

## DEVELOPING CROSS-CULTURAL UNDERSTANDING (CCU) MATERIALS IN TOURISM GUIDING FOR VOCATIONAL STUDENTS

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**Abstract:** Learning English for Specific Purpose (ESP) for vocational students, is very important so that certain ways are needed to encourage students' needs. Students must receive sufficient material in certain ways based on their interests and majors. This study aims to analyze learning needs of tourism guide materials. The method used in this study is qualitative and quantitative research design where the data is collected with numerical form then described in the form of a description. The research instruments used in this study are questionnaires and open-ended interviews. This study conducts a needs analysis to measure student needs and to develop ESP materials. The participants of this research are 3rd and 4th semester students majoring in D3 Vocational Department UNMER Malang. The results of the study indicate the needs of students to improve their English-speaking skills and develop Cross Cultural Understanding (CCU) as tourism guiding materials. Furthermore, students' English skills also show low results which lead to low self-confidence because the learning methods used by lecturers have not developed due to the application of teacher-centered classes which lead to a lack of practice from students. Therefore, learning methods that are able to stimulate students' speaking proficiency and CCU material development are needed.

**Keywords:** *Cross Culture Understanding (CCU); English for Specific Purpose (ESP); needs analysis; international guiding; vocational student.*

### INTRODUCTION

The role of English in vocational students is essential, and it cannot be avoided. Henceforth, certain ways are needed to encourage students' needs. Students must be taught adequately in certain ways based on their program of study

(Azizah et al., 2021). This is necessary for students to develop skills for them be able to compete after graduating from college and achieve their future career according to their field. This is in line with (Nurdin et al., 2019) who convinced that education is a process of forming

intellectual and emotional basic skills which is an effort to develop quality human qualities that are useful for the progress of the nation and state. Therefore, this study discusses certain English terms that are used in the tourism industry by tourism vocational students or, in short, English for Tourism Purposes. A study conducted by (Pakpahan, 2018) revealed that students who have a highly spoken language worldwide are more enjoyable. Moreover, (Ilyosovna, 2020) revealed that if you understand English well then you have a chance to rule the world. It happens because they have good English competence. In addition, the tour guide surely has deep knowledge and ability to explain clearly about the tourism place during the trip in order to give satisfaction to the tourist (Ratih et al., 2023). Thus, they definitely need English to communicate both in spoken and written form. It will be much better if students can also connect or use English for Tourism Purposes.

It was understandable that component of materials in vocational tourism courses appears to have a limited scope since the topic is specific to the related vocational majors which in this case is tourism industry. Vocational students majoring in tourism need to be provided with sufficient information related to the courses for example tourist attractions, accommodation, and facilitation (Rahmiani, 2018). (Choi & Kurnia, 2020) also stated that touring education information requires appropriate and adequate skills training. They have to be trained to be professional and skilled in workforce in the tourism industry that is widely known to have many professions offered such as travel agents, hotel administration, tourism offices, and other job occasions. Based on previous research conducted by researchers on the use of speaking materials for tour guides, students still need sufficient time to practice and understand the implementation of how they guide tourists well. Therefore, the speaking ability of tourism students must be improved. Furthermore, (Bao et al., 2016; Kharkhurin & Yagolkovskiy, 2021) and (Mukundan, 2015) stated that incorporate knowledge of culture in developing teaching materials is highly essential considering understanding people's background is one way of success in proper human interaction. In addition, language teaching has to reflect learners' experiences and language biographies in particular (Maligkoudi et al., 2023). Before creating instructional materials, Jameel (2012) suggested taking the interests and skill levels of the students into account. There will be

discouragement that leads to failure when the instructional materials and the needs and levels of the learners are incompatible (Deressa et al., 2022).

Based on this perspective, the erudite presentations in this modern global exchange should not only focus on tourists but also conclude their own culture based on each country. (Gómez Yepes et al., 2023; Wu, 2015) showed that individuals in high-context cultures used an inferred style of conversation which they doesn't explain themselves while acting in a certain way. In low-context cultures, people use more direct language to communicate. These various kinds of ways of communicating using this language can be achieved if cultural understanding is carried out. Therefore, it is necessary to study Cross Cultural Understanding (CCU), especially for tourism.

CCU is defined as an understanding of a culture that is not shared by someone who studies it. Cross-cultural understanding is the ability to recognize the cultural differences, make correct interpretation and react properly to people or situations in the communication with these communities (Ratnasari, 2019). In other words, CCU is a person's attempt to understand the culture of a group that is foreign to him, such as a group from another country. CCU is essential for achieving the bonds of strangers with each other. (Cliftci, 2016; Khodakarami et al., 2022) mentions that in today's era simply knowing about a culture is not enough to achieve attachment between human relationships. Critical knowledge is needed so that human relations can be close because from this a sense of familiarity arises.

Tourism is a profession that cannot be separated from the realm of human relations, therefore CCU is very important to be developed as a teaching material. A study conducted by (Kemala & Mulyana, 2022) stated that the results of needs analysis of material requirements for tourism is cross cultural understanding materials. Through these materials, understanding foreign cultures becomes a balance of knowledge which results in good service for foreign tourists. The results of research from (Soldatenko & Backer, 2019) also state that by understanding the CCU, it can also be seen the interests of tourists visiting a country because the culture that tourists bring affects their attitudes and interests.

In the analysis of cross-cultural understanding (CCU) of hospitality and tourism (Cruz et al., 2023; M. Li, 2014) points out that in academic studies, students must be able to find differences

between cultures which are not only influenced by geographical location which affects the weather climate but also the habits of ancestral heritage. {Following a study by (Huang et al., 2021) of CCUs in tourism, this study identified the behavior of tourists who show the greatest differences by nationality. This study highlights the importance of CCU in studying tourism behaviors perceived by Indonesian tour guides. At the same time, CCU's analysis of behavioral traits is expected to help identify professional tourism students, especially in international instructional materials.

Therefore, this research was conducted for extended analysis by formulating following questions: (1) What are the needs of materials in learning tourism guiding for D3 Vocational Department students? (2) How are the practical use of materials in learning tourism guiding for D3 Vocational Department students?

## METHOD

This research carried out Need Analysis to measure the shortcomings and needs of students to develop English for Specific Purpose (ESP) for CCU in Tourism course materials. (Li & Heron, 2021) stated that scholars in China have proposed theoretical frameworks for needs analysis, including scenario analysis, learning aim analysis, occupational requirements analysis, social and students' needs analysis (Brown & Green, 2019). The importance that teachers place on motivational ideas and how they view the motivation of their ESP students are just a couple of the elements that are likely to influence teachers' motivational approaches (Mauludin, 2021). Various factors will have influenced the cognitions of these ESP teachers in turn of schooling, professional coursework, and classroom experience are some examples of these sources (Nithideechaiwarachok et al., 2022).

This study used a mixed-method between qualitative and quantitative instruments. It involved in collecting, analyzing, and integrating data from multiple sources and employing diverse research techniques. The purpose is to gain a comprehensive understanding of a research problem by leveraging the strengths of both qualitative and quantitative approaches (Dawadi et al., 2021).

In a mixed-methods study, qualitative methods allowed researchers to explore complex phenomena and generate hypotheses or theories (Mele & Belardinelli, 2019). Quantitative on the other hand, provides researchers with precise

measurements, patterns, correlations, or generalizability of findings to a larger population (Mohajan, 2020). It is important to note that conducting mixed methods research requires careful planning, integration of data, and analysis techniques (Plano Clark, 2019). Researchers considered the sequencing of data collection, the weighting of qualitative and quantitative components, and how the findings integrated to answer the research questions effectively (Pardede, 2019). Therefore, mixed methods research was used.

In this study, a group of 25 undergraduate students from various backgrounds and disciplines were recruited as participants. The sample consisted of 15 women and 10 men, with an age range between 18 and 20 years. These participants were specially selected from semester 3 and 4 students majoring in D3 Vocational Department University of Merdeka (UNMER) Malang. The D3 Vocational Department at UNMER Malang offers specialization programs in various vocational fields, one of which is international guiding.

The decision to select students for this class is based on several considerations. *First*, their enrollment in semesters 3 and 4 shows that they have acquired basic knowledge and skills in the field of tour guides. This ensures that they have a certain level of competence and understanding to contribute meaningfully to research. *Second*, the focus on D3 vocational students allows targeted investigations into the specific challenges and opportunities faced by individuals pursuing vocational education in an international guiding context. By studying this particular group, this research aims to gain valuable insights to the needs of CCU materials in learning tourism and its practical use to help future careers in the field (Mason, 2020).

The selection of 25 participants provided a manageable and representative sample for in-depth analysis, ensuring a comprehensive check of the research objectives within the given resources and time constraints. In addition, the diversity of backgrounds and disciplines within the group offers a variety of perspectives and experiences that enrich research findings. Overall, the inclusion of 25 student's semester 3 and 4 majoring in D3 Vocational at UNMER Malang adds to the depth and relevance of the study.

The collection of the data was obtained by conducted questionnaire and open-ended interview. Questionnaires was addressed to the third and fourth semester students majoring in D3

Vocational Department UNMER Malang, while interviews were addressed to a lecturer responsible for ESP in tourism course materials. The data collected from the questionnaire instrument is in the form of a Likert scale which has a choice of answers on a scale from 1 to 5 that differ in each section such as; language skills, proficiencies, and needed materials. Interviews were conducted exclusively with lecturer who are responsible for ESP in tourism material course with the aim of digging deeper information about the learning process, the problems faced, and the progress of student's abilities. These data then analyzed with basic statistic of mean, median, and modus for questionnaire and Mile's and Huberman's interactive model for interview. The results of the study were reported in a descriptive statistical form with numerical data display followed by detailed descriptions.

The validity of the questionnaire was tested by comparing the *r* table and *r* count on the basis of Pearson correlation (Yusup, 2018). The questionnaire items indicator has result of *R* Count by 0.417 - 0.896 that exceeds *r* Table by 0.413, so the data is said to be valid (Janna & Herianto, 2021). The reliability for questionnaire is calculated by implementing the Cronbach's Alpha formula that calculates item variance and

total variance. The results of the formula were juxtaposed with Guilford's reliability coefficient category. The reliability test has result from items indicator of 0.89 – 0.96, indicates very high interpretation (Amirrudin et al., 2020). So, the data obtained from questionnaire is valid and reliable. As for the validity and reliability for the interview were carried out by adjusting the compatibility of the question with the indicators that have been made in accordance with the questionnaire.

## RESULTS AND DISCUSSION

The results of the analysis show that there is a need for material development, especially those related to international guiding courses. The summary of the analysis of student and teacher needs is collected through questionnaires and semi-structured interviews.

### *Speaking skill*

According to the questionnaire analysis, most of the students' speaking level is at the pre-intermediate level. This can be seen from the results of the percentage analysis of the questionnaire responses; the majority of the students chose 'quite capable' instead of 'capable' and 'very capable' options.

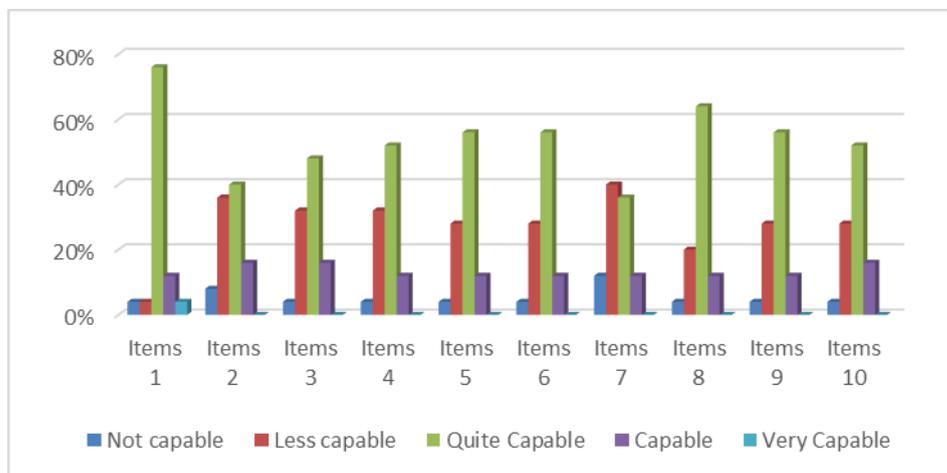


Figure 1. *The result of students' speaking level*

The percentages above the questionnaire data show the five categories of capability. The highest percentage was in the category of quite capable with 54% and less capable with 28%, while the lowest percentage was in the very capable category with 0%. And it can be seen that the most dominant limitations shown in students' answers were in items 2 and 7. Item 2 discusses speaking with traveler foreigners. Where 36% were found in the less capable and 8% found in the not capable category. Item 7

discusses controlling complaints where 40% were found in less capable and 12% found in the not capable category.

### *Listening skill*

In listening and understanding English, students still have low self-confidence. This is obtained from the results of the percentage analysis of the questionnaire responses in which most students choose 'less capable' and 'quite capable' compared to 'capable' and 'very capable' options.

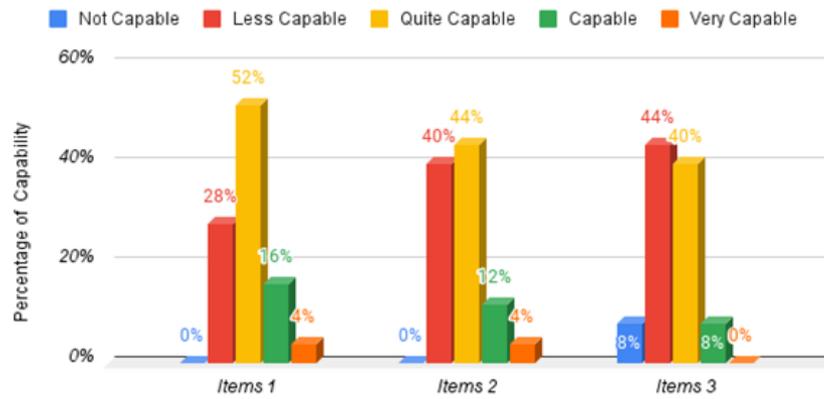


Figure 2. The result of students' listening level

The analysis explained that the first item is understanding explicit (indirect) and implicit (direct) expressions in English conversation, students answered 44% in less capable and 40% in quite capable meanwhile, the capable option was only answered by two students with 8% percentage and zero in very capable option. The second item is listening and understanding conversations between coworkers in English, students answered 40% in less capable and 44% in quite capable meanwhile, the capable option was only answered by three students with 12% percentage, and one student answered very capably with 4% percentage. The third item is understanding the intentions of foreign tourists; students are still not very confident. It was shown that seven students answered less capable by 28%, 13 students answered quite capable by 52%, four students answered capable by 16%,

and one student answered very capably by 4%; in conclusion, the dominant limit of students' ability to listen to understand the expression of explicit and implicitness from foreigners.

#### Proficiency

The diagram below represents data about proficiency. There are 12 students (48%) at the pre-intermediate level. Then, five students (20%) at the pre-elementary and elementary levels. Meanwhile, three students (12%) are at the advanced level. Moreover, in terms of listening ability, there are 88 students (32%) at the pre-intermediate level and seven students (28%) at the pre-elementary level. Then, at the elementary and intermediate levels, there are five students (20%). Thus, it can be said that their abilities are sufficient.

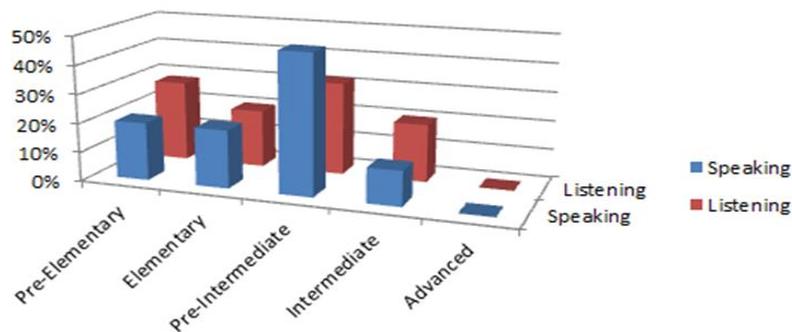


Figure 3. The result of students' proficiency in English

In conclusion, speaking and listening skills are significant in English proficiency. Based on the student proficiency analysis, it is found that almost half of the students are at the pre-intermediate level. Meanwhile, it is not much different from the ability listening skill. The largest presentation shows that the students' listening ability is also at the pre-intermediate level.

#### Materials

From the diagram below, the most wanted material to develop is promoting tourist attractions, which has 60%. Another most chosen material is communicating with foreigners with 56%. Meanwhile, the least chosen material is guiding tourists to buy something from the local market, which the only item that has strongly disagreed responds with 4%.

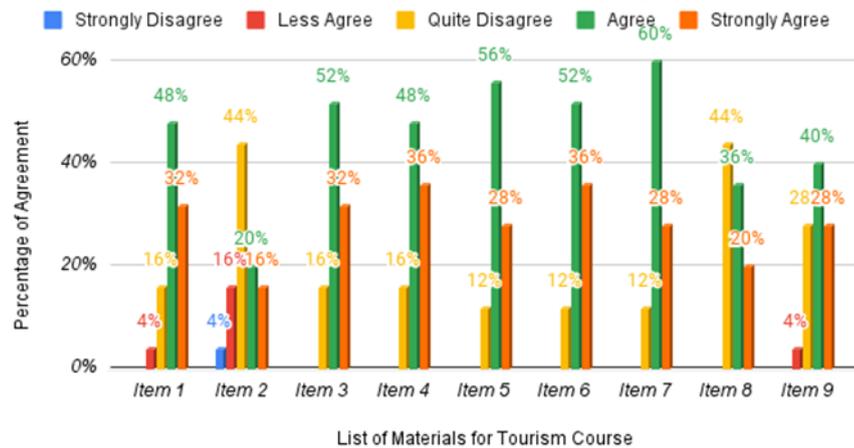


Figure 4. *The result of most wanted material by the students*

In developing CCU materials based on listening and speaking skills, there were still deficiencies in communication with tourists in terms of understanding the meaning of tourists' words and handling their complaints. Therefore, taking into account the students' English proficiency in terms of overall deficiencies and requests for material development, it was found that the CCU material development was developed on the topic of promoting tourism and handling complaints.

*Lecturer's perspective*

Two lecturers from different institutions were interviewed based on their perspectives and opinions on the development material of tourism guidance. The first teacher is from Universitas Merdeka (Unmer) Malang in the Vocational Department. The students are in the 3rd and 4th semester of the D3 Vocational Department and have received the material about tourist guiding. Commonly, the materials taught by the lecturer were in the form of theory on guiding techniques in the classroom.

Moreover, the lecturer said that the students only knew how to service the domestic tourist so far around Malang City Tour, Batu Tour, and Pemerintah Kota (Pemkot) Tour. On the other hand, the lecturer's technique in teaching the students still uses the old fashion of teaching, which is a teacher-centered learning method, and the lack of a learning platform applied in the teaching and learning process since the lecture only used Zoom Meeting.

The lecture exposed that the student tended to know practically how to be a good tourist guide as they applied it with their partners. So, it is hoped that the material that will be developed can be concerned with how the students practice and talk directly with foreign tourists. Therefore, the

types of tourists that they need to service our domestic tourists, domestic foreign tourists, foreign tourists, and indigenous foreign tourists.

Hopefully, the students are ready to guide foreign tourists from Europe (Netherlands, Germany, and France). In the material development for D3, the Vocational Department can focus on the needs of students to fulfill the excellent service of guiding tourists. The materials consist of international guidance of Cross-Cultural Understanding (CCU).

The second lecturer comes from Pariwisata Perhotelan Ganesha Malang. The lecturer focuses on the material in hospitality. The student received the contents of material about Greeting, F&B Product and Service, Front Office, and Housekeeping which were designed in the Introduction to Tourism material. This will be a bit different from the previous lecture that derived the student directly to the practice of tourism guiding; in this case, the lecture only handled tourism hospitality and its speaking practice.

Therefore, the learning process is still on teacher-centered learning, and the English practice is in the third and fourth semesters at the hotel. Thus, the lecturer only uses Zoom Meeting to conduct a class and never uses others' learning platforms to support the learning process. The lecture suggests that the development of material can concern the needs of students to improve the use of vocabulary and conversation practice regularly because the students in the tourism hospitality department of Ganesha Malang lack vocabulary improvement and the ability to practice it directly in speaking skills.

Based on the research results, speaking skill showed that speaking skill data from need analysis showed the five categories of capability, which are: not capable, less capable, capable, quite capable, and very capable the highest

percentage was in the category of less capable and quite capable, while the lowest percentage was in the very capable category. This shows that although students can speak and understand English itself, there are still many of them who lack vocabulary and fluency in their speaking skills this result is similar to (Pahargyan, 2021) which stated one of the factors of student's anxiety in speaking is the lack of vocabulary knowledge. The study found that the results of English teaching came from three main causes of anxiety which are communication, test, and negative evaluation. It was proofed as the research subjects showed sign of vocabulary deficiency, low confidence and motivation, and lack of preparation and practice which contributed to students' fear of speaking. However, because of its unusual writing norms and exclusive vocabulary, which are referred to as "demotivating factors" in ESP language learning and teaching studies and are frequently disregarded in the study sector, motivation to learn ESP is obstructed. Demotivation can be essentially understood as the absence of sufficient motivation to complete a particular task (Giang et al., 2023). Therefore, the development of materials that can introduce them to the spoken language must be completed.

The main limitations that appeared in student responses were items 2 and 7. Item 2 is speaking with traveler foreigners, and item 7 is discussing controlling complaints. This means that the main limitation shown by students is their vocabulary and fluency in conversing with foreigners and controlling complaints. Even less because they lack the practice of direct conversation with native English speakers, this undoubtedly makes it difficult for them to speak in an exchange conversation. This means that there must be exercises to hone their skills. As claimed by (Borsatti & Riess, 2021) FL learners typically have a restricted vocabulary in addition to less exposure to the target language than L1 readers, who typically have a vast vocabulary before they start reading. With the development of technology in this day and age, it is not difficult to practice direct speaking skills with native speakers. This exercise can be done through remote interpersonal communication. However, students prefer to practice speaking directly with native speakers. Despite their lack of vocabulary and fluency, they still want to practice directly with native speakers in person.

The conclusion for the speaking aspect is students are able to speak with foreigners and can

control complaints, but their vocabulary and their fluency in their speaking skills are still low. They also find it difficult to hear distinct words directly because they are not used to them. Therefore, it is necessary to develop practice-based materials that allow students to face real-life situations directly and engage in English conversations directly with native speakers.

For the listening skill, the need analysis showed five categories of capability which are: not capable, less capable, capable, quite capable, and very capable. The highest percentage was in the category of less capable and quite capable, while the lowest percentage was in the very capable category. This shows that although students can listen and understand English speech, there are still many of them who lack confidence in their listening skills. This result is the same as the previous study by (Khoirunnisa et al., 2018) which examined the perceptions of teachers and students on learning speaking skills in the tourism program. They found that the challenges faced by students in speaking English were lack of confidence, motivation, and limited learning resources, so the development of material that can familiarize them with listening needs to be done. It's critical for instructors to understand L2 motivation because it will probably influence their practices and attitudes. In addition, the importance that teachers place on motivational ideas and how they perceive the motivation of their ESP students are likely to influence how they motivate their students. These ESP teachers' cognitions will, in turn, have been influenced by a variety of factors. These resources would comprise schooling, professional coursework, and classroom experience (Yang & Wyatt, 2021).

The dominant limitation shown in the students' answers was in item 3. Item 3 discusses listening and understanding the explicit and implicit meaning in live conversation with foreigners. This means the dominant limitation shown by the student is understanding the explicit and implicit expression of a foreigner. Their lack of practice for direct conversation with English native speakers makes it difficult to recognize the hidden and direct meaning in exchange dialogue. This means that the practice of honing skills needs to be done. With the development of technology in today's era, it is not difficult to practice direct listening skills with native speakers. Practice can be done virtually with long-distance interpersonal communication. However, students prefer to practice by listening directly face to face with native speakers. Despite their lack of confidence,

they still want to practice in person with native speakers directly. This is in line with studies conducted by (Suprayogi & Pranoto, 2020) who conducted research on virtual activities in the English for tourism class. He found that even though technology provided access to alternative learning, students still wanted to learn the hands-on practice.

Then, the conclusion for the listening aspect is students are able to listen to and understand English conversations, but their confidence in their listening skills is still low. Based on the results of the questionnaire, their limitations are in understanding the meaning explicitly and implicitly. They also still find it difficult to hear the words of strangers directly because they are not used to it. Therefore, the development of practice-based materials, where students are faced directly with real situations by listening to English dialogue directly from native speakers, is needed.

In addition to speaking and listening proficiencies, students are at the pre-intermediate level. This can be seen from the results of the student questionnaire, which stated that the pre-intermediate level had the largest presentation of the two skills. Intermediate level means that students already have fairly good fluency in speaking and listening to English. So, it can be said that although students are quite able to speak and listen. However, the skills still need to be sharpened again so that they can be even better, especially in the practice of using them. (Tampubolon, 2021) in their paper also explain the importance of listening and speaking. Thus, students have to practice a lot and learn in practice because practice makes perfect.

Furthermore, the advice given by students in learning courses is to have English language material or training guides using English. This is desirable because it suits their future job prospects as professional tour guides. Then, they also expect vocabulary material, exercises to guide using English, and the delivery of material by lecturers in a more interesting way, such as using videos. This is in line with research conducted by (Syafiq et al., 2021) which states that video is a composition of spoken language and visual context so that it can increase students' ability to comprehend and enjoy English lessons. As a consequence, students are highly motivated to learn English.

Based on the findings from previous studies, the material needed in guiding learning consists of several materials such as giving information

about tourist places, communicating about tourist packages, communication, and hospitality toward the tourist. In addition, (Ratminingsih et al., 2018) stated that in fact many tour guides are still lacking in basic English skills, but they are very good at showing off to do scouting. Incidents like this are very common in developing countries such as Indonesia. Regarding to this problem, it was needed to understand the correct learning materials in guidance, especially on Cross Culture Understanding with tourists to obtain the hospitality on tourism.

For the chosen materials, most of the students during on-the-job training face difficulties communicating materials with the tourist on the trip, such as giving information about tourist attractions during the trip. However, in order to get good marks in practice, students must have adequate marks. Moreover, materials on international guidance, especially in English communication, are very important in vocational colleges, especially in the field of tourism.

Last, as mentioned in the results of the lecturers' interview, the students need to know the practical use of tourism guidance based on the development materials. Thus, these guides should be attentive with language features including vocabulary, tone, and pace since these are able to create different meaning in different context and situation. Furthermore, Huang (2011) as cited in (Muhazir, 2018) defines several aspects in which this aspect of developing a tour guide skill is a good public speaking skills and good narration, and must be able to adapt to cultural differences and create similarities as described below.

#### *Excellent public speaking and narrative skills*

Taking a public speaking class is a great job, so tour guides can easily address people in an engaging way. Clear speaking should be learned by the tour guide, vocally and in a calm tone, so that guests can easily grasp all the information provided by the tour guide.

#### *Adaptation of cultural differences*

The tour guide needs to know all the cultural backgrounds of the guests and can work together. Tour guides must consistently find a good approach for accommodating the differences between them and tourists. Successful adaptation requires an understanding of cultural differences that was divided into two parts which are adaptation interests and styles.

#### *Creating similarities*

Chiao et al. (2018) stated that there is a common

factor in the tour guide strategy that that build the awareness of the need which is to create a common perception between people from foreign cultures. That common perception are cross-cultural boundaries and encouragement of tourists to communicate. Not only inequality but a comparison is also a very useful way of helping tourists to understand the culture of the place they visit. This is a way of creating commonalities between cultures and the ability to build foundation of understanding from both sides of the culture which can be achieved by effective communication between tour guides and foreign tourists.

This shows that the results of the findings of this research are more fulfilling what has become a problem in the needs of students, especially at the university level. This is very different from the previous findings, which findings from previous research are only the discrepancy of the material taught in class, the material being not properly accommodated, the lack of practice in English and so on. In these findings of this research, everything is covered with a complex. Both in giving the material, how to make the material interesting and the practice of speaking English itself.

The English proficiency is become important in tourism. This language has played an essential in the development of tourism and has also been used for travel for nowadays. The previous study conducted by (Gani & Damayanti, 2018) examined English Proficiency of Local Guide in Museum Tsunami Aceh, the previous researcher point out the level of English proficiency of tourist guide dealing with vocabulary. The researcher did not examine several parts of English such as listening, speaking and material on tourism. However, this research study has observed four important points in English for Specific Purposes (ESP) in tourism. Interestingly, this research is complete because the researcher also observed the material on CCU. That is why, this study has distinction with other previous study. The method is using questionnaires (google form) to measure the student ability and students need in material of English International Guiding. Moreover, this study has several benefits for the next researcher who will observe the same material on vocational students, because the method being used in this study including interview two lecturer from different vocational universities. This study is more fulfilling what has become the problem in ESP in tourism material.

## CONCLUSION

It is essential to know about the role of English in vocational university students. It is needed to prepare them to be full fill their experience after graduating from university. One of the criteria that has been prepared for it is the need to be a tour guide. The first for the needs of students who are more likely to learn English speaking skills, and also for the material they want is Cross Culture Understanding (CCU); it means that they need to know and understand well about the culture of foreign tourists and consider their future needs when becoming professional tour guides in the next future. On the other hand, students also need much material about talking to foreigners, handling complaints, and promoting tourist attractions that are in line with their majors. It means what they learn in lectures can be applied and used when they have occasion to work on another day, while the students' lack of speaking and listening is still low self-confidence. In short, the learning method used by the lecturer is lecturing, storytelling, and sharing experiences of being a tour guide. In addition, students also want the lecturer to increase the amount of material that uses English and use more interesting digital media such as videos in delivering the material. Also, the students need to speak with a real native speaker to increase their experience and confidence.

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