

Tour Guiding Practice: English Speaking Learning Phenomenon for Tour & Travel Students

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Abstract

Tour guiding is an essential subject for Tour & Travel students at Trisakti Institute of Tourism, Jakarta. The subject is a practical credit class where students will act as a guide and deliver information in two-way communication in English during the trip. Aim of the paper is to study the English learning phenomenon during practical class subject of tour guiding. It used a qualitative method to explore English learning process during tour guiding, and it is analyzed by Interpretative Phenomenology Analysis (IPA). Findings show that English learning in tour guiding practice applied to opportunity to practice English speaking in tour guiding, assignments as tour guide on the itinerary, and internalization to mindset.

Keywords: tour guide, opportunity to practice, assignments, internalization to mindset, interpretative phenomenology analysis, out of town tour

INTRODUCTION

Tour & Travel Department (UPW) is one of the applied-science at Trisakti Tourism Institute. This department provides tourism vocational education related to tourist travel, especially on learning outcomes of student abilities in planning and operating domestic, inbound and outbound tour package trips, and airline ticketing and reservations, and Ground Handling at airports.

One of the operational implementations of tour packages is practiced in the Practical Guiding course. The Practical Guiding course is held in stages, starting from Practical Guiding I (Jakarta City Tour), Practical Guiding II (Out of town tour), and Practical Guiding III (special interest tour). This course has learning outcomes so that students are able to provide assistance during the trip by providing information, services at restaurants, accommodation and tourist attractions visited (Rachman et al., 2013).

The practice of guiding is a course whose learning outcomes enable students to work as tour guides for groups of domestic tourists, foreign tourists, and even when leading tours abroad. A tour guide has skills (public communication and foreign languages), knowledge and attitude (empathy, discipline and firmness) that support work performance while on duty (Gorenak & Gorenak, 2012).

One of the skills trained for students when taking the Practical Guiding Course is public speaking skills and mastery of English. Public speaking skills must be possessed by students of the Tour & Travel Department when leading a trip in a group of tourists who have different travel characters and motivations. Public speaking will support a student's practical work performance when serving as a tour guide for self-introduction, providing information and instructions on activities during the tour, and closing the tour program (Lumettu & Runtuwene, 2018).

Public speaking in conducting tour guiding by Tour & Travel Department students use English as an international language communication guide. The use of English in the tourism industry is known as English for Special Purposes (ESP). More specifically, it is known as English for Guiding (EFG). The use of English in the Tour Guiding Practice course has become a mandatory because it is to train students in speaking skills, especially two-way communication to international tourist inbound trips (Malelak et al., 2022).

Tour guiding practice is an essential subject for Tour & Travel Department students at Trisakti Institute of Tourism, Jakarta. The subject is a practical credit class where students will act as a guide and deliver information in two way communication in English during the trip. However, it is not yet known what phenomena are constructed in the use of English for Tourism during practical guiding courses on out-of-town routes. It is assumed that the phenomenon of English use is constructed by opportunity to practice, assignments, and internalization in tour guiding.

LITERATURE REVIEW

Tourism

Tourism is a service sector that serves tourist travel patterns which are formed from variables of tourist demographic factors and origin (Sun et al., 2013), choice of land, sea and air transportation modes as a travel pattern (Lewis & D'Alessandro, 2019), and the elements that form a tourist destination (Bardolet & Sheldon, 2008), which consist of tourist attractions, facilities, infrastructure, accessibility and hospitality of the local community), so that it is called a tourism system (Rachman, 2014).

Management of tourist destinations and the quality of tourist trips needs to be supported not only through physical facilities (Brown et al., 2013), but also needs to be supported by non-physical programs (Tyrrell & Johnston, 2008), such as tourism education, both formal education at school level secondary and tertiary institutions, even supported by non-formal education provided by tourism training institutions (Yanthi et al., 2022).

Tour package

In its activities as a tour operator, a travel agency organizes short trips to places of interest and among these activities that we are familiar with, includes city sightseeing, which is a tourist trip carried out in passing to see and visit tourist objects using a special vehicle (tourist bus) for groups of tourists and the implementation time is no more than 6 hours. Next is excursion, a tourist trip out of town to visit or see tourist objects and other attractions in the tourist destination area, which takes no more than 12 hours (Rachman et al., 2013).

There are two forms of sightseeing and excursions that are usually sold by a travel agency, namely: regular sightseeing and excursion, and requested sightseeing and excursion. A sightseeing and excursion is called regular, if it is held regularly with objects and attractions that have been determined (fixed) and is sold and held according to the time specified in the brochure, while requested or demanded is based on tourist requests and this type of tourist trip

is planned according to suddenly according to the wishes and desires of tourists which are incidental (Bogdan & Łasiński, 2019).

Travel patterns in the tourism industry are packaged in a tour package, which is formed through elements of transportation (land, sea and air), accommodation (star and non-star hotels), provision of food and drinks (breakfast and buffet services for lunch and dinner. night), tourist attractions (urban, rural, historical, cultural, maritime, mountainous, and man-made), tour guide services, and the availability of souvenirs during tourist trips (Weiler et al., 2022).

Tour Guide

Tour guide is a word phrase that refers to luxury and adventure. There are also those who call it a unique way to travel the world, and also make money (Hwang & Lee, 2019). A tour guide is almost anyone who leads a tour made up of a group of people, whether on a short or long trip. Meanwhile, according to the travel industry, a tour guide is someone who leads a group of people on a trip at a specified time.

The types of tour guides are on-site tour guide. On-site tour guides are better known in the tourism industry in Indonesia as local guides, such as in museums, or in the botanical gardens or other places (Kanoksilapatham & Suranakkharin, 2019). However, an on-site tour guide can also mean tourist guiding activities carried out on-site by a guide who leads from the start of departure on the bus, at the tourist attraction and back to the hotel (Tan, 2017).

Tourist guide on the road (city sightseeing), a guide who carries out tourist guiding activities during the trip until returning to the initial departure point (Bogdan & Łasiński, 2019). A Tour guide can be said to be like a teacher; they convey information accurately and tie the scene together. There is another form of tour guide known as a tour escort, namely a person who organizes a trip for a group of tourists over several days and acts as a person who understands tourist psychology, mediator, diplomat, group leader and who also bridges between tourists and the community groups visited during the trip (Huang et al., 2015).

Other names for tour escorts are tour manager, tour leader, tour director, tour conductor, trip director and in Europe they are also known as tour couriers (Kalyoncu & Yuksek, 2017). However, the current definition of tour escort (in several countries) is not good because of the assumption that this is a job for women (ladies escort) who always accompany their guests wherever and whenever (Rachman et al., 2013). But this is the reality on the ground. Especially in several well-known tourist destination countries in Asia, such as Thailand.

Tour Guiding as a Communication Learning Process

In order to carry out their duties well, a tour guide must meet the following requirements a *physical appearance*. The body is a physical form that can give a first impression to tourists when they first meet a tour guide. Therefore, a tour guide is advised to dress neatly and attractively. Attractive clothing does not lie in expensive materials, but the main thing is that there is harmony and the clothes worn are appropriate to the time and conditions (Chan et al., 2015).

Lively character is able to act like a good tour guide that follow easy to get along with, adapt and be happy in every appearance. A guide also always try to agree to requests or suggestions from other people who are members, an agreeable person, pay attention to what is good and interesting for the tourists it brings, and likes to help without being asked for help first. In his efforts to be liked, the most important thing that needs to be considered is that a tour guide must never lose his authority. A tour guide should never disrespect himself. He can be intimate with someone, but he always has to keep his distance so that he can be respected and have authority over the group he brings (Wearing & Archer, 2002).

Other learning process as a tour guide is an *ability to communicate*. A tour guide must be able to show group members what is best at any given time. For this reason, he must be able to relate or communicate well with all members of the group he brings. Thus, a tour guide must meet can communicate well using language that can be understood by the tourists they bring. This means that a tour guide must know and master a certain foreign language as well as the main points being discussed, narrated, and explained in detail. As we know, tourists always expect explanations about the countries they visit, their history, customs, arts and culture, ways of life, statistical figures and many other things (Farida, 2022; Ratminingsih et al., 2018; Suparsa et al., 2021)

Tour Guiding Lesson Plan in Trisakti Institute of Tourism

Tour Guiding Practice course learning process is delivered in stages, starting Tour Guiding Practice I (Jakarta City Tour), Tour Guiding II (Out of town tour), and Tour Guiding III (special interest tour). These subjects have learning outcomes so that students are able to provide assistance during the trip by providing information, services at restaurants, accommodation and tourist attractions visited (Rachman et al., 2013).

Tour Guiding Practice I (Jakarta City Tour) City Sightseeing is a tourist trip carried out in passing to see and visit tourist objects using a special vehicle (tourist bus) for groups of tourists and the implementation time is no more than 6 hours. Jakarta is the main gateway for foreign tourists coming to Indonesia and is also the capital of the Unitary State of the Republic of Indonesia which is famous for being the largest archipelago in Indonesia. Table 1 showed a lesson plan within 16 weeks for Jakarta City Tour Guiding Practice.

Table 1. Tour guiding lesson plan Jakarta City Tour (2nd semester)

No.	Topics	Credits
Week 1	Introduction to tour guiding I	
Week 2	Framing Jakarta City Tour	
Week 3	Tour preparation Transfer in/out & Jakarta City Tour	
Week 4	Transfer in/out & Jakarta City Tour	
Week 5	Tour preparation for Site Guiding	
Week 6	Site Guiding	
Week 7	Mid-Test	
Week 8	Tour preparation for Walking Tour Old Batavia	(1 theory/ 2 practice)
Week 9	Walking Tour Old Batavia	
Week 10	Tour Preparation for Taman Mini Indonesia Indah I	
Week 11	Taman Mini Indonesia Indah Tour I	
Week 12	Evaluation & Preparation for Taman Mini Indonesia Indah II	
Week 13	Taman Mini Indonesia Indah Tour II	
Week 14	Evaluation for Taman Mini Indonesia Indah Tour II	
Week 15	Review Jakarta City Tour for final test	
Week 16	Final test	

As Practical Guiding II (Out of town tour) is an excursion that tourist trip out of town to visit or see tourist attractions and other attractions in the tourist destination area and return to the place of initial departure, which takes no more than 12 hours, for example Jakarta-Tangkuban Perahu Mount-Bandung City, and Bogor Botanical Garden-Puncak Tea Plantation route is just an example. Table 2 showed the lesson plan for one semester regarding Tour Guiding Practice II (out of town tour)

Table 2. Tour guiding lesson plan for out of town tour (3rd semester)

No.	Topics	Credits
Week 1	Introduction to tour guiding II (out of town tour)	
Week 2	Framing Bogor Botanical Garden & Puncak Tea Plantation Tour	
Week 3	Tour preparation Bogor Botanical Garden & Puncak Tea Plantation Tour	
Week 4	Bogor Botanical Garden & Puncak Tea Plantation Tour I	
Week 5	Evaluation Bogor Botanical Garden & Puncak Tea Plantation Tour I	
Week 6	Bogor Botanical Garden & Puncak Tea Plantation Tour Preparation II	
Week 7	Mid-Test	
Week 8	Tour preparation for Bandung Tangkuban Perahu	(1 theory/ 2 practice)
Week 9	Bandung Tangkuban Perahu Excursion Tour	
Week 10	Evaluation Bandung Tangkuban Perahu Tour	
Week 11	Preparation I for Dieng-Yogya Tour	
Week 12	Preparation II for Dieng-Yogya Tour	
Week 13	Dieng-Yogya Tour 4 Day/3 Nights (Day 1)	
Week 14	Dieng-Yogya Tour 4 Day/3 Nights (Day 2)	
Week 15	Dieng-Yogya Tour 4 Day/3 Nights (Day 3)	
Week 16	Dieng-Yogya Tour 4 Day/3 Nights (Day 4)	

Thus, what is meant by the lesson plan for the tour guiding practice course in this research is tour guiding practice II (out of town tour) on week 1 to week 10, where the students learnt practical in guiding out of town tour with the destination of West Java Province. The students will speak in English in front of other students and lecturer in the bus (passing sight information) and at tourist attraction location (site guiding information).

Speaking English for Tour Guiding

Tour guiding practice is a particular moving class where learning process is held directly to real itinerary and of tour industry and showing also to the students a real situation of tourist destination. Students act as a guide to perform their skill, knowledge, and attitude during the trip. Therefore, speaking English of tour and travel students is a mandatory skill that fulfill students' tour guiding performance.

Tour and Travel Department students practices English speaking skill within three core reasons; (1) opportunity to practice, (2) assignment to speak in real life, and (3) internalization language to mindset (Parmawati & Inayah, 2019) . Tour guiding practice provides all three of core reason of the importance speaking to perform as a tour guide.

Firstly, the opportunities to practice in real life. A real life of tour guiding practice course is on the itinerary of a tour package. A tour guide student will analyze the itinerary and inform tour elements that consist of spot and departure time, place, tour duration, and sort of places of interest the tour will visit, restaurant to have lunch or dinner, and type of accommodation to stay.

Secondly, assignment as a tour guide in front of the tour participants (students and teacher act as a tour participants). Students will deliver information in English about point of interest during the trip on a bus, namely passing sight information, that a student will speak in English on general information on a visited area for example Bogor City. Teacher and other students that act as tour participants will ask student in charge as a tour guide about point of interest during passing sight, for example; the student pointed Bogor Palace then informed the history about the palace from the moving bus. The assignment also applied on site guiding information tropical plantation (i.e. mangosteen plant) during visitation in Bogor Botanical Garden.

Thirdly, student in the internalization process, a tour guide will get visual information about what is passed during passing sight from inside the bus and site guiding at tourist locations. This information will be received by the student's cognitive abilities which will then be translated into English using certain techniques as a tour guide. This situation will occur repeatedly with different information according to what is happening.

Skill of speaking as an informative production to tour participants are divided into core idea: accuracy and fluency that included the tourism vocabulary, grammar, and pronunciation. The fluency of delivering information, student even will speak spontaneously because of a sudden visual phenomenon during the trip. Speaking English for tour guide students is one of the language skills that focuses on verbal interactions, and also visual interaction. The tourist guide should pay attention to vocabulary, grammar, as well as pronunciation.

METHODOLOGY

The paper uses a qualitative based on the constructivism paradigm (Creswell, 2014), using analysis tool of Interpretative Phenomenological Analysis or IPA (Alase, 2017). This applied a double hermeneutics (phenomenology, hermeneutic, and idiographic), known as the researchers had observed and interviewed participants as subjects of research (Smith, 2011).

All participants are students of 3rd semester of Tour & Travel Department that joined a Tour Guiding subject. The participant has different variety of gender and perform tour guide in charge. A variety of participants range in age from 18-20. A total 5 male and 20 female students were selected as their role as a student. Biographical profile can be seen in Table 3.

Table 3. Participants observation profile

No.	Respondent (Pseudonym in name)	Semester
P1	Ayi/Male	3 rd semester
P2	Shery/Female	
P3	Gaby/Female	
P4	Angel/Female	
P5	Jen/Female	
P6	Ina/Female	
P7	Rifan/Female	
P8	Ary/Male	
P9	Octa/Male	
P10	Alex/Male	
P11	Rahayu/Female	
P12	Tika/Female	
P13	Shintia/Female	
P14	Aji/Male	
P15	Ela/Female	
P16	Marina/Female	
P17	Aurelia/Female	
P18	Indiana/Female	
P19	Eva/Female	
P20	Yovi/Female	
P21	Naomi/Female	
P22	Audy/Female	
P23	Adri/Female	
P24	Dina/Female	
P25	Birdy/Female	

This study is constructed based on constructivism paradigm by using qualitative approach (Sekaran & Bougie, 2016). A contemporary method of Interpretative Phenomenological Analysis (IPA) is applied to understand the experiences of the students of Tour & Travel Department, Trisakti Institute of Tourism. IPA is characterized by double hermeneutics: phenomenology, hermeneutic, and idiographic (Alase, 2017; Hutagalung et al., 2022; Smith, 2011, 2017).

Purposive samplings are employed to select the participants. Data will be collected through in-depth interview, and observation, supported with the field notes, audio visual, photos, and secondary information. Interview and observation deemed valuable for this type of study that is built upon constructivism paradigm (Creswell, 2014). Trustworthiness in this study considers credibility, dependability, transferability, and confirmability (Elo et al., 2014).

FINDINGS AND DISCUSSION

Tour guiding practice course of Tour & Travel Department in Trisakti Institute of Tourism is a collaboration between art communication and English speaking skill. Tour guiding practice II course is a practical class that students act as a guide to excursion itinerary and deliver information in English as international language.

Finding of the research revealed that English speaking in tour guiding course phenomenon was constructed by the element of speaking; opportunity to practice, assignment, and internalization to mindset as shown on Figure 1. Speaking English in tour guiding for tour and travel students is a big chance to practice English for Special Purposes.

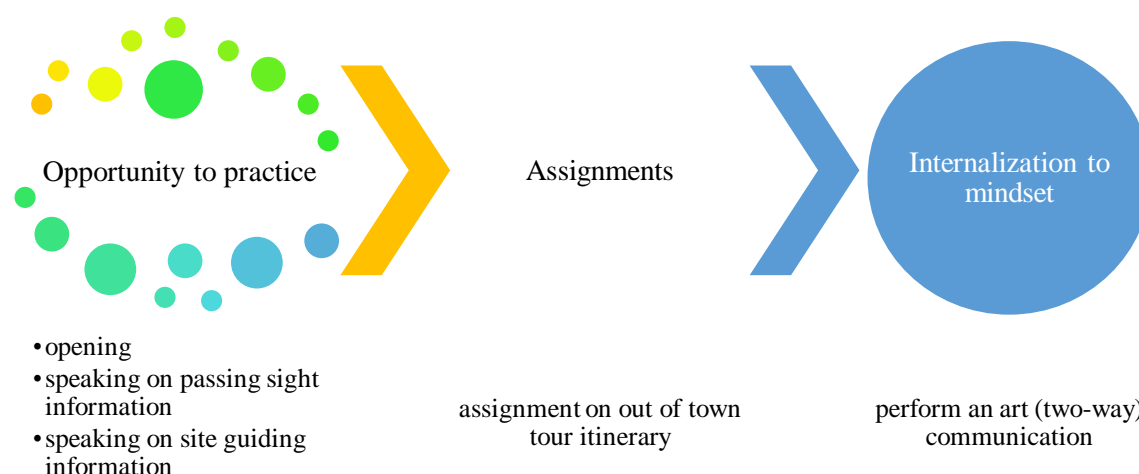


Figure 1. Model of speaking English in Tour Guiding Practice Course

a. Opportunity to practice speaking English tour guiding

Students have the opportunity to practice as a guide while delivering information in English on the itinerary out of town tour (Bogor Botanical Garden-Puncak Tea Plantation, and Bandung and Tangkuban Perahu Tour). The opportunity to practice is in a structure of tour guiding practice that divided into opening, delivering information, and closing the commentaries.

Opening is the first contact between tour guide with tour participants. In this first communication, tour guide to introduce by greeting in English, say good morning, and described name, and tour program today. Next practices are the students with their own turn

act as a guide on passing sight and on tourism site. Last communication the students to close the information on tour.

Delivering information is next process after opening. The students have the opportunity to select sort of information to inform a nature, social, culture, history, people, or trending topics during on passing sight on the bus or at location of tourist attraction. Students also have the opportunity to prepare vocabularies, grammar, and pronunciation regarding English speaking information.

In the opportunity of tour guiding practices, students have limited duration (thirty to sixty minutes) and distances according to itinerary. Student will select how the use the appropriate sentences to close the information. Students finally have the opportunity to close all the information that was delivered tour client.

Table 4 shows the opportunity to practice as a guide while delivering information in English in a form of guide list. The table shows the opportunity to speak in English for tour guiding practice is an essential where students took an certain itinerary, as it is in line with previous research on lesson plan (Thitivesa, 2019) planning speaking topic (Novitasari et al., 2022), drill (Saragih et al., 2022), and role play (Sukatri & Margana, 2016).

The opportunity of speaking English tour guide was shaped into an itinerary of excursion tour, with the highlight of Tangkuban Perahu (as a nature point of interest), and Bandung City (as a historical site point of interest). The students have the opportunity to be guide in charge with certain of point to point (Farida, 2022), and even point to point in virtual itinerary (Vidal et al., 2003). There are twenty five opportunities in a shape of routings for twenty five students. The routing for each student was constructed by certain point of interest. Each point of interest should be prepared by the students, because the topics would impact to structure of speaking; vocabularies, grammar, pronunciation, and also fluency (Kanoksilapatham & Suranakkharin, 2019).

Table 4. Opportunity to practice English speaking tour guide

No.	Respondent (Pseudonym in name)	Opportunity to practice English speaking tour guide
P1	Ayi/Male	Tour Leader
P2	Shery/Female	Campus-Kampung Rambutan
P3	Gaby/Female	Kampung Rambutan-Cikunir
P4	Angel/Female	Cikunir-Cikarang Barat
P5	Jen/Female	Cikarang Barat-Karawang Barat
P6	Ina/Female	Karawang Barat-Rest Area Km 57
P7	Rifan/Female	Rest Area Km 57-Cikampek Toll Gate
P8	Ary/Male	Cikampek Toll Gate-Subang Toll Gate
P9	Octa/Male	Subang Tol Gate-Subang Town
P10	Alex/Male	Subang Town-Jalan Cagak
P11	Rahayu/Female	Jalan Cagak-Ciater Hot Spring
P12	Tika/Female	Ciater Hot Spring-Gate Tangkuban Perahu Mount
P13	Shintia/Female	Sangkuriang Legend
P14	Anji/Male	Tangkuban Perahu (Ratu crater) as a local guide
P15	Ela/Female	Tangkuban Perahu-Cikole (lunch time)
P16	Marina/Female	Cikole-Lembang
P17	Aurelia/Female	Lembang-Ledeng
P18	Indiana/Female	Ledeng-Cihampelas
P19	Eva/Female	Cihampelas-Merdeka Street
P20	Yovi/Female	Merdeka Street-Asia Afrika Street
P21	Naomi/Female	Walking Tour: Hotel Grand Preanger- Zero Km Bandung City- Savoy Homan Hotel
P22	Audy/Female	Walking Tour: Braga street
P23	Adri/Female	Asia Afrika Street-Pasir Kaliki

P24	Dina/Female	Pasir Kaliki-Pasteur Area
P25	Birdy/Female	Pasteur Area-Km 125 Cipularang

Source: Observation

The structures of speaking (vocabularies, grammar, pronunciation, and fluency) are constructed by different topics on commentaries based past, present, and future circumstances. This is the opportunity for students to prepare the structures of speaking and also as the structures of guiding which is in line to research on Tenglish speaking tour guide in Phuket, Thailand (Bennui, 2017).

b. Assignments on excursion tour itinerary

Table 5 shows the assignments on excursion tour itinerary. There are twenty five students that assigned to act as a English speaking tour guide. Type of the assignments are passing sight guide on the bus and on site guiding, and it took fifteen to thirty minutes duration of English speaking in different area and topics

The findings show that assignment as a tour leader as participant 1 (P1) would be on two field of operation (passing sight on the bus and on site guiding), thus a tour leader will perform from the opening of tour program, coffee break and toilet stop, visit tourist attraction, check in and check out from hotel, check in for flight at the airport, and until end of tour in a day. Therefore, the assignment as a tour leader use two way communication on handling situation, and also delivering information during the trip (Koernig, 2007).

Meanwhile, P2-P13 and P15-P20 performed the assignment as a passing sight on the way to first stop at Tangkuban Parahu Mount. Commentaries in English are delivered on the bus about urban geography of Jakarta, sub-urban area of Bekasi, Karawang Regency, Subang Regency, and Bandung Barat Regency, and Bandung City. Passing sight tour guide on the bus will reach minimum speed of 60 Km/hour on toll road and reach an average speed on non-toll road. P2-P13 and P15-P20 were standing in frow row, hold a public address (PA), perform gesture and eye contacts and faced to the opposite way to tour members (Bogdan & Łasiński, 2019).

Other participant's assignment (P14) performed English speaking tour guide at Tangkuban Perahu Mount as a local guide. The assignment as local guide at famous natural tourist felt the real situation being as a tour guide because it is held at real tourism destination and seen by real visitors apart from the group. Meanwhile, P21-P22 delivered information at old town of Bandung as well as historical site (Bryon, 2012)

Table 5. Assignments to out of town tour itinerary

No.	Respondent (Pseudonym in name)	Scope/Duration of assignment	Type of guiding assignment
P1	Ayi/Male	Tour Leader/total sequence in 15 minutes	On site guiding & Passing sight,
P2	Shery/Female	Campus-Kampung Rambutan/15 minutes	Passing sight on the bus
P3	Gaby/Female	Kampung Rambutan-Cikunir/15 minutes	
P4	Angel/Female	Cikunir-Cikarang Barat/20 minutes	
P5	Jen/Female	Cikarang Barat-Karawang Barat/20 minutes	
P6	Ina/Female	Karawang Barat-Rest Area KM 57/20 minute	
P7	Rifan/Female	Rest Area KM 57-Cikampek Toll Gate/20 minutes	
P8	Ary/Male	Cikampek Toll Gate-Subang Toll Gate/20 minutes	
P9	Octa/Male	Subang Tol Gate-Subang Town/20 minutes	
P10	Alex/Male	Subang Town-Jalan Cagak/25 minutes	
P11	Rahayu/Female	Jalan Cagak-Ciater Hot Spring/20 minutes	
P12	Tika/Female	Ciater Hot Spring-Gate Tangkuban Perahu/20 minutes	Passing sight on the bus
P13	Shintia/Female	Sangkuriang Legend/15 minutes/ passing sight	
P14	Anji/Male	Local guide Ratu crater/10 minutes/on site guiding	
P15	Ela/Female	Tangkuban Perahu-Cikole (lunch time)/20 minutes	
P16	Marina/Female	Cikole-Lembang/20 minutes	
P17	Aurelia/Female	Lembang-Ledeng/20 minutes	
P18	Indiana/Female	Ledeng-Cihampelas/15 minutes	
P19	Eva/Female	Cihampelas-Merdeka Street/10 minutes	
P20	Yovi/Female	Merdeka Street-Asia Afrika Street/15 minutes	
P21	Naomi/Female	Walking Tour: Hotel/20 minutes/on site guiding	
P22	Audy/Female	Walking Tour: Braga street/ total 10 minutes	

P23	Adri/Female	Asia Afrika Street-Pasir Kaliki/15 minutes	Passing sight on the bus
P24	Dina/Female	Pasir Kaliki-Pasteur Area/20 minutes	
P25	Birdy/Female	Pasteur Area-Km 125 Cipularang/20 minutes	

Source: Observation

Participant P23-P25 were assigned to deliver information on the way back to Jakarta (passing sight on the bus) after city tour at Bandung Old City. P23-P25 conduct the group to have a good impression of Tangkuban Parahu and Bandung City Tour. The students prefer to have a two-way communication by asking questions such as; “how is your visit in West Java destination?”. The question is to gain tour participants satisfaction on the trip. This in in line with the research conduct by Huang et.al. (2015) on satisfaction tourist after taking a tour in China.

c. Internalization to mindset (point of interest)

Table 6 shows the internalization to mindset of participants. There are twenty five students interpretate topics of English speaking on the itinerary, and put the point of interest on each topic. Type of point of interest related to the itinerary which consist of history (36%), general information of regency (20%), nature (16%), culture (12%), man-made tourist attraction (8%), agriculture (4%), and legend (4%)

Historical information is constructed by tour guide on the itinerary when the group passed historical site, i.e. Bekasi (history of Tarumanagera Kingdom), Karawang (Rengasdengklok for independent day in1945), Subang (Kalijati, surrender of Dutch to Japan), Bandung (geological history of Bandung, Boscha observatorium, Villa Isola, Wastukencana, Grand Preaanger Hotel, Savoy Homan Hotel, Asia Afrika Street, Gedung Merdeka, Non-Alignment Movement, Braga Street, Parisj van Java, Banceuy prison, Boeng Karno).

The point of interest on history was divided into three different period; in early century Indonesian Kingdom (Tarumananegara), Dutch occupation before 20th century, and the era of World War II in Asia Pacific. A history is an important commentary to inform to tour participants. Consequences for students to comment on history, the use of grammar and vocabularies are in past tenses. It is in line with the research conducted by Chanwanakul (2021).

Table 6. Internalization to mindset (point of interest)

No.	Respondent (Pseudonym in name)	Scope/Duration/type of guiding	Mindset (point of interest)
P1	Ayi/Male	Tour Leader/total sequence in 15 minutes/passing sight & on site guiding	Tour program today
P2	Shery/Female	Campus-Kampung Rambutan/15 minutes/passing sight	General information of Jakarta
P3	Gaby/Female	Kampung Rambutan-Cikunir/15 minutes/ passing sight	TMII as a tourist attraction
P4	Angel/Female	Cikunir-Cikarang Barat/20 minutes/ passing sight	General information of Bekasi
P5	Jen/Female	Cikarang Barat-Karawang Barat/20 minutes/ passing sight	Housing settlement in Bekasi
P6	Ina/Female	Karawang Barat-Rest Area KM 57/20 minutes/ passing sight	Bekasi-Karawang industrial estate
P7	Rifan/Female	Rest Area KM 57-Cikampek Toll Gate/20 minutes/ passing sight	History of Rengasdengklok and Karawang rice production area
P8	Ary/Male	Cikampek Toll Gate-Subang Toll Gate/20 minutes/ passing sight	Rice planting and harvesting process
P9	Octa/Male	Subang Tol Gate-Subang Town/20 minutes/ passing sight	General information of Subang Regency
P10	Alex/Male	Subang Town-Jalan Cagak/25 minutes/ passing sight	Sisingaan as a local culture
P11	Rahayu/Female	Jalan Cagak-Ciater Hot Spring/20 minutes/passing sight	Subang honey pineapple
P12	Tika/Female	Ciater Hot Spring-Gate Tangkuban Perahu/20 minutes/passing sight	Hot water spring, and tea estate of Ciater
P13	Shintia/Female	Sangkuriang Legend/15 minutes/ passing sight	Moral teaching of Sangkuriang legend
P14	Anji/Male	Local guide Ratu crater/10 minutes/on site guiding	Queen Crater at Mount Tangkuban Perahu
P15	Ela/Female	Tangkuban Perahu-Cikole (lunch time)/20 minutes/ passing sight	Cikole pine trees, Dodik Army
P16	Marina/Female	Cikole-Lembang/20 minutes/Passing sight	General information of Lembang
P17	Aurelia/Female	Lembang-Ledeng/20 minutes/Passing sight	Boscha observatorium, Great Asia man-made tourist attraction, Bandung City
P18	Indiana/Female	Ledeng-Cihampelas/15 minutes/Passing sight	Ledeng terminal, UPI, Villa Isola, Setia Budi Street, STP Bandung
P19	Eva/Female	Cihampelas-Merdeka Street/10 minutes/ passing sight	Cihampelas jeans market shopping center, and flower market Wastukencana
P20	Yovi/Female	Merdeka Street-Asia Afrika Street/15 minutes/ passing sight	Bandung Indah Plaza Mall, Bandung City Hall, and Cathedral, football statue
P21	Naomi/Female	Walking Tour/20 minutes/on site guiding	Hotel Grand Preanger- Zero Km Bandung-Savoy Homan
P22	Audy/Female	Walking Tour/10 minutes/on site guiding	Braga street, and Paris van Java
P23	Adri/Female	Asia Afrika Street-Pasir Kaliki/15 minutes/20 minutes/on site guiding	Alun-alun Bandung, Masjid Agung Bandung
P24	Dina/Female	Pasir Kaliki-Pasteur Area/20 minutes/passing sight	Louis Pasteur, and Hasan Sadikin Hospital
P25	Bidy/Female	Pasteur Area-Km 125 Cipularang/20 minutes/passing sight	Leaving Bandung City

Source: Observation

Point of interest on general information of regency (20%) is an act to welcome to tour participants and introduced new different region during the trip. Bandung excursion tour started from Jakarta, then the tour guide informed the border line of West Java Province. The bordery line is symbolized by Siliwangi Tiger statue, and a figure of Siliwangi soldier. The difference between Jakarta Province and West Java Province is in geography, language, people, culture, and administration. The students that act as a tour guide should shape the mindset of tour participants that the group has been in next province, not in Jakarta region anymore. The research is in line on different region of itinerary (Thomson et al., 2021).

Tour participants were informed by the tour guide on nature is 16% of all commentaries. The itinerary to Bandung and Tangkuban Perahu is presented a beautiful view of mountain area of Ciater Tea Plantation, Tangkuban Perahu, the Queen crater, and Lembang area. The nature of rural area is seen by the tour participants on the bus. As a tour guide, students spoke in English by using naturalist selection of vocabularies, for example volcanology, forestry, and vegetables terminology. The study of natural tour guide commentaries also conducted by Wearing & Archer (2002).

Commentaries on culture is 12% of all the speaking by the tour guide. Elements of culture consist of belief, language, occupation, kinship, leadership, science & technology, and art. Student spoke about Angklung as a traditional music instrument as it is an art element of culture. The angklung performance is more familiar for student to speak about because there is a daily show that held in Saung Angklung Udjo Orchestra on Jalan Padasuka, Bandung City. By showing one tone of angklung instrument, a student informed to the tour participants how to make and play angklung. Cultural research on tour guiding commentaries also conducted by Suparsa et al. (2021) on Balinese cultural tour product.

Man-made tourist attraction is 8% informed by student when group tour visit Bandung City. The old buildings are mostly found in historical site old town of Bandung which is influenced by Dutch architect. Other man-made tourist attraction is The Great Asia recreation park that is located near by Lembang area, and become famous because of its uniqueness traditional pavilion of cultural Asian country, such as Korea, and Japan. The research is in line with the book was written by Ianeva (2014) on tour guide in special area of theme park.

Agriculture point of interest is contributing 4% of all commentaries. First agriculture point of interest is rice field along the way from Karawang Regency to Subang Regency. Rice is a staple food for Indonesian people, therefore a student should speak about how to plant the rice, maintaining the rice field for three months, harvesting process, and how to cook the rice. Culinary and gastronomy is one of point of interest that commented by tour guide during the trip, as it is studied by Seyitoğlu (2020).

Sangkuriang legend is the only one legend that contributed 4% of all commentaries. The legend related to the creation of Mount *Tangkuban Perahu* (upside boat). The legend point of interest constructed on mindset of tour participants about moral teaching of prohibited love story between son (Sangkuriang) that felt in love with his mother (Dayang Sumbi). Speaking in English about the legend is an act of story telling . This study also conducted by Bryon (2012) that story telling is a process of art communication

CONCLUSION

A tour guide student is someone who has direct contact English communication, and makes personal contact with members of the group he conducts. He communicates with everyone during his duties. English communication is a process where two or more people exchange thoughts, information, knowledge, experiences and feelings. For a tour guide, communication means providing information and introducing his region, city, country by telling interesting

stories with impressive delivery. In order to provide effective information, a tour guide must know that the group of tourists he conducts consists of many nationalities, different religions and beliefs, namely people who want to know, understand and feel joy about what they see, without any prejudice or foreknowledge.

English speaking tour guiding practice gives encouragement (stimulation), this means that a comment must be able to move people to action and direct their attention and convince them that what is seen and witnessed is more than what is read or known through brochures or other promotional media. Comments submitted must be clear and clear, in this case, a comment must be able to help members of the tourist group to classify what was seen and witnessed, as well as making it easier to remember.

The limitation of this research is that it has not carried out in-depth observations and interviews on the practice of guiding overnight tours, as the tour product industry mostly provided overnight tour or overland tour. that used also multi destination, accommodation, mode of transportation, and different people at the destination. A 24 hours observation data collection during the trip will make a comprehensive data.

It is suggested that future research should conduct in English fluency commentaries on preview stage to provide information at the beginning before seeing or arriving at a point of interest or places of interest. It is continued by conducting fluency in viewing commentaries when arriving or passing through places of interest. Last step, reviews are carried out when leaving the place of interest for a moment.

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