour guides use to guide the tourists and also as the material to enhance and improve their speaking skills. This bilingual guidebook was completed with descriptions and pictures that could help them explain and visualize the tourism objects while explaining them to the tourists. The vocabulary in the guidebook was also easy to understand. This guidebook was made after the pretest so that the researchers could know the initial English proficiency levels of tour

guides and adjust the difficulty levels of the vocabulary with their English levels. The guidebook was then distributed to the tour guides for treatment 1 and 2.

Looking at its nature, which employs pretests and post-tests 1 and 2 to test the effectiveness of the treatment, this study implements classroom action research. Classroom action research is a research action carried out to solve problems in the world of education (Alek, 2016). This study has four stages or cycles, namely planning, treatment (action), observation (observation), and reflection (reflection) (Arikunto, 2019). Meanwhile, the researcher acts as a planner, implementer, observer, data collector, data compiler, and formulator of research results. The following are the stages of the research in Figure 1.

2.1.1 Planning Phase

The first stage is planning. In this stage, the researcher will plan offline and online meetings with the research participants to determine the field conditions. A pretest is needed because there is no previous data regarding the speaking abilities of tourism actors in the village. At this stage, the researcher will go directly to the field to hold a pretest to determine the initial speaking abilities of tourism actors using a predetermined test instrument. Furthermore, a treatment will also be prepared to improve the speaking abilities of tourism actors in the form of image media in the form of a guidebook. The obstacle that the researchers faced during this phase was the need for more initial information from the targeted participants, which made it difficult for the researchers to have initial descriptions of the targeted participants.

2.1.2 Implementation or Action Phase

Furthermore, tourism actors are given two treatments and training, using bilinguals, that are adjusted to their abilities. This implementation stage will always repeat more than one round or cycle until the results show that the treatment in illustrated media in the guidebook effectively improves tourism actors' speaking skills. The difficulties the researchers encountered during this phase were that the parties needed help from faculty accepting and understanding information in English, which made the researchers take much time to explain the instructions.

2.1.3 Observation Phase

The researcher will observe the participants' speaking skills development in this stage. A post-test will be carried out at this stage. The researcher will also observe how many rounds of treatment are needed to achieve the desired results by improving the speaking skills of tourism actors. The instruments used in this stage are: 1. Participant observation sheets; 2. Assessment rubrics; and 3. Other notes relevant to the activities during the action. The reliability and validity of this classroom action research were tested through the process and outcome validity as one of four validities proposed by (Burns, 2019). In this validity, the researchers observed the process or the cycles of Classroom Action Research and whether the phases of each cycle were considered effective. The second validity was outcome validity, where the researchers emphasized the results or outcomes of the cycles in this Classroom Action Research. The researchers observed and monitored the result of the research outcome and whether treatments 1 and 2 impacted the result. This aligns with the essence of classroom action research, where the Classroom Action Research was considered successful when the researchers obtained the targeted result or outcome.

2.1.4 Reflection Phase

The last stage is reflection. In this stage, the number of stages of treatment will be determined. If, for example, the participants have not shown satisfactory results even though they have been given treatment, then the treatment must be continued to the next round or cycle, which means the cycle increases. All stages of research using classroom

action research are estimated to last 6 months to 1 year. In the following year (year 2), an evaluation will be held and continued with similar research. The reflection phase is what should be improved from each phase. However, the time gap between each phase and the cycle is a week away, so the researchers should have taken longer to do a reflection phase.
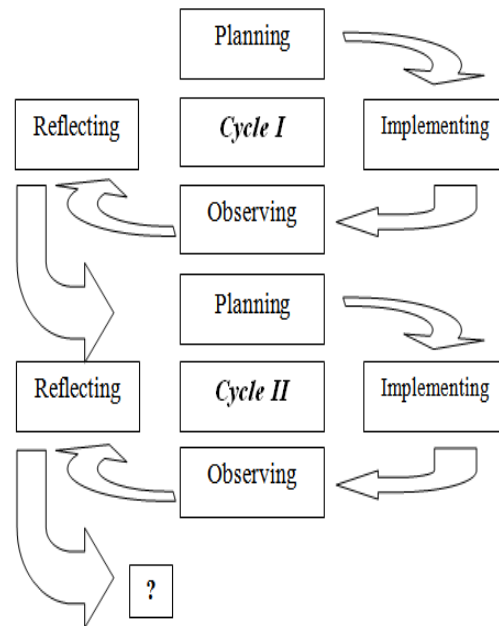

Figure 1. Stages of Classroom Action Research (Classroom et al.)

The data collected from the results of classroom action research are quantitative (test results at each stage or cycle) and qualitative (documentation and observation of student activities during the treatment and action). At this stage, the researcher will also determine the standard of success of the treatment carried out to determine whether this classroom action research has succeeded.

2.2 Research Subjects and Objects

The first stage is planning. In this stage, the researcher will plan an offline and on-in meeting with the research participants to determine the editions. A pretest is needed because there is no previous data regarding the speaking abilities of tourism actors in the village. At this stage, the researcher will go directly to the field to hold a pretest to determine the initial speaking abilities of tourism actors using a predetermined test instrument. Furthermore, a treatment will also be prepared to improve the speaking abilities of tourism actors in the form of image media in the form of a guidebook.

2.3 Data Types and Sources

The types of data used in this research are primary and secondary data. Primary data consists of interviews with school community data sources, including the principal and deputy curriculum four subject teachers, secondary data obtained from documentation studies of learning plans (teaching modules), and assessment data.

2.4 Data collection technique

The instruments used in this research include in-depth interviews, observation, and documentation studies. Observations are carried out systematically using observation guidelines and non-systematic observations without instruments. Non-systematic observation is used to observe student and teacher activities in implementing intracurricular learning using Project Based Learning *(PjBL)*. The observation guide

records things that occur during the activity process, and then the observation results are interpreted, Rubric instrument follow Table 1 and Table 2.

2.5 Data Analysis Techniques Data Analysis Techniques

The data that has been collected is then analyzed. Data analysis was carried out descriptively. The steps taken to analyze and interpret qualitative research data are 1) preparing and organizing the data; 2) exploring and coding the database; 3) describing findings and forming themes; 4) representing and reporting findings; 5) interpreting the meaning of the findings; and 6) evaluate the accuracy of the findings.

Table 1. Speaking Rubric

Initial	Criteria	Score
E	Excellent	5 Points
VG	Very Good	4 Points
G	Good	3 Points
S	Satisfactorily	2 Points
P	Poor	1 Point

Table 2. Speaking Skill Criteria

Criteria	E	VG	G	S	P	Comment
SPEAKING SKILLS						
Fluency and Coherence speaks fluently with only rare repetition or self-correction; Speaks coherently and develops topics fully and appropriately						
Lexical resource and range Express with some flexibility and appropriateness, giving effective descriptions and expressing viewpoints on various topics.						
Grammatical range and accuracy Complex sentence use and minor grammatical occurrence.						
Pronunciation Pronounce words correctly, articulate clearly, and intonate appropriately.						
Interaction (Listen and respond) A good contribution to other Active in conversation development Task accomplishment						
PRESENTATION SKILLS						
The presentation was organized, logical, and presented well in sequencing.						
The assignment was completed according to the instructions provided.						
Presentation done within time allocation						
Total						

The researcher used the speaking rubrics by Brown and Abeywickrama (2019) and Jacob et al (1981).

3. Results

3.1 Implementation of the Pretest

Before treating the participants, the researcher administered a pretest to assess their speaking abilities and a speaking and writing test. The chart shows that the speaking skills score ranged from 12 to 22, and the writing skills score ranged from 51 to 81. The speaking skill score was lower than the writing skill score in Table 3.

Table 3. Speaking Pretest Score

Name	Speaking
Participant D	22
Participant C	20
Participant B	12
Participant A	12

3.2 Treatments 1 and 2

The treatment used a bilingual guidebook that the researchers designed. The first treatment was conducted in June 2024. The treatment was in the form of Bilingual guidebook (Figure 2) training for tour guides in Wonocoyo Tourism village, Panggul, Trenggalek. The treatment was held in one of its famous tourist attractions so that the tour guides, as the participants, could experience the real setting of tour guide practice. The training was divided into two sections. First is the speaking section, in which the researchers act as the facilitators and the tour guides as the participants. The tour guides, as the participants, were divided into four groups.

Figure 2. (a) Cover guide-book and (b) The contents of the guidebook use bilingual

One facilitator accompanied each group. The facilitator had a duty to explain the Speaking task to the participants and guide their Speaking practice. The facilitators gave them some scenarios to practice. The participants then practiced speaking according to the scenario. They acted as if they were receiving and serving foreign tourists visiting their village's tourism objects. Besides giving explanations and guides to the participants, the researchers who acted as the facilitators also encouraged the participants to be more confident in speaking and guiding the foreign tourists (Wahyuningtyas et al., 2023.c). The treatment was held a week after the pretest and a week before post-test 1. Therefore, there was still time for the participants to prepare their post-tests. This first treatment was done in two and a half hours, presented in Figure 3.
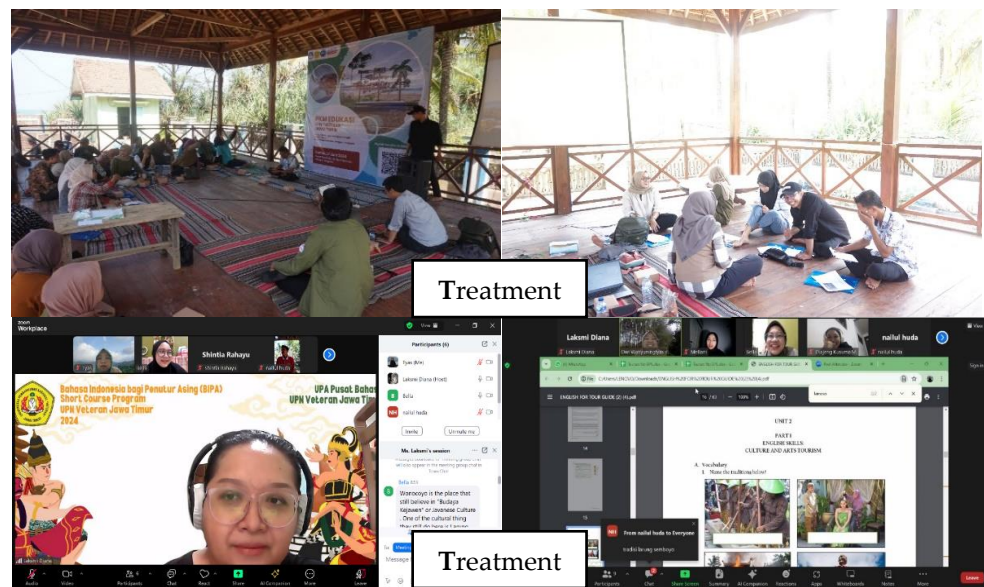
Figure 3. Speaking treatment 1 and treatment 2

The second treatment still explained and guided the tour guides in guiding the foreign tourists using the guidebook, and the procedure was still the same. However, the second treatment was conducted online. It was conducted a week after post-test one and a week before post-test 2. Thus, there is the same gap from ppretest1, treatment 1, post-test 1, treatment 2, and post-test 2. The second treatment was conducted in two hours.

3.3. Post Tests 1 and 2

After the first treatment, in which the research team conducted online classes for the guides, the team gave Post Test 1 to measure the guides' speaking and writing skills. From this first post-test, all the participants' total speaking skill scores were in the range of 21 to 30 out of 60. Meanwhile, in the second post-test, all the participants' total speaking skill scores were 22 to 32 out of 60.

From the 1st Post Test, all the participants' total writing skill scores were 51 to 59 out of 100. Meanwhile, in the second post-test, all the participants' total writing skill scores were 52 to 69 out of 100. The total writing skills scores in the second post-test were better than in the first, follow Figure 4.
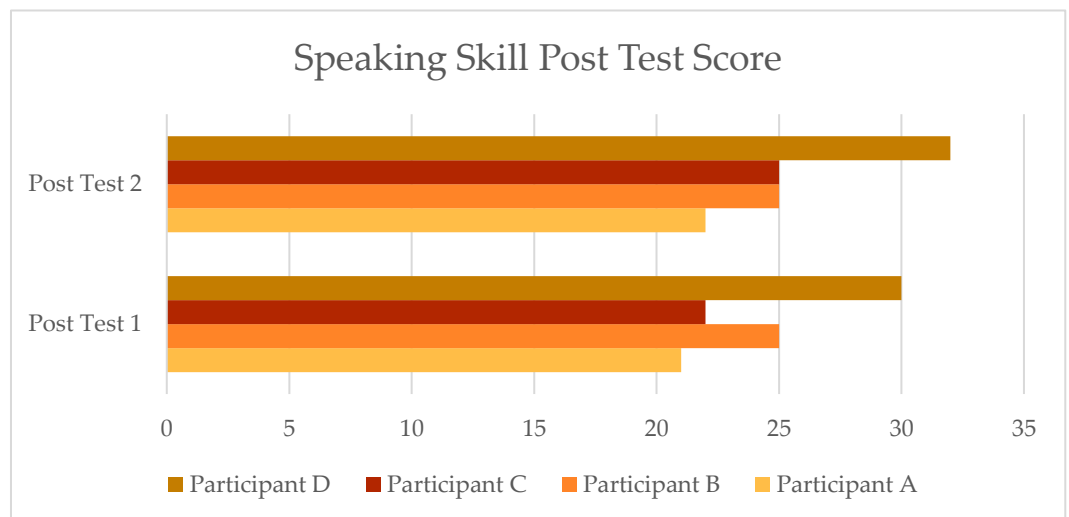

Figure 4. Speaking skill post-test score

4. Discussion

Classroom action research was the design of this research as it tested the best method to improve speaking skills (Ayuningtyas, 2021). The material used to improve the English-speaking skills of the tour guides was a bilingual English guidebook. Classroom action research was chosen to be employed in this research as it is believed to improve the quality of the teaching and learning process (Amri, 2013). In this case, English teaching for tour guides. The classroom action research in this study is conducting the pretest to know the initial English-speaking skills of tour guides, using the bilingual guidebook to improve their speaking skills (Waring et al., 2019), and conducting post-tests 1 and 2 as part of classroom action research. This classroom action research also involves several phases: planning, implementing, observing, and reflecting, comprising one cycle. After the first cycle, the researchers conducted the reflection, and when it was needed, the researchers then conducted cycle two, which has the same phases or steps.

Before implementing a guidebook as a treatment, the researcher conducted some steps: planning, treatment, observation, and reflection. The researcher conducted an online meeting to figure out the field conditions. After learning the field conditions, the researcher conducted a Pretest to determine the participants' speaking abilities because there was no previous data. From the Pretest, the researcher obtained the participants' speaking and writing skill scores. The total speaking skill scores were in the range of 12-22. However, the total writing skill scores ranged from 41-58. Evaluation of specific topics provides insight into what is important to learners from their professional perspective, to encourage going beyond just analysing language structures to considering the various factors that influence communication as a guide (Westby et al., 2023).

After conducting the Pretest, the researcher prepared the treatment, which was the first cycle. In this cycle, the researcher treated the participant in the form of a bilingual guidebook. This cycle was conducted on two days, during which, one day, two sessions were held. After the first cycle, the researcher observed the development of participants' speaking abilities by giving Post-test 1. In the first post-test, the speaking and writing skills score increased. The total speaking skill scores were in the range of 22-30. Meanwhile, the total writing skills scores were 51-58. Conception assessment is needed to determine proficiency scores and from these scores we can consider further all bilingual participants with dynamic proficiency in each of their languages (Fitton et al., 2023).

Then, the researcher continued the step, which was conducting the second cycle to improve the participants' abilities. This cycle was conducted differently from the previous one because it was held online via Zoom, yet the total number of sessions was the same as four. In this cycle, the researcher used the same treatment, which was a bilingual guidebook. After this cycle ended, the researcher held the second post-test. This post-test was also conducted online. This Post Test, it showed an increase in the total scores. Both writing and speaking skill scores increased. After some steps, the participants' scores from the pretest Post-Test 1 and Post-Test 2 increased. This meant that the treatment given by the researcher could improve the participants' writing and speaking abilities. A guidebook could improve the participants' writing and speaking skills (Harwood et al., 2024).

The result revealed that the bilingual guidebook improved the English skills of tour guides (Harwood et al., 2024; Widhiastuty & Murdana, 2023). Two cycles of classroom action research that the researchers conducted revealed an increase in tour guide tour guides' English-speaking scores. The increase is not significant. However, the score is a testament that the use of a bilingual guidebook has indeed an impact on improving the English-speaking skills of tour guides in Wonocoyo Tourism village (Wahyuningtyas et al., 2023.c). Some aspects may cause the improvement. First, using a bilingual guidebook enables them to practice English more. The guidebook was completed with pictures and descriptions, so it helped the tour guides explain and speak more clearly as they could read the instructions from the guidebook, which also aided with the pictures. Illustrated guide books make it easier to guide tours with a variety of interesting displays (Su, 2022).

The use of interactive questions in the guidebook also helps cognitive skills and problem solving skills (Fitton et al., 2019; Prasasti & Listiani, 2019). Second, after practising speaking with the guidebook, the tour guides will be more adjusted to the style and how to promote and explain the tourism objects. In treatment 1 and 2, they might use the guidebook. However, in post-tests 1 and 2, they no longer used the guidebook.

Other factors might influence the results of post-tests 1 and 2. Students' abilities, class atmosphere, and teacher attitude were also claimed to be the factors that influence speaking abilities (Illyin et al., 2019; Westby et al., 2023). The same thing goes for this classroom action research where there was a week gap during pretest treatment 1, 1, treatment 2, and post-test 2. This gap might influence the result of this classroom action research. In other words, the result is not based solely on the treatment. The tour guides may practice their English outside and other efforts done by the tour guides to improve their English-speaking skill. the use of various types of local language specific vocabulary and conceptual lexical-semantic skills with the grammatical abilities of tour guides (Simon-Cereijido & Méndez, 2018).

It was also noted that the researchers needed to improve in the reflection phase, with only a one-week gap between ppretest1, treatment 1, post-test 1, treatment 2, and post-test 2. The lack of reflection may affect the effectiveness of treatment 2. Treatment 2 could have been more effective, and the result of post-test two could have been more significant. However, the lack of reflection prevented it from working very little. There are major challenges in language practice, including differences based on experience, work environment, lack of time and difficulties in implementing the use of a foreign language in daily activities (Fitton et al., 2023; Hallin & Partanen, 2024).

5. Conclusion

According to the discussion, the research results indicate that this treatment positively affects the participants' speaking and writing skills. The participants' scores increased from the test Post-test 1, and after having a second treatment, the score also increased from post-test 1 to post-test 2. This means that the researcher's treatment in the form of media as a guidebook can increase the participants' speaking abilities. Using a bilingual guidebook has indeed improved the English-speaking skills of tour guides in Wonocoyo Tourism village, Trenggalek, East Java.

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