

# Integrating Contextual-Based Language Teaching of English for Tour Guiding in Promoting Speaking Skill of Tourism Group Members

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**Abstract.** Tourism is one of important aspects in our life. Tourism could not be separated from the development of any regions. Understanding the fundamentals of tour guiding is very crucial. The Covid 19 pandemic has had an impact on tourism in Bali. However, it did not break the enthusiasm of the tourism group members in Baha Village to join an online Contextual-based Language Teaching of English for tour guiding. This research made use a classroom action research with cyclical process. There were ten members of the tourism group taken as subject under study. The data were gathered by administering pre test and post test. The result showed that there was an improvement of the speaking skill after joining English for tour guiding of the tourism group members in Baha Village. This study implies that Contextual-based Language Teaching of English for tour guiding could improve the speaking skill of members of tourism group in Baha Village.

## 1 Introduction

Tourism is one of important aspect in our life. It could no be separated from the development of any regions. Understanding the fundamentals of tour guiding is crucial. It sets the framework of the job and it allows general knowledge of your work life. Tourists come to a country to experience the destination. No matter the reason for the trip, inevitably the person is a visitor to the country and wants an authentic experience. Therefore, there is the need for someone who is knowledgeable about the country or sight. The Adventure and outdoor recreation sector or the Attractions sector demands people to satisfy the demands. Travelers will be able to feel secure with a professional tour guide. The exceptions are those travelers who are termed as “drifters” [1]. There are some roles on tourism especially in handling a tour that may not be separated from tourism. Those are, a tour operator, tour guide, and tour manager/tour leader. Tour Guide is very needed for tourists. A Tour Guide

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is someone who takes people on sight-seeing excursions of limited duration [2]. A person who guides visitors in the language of their choice and interprets the cultural and natural heritage of an area which person normally possesses an area-specific qualification usually issued and/or recognized by the appropriate authority [3].

Speaking is an important skill as a tour guide. It is a part of productive skills known as active skill which is integrated with receptive skills. In consonance with [4] being able to or mastering the ability of speaking English is a priority for many second-language learners. According to [5]) states that speaking is a part of daily which is taken for granted. It is necessary to remember that speaking forms a part of the shared social activity of talking. Speaking involves interaction with one or more participants.

According to [6] developing the ability of speaking in order to build an interaction successfully by using the language and involving comprehension as well as production is the objective of speaking skill. It indicates that speaking is significant because not only speaking is the ability to interact successfully using the language but also it involves the ability to form grammatically correct sentences structure and then to pronounce them. To construct understanding in foreign languages, the use of right words or vocabularies and correct grammatical structure are must be used by speakers. It helps convey meaning clearly and accurately so the listeners will get the gist of it. In addition, a good and communicative interaction is needed between the speakers and listeners by mastering several components of speaking, they are vocabulary, comprehension, grammar and fluency as well. Speaking is an interactive process of constructing meaning, developing, producing, receiving and processing information.

Contextual-based Language Teaching is one technique that can be used in teaching speaking. Based on the previous research focusing on needs analysis of local tour guides in Ambengan and Sambangan village in Sukasada District found that contextual-based English learning was needed to accomplish their jobs in a more professional way through non formal education [7]. Contextual-based Language Teaching may help teacher to correlate the learning materials and the real life situation. It is also helpful for students to apply the knowledge to their daily life. Another research on contextual-based learning found that contextual teaching and learning gave a significant effect on reading skill and motivated students in learning [8]. The Covid 19 pandemic has had an impact on tourism in Bali. However, it did not break the enthusiasm of the tourism group members in Baha Village to join an online Contextual-based Language Teaching of English for tour guiding. English for Tour Guiding Training joined by Members of Tourism Group in Baha Village. They really need assistance of tour guiding training. Based on the background above, this research is intended to figure out wether or not Contextual-based Language Teaching of English for tour guiding training could improve speaking skill of the toursim group member in Baha Village.

## **2 Methods**

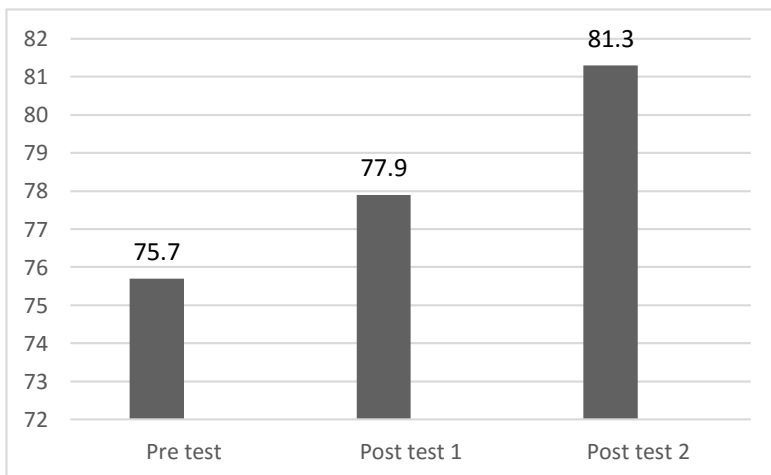
In this classroom action study, the design is adapted from action research designed by Kemmis and McTaggart as cited in Burns (2010:9) the teaching and learning process would be divided into some cycles where each of the cycles consisted of two sessions and it consisted of four interrelated activities namely: planning, action, observation, and reflection. Before each session was going to be conducted, at first the researcher would conduct an initial reflection in which to know the real pre-existing speaking skill of the subjects. This present study involved the 11 Pelton (2010:3) says that in the school setting, action research refers to a systematic approach to improve teaching practice. A process to improve education by incorporating changes and involving educators working together to

improve their own practice. There were 10 members of tourism group *Kelompok Sadar Wisata* (Pokdarwis) in Baha Village. There were then taken as subject under study who joined an online English for Tour Guiding Training. The online training was conducted through an application of zoom meeting.

There were two kinds of instrument that used by the researcher to collect the data of the classroom action research; they were test (pre-test and post-test) and questionnaire. The pre-test was done before the teaching and learning process was begun. The aim was to know about the pre-existing ability and find problem of the students as the subject. Then, it was post-test. The post test was done at the end of every cycle or after doing the teaching learning process. The purpose was to know the students' improvement from the beginning of the training. A scoring rubric which was adapted from Brown (2004:172). However, three aspects are only used in this present study as the main criteria to score the subjects' performance such as fluency, comprehension, and grammar.

### 3 Result and Discussion

In order to give clear presentation of the data, the findings of the present classroom action research showing the rising comparative of the mean scores of pre-test, post-test 1 in cycle I and post-test 2 in cycle II could be presented in the form of the graphs as the follows:



**Fig.1.** Depicting the Subject's Progressing Achievement of Speaking skill after being taught through the Contextual-based Language Teaching.

Pre-cycle was conducted in order to know the pre-existing speaking skill of the subjects before Contextual-based Language teaching was implemented. Pre-test was administered to measure the real pre-existing skill of the subjects in speaking skill and also used the result of the pre-test as a guidance to prepare the action plan based on the subjects' achievement. The mean score of the pre test followed by the ten members of tourism group in Baha Village was 75.7. On the pre test, it was found that most subject still made small errors in pronunciation but do not disturb the listeners. Accent may be obviously foreign. They also

made mistakes that distract the fluency and were able to speak quite accurate but does not have confident control of the grammar.

Cycle I was administered based on the result of the pre-test in pre-cycle which showed the subjects' speaking skill before implementing Contextual-based Language Teaching. Therefore, cycle I was conducted by the researcher to collect the required data. The data were the guide for the researcher to know whether or not the subjects' speaking skill improved. There were two sessions in this cycle. In cycle I, the researcher followed the steps of doing action research namely: planning, action, observation, and reflection. These steps were done chronologically in order to obtain the best result. The mean score of the post test 1 followed by the ten members of tourism group in Baha Village was 77.9. The result of post test 1 showed that they were able to speak in quite accurate intonation but sometimes is misunderstood by the listeners. They were able to speak quite accurate but does not have confident control of the grammar. They had a quite complete understanding about the topic but has a little misinterpretation in retelling.

After conducting cycle I and to get the result, the researcher decided to continue the research by conducting the Cycle II. Cycle II was conducted based on the result of the post-test in cycle I to give more improvement towards the subjects' speaking skill. Cycle II was started with planning. In the planning, the researcher prepared the lesson plan, learning material, worksheet and post-test. This planning was still focused on the implementation of Contextual-based Language Teaching to improve subjects' speaking skill. The mean score of the post test 2 followed by the ten members of tourism group in Baha Village was 81.3. The result of post test 2 showed that they had quite rare errors in pronunciation. They could speak in the appropriate intonation. They understood the topics clearly and able to retell. They made a good control of grammar but sometimes inaccurate. Regarding to the data and the explanation, this study of classroom action research was regarded successful to improve the subject's speaking skill. This study was ended in the second cycle in which Contextual-based Teaching successfully improved the students' speaking skill.

## 4 Conclusion

Based on the findings, the present classroom action research showed that the subjects' speaking skill was improved. The implementation of Contextual-based Language Teaching gave students opportunity to express themselves as members of tourism group. As a result, they were not shy, brave and more confident when they spoke. Therefore, it could be concluded that speaking skill of the Tourism Group Members of Baha Village could be improved through Contextual-based Language Teaching.

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