CONTEXTUAL DISTANCE TEACHING TO IMPROVE TOURIST DRIVERS' ENGLISH LANGUAGE EXPRESSION

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ABSTRACT

This study aimed to assess the effectiveness of Contextual Distance Teaching (CDT) in improving driver's English language expression and enhancing motivation, while also evaluating its significant influence on their English proficiency. Utilizing an action research approach conducted via the WhatsApp online platform, this study engaged 10 tourist drivers associated with the Bali Transport group, aged between 22 and 50. The study comprised two cycles, each consisting of three sessions. Data collection involved administering tests and questionnaires, including pretest, post-test 1, and post-test 2. Analysis was conducted using descriptive statistics and paired sample t-tests. The initial findings indicate that CDT effectively enhances the language expression of drivers in service-related contexts. The average pretest score, initially categorized as "poor" at 39, improved to 65 in post-test 1 and further increased to 75.8 in post-test 2, now categorized as "fair.", The main score of the questionnaire was 4.4 of 0-5 Likert scale implying the drivers had positive motivation and perception on the strategy apllied. The second statistic finding indicated a significant difference in the mean between the pre-test (Sig. and the post-test 1 (0.000 < 0.05) and post-test 2 (0.000 < 0.05). This study suggests that the implementation of CBT has a positive influence on reducing the number of language expression errors made by drivers as adult learners, leading to better English proficiency.

Keywords: distance teaching; contextual learning; English expression

ABSTRAK

Penelitian ini bertujuan untuk mengetahui efektivitas Pengajaran Jarak Jauh Kontekstual (PJJK) dalam meningkatkan pemahaman ungkapan bahasa Inggris pengemudi pariwisata di Bali dan mengevaluasi pengaruh signifikannya terhadap kemahiran berbahasa Inggris mereka. Dengan menggunakan pendekatan penelitian tindakan melalui platform online WhatsApp, penelitian ini melibatkan 10 pengemudi pariwisata dalam grup Transportasi Bali dengan usia antara 22 dan 50 tahun. Pengajaran terdiri atas dua siklus, masing-masing terdiri atas tiga sesi. Pengumpulan data menggunakan tes termasuk pretest, post-test 1, dan post-test 2 dan kuesioner. Analisis dilakukan menggunakan statistik deskriptif dan uji t-sample berpasangan. Temuan pertama menunjukkan bahwa PJJK secara efektif meningkatkan ekspresi bahasa pengemudi dalam konteks terkait pelayanan. Skor pretest rata-rata, awalnya dikategorikan "rendah" sebesar 39, meningkat menjadi 65 dalam post-test 1 dan lebih lanjut meningkat menjadi 75,8 dalam post-test 2, sekarang dikategorikan "cukup bagus." Sementara itu, nilai rata-rata kuesioner adalah 4,4 dari skala Likert 0-5 yang mengimplikasikan bahwa para pengemudi memiliki motivasi dan persepsi positif terhadap strategi yang diterapkan. Temuan kedua secara statistik menunjukkan perbedaan rata-rata yang signifikan antara pre-test (0.000 < 0.05) dan post-test 1 (0.000 < 0.05) dan post-test 2 (0.000 < 0.05). Ini artinya implementasi PJJK memiliki pengaruh positif terhadap pengurangan jumlah kesalahan ekspresi bahasa yang dilakukan oleh pengemudi sebagai pembelajar dewasa, sehingga meningkatkan kemahiran berbahasa Inggris mereka.

Kata Kunci: *pengajaran jarak jauh; pembelajaran kontekstual; ekspresi bahasa Inggris*

INTRODUCTION

The ability of tourist drivers in Bali to communicate in English generally relies on direct involvement, language knowledge acquired during schooling, or self-learning from experience. As a result, they develop fossilized errors that are difficult to correct due to limited understanding and skills in language expression within the service context. According to So et al., (2014),

formal language service is achievable not solely through the consumption experience but also through engaging with customers beyond the service encounter. Formal language expressions in customer service are crucial for tourist drivers to interact during journeys (Lemon & Verhoef, 2016). The better the language expressions mastered by the drivers, the better their business relationships and the lower the occurrence of service complaints. However, the relationship between drivers as service providers and tourists as service recipients runs smoothly if drivers can share information in English with foreign guests. It is not only a matter of language in terms of language proficiency but also the way of delivering it with contextual language variations. Therefore, there is a need for an intensive approach through Contextual Distance Teaching (CDT).

To gain further insight into CDT, numerous empirical reviews have been conducted on various distance teaching methodologies, such as online learning, blended learning, and remote instruction. Research that was conducted by Al-Arimi, 2014; Lemon & Verhoef, 2016 suggests that E-learning enables students to gain richer experiences by not only learning from course materials but also by engaging with online communities and networks. Meanwhile, Bušelić (2012) states that distance education is experiencing rapid growth within the field of education, with its potential impact on all delivery systems significantly amplified by the advancements in Internet-based information technologies, particularly the World Wide Web. According to Haber (2020), distance education faces various challenges, including the need for complex critical thinking telecommunication setups and the potential for asynchronous audio and video quality, which may distract learners. Additionally, communication and interaction limitations in distance education settings, along with higher associated costs and dropout rates, pose significant obstacles compared to traditional classroom learning. However, The attitude toward online learning influenced the connections between both intrinsic motivation and extrinsic motivation with engagement, underscoring the importance of online learning environment design in improving learning experiences (Ferrer et al., 2022). In conclusion, while specific empirical reviews on CDT may be limited, the existing research on distance teaching methodologies and contextual teaching methods provides a foundation for understanding the potential benefits and effectiveness.

The incorporation of real-world contexts, authentic tasks, and relevant examples into distance education programs can enhance their effectiveness by integrating contextual elements into teaching approaches. As mentioned by Herrington et al., (2014) authentic learning context, rooted in situated cognition theory and pedagogical methods like anchored instruction, presents an alternative instructional framework founded on robust principles for creating and executing complex, real-world learning activities. Meanwhile, Catalano (2015) elaborates that teaching models rooted in situated learning principles can aid in transferring knowledge to real-world scenarios. This study's findings may assist instructors in designing evidence-based instructional strategies to enhance both distance education courses overall and library instruction specifically. However, Anderson and Dron (2011) agree that high-quality distance education maximizes the

potential of all three generations, which are defined by the learning content, context, and expectations. As a result, this study solely believes that insights from research on distance teaching methodologies and contextual teaching methods can offer valuable perspectives on the benefits and effectiveness of CDT.

Based on previous research perspectives, this study is crucial to demonstrate the effectiveness of CDT in correcting the drivers' expression errors by providing instruction on English language variations in the context of travel services. While many studies have focused on English language instruction for students, teaching approaches for adult learners have not been the primary focus of previous research. However, this phenomenon frequently arises in the mastery of language within the context of English for special purposes (ESP). Therefore, this research focuses on identifying expression errors, the causes of these errors, teaching strategies, and online teaching mechanisms for drivers. Considering the complexity of the issue, this study is more suitable for classroom teaching mechanisms. In conclusion, this research aims to contribute to addressing the language learning needs of adult learners in specific contexts, such as tourism, through the implementation of CDT.

Based on the outlined scope and objectives, this research aims to achieve two main goals: (1) to investigate the effectiveness of the strategy in improving comprehension of English language expression and enhancing motivation, and (2) to evaluate the significant influence of CDT on driver's language expression. This study aims to contribute to the scientific understanding of correcting fossilized language expression errors while offering insights into the effectiveness of CDT in enhancing language expression skills for adult learners. The research poses two primary questions: (1) Can CDT improve drivers' comprehension of English language expression and increase their motivation? And (2) Does CDT significantly influence the driver's language expression?

THEORETICAL REVIEW

Contextual Teaching Methods

This concept emphasizes the importance of integrating real-world contexts, authentic tasks, and relevant examples into teaching practices to enhance learning outcomes. In the context of correcting fossilized English errors among tour drivers, contextual teaching methods could involve providing language instruction that directly relates to their work experiences and interactions with tourists. By embedding language learning within the context of their daily tasks and responsibilities, drivers may be more motivated to engage with the material and apply their learning in practical situations.

This concept, often referred to as contextual teaching and learning (CTL), has been widely recognized for its effectiveness in promoting deep learning and retention (Sears, 2003) Contextual teaching and learning prioritizes advanced cognitive skills such as critical thinking, knowledge application, evaluation, and synthesis of information and data drawn from various sources and perspectives (Hodson, 1998). Additionally, research suggests that contextualized learning experiences enhance learner motivation and engagement, leading to improved learning outcomes (Nilson, 2016). Therefore, integrating contextual teaching methods into language instruction for tour drivers

offers a promising approach to not only correcting language errors but also cultivating communicative competence within their professional domain.

According to Stringer et al., (2009), contextual teaching and learning represent a method of instruction that facilitates the integration of academic content with real-world scenarios, encouraging students to establish connections between acquired knowledge and its practical applications in their roles as family members, citizens, and employees, thereby fostering active engagement in the learning process. However, according to Haber (2020), contextual teaching and learning assist students in critical learning to link the material they are studying to real-life situations where it could be applied. Furthermore, Johnson (2002) mentions that contextual teaching offers a pathway to academics. Glynn and Winter (2004) state that contextual learning is a holistic system that reflects the nature works. While teaching students to program computers using actual equipment is a positive step, contextual teaching encompasses more than just providing access to real-world tools. It involves first making students aware of how their current skills, such as reading, writing, and logic, contribute to their learning process.

Vygotsky's concept of the Zone of Proximal Development emphasizes the importance of social interaction, where students engage with someone more skilled to bridge the gap between existing knowledge and new learning. Nawas (2018) suggests that the factors conducive to the adoption of CTL strategies included collaborative engagement with students, active participation during lessons, relevance to real-life situations, and the incorporation of science content with other skills and subject areas. Jayanti and Rozimela (2022) find that CTL is a strategy for learning emphasizing the students' involvement in the full process, so they can find the material studied and relate it to real-life situations encouraging them to apply the materials in life. By integrating subjects across disciplines and placing them within relevant contexts, students can effectively apply acquired knowledge and skills in real-world situations. Ideally, this connection process involves reviewing existing knowledge, learning and practicing new concepts, and then applying learned concepts to real-life scenarios.

In the case of correcting fossilized English errors among tour drivers, contextual teaching methods align closely with the principles of situated cognition, which posits that learning is most effective when situated within authentic contexts. By immersing drivers in language learning experiences that mirror their daily interactions with tourists, contextual teaching not only addresses language proficiency but also fosters a deeper understanding of language use within the specific context of tourism.

Distance Learning Methodologies

This concept refers to the various approaches and strategies used to deliver educational content remotely, typically facilitated through online platforms or other technological tools. In the case of tour drivers, who may have limited time for traditional classroom-based instruction due to their work schedules, distance learning methodologies offer flexibility and accessibility. According to Holloway and Ohler (1991), a technology gains widespread acceptance primarily because it enhances the user's experience by making tasks rewarding, with priority given to the

student followed by the faculty. If technology fails to add value or make tasks rewarding, there is minimal incentive to adopt it.

Researchers have often used the terms "distance education" or "distance learning" interchangeably to describe a wide range of programs, providers, audiences, and communication mediums. According to (Perraton, 2020), characteristics include the physical or temporal separation of the teacher and learner, the learner's autonomous control over their learning rather than direct instructor guidance (Jonassen, 1992), and communication between student and teacher occurring through print or various forms of technology, without direct contact (Keegan, 2013). Distance education initiatives function as collaborative endeavors, characterized by the integration of multiple components working towards a shared objective (Anderson & Dron, 2011). Each educational institution possesses its own articulated and implicit aims, objectives, and cultural identity, whether situated in urban or rural settings, shaping its perception of student learning value (Garrison & Shale, 1987). Personnel matters, encompassing administrative, technical, and educational support staff, play a crucial role in facilitating communication between teachers and students. By leveraging distance learning methods, such as online modules, video tutorials, and virtual classrooms, drivers can access language instruction at their convenience, allowing for self-paced learning while still receiving guidance and support from instructors.

METHOD

To identify the types and quantity of language expression errors made by drivers and to assess the effectiveness of Contextual Distance Teaching (CDT) in correcting these errors, this study employs an action research approach. Action research (AR) is a research method utilized by educators to enhance their teaching practices in the classroom (Cresswell et al., 2015). This method involves a cyclical process of reflection, planning, action, and evaluation that is repeated iteratively. Through this approach, instructors and tour drivers in this study emphasize continuous reflection processes and empowerment in reducing language expression errors and improving teaching-learning practices.

The participants in this study consist of 10 tour drivers who are part of the Bagus Transport tourism driver group in Denpasar. They volunteered to take part in the research because they are keen to identify language expression errors and enhance their communication skills, aiming to elevate the quality of service provided to foreign tourists. These drivers are considered adult learners, given that their ages span from 20 to 50 years old. With experience ranging from 2 to 10 years in serving guests, they possess a "sufficient" level of verbal English proficiency, enabling them to grasp various issues related to errors in word choice, expression, or grammar. The observation and action-taking processes have been agreed upon for distance learning, particularly through WhatsApp.

To evaluate the drivers' language proficiency and their response to the CDT learning process, this study employed two assessment tools: tests and non-tests. The tests included a pre-test and a post-test. The pre-test was designed to gauge the drivers' initial proficiency in written language expression, featuring 10 fill-in-the-blank items based on conversation scripts. It

served as a baseline for the researcher when planning the intervention cycle. The post-test, conducted after three sessions in each cycle, also contained 10 fill-in-the-blank items from conversation scripts, focusing on 6 key language expressions. These tests were validated by expert judges and aimed to measure participants' understanding of language expression usage and the effectiveness of CDT in improving their language skills. Additionally, non-tests, in the form of questionnaires, were utilized to assess participants' motivation and perceptions of the learning process. The questionnaire consisted of 20 statements and was administered after the completion of the second intervention cycle.

In the context of classroom action research, the process unfolds in cycles, with each cycle typically comprising two or more sessions, tailored to enhance driver performance. Within each cycle, a structured approach involving planning, action, observation, and reflection is followed. This cyclical nature ensures a systematic and iterative approach to address research objectives and facilitate ongoing improvements in classroom practices. Here are the procedures of the study:

1. Initial Reflection: The observation was conducted to assess the participant's ability to identify and use language expression in the context of tour service by administering a post-test.
2. Problem Identification and Solution Planning: After identifying errors and participants' "poor" language expression abilities, plans were made to address these issues by implementing Contextual Distance Teaching (CDT) in distance learning. This involved preparing lesson plans, tests, observation sheets, and materials.
3. Implementation of CDT: Students were taught through CDT in distance learning sessions, with each session lasting 90 minutes. Each cycle consisted of a total of 270 minutes of instruction.
4. Evaluation: The teaching-learning process was observed, and post-test 1 and post-test 2 were administered to evaluate the strengths and weaknesses of the strategy.
5. Reflection: Both researchers and participants reflected on the outcomes of the courses, allowing for further adjustments and improvements to be made.

In examining the data gathered from the classroom action research, a combination of quantitative methods was employed to offer a thorough insight into both the participants' language proficiency and their perceptions of the learning process. The quantitative analysis centered on the examination of pre-test and post-test scores to gauge the improvement in language expression skills after the implementation of CDT. Additionally, a statistical method such as paired sample t-tests was utilized to ascertain the significance of any disparities between pre-test and post-test scores. In this study, a significance level of 5% is chosen. Therefore the hypothesis can be stated as (1) Null Hypothesis (H0): $\mu 1 - \mu 2 = 0$, meaning there is no difference between the pre-test and post-test on students' ability to use language expression through CDT; (2) Alternative Hypothesis (H1): $\mu 1 - \mu 2 \neq 0$ meaning there is a difference between the pre-test and post-test on students' ability to use language expression through CDT. Test Statistic can be stated that “rejection of H0 if sig < 0.05.

FINDINGS AND DISCUSSION

The results of this study are derived from two data analysts for each research objective, namely data analysis of tests and questionnaires. The first quantitative data comes from scoring calculations, average scores in each cycle, and a comparison of mean pre-test and post-test scores. The second quantitative data originates from questionnaire data regarding the motivation and perceptions of the drivers in implementing learning through CDT. Thus, the results of this study are grouped into the effectiveness of CDT implementation and the difference in language expression comprehension abilities before and after CDT.

The Effectivity of CDT

The effectiveness of Contextual Distance Teaching (CDT) in reducing errors and improving understanding of English expressions among tour drivers is assessed by comparing the mean scores of pretests and post-tests. Following the evaluation of pretest results, interventions through CDT are conducted in 2 cycles. Each cycle comprises 3 sessions lasting 90 minutes each. During these sessions, materials on language expressions are provided, and their usage is demonstrated through written and video conversations in a WhatsApp group. Subsequently, drivers practice both written and verbal expression. Instructors offer feedback, and a test is administered after each session. The distribution of language expression errors among drivers before and after the application of CDT is outlined in Table 1.

Table 1. Distribution of Driver's English Language Expression through CDT

Participants	Pre-cycle	Errors S1	Errors S2	Errors S3	Cycle 1	Errors S4	Errors S 5	Errors S6	Cycle 2
1	20	20	21	18	60	15	10	8	75
2	60	18	16	14	77	12	`12	10	82
3	43	21	19	17	65	15	9	7	68
4	43	20	21	16	60	12	12	9	74
5	60	18	16	14	75	10	8	5	82
6	17	23	18	16	55	18	14	12	64
7	20	22	20	17	60	12	10	8	84
8	30	23	20	14	58	11	12	10	64
9	60	18	20	18	75	14	10	9	80
10	37	19	15	13	65	10	12	8	85
Total	390	202	186	157	650	129	97	86	758
Average	39	20.2	18.6	15.7	65	12.9	10.7	8.6	75.8

The initial condition or pre-cycle in Table 2 indicates that drivers had difficulties in English expression in the service context. It can be seen that the mean score of the pretest was 39 which fell under the "poor" category. Their proficiency in functional language is limited, leading to constraints in understanding and delivering expressions during interactions. English language challenges faced by drivers encompass various complexities, such as requesting and providing information, explaining tourist attractions, seeking permission, giving compliments, apologizing, and managing phone calls. To tackle these challenges, six remote teaching sessions were conducted specifically tailored to tourist services. These sessions

covered six types of language expressions along with 25 cues and expression contexts. Analysis revealed a significant decrease in errors from the first to the sixth session, indicating the effectiveness of Contextual Distance teaching sessions (CDTS) in enhancing language expression usage. This effectiveness is further supported by the post-test in cycle 1 results, where the average score for the language expressions reached 65, denoted as "Fair." Furthermore, in cycle 2, the driver's ability to use language expression was 75.8 categorized as “good”. In essence, a reduction in error rates in English language expressions among tourist drivers corresponds to improved language proficiency. Figure 1 illustrates the disparity in skill levels among drivers in utilizing language expressions.

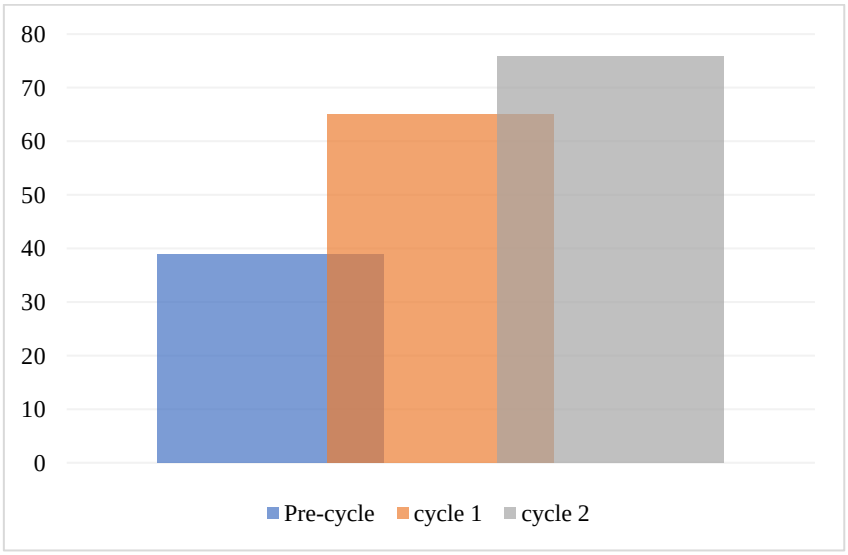

Figure 1. Improvement of Language Expression by Tourist Driver

The graph in Figure 1 shows a noticeable enhancement in the driver's ability to use English language expressions over successive cycles. According to the criteria for mastering English language expression, comprehension levels are categorized based on scores ranging from 0 to 100 (Very Poor: 0-25, Poor: 26-50, Fair: 51-75, Excellent: 76-100). Before the intervention, language expression skills were deemed "poor", with 3 drivers rated as "very poor", 4 as "poor", and 3 as "fair". Following three teaching sessions (S1, S2, S3) using CDT, proficiency improved to "fair". Subsequently, after an additional three sessions (S4, S5, S6) with CDT, 9 drivers were classified as having "fair" language expressions, while 1 driver achieved an "excellent" proficiency level. Through reflection on their actions, drivers were given more opportunities to practice language expressions used in the field. This led to a shift in the number of drivers proficient in English language expressions, with 5 falling into the "excellent" category and 5 in the "fair" category. In conclusion, the implementation of CDT sessions significantly contributed to the improvement of drivers' language expression skills, as evidenced by the shift towards higher proficiency levels over the course of successive teaching sessions. To clarify, the examples of errors of language expression made by drivers and correction is presented in Table 2.

Table 2. Errors in English Language Expression Made by The Drivers

Focus on Language Expression Errors	Before the Treatment	After the Treatment
Asking and giving information	"Where located the museum?	Where is the museum located?
Explaining tourist attractions	“The beach very beautiful. You can swimming and relax there”	"The beach is very beautiful. You can swim and relax there."
Asking for permission	“Can I driving more faster?"	"May I drive a little bit faster?"
Giving and responding to compliments	"Your dress very pretty. I like it.	"Your dress is very pretty. It suits you well."
apologizing	"I'm sorry for you waiting long time.”	"I'm sorry for making you wait for a long time."
Making and responding to phone calls	"Hello, is possible to speak with Mr. Smith?"	"Hello, may I speak with Mr. Smith, please?"

The errors in the examples primarily involve grammatical inaccuracies, improper word choices, and lack of politeness. In the first example, the incorrect placement of words disrupts the proper syntax, which is rectified in the corrected version for grammatical accuracy. The second example showcases improper grammar and word usage, addressed by using appropriate language in the corrected version. Lastly, the third example highlights the need for more polite and direct responses to compliments, leading to a revised version that acknowledges the compliment and responds positively. Overall, these errors demonstrate the importance of grammar, vocabulary choice, and politeness in effective communication. After implementing CDT, drivers were able to correct errors with considerable effort, and this strategy can enhance their motivation and perception of language expression. This can be seen from the questionnaire results. Drivers' responses to the implementation of CDT in reducing language expression errors can be presented in Table 3.

Table 3. Distribution of Driver’s Motivation and Perception Toward CDT

Subject	Questionnaire Responses			
	Strongly Agree	Agree	Neutral	Disagree
1	-	32	-	4
2	15	24	3	-
3	20	20	-	-
4	45	4	-	-
5	25	20	-	-
6	15	28	-	-
7	-	36	-	2
8	20	24	-	-
9	20	20	3	-
10	30	16	-	-
Total	190	224	6	6
%	45%	52%	1.5%	1.5%

To compute the average score, assign numerical values to each response option (e.g., Strongly agree = 5, Agree = 4, Neither agree nor disagree = 3, Disagree = 2). Then, calculate the weighted average by summing the products of the frequency of each response and its corresponding numerical value, divided by the total number of responses. In this case, the average score can be calculated as:

$$\text{Average score} = \frac{(190\times5)+(224\times4)+(6\times3)+(6\times2)}{190+224+6+6}$$

According to the formula provided, the average score of motivation and perception of the drivers from the Likert scale questionnaire (rated from 0 to 5) is 4.4. This indicates that, overall, the drivers exhibit a "positive" attitude towards CDT. This strategy not only aids drivers in reducing errors in English expression and enhancing their knowledge and skills in using language variations but also positively impacts their motivation and perception towards learning.

Difference and Influence of CBT on Language Expression Comprehension

The second research outcome involves differences in mean scores between pre-test and post-test 1, pretest 1 and 2, as well as the impact of implementing CBT in reducing language expression errors among drivers. Quantitative data analysis was conducted using paired t-tests with SPSS 25. However, the prerequisite for this parametric test is that the tested data must be both homogenous and normally distributed. To ensure this, tests for homogeneity and normality were performed on the quantitative data.

Normality testing was carried out using the Shapiro-Wilk test. Since the sample degrees of freedom (df) are fewer than 50, the normality of the data is assessed using the Shapiro-Wilk test. Based on the normality test output, the Sig. value for the pre-test of group A is 0.266 > 0.05 and for group B is 0.455 > 0.05, suggesting that the observation data of the drivers at the initial condition is normally distributed. Moving forward, the Sig. value for post-test 1 of group A is 0.163 > 0.05 and for group B is 0.501 > 0.05, indicating that the learning outcomes of the drivers in cycle 1 after implementing CDT are normally distributed. Lastly, the Sig. value for post-test 2 for group A is 0.391 and for group B is 0.066 > 0.05, indicating that the learning outcomes of both groups in post-test 2 are also normally distributed.

Meanwhile, to determine whether the data exhibits equal variance, homogeneity tests have been conducted for all test data. Based on the output of the Test of Homogeneity of Variances, the significance value (Sig.) for the variable of language expression pre-test results of the drivers from groups A and B is 0.911. Since the Sig. value is 0.911 > 0.05, it indicates that the data variance of both groups in the pre-test is the same. Furthermore, the Sig. value for the variable of learning outcomes through CBT in post-test 1 for groups A and B is 0.677. Since the Sig. value is 0.677 > 0.05, it suggests that the data variance of both groups in post-test 1 is also the same. Similarly, the data variance in post-test 2 is categorized as equal because the Sig. value for the data in the second post-test for both groups is 0.037 > 0.05. Therefore, all of this test data meets the requirements for further

parametric testing, The output of the paired sample t-test as presented in Table 4.

Table 4. Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	pre-test - post-test 1	-26.000	10.349	3.273	-33.404	-18.596	-7.944	9	.000
Pair 2	pre-test - post-test 1	-36.800	15.640	4.946	-47.988	-25.612	-7.440	9	.000

Based on the paired sample t-test output for pair 1 and pair 2, it is evident that both Sig. values (2-tailed) for the pre-test and post-tests 1 and 2 are 0.000, all of which are less than 0.05 (0.000 < 0.05). Consequently, the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted. This indicates a significant difference in the mean between the pre-test and the post-tests 1 and 2. Implications of these findings suggest that the implementation of CBT has a positive influence on reducing the number of language expression errors made by drivers, leading to better comprehension. Therefore, the fewer errors the drivers make, the better their comprehension becomes. This implies that adopting CBT methods in language learning programs for tour drivers can be highly beneficial in improving their language skills and communication abilities, ultimately enhancing the overall quality of their service to tourists.

Discussion

The research findings confirm that Contextual Distance Teaching (CDT) can enhance drivers' understanding of English language expression and boost their motivation and perception. Moreover, the study indicates a significant influence of CDT on drivers' language skills. From these findings, two key results emerge, which will be compared with previous studies focusing on similar topics. This comparison aims to establish the reliability and advantages of the current findings, leading to the formulation of new insights that support the referenced theory and serve as empirical evidence for future research.

The first finding addresses the initial research question, which is whether CDT can enhance drivers' understanding and proficiency in reducing English expression errors related to serving foreign guests, including grammatical inaccuracies, improper word choices, and lack of politeness. After six meetings across two cycles, these errors gradually decreased. The effectiveness of CDT is evident in the improvement of language expression skills, transitioning from the "poor" category before intervention to the "fair" category after intervention. The second finding from paired sample t-tests output indicates a significant difference in mean scores between the pre-tests and post-tests 1 and 2. This finding aligns with (Khusniyah & Hakim, 2019) study, which found differences in students' comprehension of English texts before and after using web

blogs, positively impacting their reading abilities. Thus, the CDT strategy significantly influences drivers' success in understanding and utilizing expressions such as "requesting and providing information," "explaining tourist attractions," "asking for permission," "giving compliments," "apologizing," and "handling phone calls." Moreover, CDT's advantage lies in its ability to enhance motivation and foster positive perceptions during the learning process, as the learned expressions are suitable for real-life service contexts. Theoretically, as per (Lotulung et al., 2018; Tarık, 2020), contextual teaching promotes the integration of academic content with real-life situations, encouraging students to connect their learning with practical applications in various life aspects, thereby fostering active participation in learning.

Regarding contextual learning, the effectiveness of CDT is consistent with research findings by Islami and Armiati, 2020) that contextual learning enables students to develop critical thinking skills in connecting teaching material or concepts they have learned with real-life applications in their environment. As for distance learning, the success of learning through WhatsApp aligns with previous research by Nurhidayat et al., (2022) indicating that technology integration enhances motivation and engagement in language classes, promotes self-directed learning and student-centeredness, and improves interaction and communication. Further research on combined online and contextual learning, as indicated by Atmawijaya (2018) suggests that the Contextual Teaching and Learning (CTL) method positively influences vocabulary learning in online classes, leading to increased learner participation, receptive and productive vocabulary skills, and collaboration among learners. Based on these three previous research findings, it can be inferred that CDT represents an innovative strategy for enhancing adult learners' English expression abilities. This is partly because drivers can freely express their ideas and language experiences, allowing instructors to provide accurate feedback.

The findings implicate a notable improvement in language expression skills, transitioning from impolite to polite expression. Consequently, implementing CDT holds promise for enhancing communication effectiveness among drivers and improving customer satisfaction levels, particularly in industries reliant on interactions with foreign clientele. These results underscore the significance of ongoing training and development initiatives, such as CDT, in fostering professional growth and competence among drivers serving diverse international audiences. The CDT approach not only improves drivers' understanding and utilization of various language expressions crucial for serving foreign guests but also enhances their motivation and fosters positive perceptions during the learning process. Consequently, the integration of CDT into training programs offers a practical solution for addressing language-related challenges in real-life service contexts, contributing to overall service quality and customer satisfaction.

CLOSING

Conclusion

In conclusion, the research yields two significant findings: first, a remarkable enhancement in language expression skills, characterized by a shift from ungrammatical to grammatical, impolite to

polite, or limited to flexible expression. Second, the integration of CDT not only improves drivers' comprehension and utilization of essential language expressions for serving foreign guests but also boosts their motivation and cultivates positive perceptions during the learning journey. These findings underscore the practicality of incorporating CDT into training programs as a viable solution for tackling language-related obstacles in real-life service contexts, ultimately enhancing overall service quality and customer satisfaction. For future research, it is recommended to explore the long-term effects of CDT implementation, investigate its impact on other aspects of driver performance, and assess its applicability across diverse cultural and linguistic settings.

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