

DEVELOPING "CITY TOUR" ENGLISH GUIDEBOOK WITH QR CODE FOR TOURIST GUIDES

Novitasari¹, Isnaini Nur Safitri², Eka Listianing Rahayu³

¹English for Tourism Industry, Business Administration
Department, Politeknik Negeri Malang,

³English for Business and Professional Communication, Business
Administration Department, Politeknik Negeri Malang

E-mail: ¹novitasari@polinema.ac.id; ²isnaini_ns@polinema.ac.id;
³ekarahayu@polinema.ac.id

Abstract: Tourist Guiding (TG) is a practical course that aims to prepare students to be professional guides. This course requires a lot of experience in the field as well as mastery of guiding knowledge in tourist guiding. Students do some practices to guide some tours, such as City tour, Heritage tour, and Adventure Tour. Therefore, TG course needs a special book that can support students in practicing tourist guiding. However, based on the result of the interview, the teaching materials used by TG teacher contain guiding material that is too general, there is no specific material regarding City Tour practice. Hence, students need a special guidebook to improve their guiding abilities, especially in City Tour practice. This research aims to develop "City Tour" English guidebook for tourist guides with QR code to support students' performance in guiding practice. The researchers used the Research and Development (R&D) methodology by applying the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. In collecting data, the researchers did interview, expert validation, distributed questionnaires. The respondents of this research were Tourist Guiding teachers, tourism experts with comprehensive understandings about teaching materials especially content, language, and media, and 50 students of the third grade of English for Tourism Industry study program. Based on the results of expert validation and implementation in the field, it was concluded that the book was feasible to use but it had to be improved based on the experts' suggestions and input at each stage. This guidebook will be used by students to practice City Tour. With this book, it is hoped that students' performance in tourist guiding can increase.

Keyword: City tour, guidebook, tourist guiding, research and development, QR code.

Introduction

Tourist Guiding is one of the compulsory courses that students of the English for Tourism Industry study program must take. This course aims to prepare students to have good knowledge and guiding skills in handling tours. It is hoped that when they graduate, students can become professional tour guides in the tourism industry who have knowledge of tourist destinations and tourism products well and have the ability to explain them using English in a tour. They have to be able to guide tourists and provide sufficient information about local culture and history, facilitate, and accompany and provide good service to facilitate tour group activities on their tours. They represent the local community and must show the most important and interesting sights of a destination so that tourists are more interested and enthusiastic when travelling ¹(Lovrentjev, 2015). Through their positive experiences, tourists will be able to help promote the tourist attractions thus helping the local economy. Being a tour guide is not an easy job. A good tour guide should create positive changes. In other words, a tour guide must show a transformative attitude because it has a positive influence on the attitude and behaviour of tourists (Christie & Mason, 2003)².

Teaching materials serve as learning supports that determine success in achieving the expected learning outcomes. Good teaching materials must include knowledge and skills necessary to master the necessary skills. Visual aids, such as drawings and diagrams, can help stimulate students' imagination. Teachers should also use assessment rubrics to assess students' ability to help them evaluate their performance during field practice. Therefore, teaching materials must be interesting, and easy to use so that they can help students to be more involved in the learning process. Tomlinson (2011) explains the principles of teaching materials for language teaching. Based on his principles, learning materials should (1) have an impact, (2) help learners to feel free from anxiety, (3) help learners become confident,

¹ Sonja Lovrentjev, "Education of Tourist Guides: Case of Croatia," *Procedia Economics and Finance*, Vol 23, No 2 (October,2015), 555-562.

² Michael Christie and Peter Mason, "Transformative Tour Guiding: Training Tour Guides to be Critically Reflective Practitioners," *Journal of Ecotourism*, Vol 2, No.1 (2003), 1-16
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(4) be applicable and useful, (5) engage students more, (6) provide readiness, (7) provide appropriate and authentic input, (8) provide sufficient linguistic input, (9) provide opportunities to use the target language, (10) allow self-regulation, (11) accommodate a variety of learning styles, (12) improve learners' attitudes³.

A guidebook usually contains some useful information about a particular subject. This book can be a supplementary teaching material in the implementation of tour guiding practice. In field practice, students need a comprehensive guidebook that can improve their speaking skills. Guidebooks can contain the basic materials needed to become a tour guide and come with a lot of knowledge about the Do's and Don'ts, and what needs to be explained when guiding tourists. Books can equip students with knowledge about local tourist products at the destination and also some tips to improve their guiding and communication skills so that they can handle tourists well. There are many guidebooks on tour guiding techniques but unfortunately, so far there has not been found a specific guidebook that provides material about tour guiding in City Tour.

Quick Response (QR) code is another type of media that can be used in the development of guidebook. QR code is dimensional symbols that have been used in automotive parts since 1994⁴ (Soon, 2008). QR code may be tracked using smartphone cameras for a variety of reasons and applications and can be optimized in education to simplify URL addresses for connecting to the internet and become a shortcut to check information.

Based on the results of interviews with teacher of Tourist Guiding course, teacher often uses several teaching materials such as tourism books, teaching modules, and also some videos from YouTube to teach in class. However, based on the analysis of textbooks used by these teachers, it was found that there was no specific material for the City Tour. The books and modules used only have general information about tour guidance and do not contain specific materials about guidelines for conducting guiding practices for City Tours. Therefore, there is a need for a special guidebook to support students in City Tour practice because currently there is no book containing a special guidebook regarding City Tour guides. Based on these problems, researchers conducted a study entitled

³ Brian Tomlinson, *Material Development in Language Teaching*, Cambridge: Cambridge University Press, 2011, 8-23

⁴ Tan Jin Soon, "The QR Code," *The Synthesis Journal*, Section three, 2008, 59-78.

Developing a "City Tour" English guidebook for tourist guides with QR codes to support students' performance in guiding practice. Guidebooks provide an important source of information about a tourist spot, which can be written and personalized according to the needs of tourists⁵ (Lew, 1991). The guidebook developed by the researchers contains some information needed by a tour guide and some tips of guiding along with audio visual materials that can be accessed using QR code. Mieli & Zillinger (2020) conducted a study to investigate the value and role of guidebooks in the context of the digital age, and found that the role of guidebooks is closely related to technology so online guidebooks are very useful because they are more accessible⁶. Mubarok and Asri (2021) also integrated QR code in their study in the development of bilingual pocketbook for the IT lecturers and administration staff to make the pocketbook more informative⁷. However, this QR code was used to maximize and increase service satisfaction not for education purposes.

Although several studies on tourist guides have been conducted, there was no research specifically focusing on city tour. Argonawan and Ma'mun (2021) conducted training for tour attendants by using communicative games, which aims to improve the speaking skills of tour attendants, however it focuses on the training not teaching material⁸. Nafa et al (2023) also developed materials consisting international guidance of Cross-Cultural Understanding (CCU) in tourism guiding for vocational students to stimulate students' speaking proficiency, but the materials developed did not contain specific information about different types of tour⁹. Therefore, this current research was conducted to answer the following

⁵ Alan A. Lew, "Place Representation in Tourist Guidebooks: An Example from Singapore," *Singapore Journal of Tropical Geography*, Vol 12, No.2, 1991, 124-137

⁶ Micol Mieli and Malin Zillinger, "Tourist Information Channels as Consumer Choice: The value of tourist guidebooks in the digital age," *Scandinavian Journal of Hospitality and Tourism*, Vol 20, No. 2, 2020, 28-48

⁷ Faiz Usbah Mubarak and Atiqa Nurul Asri, "Developing Bilingual Pocket Book with QR Codes and Infographics Features for Information Technology Lecturers and Staff," *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, Vol 6, No 1, 2021, 1798—1806.

⁸ Angga Dedi Argonawan, Nadiah Ma'mun, "Facilitating A Local Tour Guide in Mastering English," *UNCLEE (Undergraduate Conference on Language, Literature, and Culture)*, Vol 1, No. 1, 2021, 161-171

⁹ Anis Nurul Hidayah Nafa, Miftha Yuliana, Moh. Kholilurrahman Jailani, Nana Parama Sari, Wuri Anggraini, Fardini Sabilah, "Developing Cross-Cultural Understanding (CCU) Materials in Tourism Guiding for Vocational Students," *"ENGLISH REVIEW: Journal of English Education*, Vol 11, No 2, 2023. 539-550

questions: (1) What are the required materials in learning tourist guiding for D4 English for Tourism Industry students? (2) How are the guidebook developed?

Because this guidebook has never been made before so it is hoped that this book can provide knowledge and insight into tourist guiding and improve students' skills in guiding practice of City Tour.

Literature Review

English skills are essential for tourist guides because they will frequently interact with foreign tourists. All tour guides should prepare and be ready to maximize tourist satisfaction by giving knowledge about tourist destination and great experience. Tatar et al. (2018) mentioned that the role of tour guides is more than just transferring knowledge¹⁰. They also need to develop skills to communicate well and effectively with tourists so that the tour guiding experience can have a positive impact. A tour guide does have an important role in promoting tourist destinations to provide positive experiences to tourists during their visits and meetings with local communities around tourist sites ¹¹(Hu & Wall, 2012). Therefore, students need more practice to apply some theories that they get in the class. In addition, students need real experience to become a tour guide in some destinations such as city tours because it has become a favourite tour for many foreigners recently.

City tour or usually called urban tourism is a short trip and sometimes can be longer to explore attractive destinations in the city such as museum, art gallery, park etc. and the tour guide will tell anecdotes and provide information to tourists about the area and sites during the trip. According NWTO (n.d), urban tourism is defined as a type of tourism activity that occurs in an urban space with inherent characteristics characterized by non-agricultural based economy such as administration, manufacturing, trade, and services, as well as being nodal points of transportation. City/urban destinations provide a

¹⁰ Corina-Florina Tatar, Grigore Vasile Herman, Maria Gonzer, "Tourist Guides' Contribution to Sustainability in Romania," *GeoJournal of Tourism and Geosites*, Vol 21, No.1, 2018. 282–287.

¹¹ Wei Hu and Geoffrey Wall, "Interpretative Guiding and Sustainable Development: A Framework," *Tourism Management Perspectives*, Vol 4, October 2012, 80-85

diverse range of cultural, architectural, technological, social, and natural experiences and products for leisure and business¹².

Therefore, the students need City Tour practice as a means of transferring skills from the theory they have learned in class and from real experiences. City Tour guiding practice can introduce them to various tourist destinations in the city and improve their guiding skills during the trip. Therefore, teachers must provide teaching materials that can accommodate students with a lot of information materials to support students in practicing to be a tour guide. Although focusing on practice (example: tourist guiding), the program designed must also equip students with sufficient knowledge about tourism services and operations that equip graduates to become "frontliners" in the tourism industry¹³(Oktadiana & Chon, 2018). The role of the guide is considered vital and effective in conveying important environmental information and messages to visitors. More importantly, the positive presentation of tourist destinations is also influenced by tour guides. Therefore, tour guides must understand the needs of tourists and adapt the services and products offered in order to work more effectively and achieve the expected goals in this increasingly competitive field¹⁴(El-Sharkawy, 2007).

Rabotic (2010) states that tourist guiding has a multidimensional role in contemporary tourism¹⁵. Unlike the case in the past, where the role of the tourist guide was only to guide and explain tourist destinations to tourists, in modern times the travel experience is determined by various elements and collaborations from tour guides, tourists, and the surrounding environment. However, the tour guide still has the main role as a front liner, information provider, and interpreter. A tour guide acts as a representative of tourist attractions and an "ambassador" in the eyes of tourists. Therefore, a tour guide needs to have good knowledge and education and training that can support him to realize good quality tourism and tourist guiding and provide a positive experience for tourists. Sahin & Balta

¹² United Nation World Organization, "Urban Tourism," January 5, 2023, <https://www.unwto.org/urban-tourism>.

¹³ Hera Oktadiana, Philip L. Pearce, Kaye Chon, "Muslim Travelers' Needs: What Don't We Know?" *Tourism Management Perspectives*, Vol 20, 2016, 124–130

¹⁴ Omneya Khairy El-Sharkawy, "Exploring Knowledge and Skills for Tourist Guides: Evidence from Egypt," *Tourismos: An International Multidisciplinary Journal of Tourism*, Vol 2, No 2, 2007, 77-94

¹⁵ Branislav Rabotic, "Tourist Guides in Contemporary Tourism," *International Conference on Tourism and Environment*, March 2010, 353-364

(2007) mentioned that the training provided to prospective tour guides can take advantage of technological advances such as computers and audiovisual in order to reach more tour guides and increase effectiveness and benefits from the training¹⁶. With the use of technology, problems that may be faced such as transportation and accommodation and time constraints will be overcome.

The developing of QR code-based guidebook could transform teachers into more innovative educators in areas where IT learning is used. Haque and Dybowski (2014) state that QR code quickly became more recognizable and popular, and it is now utilized everywhere because to its vast storage capacity and fast readability¹⁷. The QR code is composed of black modules on a pure white background, with the black modules arranged in a square pattern. Norhaedah et al (2020) mention that QR codes are more sophisticated barcodes from one dimension to two dimensions¹⁸. Barcodes can only store information horizontally, however QR codes can store information both horizontally and vertically. As a result of QR Code's large capacity for data coding, QR Code can hold various forms of data, including numeric data, alphabetical data, kanji, kana, hiragana, symbols, and binary codes.

According to article "What Is the QR Code?" (2024), it is mentioned that QR code or Quick Response Code is one of the hottest technology trends and has quickly become one of the most popular and commonly utilized sorts of technology in the modern era¹⁹. This code provides a quick and easy way for consumers to obtain information and interact with numerous businesses, and their use has risen in recent years. In referencing to this study, QR code in "City Tour" English Guidebook for Tourist Guide is a supplement (extra source) where sources from some websites and YouTube are

¹⁶ Yasar Guneri Sahin and Sabah Balta, "Distance Education Techniques to Assist Skills Of Tourist Guides, "*Journal of Educational Technology & Society*, Vol 10, No 2, 2007, 213-224.

¹⁷ Md. Sanaul Haque, Richard Dybowski, "Advanced QR Code Based Identity Card: A New Era for Generating Student ID Card in Developing Countries," *First International Conference on Systems Informatics, Modelling and Simulation*, 2014, 76-82

¹⁸ Andi Norhaedah, Vandalita MM Rambitan, Sonja VT Lumowa, "Development of Practicum Instructions Based on QR Code (For Improving Science Process Skills and Mastering Biological Concepts of Class VIII Students at Public Middle School2 Samarinda), "*IJER: Indonesian Journal of Educational*, Vol. 7, No. 2, December 2020, 6-12

¹⁹ "What is a QR Code?" *Free QR Code Generator*, January 5, 2023, <https://www.qrme.co.uk/#qr-codes>

incorporated. It can provide encouragement for students to learn more, know, and grasp the topic. Students can also get quick and easy access to course materials by scanning QR code on the guidebook.

Methods

Research Design

The research design used in this study is Design and Development Research. It aims to provide empirical data to create or improve both instructional and non-instructional products and tools²⁰(Richey and Klein, 2014). This Design and Development Research used the ADDIE model proposed by Dick, Carey, and Carey²¹(2005). There are five stages in this model, namely analysis, design, development, implementation, and evaluation.

Instruments and Procedures

The data collection methods used in this study were interview and questionnaires. The interview was conducted at the analysis stage for teachers who teach "Tourist Guiding" course. The interview aims to find out information related to the existence of the guidebook and the need to develop a guidebook. The first questionnaires of expert judgment were used at development and the second one was distributed in the implementation stage. It was used to validate the handbook in terms of content and language validation, and distributed to content and language validator and teaching media validator. The second questionnaire was used to get responses from students about the content, templates and layout, and language usage of the guidebook.

Data Analysis Procedures

Data of this research consist of quantitative and qualitative data. The quantitative data were obtained from the result of the questionnaire, while qualitative data were acquired from the result of the interview. The quantitative data were analysed using statistic descriptive and presented in the percentage table, the qualitative data were analysed through 3 stages, namely data reduction, data display, and conclusion drawing.

²⁰ Rita C. Richey, James D. Klein, *Design and Development Research: Methods, Strategies, and Issues*, Routledge, 2014, 1

²¹ Walter Dick, Lou Carey, and James O. Carey, *The Systematic Design of Instruction*, New York: Longman, 2009, 210-215

Findings

The research findings are described at each stage, which include the results in the stages of analysis, design, development, implementation, and evaluation.

Analysis

In this analysis stage, researchers conduct a needs analysis by interviewing a teacher of tourist guiding courses about the existing material used and the need to develop guidebooks for tour guide practices for students. The results of the interview became the preliminary study and foundation for developing the guidebook.

R: *"So far, what books have been used as a source of material for teaching TG practices such as city tours?"*

T: *"I am currently using modules from several universities written by tourism teachers but they are still general in their discussion, I mean they haven't discussed specific information about specific tours"*

R: *"Does the book contain sufficient material regarding city tours?"*

T: *"For the content, we cannot rely on just one book, I have to use several books/modules about TG because there is no book that specifically discusses city tours"*

*R: Researcher/T: Teacher

Based on the results of the interview, some information was obtained about the material that has been used to teach the Tourist Guiding course. So far, in practice, teacher used material sources from several modules as a guideline when conducting city tour practice because there is no special material or book that discusses city tours. The modules used are general teaching materials. In conclusion, a city tour guidebook was needed to develop. Apart from there being no specific book about guiding city tours, the TG teacher also said that a city tour guide book needs to be prepared so that students can know what things need to be mastered in tourist guiding.

R: *"Do you think a city tour guidebook is needed by students as a guideline in carrying out practicing city tour?"*

L: *"Yes, it will be great if there is a specific guidebook for tour guiding practice"*

R: *"If a guidebook for a city tour will be developed, what material should be included in the guidebook?"*

L: "In my opinion, it is necessary for students to understand what skills need to be achieved in practice and material that contains both content and language expression as well as practical tips that can be applied directly"

R: Researcher/L: Lecturer

The TG teacher suggested if a guidebook was to be made, it should contain materials about guiding skills needed by a tour guide, knowledge and language use. Some practical tips in guiding can also be included so that readers can apply them directly.

Design

In this stage, the researchers made a plan for the product based on the results of the needs analysis. The researchers created a concept for the content, template, layout, and design of the guidebook based on the needs analysis. First, the researcher created a product design that contains the outline and the template of the guidebook. First, the researchers determined the theme of the book. The book made has the theme of a city tour guide for tourist guides so that the book must contain information on how to guide tourists for this purpose. After that, the researchers created an outline to be developed from general to specific topics which are systematic and easy for readers to understand. The following is the outline of the book contents:

1. *What is a city tour?*
2. *Types of city tour*
3. *What is a tourist guide?*
4. *The task of a tourist guide*
5. *What does a tourist guide do before tour?*
6. *Hospitality checklist*
7. *Safety and rules*
8. *Tour guide tools for an outstanding experience*
9. *Most important tourist guide essentials*
10. *Must have tourist guide technology*
11. *Tourist guide tools for crafting the perfect tour*
12. *Additional considerations when choosing your tour guide supplies*
13. *Presentation skills*
14. *Tourist destinations in Malang City*
15. *Stages in guiding*
16. *Expressions used in showing places and interests*

17. Tips for making the tourist enthusiastic and happy during the tour

The researchers also determined the language used in the book. Because the readers are the students who will guide international tourists, the language used is simple English that is easy for readers with different levels of English. In making the book template, the researchers used Canva application. Canva application is an online application that has various templates and features to create social media graphics, presentations, posters, documents, and other visual contents. This application also provides various design examples to use, one of which is to design books. The researchers created the cover and contents using this application because it is easy to use.

Development

After the analysis and design stages are complete, the researchers developed an outline with necessary information. In developing each topic, the researchers used some resources. The materials were sourced from books, journals, websites and YouTube. The researchers worked on the document file first and then copied it to the book template in Canva. In creating the materials, the researchers used grammar and spelling checker features to minimize errors in the language structure and spelling. Before copying it to Canva, the researchers also proofread the content and language so that the materials produced was of good quality.

Each topic that has been developed into material is copied to Canva according to the topic. The researchers also provided illustrations on several pages to make the book more interesting. After all the materials have been copied, the researchers worked with the layout and editing. QR codes were also inserted in some pages to add more information about the topic.

Content and Language Expert Validation

After the book was finished, the researchers asked 2 experts to validate the product and provide feedback. The first expert is a content and language expert. The following are the results of content and language expert validation.

Table 1. Content and Language Expert Validation Result 1

Aspects	Description	Scores				
		1	2	3	4	5

Book Aims	1. The contents of the book are following the aim, namely providing good guidance in implementing City Tour practices for tour guides	√
	2. The guidebook containsand informative appropriate materials about City Tour guiding which are easy to implement	√
	3. The materials in the book provide some more insights into tour guides, especially City Tour guiding	√
Book Design & Organization	4. The order of presentation of the book is good, starting from the general to the more specific ones	√
	5. The book provides pictures or illustrations that support the information	√
	6. The layout of the book is good and easy to read	√
	7. Table of contents and page numbers are provided that make it easier for readers to locate and follow the materials	√
	8. The book has an attractive design	√
Language & Content	9. The materials in the book include sufficient information about language use	√
	10. The linguistic materials are appropriate to the social context	√
	11. The book contains clear explanations and instructions that are easy to understand	√
	12. The choice of language used is easy to understand	√

The table above shows that overall, the book is good and considered feasible to use, but it needs some revisions, especially in the book organization and language sections. In terms of organization, the experts suggest changing the presentation structure of the book's contents, for example placing material on presentation skills at the beginning and placing tips at the back. The experts also

recommend that tourism content in Malang is moved at the last part to be presented during the Malang city tour guiding practice. In terms of language, the experts found several spelling and grammatical errors and suggest some revisions

Table 2. Contents and Language Revision

Before	After
Based on Wikipedia	Based on UNWTO
City Tour is a tour carried out in a short duration, no more than 6 hours	City Tour is a tour carried out in a short duration or more
Expressions use in showing places and interests	Expressions used in showing places and interests
Carry business cards and share your Instagram or Facebook handle.....that links directly to your social media channels and website, where guests can conveniently leave a review	Carry business cards and share the company's Instagram or Facebook handle..... that links directly to your company's social media channels and website, where guests can conveniently

Based on the table above, the researchers made several revisions related to reference used from Wikipedia into UNWTO. The expert also suggested to add longer duration to city tour in the definition of city tour. Some grammar mistakes found in the title “Expressions use in...” and it was changed into “Expressions used in showing places and interests”. Apart from that, there is a revision of the business card section, which provides more information about the company rather than personal information because the tourist guides usually represent a company or a travel agency. After the revision was done, the validation form was distributed to the expert and the following is the result of the second expert validation.

Table 3. Contents and Language Expert Validation Result 2

Aspects	Description	Scores				
		1	2	3	4	5
Book Aims	1. The contents of the book are in accordance with the aim, namely providing good guidance in implementing City Tour practices for tour guides					√

Book Design & Organization	2. The guidebook contains informative appropriate materials about City Tour guiding which are easy to implement	√
	3. The materials in the book provide some more insights into tour guides, especially City Tour guiding	√
	4. The order of the presentation of the book is good, starting from the general to the more specific ones	√
	5. The book provides images or illustrations that support guides in the field of City Tour	√
	6. The layout of the book is good and easy to read	√
	7. Table of contents and page numbers are provided that make it easier for readers to locate and follow the material	√
	8. The book has an attractive design	√
	9. The material in the book includes sufficient information about language use	√
	10. The linguistic materials are appropriate to the social context	√
	11. The book contains clear explanations and instructions that are easy to understand	√
	12. The choice of language used is easy to understand	√

Description:

- 5 = Very Feasible (VF)
- 4 = Feasible (CU)
- 3 = Quite Feasible (QF)
- 2 = Not Feasible (NF)
- 1 = Very Not Feasible (VNF)

Based on the results of the second expert validation, the book has been revised according to suggestions so that after being accumulated it gets an average score of 5, which means the book is classified as very feasible to use.

In addition to content and language experts, the researchers also asked a media expert to provide input regarding the media and visuals of the book. The following are the results from media experts.

Table 4. Media Expert Validation Result

Aspects	Description	Scores				
		1	2	3	4	5
Media	Material quality					√
	Easy to carry				√	
	Easy to use				√	
	Clarity of instructions for using the book			√		
	Book cover and packaging					√
	Book durability level				√	
Visual Communication	Good language, communicative (correct, easy to understand, and effective)				√	
	Simplicity of appearance					√
	Selection of type and size of letters used					√
	Spacing settings (letters, lines, and characters)					√
	Text readability					√
	Display of the images			√		
	Balanced image proportions				√	
	Suitability of images that support the materials			√		
	Layout settings				√	
	Composition and color harmony					√
	Well-organized design					√
	Attractive design			√		
Summary	Can be used without revision					
Total	76	0	0	12	24	40

Description:

- 5 = Very Feasible (VF)
- 4 = Feasible (CU)
- 3 = Quite Feasible (QF)
- 2 = Not Feasible (NF)
- 1 = Very Not Feasible (VNF)

Based on the validation results from the media expert, in general the guidebook is good according to the aspects evaluated. The average score obtained from the media expert validation is 4.2. This means that this guidebook is feasible to use viewed from a media and visual communication perspective. Apart from that, the sentence structure and the choice of simple but effective diction are also one of the strengths of this book. However, there is little input from the media expert validator to provide additional reference information in digital form or website links to enrich the book and help readers find out more about the topics presented. Therefore, the researchers added 1 topic regarding “How to tell great stories on tour” with reference to the YouTube link that is directed to a website.

Implementation

After the book had received validation from 2 experts, the researchers used the book in class and used it as a practical guidebook for students taking the Tourist Guiding course. Each student is given the book and is required to use the book as a guide during practice. At the end of the practice, they should fill out a questionnaire using Google Form distributed through WhatsApp group. There were 48 students who filled out the questionnaire. Below are the results of the questionnaire.

Table 5 Questionnaire Result

Aspects	Description	Scores (percent)			
		1	2	3	4
Book Aims	1. The contents of the book are in accordance with the aim, namely providing good guidance in implementing City Tour practices for tour guides	2.2	30.4	67.4	

	2. The guidebook contains informative appropriate materials about City Tour guiding which are easy to implement	2.2	23.9	73.9
	3. The materials in the book provide some more insights into tour guides, especially City Tour guiding	2.2	23.9	73.9
Book Design & Organization	4. The order of the presentation of the book is good, starting from the general to the more specific ones	4.3	37	58.7
	5. The book provides images or illustrations that support guides in the field of City Tour		19.4	80.4
	6. The layout of the book is good and easy to read	2.2	34.8	63
	7. Table of contents and page numbers are provided that make it easier for readers to locate and follow the material	2.2	17.4	80.4
Language & Content	8. The material in the book includes sufficient information about language use	2.2	34.8	63
	9. The book contains clear and easy explanations with understandable instruction	2.2	34.8	63
	10. The choice of language used is easy to understand	4,3	30,4	65.2
	11. There are no spelling errors in the writing	4.3	43.5	52.2
	12. There are no punctuation and capitalization errors	6.5	45.7	47.8
Book Cover, Design, and Format	13. The book has a cover book design and content that attract reader's interest	10.9	23.9	65.2

Description:

- 1. Poor
- 2. Acceptable

3. Good
4. Very good

Based on table 5, it can be concluded that in terms of Book Aims, more than 70% of students said that the contents of the book were in accordance with the expected objectives, namely containing information that could provide more insights into city tours. Meanwhile, from the Book Design & Organization aspect, an average of 73.88% of students rated the book as very good because the order of the book was appropriate from general to specific explanations and provided images that supported the information. Apart from that, the book is also considered easy to read because it has a good layout.

In terms of the Language & Content, more than half of respondents agreed that the book was very good because it contained materials about guiding skills and language and there were no errors in writing, followed by more than 37% who thought the book was good. For Book Cover, Design and Format, 68.5% of students agreed with the statement that the book has a very good cover, design and format. The majority of respondents also agreed that the book has an interesting book cover design and contents that attract readers. the book cover adequately represents the contents of the book, the book has an attractive color design, and the type and size of the fonts on each page are quite clear and easy to read. They also agreed with the statement that the placement of titles, subtitles, and illustrations are neat and, easy to follow and do not interfere with the text.

In addition to answering closed-ended questionnaires, the students were also asked to provide input to improve the quality of the book. The following are suggestions and input from the students:

"Everything is good and interesting."

"The book is very colourful so it makes readers happy and always interested in the content of the book."

"The book is very interesting and makes it easy for readers to read the contents of the book because the information is very short, clear and detailed"

"I think the book is very interesting because I like books with illustrations/pictures & QR codes, it also makes me interested in reading them"

"The overall appearance of the book is very interesting and does not make you bored because I am personally the type of person who is not interested in reading books. However, the design, organization and contents of this book make me want to read more."

"My suggestion is only for the capitalization of the name of the person"

Based on the suggestions and input above, it can be said that the book is very good in terms of content and design. However, there is a minor error to revise in terms of capitalization of the author's name in the book.

Evaluation

After going through the stages of development and implementation, it can be concluded that the book is suitable to use for city tour guiding practice. There were several changes to the contents of the book before and after the expert validation and questionnaire distribution stages. Below is the summary of the changes made.

1. The definition of the city tour, which was previously only short, no more than 6 hours, to a longer duration and could be more than a day.
2. The book puts presentation skills at the beginning and examples of destinations at the end.
3. The explanation regarding business cards places more emphasis on the identity of the company, not just the individuals because Tourist Guides often represent companies or travel/tour agents.
4. The author's name starts with a capital letter.

After all input has been incorporated into the revised version of the book, the book is finally deemed to have met the criteria for a good guidebook and is ready to be used for learning purposes

Results and Discussion

Based on the research results with the output of a guidebook, it can be said that the results of this research have a positive contribution in improving the quality of tourist guiding, especially for students who are studying city tour guides. There are several important aspects found in the results of this research, which are relevant to previous research. One of the important aspects in preparing this guidebook is the use of communicative language that is simple and easy to understand along with examples of language expressions that can be practiced directly for city tour guides, following the recommendations from the experts regarding tourism

and language to be included in the book. This is also supported by the previous research by Argonawan and Ma'mun (2021) who found that the use of communicative language is very important for a tour guide to be able to convey messages that are also easy to understand when guiding tours²². In other words, communication skills are very important for a tour guide and this can be improved through speaking practice, both in class and outside the classroom by using practical and communicative tour guidebooks.

In terms of preparing the guidebook, this research uses the ADDIE (Analysis, Design, Development, Implementation, Evaluation) method which is very appropriate for the purpose of its preparation and the expected outcomes. This method helps researchers to plan, compile a more structured guidebook, and make improvements according to the inputs obtained from the expert validators and users so that the quality of the guidebook is better and suitable for the target users. Although previous research which focused on developing teaching materials in the form of guidebooks used a different approach such as 4D (Define, Design, Develop, and Disseminate) like that of Darnawati et al. (2021) or the 10 stages recommended by Borg & Gall chosen by Reski (2021), this current research, which has the same goal to develop comprehensive and practical teaching materials, chooses the ADDIE approach that is considered more appropriate because there is an analysis stage to analyze needs, as well as the evaluation stage to improve the quality of teaching materials and in accordance with the timeline of this research²³. The steps contained in the ADDIE approach have helped researchers produce a structured guidebook by combining tourist guiding insights with English language insights for tour guides.

Apart from the language and organizational aspects of the guidebook, an important aspect of the guidebook that has been prepared in this research is the content aspect. The guidebook used for guiding city tours contains general information about city tour, Malang city tours, and various tips related to guiding skills. The

²² Angga Dedi Argonawan, Nadiah Ma'mun, "Facilitating A Local Tour Guide in Mastering English," UNCLEE (Undergraduate Conference on Language, Literature, and Culture), Vol 1, No. 1, 2021, 161-171

²³ Reski Reski, "Developing Tourism Guide Book for Students of Natsir Eco School Course in Tana Toraja, *Thesis*, 2021.

Darnawati, Jamiludin, Mursidin, La Ili, "Developing Online Learning Guidebook for Junior High School Level In Kendari City," *Journal of Education and Learning (EduLearn)*, Vol 15, No 3, 2021, 465-473.

contents of the guidebook have been adapted to the target users, namely students in Malang who will also carry out tourist guiding practices in Malang. The preparation of this guidebook and the content selection have been adjusted with the inputs from tourism teachers during needs analysis and from the expert validator recommendations to achieve the goal of this book as a practical guide that contains not only theory but also contents that are easy to apply. This is also to address challenges in preparing teaching materials which often do not suit the local context because many existing materials use more examples and references from other countries. Blanton (1981) and Ernawati & Pearce (2003) state that contextual teaching materials that suit students' needs are very important so that the materials used are easy to understand and can be applied directly according to the learning objectives²⁴.

Conclusion

Several suggestions can be put forward regarding the development of this English language guidebook. This advice is especially for teachers in the same area, as well as for other researchers. Due to the unavailability of sufficient materials and references, other teachers can develop other guidebooks for other types of tours in the field of Tourist Guiding to further improve students' knowledge and skills before practice. Also, the books can be equipped with some of the latest innovations. Other researchers can also investigate the use of other teaching materials that can improve students' skills in guiding, such as Augmented Reality, Virtual Reality or other technology in the tourism industry.

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²⁴ David Blanton, "Tourism Training in Developing Countries: The Social and Cultural Dimension," *Annals of Tourism Research*, Vol 8, No 1, 1981, 116–133.

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