

Need Analysis of English Speaking Skills for Local Guides in Tete Batu: An ESP Design

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Abstract

This study aims to shed light on the specific English-speaking needs of local guides in Tete Batu by exploring the relevant learning topics for their guiding roles and examining the challenges they face in delivering effective services to tourists. This research used a sequential explanatory mixed-method design. In the first phase, questionnaires were distributed to 27 active local guides to identify the most frequently used English topics in their guiding activities. The data were analyzed using descriptive statistics with SPSS 26.00 to determine topic priorities. In the second phase, semi-structured interviews were conducted with five selected guides to gain deeper insights into the challenges they face and to confirm the questionnaire results. The interview data were analyzed using thematic analysis by Braun and Clarke (2006). The findings revealed that a total of 22 English learning topics are used by local guides in Tete Batu. Among these, 11 topics are frequently used in daily guiding practices, while the other 11 are applied only in specific or situational contexts. In addition, the guides reported several challenges in their work, such as sudden weather changes, limited destination knowledge among new guides, tourists' entrance tickets, the absence of a Tourist Information Center (TIC), and the lack of learning resources. The findings suggest that English training should focus on practical, topic-based content aligned with real guiding tasks.

Keywords

English Speaking, ESP Design, Local Guide, Need Analysis

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INTRODUCTION

English language skills play a pivotal role in the tourism sector since it is a means of communication between tourists and various parties in the industry (Pratiwi et al., 2023; Yoestara et al., 2021); Oktoma, 2024). Foreign tourists can communicate more easily with service providers, local residents, and fellow travelers because English functions as a lingua franca that bridges the linguistic gaps (Thongphut & Kaur, 2023). In addition, (Islami et al., 2023) argued that English can provide higher-quality services as it allows tourism actors provide clearer, more accurate, and more professional information to foreign tourists. Additionally, with good English language skills, communication can be improved so that this can help international visitors comprehend local rules, tradition, culture, and minimize language barriers that may reduce comfort during the trip (Widiastuti et al., 2021). As a result, the tourists may have a more pleasurable experience which benefit for tourist destinations at the global level.

Understanding English well not only raises the standard of service in the travel and tourism sector overall, but it also helps certain tourist sites, like the Tete Batu tourist village, flourish. As one of the leading tourist destinations in East Lombok, Tete Batu offers pristine natural beauty, cool air, monkey forest, and stunning terraced rice field panoramas (Satriawan & Murdana, 2024) . In addition, this village is the southern area of Mount Rinjani, attracting many tourists who want to enjoy trekking and the diversity of flora and fauna (Jupri et al., 2023). The richness of local culture, such as the traditions of the Sasak people and traditional cuisine, are also a special attraction for tourists (Arfin & Saputra, 2024).

Therefore, Tete Batu as a popular rural tourist destination heavily requires English to promote the growth of local tourism, particularly the local guides. They play an integral role in conveying information about the natural beauty, history, and culture (Sulasmini et al., 2024; Samodra & Tondoyekti, 2024; Rojabi et al., 2023). They can explain various local aspects more clearly and interestingly with good English skills. Thus, tourists not only enjoy the natural scenery but also understand the cultural values and lives of the local community (Siburian et al., 2024). English language skills can also improve more responsive and friendly services and assist them confidently satisfy the needs of tourists. Along with being a tool for improving tourism-related services (Nomnian et al., 2020), this skill can also open up economic opportunities (Kurniawan et al., 2022; Nofiarli, 2018; Suriani & Fatriani, 2022). At the same time, this ability can also open up opportunities for the tour guide to collaborate with international travel agents in order to attract more tourists from various countries (Wahyuningsih et al., 2024a). Hence, English language skills for the guider not only affect better service (Chitra et al., 2024), but also the competitiveness of tourist villages at the international level and the economic growth (Basri et al., 2023).



Figure 1. Map of Tete Batu
Source: Google

According to the preliminary study, several local guides in Tete Batu revealed that interaction with foreign tourists required English language skills in their activities as guides. It was found that this global language not only plays a role in explaining tourist attractions, but also building good interpersonal relationships and creating security and comfort for guests from various cultural backgrounds. They also stated that clear and polite communication was the key to conveying cultural information and handling unexpected situations during the tour.

Nevertheless, some local guides in Tete Batu still struggle with English communication, despite the fact that their work is incredibly critical to the tourism sector. Furthermore, many of them are hindered by their limited proficiency in the English language, although they possess extensive local knowledge and are skilled at communicating information about culture, history, and the beauty of the natural world. Most tour guides in Tete Batu have fairly standard English skills that may be sufficient for basic communication, but are still inadequate in handling more complex situations or serving foreign tourists who have a higher language level. As a result, some tour guides rely more on verbal communication and use other aids, such as gestures or translators, to ensure that the information provided can still be understood by tourists. This certainly affects the quality of service provided, although tour guides try their best to provide a pleasant experience for tourists.

In this term, the English needed by these local guides is English for specific purposes (ESP) because this type is practical and contextual to the needs of the corporate world. Unlike English for Academic Purposes (EAP), ESP emphasizes the ability to speak in real situations and is relevant to their world of work, thus assisting local guides carry out their roles more professionally, effectively, and confidently.

Therefore, it is highly necessary to conduct a needs analysis that focuses on their communication skills, especially with regard to speaking. In accordance with previous studies, the most vital ability in English for tour guides is speaking (Wahyuningsih et al., 2024b). All participants in that study concurred that this speaking skill is very important. By recognizing the challenges they have while describing things like local customs or scenic views, this study can offer guidelines that align with the local guides' actual experiences, making it more applicable and practical.

In the broader context, needs analysis is a crucial initial stage in the development of ESP materials across disciplines and countries, used to determine the English language skills required in specific occupational contexts, disciplines and situations (Park, 2021; Halim et al., 2024). This process also refers to the identification and understanding of learners' specific language needs, including the linguistic, communicative and functional skills required to achieve their language learning goals (N. M. Dewi & Qamariah, 2023). In addition, needs analysis is carried out systematically to analyze learners' needs, goals and expectations, the results of which are used to design teaching materials and learning activities that are relevant to their needs (Maisarah & Nirwanto, 2024). Overall, needs analysis plays a very important role in designing and implementing language courses that are in line with learners' goals and expectations (Widodo, 2017).

In the context of the exploration of needs analysis in Indonesia, previous studies have focused on the general needs of tourism English learning (Farida, 2022); Heriyanti et al., 2024; Kurniawati & Malasari, 2022; Masyhud & Khoiriyah, 2021; (Oktarina et al., 2022). Although those studies had contributed a lot to the development of ESP materials in the tourism sector, the studies merely focused more on the broad needs of English in the tourism sector, none of which had discussed specifically local guide's speaking skills. Therefore, the current study investigates the needs of English speaking for local guides in Tete Batu. This study presents a contextual method that is empirically from local guides in Tete Batu.

Thus, the results of this study not only contribute to the development of relevant and applicable English for Specific Purposes (ESP) teaching materials, but also play a significant role in empowering local tour guides by improving their English communication skills. This empowerment is achieved through community-based education initiatives that aim to enhance the quality of tourism services in the region. Moreover, as Tete Batu continues to grow as an emerging tourism destination, the ability of local guides to interact effectively with international visitors in English becomes increasingly important. Clear and confident communication not only improves the overall visitor experience but also strengthens the reputation of Tete Batu as a welcoming and professional travel destination. In turn, this contributes to sustainable tourism development and creates more economic opportunities for the local community. Therefore, the formulation of the problem in this study is to seek:

1. What are the learning topics needed by the local guides in delivering their jobs?
2. How do the local guides perceive the challenges in carrying out their task?

LITERATURE REVIEW

English for Specific Purposes (ESP) is an approach used in language instruction that emphasizes the specific needs of learners in the professional and academic contexts (Zaghar & Wafaâ Zaghar, 2021). With this approach, learning becomes more relevant and practical. Therefore, this method can help students implement English effectively in

their fields of study or work (Enesi et al., 2021). Learning content such as speaking, writing, reading, and listening are highly tailored to the needs of students and the vocabulary is also very specific so that the material can be used directly in their work and studies (Supunya, 2023). This ESP learning is widely used in fields such as tourism, business, medicine, and engineering (Fitria, 2020).

Furthermore, needs analysis is a very important activity to design ESP materials to ensure that teaching materials, teaching methods, and learning objectives are in accordance with the real needs of students (Ulfah et al., 2021). In addition, the material delivered will be irrelevant to the context of study or professional work without conducting need analysis to the students. In the context of needs analysis for English learning needs for local guides in Tete Batu, needs analysis can help trace relevant speaking topics that are often used when communicating with international guests. These topics can be obtained such as explaining local products, tourist attractions, culture, or answering questions from guests. Therefore, the results of the analysis are very useful for learning English speaking teaching development in Tete Batu for the local communities that are willing to be the future guide.

In the context of language learning for tourism needs, previous studies had shown the importance of needs analysis to design relevant and contextual materials for students. A study conducted by N. P. D. U. Dewi & Lestari (2023) who examined the promotion of contextual learning through needs analysis of English for tourists. This research used college students of cultural tourism study programs as participants. This investigation showed that students need to improve their speaking skills and confidence in using English. In addition, students also expect a more varied, enjoyable learning process, and the ability to adapt to real contexts in the field, especially those related to tourism terminology, language functions, and expressions commonly used in tourism interactions.

Similar research was also conducted on tourism students by Anam & Rachmadian (2020) which showed that all language skills such as listening, speaking, reading, and writing were very much needed by students who would enter the tourism industry. Meanwhile, Ijabah & Amrullah (2023) found that the most needed English skills are listening, followed by speaking, writing, and reading. Interestingly, although listening is the main need, employees actually experience more difficulties in speaking skills when interacting directly with tourists. This shows the need for English training that emphasizes oral communication and real situations in the field.

In terms of tour guide study, the current research is very relevant to previous studies that emphasize the importance of needs analysis in developing English for Specific Purposes (ESP) materials for local tour guides. Several previous studies have shown that the ability to speak English is a primary need for tour guides. Studies in Buleleng and Malang Ratminingsih et al. (2018) and Wahyuningsih et al. (2024b) highlighted the low speaking skills of tour guides, as well as their need for real-context-based learning. They prefer learning models such as conversation, discussion, and presentation that support direct communication skills with tourists. The study in

Kotagede (Binawan & Arini, 2024) strengthened this idea by using the Situational Language Teaching approach, which directs learning to the real context and learning styles of the guides. Furthermore, Yanti et al. (2024) and Araminta & Halimi (2020) carried out the research in areas based on community-based tourism such as Untung Jawa Island and the Seribu Islands. The study in Bogor by Ijabah & Amrullah (2023) and in Bulu'e Village by Rauf et al. (2025) also emphasized the importance of integrating local cultural elements in the development of ESP materials.

Thus, this investigation fills an important gap in the literature, especially in the context of the Tete Batu tourist village which is developing as an international destination. This study plays an important role in designing ESP materials that are in accordance with the specific needs of local tour guides there, especially in contextual, communicative, and local culture-based English speaking skills. In addition, this study also fills an important gap in previous literature which is commonly still general in examining the English language needs of tour guides. This study specifically focuses on speaking skills rather than general English skills such as listening, reading, and writing. This focus allows for the design of materials that are more targeted and relevant to the direct communication challenges that local guides face in their daily practice.

RESEARCH METHOD

This research utilized a sequential explanatory mix method design adopted from (Creswell & Creswell, 2018) to provide a holistic picture of what the English learning topics required and challenges encountered by the local guides in Tete Batu. The Research design is as follows:

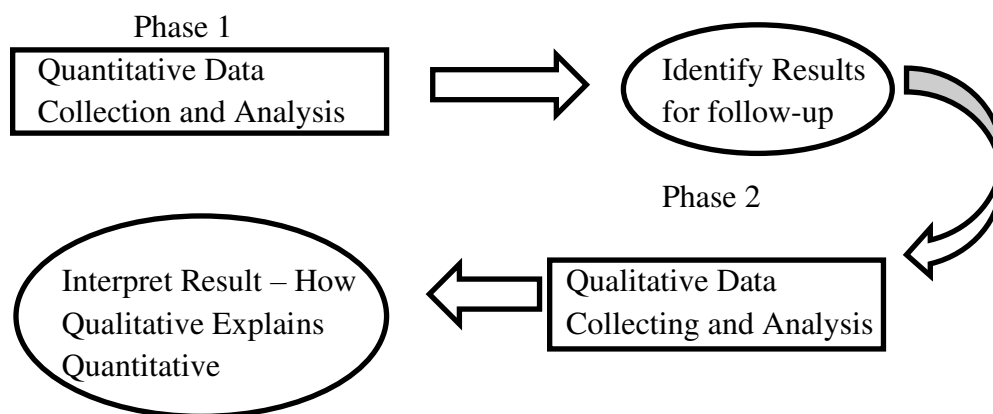


Figure 2. *Sequential Explanatory Mix Method Design Adopted from (Creswell & Creswell, 2018)*

As shown in the image above, this design used two data collection steps. The first is that researcher collected quantitative data and analyzed the results. Then, the findings of the analysis are used to develop the second stage, namely qualitative data collection. This research was conducted in Tete Batu Village, Sikur District, East Lombok Regency. Tete Batu Village is known for its cool climate, cultural richness, and local wisdom that are still preserved, making it leading village tourism in Indonesia. This

village is surrounded by rice fields, waterfalls, and forests, and views of Mount Rinjani (Nofiarli, 2018).

The population for the questionnaire is around 27 local guides who actively serve the guests in Tete Batu Village, East Lombok. After collecting the data through the questionnaires, the researchers recruited 5 local guides. Meanwhile, the sample of this study used purposive sampling technique where researchers can get specific participants who have relevance to the purpose of the study (Campbell et al., 2020). They consist of individuals who are directly involved in guiding such as natural, cultural, or educational tours, and interact directly with domestic and foreign tourists. The criteria that are opted in this study are local guide from Tete Batu, actively becoming guides for at least one year, and willing to be participants and disseminate their personal experiences as material for developing English language learning, especially English for local guides.

This study used two data collection techniques, questionnaires and semi-structured interview. The questionnaire was given to local guides as participants to identify how often they use each topic in their work practices, with an answer scale consisted of “never” (1), “seldom” (02), “sometimes” (03), “often” (04) and “always” (5). The questionnaire also contained short response about the challenges of the local guides when delivering their tasks. This process aims to map the priority of English topics that are most relevant to their work needs. Meanwhile, semi-structured interviews were used to confirmed how important the topics used by the local guides. It also used to tringulate the short response about the hindrances from the Google Form. This approach allows flexibility in exploring the unique experiences of each participant, while still referring to the main question guide. This combination helped provide a more complete and objective picture of the challenges faced by local guides.

The questionnaire data collected through Google Form from local guide in Tete Batu were tested for validity and reality using IBM SPSS Statistics Version 26. Additionally, the data were analyzed using Descriptive statistics. The results of this percentage calculation are used to determine the topics that were always, often, sometimes, rarely, or never used in the work practices of local guides, so that priority learning needs could be identified.

To analyze interview data that have been collected through semi-structured interviews, researchers used (Braun & Clarke, 2006) thematic analysis which involved six phases; 1) getting familiar with the data, (2) creating initial codes, (3) seeking out themes, (4) reviewing themes, (5) determining and labeling themes, and (6) making the report. To code the data, the researchers used manual coding as follows:

Table 1. Challenges Faced by Local Guides in Tete Batu

Themes	Sub-Themes	Topics	Codes
A. Challenges Faced by Local Guides in Tete Batu	1. Weather Condition	a. Sudden weather changes	A-1-a
		b. Safety risks due to rain	A-1-b
	2. Novice Guide	a. Lack of destination knowledge	A-2-a
		b. Unfamiliar with local	A-2-b

	history/stories	
3. Entrance Ticket	a. Tourists surprised by community-managed fee	A-3-a
	b. Expectations not matched by available facilities	A-3-b
4. Structural Support	a. Absence of Tourist Information Center (TIC)	A-4-a
	b. Lack of coordination among guides	A-4-b
5. Learning Resources	a. No available guidebooks on Tete Batu	A-5-a
	b. Limited knowledge on culture, history, local wisdom	A-5-b

FINDINGS

This section presents the findings of the study which are derived from both quantitative and qualitative data collection methods. The study was conducted to identify the English-speaking learning topics needed by local guides in Tete Batu and to explore the challenges they face in the field. The data were collected through a questionnaire distributed to 27 respondents and supported by semi-structured interviews with selected participants.

The validity and reliability of questionnaire

The validity of the questionnaire was measured using data obtained from the questionnaire with the help of SPSS for Windows Version 26.00. According to the criteria for measuring the validity of the instrument, an item is declared valid if the calculated R Count is greater than the R Table score. In this study, there were 22 statements whose validity was tested. The test results showed that all statements, from number 1 to 22, were valid. The calculated R Count obtained ranged from 0.397 to 0.736, while the R Table value was 0.381. Thus, because all calculated R Count > R Table, it can be concluded that all statements in the questionnaire are valid and suitable for use for the purposes of this study.

The measurement of instrument reliability in this study was carried out using the Cronbach's Alpha (α) method. According to the guidelines for this method, an instrument can be considered reliable if its Cronbach's alpha value exceeds 0.6. The value of this coefficient ranges from 0 to 1, and the higher the value approaching 1, the higher the level of reliability of the instrument. In this study, reliability testing was carried out with the help of the SPSS program, and the results are shown in Table 2 and Table 3.

Table 2: Case Processing Summary

		N	%
Cases	Valid	27	100.0
	Excluded ^a	0	.0
	Total	27	100.0

Table 3. Reliability Statistics

Cronbach's	
Alpha	N of Items
.776	22

Based on these results, it can be seen that the questionnaire had good reliability. This is indicated by the Cronbach's Alpha value, which exceeded the minimum standard that has been determined; therefore, it can be concluded that the instrument used in this study is reliable and suitable for data collection.

The Speaking Learning Topics Needed by the Local Guides in Tete Batu

Based on the results of the questionnaire distributed to 27 respondents via Google Form, data on the frequency of use of 22 English topics in their guiding activities were obtained. Each respondent was asked to respond Always (5), Often (4), Sometimes (3), Seldom (2), and Never (0). The data interpretation is divided into two categories which encompass the most dominant topics where the mean score is above 4.00 and topics that are used but have lower frequency which are below 4.00 and above 3.00.

Table 4. Frequency of Use of English Learning Topics by Local Guides in Tete Batu

No	English Learning Topics	Always	Often	Sometimes	Seldom	Never	Mean
1.	Greeting and Introduction	(74.1%)	(14.8%)	(11.1%)	(0%)	(0%)	4.62
2.	Explaining local attractions	(55.6%)	(37%)	(3.7%)	(0%)	(3.7%)	4.40
3.	Explaining itinerary	(44.4%)	(48.1%)	(3.7%)	(0%)	(3.7%)	4.29
4.	Giving directions	(51.9%)	(40.7%)	(7.4%)	(0%)	(0%)	4.44
5.	Explaining local custom	(25.9%)	(29.6%)	(44.4%)	(0%)	(0%)	3.81
6.	Handling complaint	(22.2%)	(40.7%)	(33.3%)	(3.7%)	(0%)	3.81
7.	Explaining local history	(29.6%)	(51.9%)	(18.5%)	(0%)	(0%)	4.11
8.	Explaining local food	(55.6%)	(40.7%)	(3.7%)	(0%)	(0%)	4.51
9.	Opening and closing the tour	(33.3%)	(55.6%)	(7.4%)	(0%)	(3.7%)	4.14
10.	Coffee making process	(22.2%)	(11.1%)	(66.7%)	(0%)	(0%)	3.55
11.	Explaining safety	(29.6%)	(44.4%)	(22.2%)	(0%)	(3.7%)	3.96

12.	Asking guests' allergy before tour	(14.8%)	(59.3%)	(22.2%)	(3.7%)	(0%)	3.85
13.	Answering questions related flora, fauna, and surrounding area	(29.6%)	(40.7%)	(25.9%)	(3.7%)	(0%)	3.96
14.	Explaining weather	(25.9%)	(44.4%)	(29.6%)	(0%)	(0%)	3.96
15.	Explain the price of the tour package	(70.4%)	(25.9%)	(0%)	(0%)	(3.7%)	4.59
16.	Telling disaster and the mitigation	(3.7%)	(22.2%)	(55.6%)	(7.4%)	(11.1%)	3.00
17.	Explaining local product	(29.6%)	(55.6%)	(14.8%)	(0%)	(0%)	4.14
18.	Telling transportation	(44.4%)	(37%)	(18.5%)	(0%)	(0%)	4.25
19.	Explaining Tete batu's geography	(11.1%)	(44.4%)	(33.3%)	(7.4%)	(3.7%)	3.51
20.	Explaining local farming	(33.3%)	(48.1%)	(18.5%)	(0%)	(0%)	4.14
21.	Telling local ceremony and tradition	(18.5%)	(33.3%)	(48.1%)	(0%)	(0%)	3.70
22.	Explaining local architecture	(25.9%)	(3.7%)	(55.6%)	(7.4%)	(7.4%)	3.33
Total: 100% (27 Participants)							

The table above shows that there are 22 topics that can be found in carrying out the task as a local guide in Tete Batu. However, of all the topics, not all of them have a high frequency of usage by local guides. Among the 22 topics, there are 11 topics that are most dominantly used as follows:

Table 5. The Most Used Topics of Local Guides in Tete Batu

No	Topics
1.	Greeting and introduction
2.	Explaining local attraction
3.	Explaining itinerary
4.	Giving directions
5.	Explaining local history
6.	Explaining local food
7.	Opening and closing the tour
8.	Explaining the price of the tour package
9.	Explaining local products
10.	Telling transportation
11.	Explaining local farming

These topics consistently show a mean score above 4.0, indicating that these topics are frequently and regularly used by local guides in their interactions with tourists. The dominance of these topics reflects that these areas are an essential part of communication and service during the tour. This shows that topics such as introducing oneself, explaining tourist attractions, explaining the itinerary, to providing information about local food and tour package prices are the core of the responsibilities and common scenarios faced by guides in Tete Batu.

In addition to the dominant topics, there are also a number of other topics that are also used by local tour guides in carrying out their duties, although with lower intensity. These topics have a mean score below 4.00 but still above 3.00, indicating that although not used routinely in every interaction, these topics still have certain relevance and role in the context of tour guiding. Those topics are as follows:

Table 6. Medium-Need Topics Used by Local Guides in Tete Batu

No	Topics
1.	Explaining local custom
2.	Handling complaint
3.	Coffee making process
4.	Explaining safety
5.	Asking guests' allergy before tour
6.	Answering questions related flora, fauna, and surrounding area
7.	Explaining weather
8.	Telling disaster and the mitigation
9.	Explaining Tete batu's Geography
10.	Telling local ceremony and tradition
11.	Explaining local architecture

Thus, the existence of these topics cannot be ignored in the development of English learning materials for local tour guides. Although their frequency is lower than the dominant topics, understanding and mastery of these topics are very important in certain situations, such as when tourists ask about deeper cultural aspects, geographical conditions, or safety procedures. In addition, some topics such as "handling complaints" and "explaining safety" play a major role in improving the quality of service and maintaining tourist comfort during the tour. Meanwhile, topics such as "explaining the weather" or "asking about guest allergies" can be important factors in adjusting tourism activities to environmental conditions and tourists' personal needs. Therefore, these topics still need to be included in the learning curriculum, although the intensity of their use is lower than the core topics.

Further investigation was conducted through semi-structured interview with the local guides. The first interview seeks to examine whether there are other learning topics that are not listed and the second one tries to determine why they always or often use the learning topics. In response to the first interview inquiry, all of the respondents agree that all the learning topics are already listed on the questionnaire distributed through the Google Form.

"I think all the learning topics that have been listed in the questionnaire are sufficient, so there is no need for any additional ones" (Participant 2,4&5)

"Based on my experience as a local guide in Tete Batu, almost everything we do while accompanying tourists is listed, so the topics are complete". (Participant 1&3)

The results of the follow-up interviews through semi-structured interviews regarding there any material that needs to be added showed learning topics listed in the questionnaire had covered all the activities they did as tour guides. All of the participants stated that there were no additional topics that needed to be included because all their communication needs with tourists had been adequately represented in the topic list.

Meanwhile, the second interview was conducted to dig deeper into the reasons behind the frequency of use of certain English learning topics by local tour guides. This interview was important to be conducted as part of an effort to complement the quantitative data that had previously been collected through a questionnaire. Through this interview, the researcher needed to understand the context of topic use from a practical perspective in the field, including what situations or communication needs prompted them to use these topics routinely. The answers given by the tour guides reflected their direct experiences in interacting with tourists, and showed which topics were considered most relevant, important, and useful in carrying out their daily tasks. The results of this interview provide a more holistic picture of the professional communication needs of local tour guides, while strengthening the findings from previous quantitative data.

“Being a local guide must be able to explain local attractions such as what activities are in the community. So that we can master where to guide tourists. After that, when we arrive at the location we must be able to explain the activities. That is very important”. (Participant 3)

“Micro, Small, and Medium Enterprises (MSMEs) such as the coffee making process, so far we have only drunk coffee without explaining it further. Therefore, this topic is important”. (Participant 1)

As a local guide we must be able to explain how the coffee making process is from the beginning of picking to becoming coffee. It can be a product that has a higher selling value. Then from local farming, local activities, to culture we must be able to tell stories. We use all of that to become a professional local guide”. (Participants 2&5)

The respondent emphasized the importance of mastering information about local attractions, including local community activities, as the main provision in guiding tourists. He realized that the guide is not only tasked with accompanying, but also conveying information in a narrative and educational manner so that tourists understand the context of local culture and life. In addition, the respondent highlighted the need to explain the processes that occur in local economic activities such as MSMEs, especially in the coffee-making process. He noted that so far activities such as enjoying coffee have only been done passively, without explanation, even though the process has a

selling point if packaged informatively. He also emphasized the importance of the ability to tell stories about local agriculture and culture as part of a narrative that enriches the tourist experience.

Apart from that, other respondents also stressed the importance of getting to know guests from the start and ensuring their comfort, such as by asking about allergies. In addition, providing directions and mastering the itinerary are essential to make the guests feel clear and engaged during the trip.

“First of course we have to get to know the guest because if we haven't gotten to know each other, it's not normal for us to walk together for hours or even a whole day without knowing the name of the person we are guiding. In addition, we have to ask the guest about any allergies they have so that they can be comfortable when guided by us as a local guide”. (Participant 2)

“Giving directions is also very important because before we leave, we first explain the direction we are going so that the guest has an imagination about their trip” (Participant 5)

Itinerary is very important because we must master the travel itinerary so that people are interested.” (Participants 1,3,&4)

Respondent highlighted the importance of initial introductions to create comfort during the tour, including asking about travelers' allergies for their safety. Providing directions and explaining the itinerary before departure helped tourists understand the trip and made them more interested. This shows that clear communication and attention to tourists' needs are very important for local guides.

The Challenges Faced By The Local Guides In Tete Batu

In response to the second research question, the researcher conducted semi-structured interviews to explore the various challenges faced by local tour guides in Tete Batu. The results of the interviews showed that although the guides were committed and experienced in carrying out their duties, there were a number of obstacles that affected their work effectiveness. These challenges included in following table.

Table 7. The Challenges Encounterd by The Local Guides In Tete Batu

No	Challenges
1.	Sudden changes in weather
2.	Limited Knowledge of The Destination for New Guides
3.	Entrance Ticket Issues
4.	The Absence of Tourist Information Center (TIC)
5.	Limited Materials and Additional Education

1. Weather Condition

One of the main challenges faced by tour guides in Tete Batu is unexpected weather changes. Weather conditions that were initially sunny can change to heavy rain in a short time, especially when on the way to natural destinations such as waterfalls.

“Sudden weather changes are an obstacle that we often experience. For example, today is a sunny day and we are about to go to the waterfall but suddenly it rains”. (A-1-a)

When it rains, the water will be high and overflow. Of course, when we force it to the waterfall, it can be dangerous for guests. They will feel uncomfortable and dissatisfied”. (A-1-b)

The quote above shows that the sudden change in weather becomes an obstacle for local guides in Tete Batu. This unpredictable natural condition makes them have to be careful for the safety of visitors when conducting a tour to a tourist destination.

2. Limited Insight of the Novice Guide

The second challenge that local guides in Tete Batu have is that when they are new guides, they usually have obstacles related to knowledge about tourist destinations in Tete Batu.

“A new guide sometimes has problems in knowledge of tourist destinations in the Tete Batu area. But I have said, before guiding we must really know ourselves, the location we are going to, and what is in the area”. (A-2-a)

“Some new guides don’t know the history or local stories. It’s important to explain it to tourists to make them more interested”. (A-2-b)

Based on the statement from participant 5, the main challenge for novice guides is the lack of in-depth knowledge regarding local tourist destinations. However, the interviewee also emphasized the importance of preparation before guiding, including knowing yourself, understanding the destination location, and knowing the potential and attractions in the area. This reflects that the professionalism of a guide is highly dependent on mastery of information and readiness to provide the best experience for tourists.

3. Entrance Ticket Issue

Another hindrance encountered by local guides is the entrance fee to local attractions managed by the community. Although this is intended to build better access to tourist destinations, some guests feel dissatisfied, especially when the facilities and services are considered inappropriate.

“The challenge is sometimes some guests are surprised by the entrance ticket managed by the community. Some are curious and wonder why they have to pay for the entrance ticket while the facilities and services provided are not appropriate”. (A-3-a)

“Sometimes guests say ‘why should we pay’, even though it has less facilities? I just explained that this is managed by the community and used by the community to make access better”. (A-3-b)

This statement shows that the challenges faced by tour guides are not only related to terrain or weather, but also to tourists' expectations of facilities and services. When tourists feel they are not getting value for money from community-managed entrance tickets, guides have an important role as information mediators. They must be able to explain that the ticket is not just a fee, but a contribution to support the management of the destination by the local community.

4. The Absence of Tourist Information Center

One of the structural challenges faced by tour guides in Tete Batu is the absence of a Tourist Information Center (TIC) that can be a center for official coordination and support for them. Without a TIC, guides tend to work individually without any integrated information systems that can help in providing more organized services to tourists.

“We do not have a Tourist Information Center (TIC) that covers them. So they are still running on their own”. (A-4-a)

“If there is an official office or information center, we can coordinate more easily and tourists also know where to ask”. (A-4-b)

From the interview results above, the absence of a Tourist Information Center (TIC) is also an obstacle for local guides in Tete Batu. This makes them work individually without anyone to accommodate and officially oversee as well as coordinate their activities. This condition shows the weakness of a

support system that can provide centralized information, training, and ongoing coaching.

5. Limited Materials and Additional Education

It is worth noting that limited resources and additional education regarding the tourist destination for the local guide in Tete Batu are also the problem for them. Although the richness of the nature that the local guides can rely on, they also realize that the culture, history, and the local wisdom are other aspects that they require to dig deeper.

“we are as the local guides here mostly offer nature to the guests, right. but need to be educated more deeply regarding the knowledge of the guides about other aspects such as culture, history, or local wisdom. Our weakness is the absence of a book about Tete Batu”. (A-5-a)

“We know a lot about nature, but when it comes to culture or village history, there are still things we don’t know. There should be guidebooks” (A-5-b)

The participants admitted that the unavailability of the resources related to the guideline of the Tete Batu tourism is one of the challenges for the local guide. The interviewee realized that the significance to an additional education in order to convey the information more deeply and holistically about the culture, history, and local wisdom in Tete Batu. The absence of the book resources as a guideline for the local guide to boost their horizon capacities.

DISCUSSION

This study sheds the light on the speaking learning topics required by the local guides in Tete Batu and their hindrances in carrying out their tasks. The findings from the quantitative and qualitative data demonstrated that there are several learning contents widely used by the local guides. Moreover, they also have some issues that affect their service and the effectiveness of communication. These results are further studied in this discussion by linking it to related theories and previous research.

The outcomes from the quantitative data displayed that the eleven English learning contents that were extensively applied by the local guides are Greeting and introduction, Explaining local attractions, Explaining itinerary, Giving directions, Explaining local history, Explaining local food, Opening and closing the tour, Explaining the price of the tour package, Explaining local products, Telling transportation, Explaining local farming. This finding is in line with (Ratminingsih et al., 2018; Rauf et al., 2025) and (Araminta & Halimi, 2020) who stated that English learning based on English for Specific Purposes should focus on the language used in a specific professional context. In this case, the context of tour guides requires topics that are practical and communicative in real tourism situations.

The need to be able to introduce oneself, explain tourist attractions, and provide information related to the itinerary reflects the role of tour guides as the main communicator between guests and the local environment (Kul et al., 2024); (Hardani et al., 2024) (Asmin, 2022). These skills contribute to tourist satisfaction and meaningful tourism experiences. Additionally, topics such as explaining local food, explaining local farming, and explaining local products indicate that the involvement of MSMEs in local economic activities is also highly crucial as a tourism narrative that must be elaborated by local guides. This is in accordance with the Community-Based Tourism approach where tour guides act as agents to explain the local economy and culture (Mukti & Rofiah, 2024) (Sarwani et al., 2023).

The topics that are in the mean range of 3.00-4.00 are also still relevant for use by local guides even though they have a lower frequency. contents such as handling complaints, explaining safety, and asking about allergies indicate that guest safety and comfort are completely urgent that should be guaranteed by local guides. This is supported by previous research by (Che Hassan et al., 2021). They highlighted communication skills are highly required to handle complaints from guests. Those who go on vacation turn to unpleasant because of the limited communication skills.

In the terms of the relevance of the topics identified in the questionnaire, they have covered all activities carried out by tour guides. In accordance with the interview results which show that the instruments used in the study have reflected the actual communication needs in the field. It is in line with the ESP curriculum design which should be based on the analysis of the specific linguistic needs of learners in a particular work environment (Kamaruddin et al., 2021). In this context, the communication needs of tour guides in Tete Batu have been identified comprehensively.

Furthermore, sudden weather change, challenge faced by the local guides, is a major obstacle when traveling to natural locations such as waterfalls. This requires guides to be able to adapt and communicate responsively regarding risks and safety. This reinforces the urgency of topics such as explaining safety and weather explanation in learning materials.

In addition to that, the lack of knowledge of the new local guide appeared as one of the problems. It illustrates that training for them is highly necessary. In this case, effective learning for new guides is through active involvement in the real environment where they learn in the guide community. This is in accordance with the concept of situated learning which suggests that the acquisition of knowledge can be achieved from a particular community through practice and social interaction (Fraihat et al., 2022). Therefore, learning according to the context of the local guide through their community can play an important role in shaping the skills of new local guides.

Another problem was that the ticket entrance which is managed by the local community. The price that some tourists think is not in accordance with their expectations of the facilities at this tourist location created potential dissatisfaction for them. In this case, persuasive communication skills and intercultural awareness are very important. This is also in line with the view of (Asmin, 2022) who stated that tour

guides function as cultural brokers or intercultural communicator who bridge understanding between guests and local culture.

moreover, the absence of a Tourist Information Center (TIC) showed the weakness of the support and coordination system for tour guides. According to the existence of a structured tourist information center is very helpful in improving the professionalism and standardization of information conveyed to tourists (Sarma, 2020). Finally, the limited learning materials and educational resources such as guidebooks about Tete Batu hinder the expansion of tour guides' knowledge about history, culture, and local wisdom. Without adequate teaching material support, the learning process is not optimal. This reinforces the importance of providing authentic materials in ESP learning, as suggested by (Fitria, 2020), so that learners have access to language contexts that are appropriate to their real world.

CONCLUSION

The main objective of this current study is to identify the English learning needs, especially speaking skills, for local tour guides in Tete Batu, East Lombok. The results of the analysis show that out of 22 topics proposed, 11 topics are in the high-need category. Topics such as greeting and introduction, explaining itinerary, giving directions, and explaining local food are very important because they are directly related to the daily tasks of tour guides. The other 11 topics are in the medium-need category, but are still relevant, such as explaining safety and handling complaints. These findings indicate that guides need thematic and contextual English learning according to the field situation.

The semi-structured interview also showed that all topics in the questionnaire reflected the needs of the guides, without any additional suggestions. In addition, the study revealed a number of challenges faced by tour guides, such as changes in weather, lack of destination information, and the unavailability of a Tourist Information Center. This shows that improving English skills must also be supported by strengthening supporting systems and resources.

While the study provides valuable insights, it is not without limitations. The sample size was relatively small, and the findings may not be fully generalizable to all tour guides in East Lombok or other regions. Future research could expand the sample size, include different geographic areas, and explore the effectiveness of targeted English training programs based on identified needs.

Overall, mastery of context-based English is very important for tour guides, not only to improve the quality of service, but also to support the progress of sustainable tourism in the Tete Batu area.

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