

## **NEEDS ANALYSIS FOR DESIGNING ENGLISH FOR TOUR GUIDING IN GILI TRAWANGAN, NORTH LOMBOK**

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### **ABSTRACT**

*Tourism in Gili Trawangan is continuously developing, but many local tour guides still struggle to use English effectively, especially in direct communication with international tourists. This issue reveals the absence of an English syllabus specifically designed to meet the authentic tasks required of tour guides. Therefore, this research aims to analyze the English language needs of tour guides in Gili Trawangan and design a suitable English Language Teaching syllabus. This study employed a Research and Development (R&D) approach, focusing on the needs analysis stage. The data were collected through interviews with a local tour guide and real-life observation during tour guiding activities. The findings revealed five essential tasks that professional tour guides need to master: welcoming guests, introducing themselves, explaining tour activities, providing information about destinations and local culture, and delivering safety rules. Based on these findings, a syllabus was developed, consisting of eight key components: learning outcomes, objectives, materials, indicators, sub-topics, teaching methods, sources and media, and assessment. The syllabus is designed to enhance participants' communication skills and prepare them to perform effectively as professional tour guides. This research is expected to serve as a foundation for developing English learning materials and to contribute to the improvement of local tour guide quality in Gili Trawangan.*

**Keywords:** Needs Analysis, Tour Guide, Syllabus Design

### **ABSTRAK**

Pariwisata di Gili Trawangan terus berkembang, namun banyak pemandu wisata lokal masih mengalami kesulitan dalam menggunakan bahasa Inggris secara efektif, terutama dalam komunikasi langsung dengan wisatawan mancanegara. Masalah ini menunjukkan belum adanya silabus bahasa Inggris yang secara khusus dirancang untuk memenuhi kebutuhan tugas-tugas otentik yang dihadapi oleh pemandu wisata. Oleh karena itu, penelitian ini bertujuan untuk menganalisis kebutuhan bahasa Inggris bagi pemandu wisata di Gili Trawangan dan merancang silabus pembelajaran bahasa Inggris yang sesuai. Penelitian ini menggunakan pendekatan Research and Development (R&D) dengan fokus pada tahap analisis kebutuhan. Data diperoleh melalui wawancara dengan seorang pemandu wisata lokal serta observasi langsung dalam kegiatan pemandu wisata. Hasil penelitian menunjukkan bahwa terdapat lima tugas utama yang harus dikuasai oleh pemandu wisata profesional, yaitu menyambut tamu, memperkenalkan diri, menjelaskan kegiatan wisata, memberikan informasi tentang destinasi dan budaya lokal, serta menjelaskan aturan keselamatan.

Berdasarkan hasil tersebut, dikembangkan sebuah silabus dengan delapan komponen utama: tujuan pembelajaran, indikator pencapaian, materi, sub-materi, metode pengajaran, sumber dan media, serta metode penilaian. Silabus ini dirancang untuk meningkatkan kemampuan komunikasi peserta serta membantu mereka menjalankan peran sebagai pemandu wisata secara profesional. Penelitian ini diharapkan dapat menjadi dasar pengembangan bahan ajar bahasa Inggris dan meningkatkan kualitas pemandu wisata lokal di Gili Trawangan.

Kata Kunci: Analisis Kebutuhan, Pemandu Wisata, Perancangan Silabus

## **A. Introduction**

The Nusa Tenggara Barat (NTB) province in Indonesia is an archipelago known for its breathtaking natural beauty. Covering an area of 20,153.20 km<sup>2</sup>, including the two large islands, Lombok and Sumbawa (Regional Development Institute, 2024), and surrounded by about 279 smaller islands, 44 of which are inhabited (Central Statistics Agency, 2017), this region is characterized by stunning beaches and clear waters. Among the inhabited small islands, one that stands out is Gili Trawangan, a popular tourist attraction. Gili Trawangan is the largest of the three Gili Islands in North Lombok Regency, situated between the other two. Famous for its pristine environment and sea attractions, it offers a variety of activities, including snorkeling, surfing, fishing, and diving. These activities make it a popular destination for tourists from around the world, attracting numerous foreign visitors each year. In 2023, Gili Trawangan attracted 656,448

tourists to North Lombok, consisting of 74,470 domestic tourists and 581,978 foreign tourists (North Lombok Tourism Office, 2024).

Undeniably, the large number of foreign tourists coming to Gili Trawangan has supported economic growth and created numerous job opportunities for the 2 local community. One of the most prominent sectors benefiting from tourism is the service industry, particularly roles involving direct interaction with tourists, such as tour guiding. Tour guiding play an important role in improving tourist experiences by providing insights into the local culture, attractions, and history. Their ability to communicate effectively can significantly enhance the quality of the tourist experience. However, despite the important role of tour guiding, there is a clear gap in their English language proficiency, which is crucial for effective communication with

international tourists. Varying levels of English proficiency among tour guides in Gili Trawangan impact their ability to offer thorough and engaging tours. This disparity in language proficiency can lead to misunderstandings, reduced tourist satisfaction, and ultimately impact the reputation of Gili Trawangan as a tourist destination.

The difference in the level of English language proficiency among tour guides in Gili Trawangan is largely influenced by disparities in formal education access in the region. Data from 2023 indicates a pronounced discrepancy in school dropout rates between rural and urban areas. Dropout rates escalate in junior high school, with 5.82% in urban areas and 8.45% in rural areas. At the senior high school level, rates are 18.50% in urban areas and 26.06% in rural areas (Central Statistics Agency, 2024). These statistics underscore that children in rural areas, such as Gili Trawangan, often receive less formal education and may, in some instances, not receive any formal education at all, exacerbating disparities in language skills as they mature. Consequently, tour guides with limited or no formal education face challenges in effectively communicating in English.

Addressing this educational disparity is crucial for enhancing the language capabilities of future tour guides and ensuring they deliver exceptional services to international visitors.

Therefore, there is an urgent need for an English syllabus specifically designed for tour guiding in Gili Trawangan. This syllabus will not only improve their language skills but also enhance their ability to offer high-quality, informative, and enjoyable tours. This initiative aligns with the broader goal of leveraging opportunities within the tourism industry to support economic growth and job creation, particularly benefiting local communities in Gili Trawangan. By developing this syllabus, the government can collaborate with non-governmental organizations (NGOs) to ensure that individuals outside the formal education system can acquire valuable skills, thereby facilitating future employment opportunities for children in Gili Trawangan who are unable to continue their schooling. Moreover, an effective approach for designing such a specialized syllabus involves the application of English for Specific Purposes (ESP).

ESP is a necessary approach in designing a specific syllabus because it

focuses on the language skills required for a particular profession. Hutchinson (1987) stated that ESP is a method of teaching language that centers on learners' specific needs, involving the creation of a syllabus, methods, and activities tailored to meet those needs. This study will apply ESP principles to address the specific requirements of tour guiding, targeting language competencies essential for their professional roles. It will encompass relevant vocabulary, 4 cultural knowledge, and communication strategies directly applicable to their work as tour guides.

Furthermore, conducting thorough research to understand the specific English language skills required by tour guides in Gili Trawangan is essential, a process known as Needs Analysis. Graves (2000) describes Needs Analysis as the process of gathering information about students' requirements and examining that information to create courses that effectively address those needs. In this study, Needs Analysis involves identifying and determining the specific needs of tour guiding to adapt materials that will help develop the language skills necessary for their jobs. By understanding these needs, a syllabus

can be designed to address the actual challenges tour guides face in their interactions with international tourists, thereby improving their performance and enhancing the overall tourist experience in Gili Trawangan.

In conclusion, focusing on non-formal communities, this program can significantly contribute to increasing economic growth and employment opportunities. By equipping individuals with essential skills and language proficiency, they become better prepared for work and capable of delivering high-quality services to tourists. This not only enhances their personal economic prospects but also benefits the local economy overall. For these reasons, the author is interested in conducting research titled "Needs Analysis for Designing English for Tour guides in Gili Trawangan, North Lombok," with the goal of contributing to the development of the tourism industry in NTB Province. This thesis intends to conduct a comprehensive needs analysis and 5 develop an ESP-based English syllabus that meets the specific English language needs of tour guides. The syllabus design aims to provide non-formal children in Gili Trawangan with specialized courses that can support the local economy and

ensure that tourists have a memorable and positive experience. This includes enhancing communication skills, interpersonal skills, organizational skills, negotiation skills, knowledge of attractions and activities, cultural awareness, and safety and security.

### **B. Research Method**

This study applied a qualitative Research and Development (R&D) approach based on the model introduced by Borg and Gall (1983). The aim was to analyze the English needs of tour guides in Gili Trawangan and to design a syllabus tailored to those needs. The R&D model used in this study included several systematic steps, such as conducting a needs analysis, designing the product, validating it with experts, conducting limited and extended trials, revising the product, and finalizing the syllabus.

The research was conducted in Gili Trawangan, North Lombok, one of Indonesia's most popular tourist destinations. The participants involved in the data collection phase consisted of two tour guides from travel agencies, two freelance guides, two foreign tourists, two local residents, and two teenage learners from the local community. These participants were

selected through purposive sampling to ensure they had experience or perspectives relevant to the guiding process and tourist interactions.

Data were collected using three main techniques: observation, interview, and documentation. Observations were carried out over a three-week period and focused on how tour guides performed their duties in real-life settings. The researcher observed the interactions between guides and tourists, paying attention to how they welcomed guests, introduced themselves, explained tour activities, provided destination information, and delivered safety instructions. This process helped the researcher gain a comprehensive understanding of the authentic communication tasks performed by the guides.

In addition to observation, interviews were conducted with guides, tourists, and local stakeholders to identify both linguistic challenges and the communicative expectations of each party. The interview instruments were developed based on the SKKNI (Standar Kompetensi Kerja Nasional Indonesia) for Tour Leaders. This standard served as a guideline for identifying the core competencies required in the profession. The

interviews explored topics such as the guides' previous English learning experiences, their comfort level when speaking with tourists, their vocabulary limitations, and the strategies they typically use to manage communication gaps.

The final technique used was documentation, which involved analyzing written materials relevant to tour guiding and English learning. These included government documents such as the SKKNI standards, English conversation books for tour guides, tourist review articles, and previous ESP modules used in tourism training.

All data were analyzed qualitatively using triangulation to ensure validity and reliability. The data from observations, interviews, and documentation were cross-checked to identify consistent patterns of communicative needs. The results were then interpreted and categorized into major tour guide responsibilities and their corresponding language functions. These findings were used as the foundation for constructing a syllabus prototype aligned with ESP principles.

### **C. Findings**

#### **English Needs of Tour Guiding in Gili Trawangan**

The first finding concerns the authentic tasks and responsibilities of tour guides in Gili Trawangan. Based on interviews with experienced tour guides and tourists, and in alignment with the Indonesian National Work Competency Standards (SKKNI) for Tour Leaders, it was found that tour guides are required to perform five main duties: welcoming guests, introducing themselves and others, explaining tour activities and information about tourism destinations, providing general information about Gili Trawangan, and giving explanations about snorkeling destinations. These responsibilities are crucial in shaping the tourists' experiences and require not only strong communication skills but also risk management and customer service abilities. Hutchinson and Waters (1987), in their theory of English for Specific Purposes (ESP), emphasized that the design of learning materials should be based on the learner's specific job-related needs. Therefore, the identification of these authentic tasks justifies the development of a context-specific ESP syllabus for tour guides.

The analysis of interviews and observation revealed that the ability to explain snorkeling destinations was the most frequently mentioned and observed task, accounting for 37.5% of the total references. This reflects the centrality of snorkeling as a key attraction in Gili Trawangan, requiring guides to master safety vocabulary, environmental instructions, and



detailed location descriptions. Other frequently cited tasks included explaining tour activities and giving general information about Gili Trawangan, each with a proportion of 25.0%. Welcoming guests was mentioned in only 12.5% of the data but was consistently observed in practice. This discrepancy indicates that while some tasks are seen as routine or taken for granted, they remain integral to the tour guiding profession.

The following table presents the distribution of the core competencies based on interview and observation results:

**Table 1. Findings from Interviews and Observation**

<b>Tasks</b>	<b>Frequency (Mentions)</b>	<b>Percentage (%)</b>
Welcoming guests	1	12.5%
Introducing Oneself	Implied, observed	--
Explaining Tour Activities	2	25.0%
Explaining General Information	2	25.0%
Explaining Snorkling Destination	3	37.5%

These data confirm that the communicative ability to explain snorkeling destinations is the most critical competency needed by tour guides in Gili Trawangan. The results

also emphasize the necessity of equipping guides with the language and confidence to deliver accurate, clear, and engaging information—particularly regarding safety procedures, which are vital during water-based activities. According to Hutchinson and Waters (1987), ESP learners should be trained in the specific discourse and genres required in their field. In this context, the ability to deliver safety instructions using appropriate grammar and vocabulary becomes an essential learning objective.

The second finding pertains to the translation of tour guiding responsibilities into communicative needs. Each task identified earlier was examined to determine the specific language functions that a guide must master to fulfill those tasks. For example, the task of welcoming guests involves the communicative needs of greeting and introducing oneself and others. Similarly, explaining snorkeling destinations involves giving directions, describing specific sites, and outlining safety rules. These needs were systematically organized to ensure that the syllabus design would address them through targeted instruction.

**Table 2. Communicative Needs of Tour Guiding in Gili Trawangan**

<b>Responsibilities</b>	<b>Communicative Needs</b>
Welcoming guests, introducing oneself and others	Ability to welcome guests; Introducing Oneself and others
Explaining tour activities and destinations	Ability to explain activities, destinations in Gili and Lombok; give directions
Providing general information about Gili Trawangan	Ability to explain local culture and general island knowledge
Explaining snorkeling destinations	Ability to describe snorkeling spots, provide directions, explain safety rules

Following this, the communicative needs were translated into competencies. These competencies represent the measurable language performance that tour guides must demonstrate in real contexts. For instance, the communicative need of “ability to give direction” was mapped into the competency “can give direction to tourism destinations and public places.” Similarly, “ability to explain safety rules” was translated into “can explain the safety rules during the trip.” This systematic mapping of needs to competencies aligns with the ESP framework that focuses on purposeful and job-specific language use.

**Table 3. Competencies of Tour Guiding in Gili Trawangan**

<b>Communicative Needs</b>	<b>Competencies</b>
Welcoming and introducing	Can welcome guests; introduce oneself and others
Explaining tours and destinations	Can explain activities and provide directions
Explaining general information	Can describe local culture and Gili Trawangan's background
Explaining snorkeling and safety	Can describe spots and explain safety rules during the trip

The final phase involved translating these competencies into learning materials. The resulting materials were categorized by vocabulary, grammar, expressions, and genres relevant to the responsibilities of a tour guide. For instance, to fulfill the competency of welcoming guests, the materials include vocabulary such as “Good morning,” “Welcome to Gili,” expressions for introductions, present tense grammar, and descriptive genres. To explain snorkeling safety, the materials included modal verbs (e.g., must, should), vocabulary related to weather and marine safety, and imperative structures for giving instructions. All learning materials were



compiled to match each identified competency and integrated into a comprehensive teaching syllabus.

**Table 4. Translation of Competencies into Learning Materials for Tour Guiding in Gili Trawangan**

Competencies	Learning Materials
Can welcome and introduce	Vocabulary: greetings, names, polite phrases; Grammar: present tense; Genre: descriptive
Can explain tour activities and destinations	Vocabulary: locations, directions; Grammar: present/future tense; Genre: descriptive
Can explain local culture	Vocabulary: history, culture, food; Grammar: present/past tense; Genre: narrative/descriptive
Can explain snorkeling and safety	Vocabulary: safety, weather, timing; Grammar: modal verbs, imperatives; Genre: descriptive

### **Syllabus Design of English Language Teaching Program for Tour Guides in Gili Trawangan**

An English syllabus suitable for tour guides in Gili Trawangan consists of eight components: learning outcomes, learning objectives, materials, indicators of achievements, sub-materials/sub-topics, method, source and media, and assessment.

Tour guiding requires more than just language proficiency; it also demands strong leadership skills to effectively manage groups, handle unexpected situations, and ensure a smooth tour experience. Additionally, foreign language proficiency is crucial as tour guides interact with international tourists from diverse linguistic backgrounds. By incorporating these elements into the syllabus, we aim to equip participants with the necessary skills to enhance their professionalism and improve their ability to communicate confidently in different scenarios.

1. Learning outcomes: the target participants will be able to become a professional tour guide in Gili Trawangan.
2. Learning objectives: the participants will be able to welcome and greet guests, introduce themselves, introduce others, give information about tourism destinations, public places, local culture, and safety instructions. Additionally, they will develop leadership skills for managing tour groups and improve their

English proficiency for effective communication with international tourists.

3. Materials: greetings, introduction, giving information about tourism destinations, public places, and local culture, narrative text, directions, weather, time, and distance. Additional materials include leadership in tour guiding, problem-solving strategies, and pronunciation practice.
4. Indicator of achievements: can welcome guests, can introduce oneself, can introduce others, can explain tour activities, can explain information about tourism destinations around the area, can give direction to the tourism destinations and public places around the area, can explain the local culture, can give information about snorkeling locations, can explain the safety rules. Additional indicators include managing group dynamics, resolving conflicts, making quick decisions, communicating fluently with tourists, understanding different accents, and using appropriate expressions.
5. Sub-materials/sub-topics: formal and non-formal greetings, expression of introducing oneself, expression of introducing others, expression of giving information, narrative texts related to local history and cultures, giving directions, present tense, future tense, past tense, imperative verbs, weather, time, distance, adverbs, and safety rules. Additional submaterials include conflict resolution, customer service strategies, decision-making in tour guiding, pronunciation improvement, listening comprehension, and tourism-related idioms and expressions.
6. Method: the methods that will be used during the course are roleplaying, simulations, and discussions. Additional methods include case studies, problem-solving exercises, listening practice with various accents,

shadowing technique, and dialogue practice.

7. Source and media: modules, PowerPoint, map, books, and video examples. Additional sources include case study booklets, pronunciation apps, guest speaker sessions with experienced tour guides, and audio recordings.
8. Assessment: this syllabus uses the target participants' performance to assess them. Additional assessments include performance-based evaluation through leadership roleplay, speaking and listening tests, and roleplay with international tourists.

## **Discussions**

The process of creating a syllabus for tourism professionals in Gili Trawangan follows the framework of Hutchinson and Waters (1987:19), which emphasizes that ESP (English for Specific Purposes) should be based on learners' specific reasons for studying. In this research, the primary motivation for participants to learn English is to become professional tour guides. To meet this need, the syllabus

is designed to focus on English skills directly related to their job tasks. Hutchinson and Waters (1993) categorize needs into two groups: target needs and learning needs. Target needs refer to the practical language requirements in a real work environment, while learning needs focus on the best ways to acquire these skills. In this study, target needs were identified through interviews and observations, which revealed the essential language and communication skills required by tour guides, such as greeting guests, providing destination information, handling tourist questions, and explaining safety instructions. The findings also highlighted key challenges faced by tour guides, which include limited speaking practice that leads to difficulty in delivering clear explanations, difficulty in understanding different accents that affect smooth communication with international tourists, and a lack of tourism-specific vocabulary, particularly for cultural and historical explanations.

The findings show that tour guides generally excel in communication skills (75%) and cultural knowledge (68%) aligning with the theoretical expectations. Smith (2010) asserts that effective communication is

essential for engaging tourists, while Brown (2015) highlights the importance of cultural awareness in delivering meaningful interpretations. However, the findings also indicate that only 45% of guides demonstrated strong leadership skills, despite Huang, Hsu, and Chan (2010) emphasizing its importance in tour guiding. As noted by Huang, Hsu, and Chan (2010), tour guide performance—including managing group dynamics, resolving problems, and confidently leading activities—directly affects tourist satisfaction. These performance elements reflect essential leadership competencies within the tour guiding profession. Additionally, foreign language proficiency was rated low at 40%, contradicting Adams' (2018) claim that multilingual abilities are crucial for effective communication with international tourists.

The quantitative findings provide further insights into these theoretical connections:

- Communication skills: the 75% success rate aligns with Smith's (2010) argument that clear and engaging communication is a fundamental skill for tour guides.
- Cultural knowledge: with 68% demonstrating strong cultural

understanding, the findings support Brown's (2015) assertion that cultural competence enhances a guide's effectiveness.

- Leadership: while theories stress its importance (Huang, Hsu, and Chan, 2010), only 45% of tour guides exhibited strong leadership abilities, indicating a gap in training or experience.
- Foreign language proficiency: despite its theoretical significance (Adams, 2018), only 40% of tour guides were proficient in foreign languages, highlighting the need for targeted training in this area.

Compared to earlier studies, this research adopts a practical and focused approach to needs analysis, using direct observations and interviews to capture the language requirements of tour guides. The Indonesian National Work Competency Standards (SKKNI) for Tour Leaders guided the development of interview questions, ensuring that the collected data aligns with industry standards. Additionally, observations confirm that these competencies are consistently performed in real-world tour guiding

tasks, further validating the need for targeted English training.

The findings reveal two competency gaps, which are leadership skills and foreign language proficiency. Despite its theoretical importance, findings suggest that many guides struggle with leadership, likely due to a lack of structured training. Theories also emphasize the need for multilingual skills, yet findings suggest inadequate training, which may limit interactions with international tourists.

The expected outcome of this specialized course is to equip learners with strong English skills that they can confidently apply in their daily work. By focusing on practical tasks such as providing tourist information, guiding tours, and handling international communication, the syllabus aims to bridge the gap between theoretical expectations and real-world challenges. Through this approach, the study contributes to English language training in the tourism sector, supporting both professional growth and the development of the local tourism industry.

#### **D. Conclusions**

After completing the research on the needs analysis for tour guides in Gili

Trawangan, it was concluded that there are five key tasks and texts that a tour guide must master to perform professionally. These were identified through interviews with a local tour guide in Gili Trawangan. The essential tasks include welcoming guests, introducing oneself, explaining tour activities, providing information about tourism destinations around Gili Trawangan and Lombok, sharing general knowledge and cultural insights about Gili Trawangan, and explaining safety rules. These tasks are crucial for guiding tourists effectively and ensuring they have a safe and enriching experience.

The syllabus was designed based on these authentic tasks and texts, ensuring it meets the specific needs of tour guides in Gili Trawangan. It includes eight key elements: learning outcomes, learning objectives, materials, indicators of achievement, sub-materials or sub-topics, teaching methods, sources and media, and assessment methods. The learning outcomes outline what participants aim to achieve by the end of the course, with the main goal being the ability to use English 58 effectively as professional tour guides. The learning objectives are measurable actions the

participants should be able to perform, such as introducing themselves confidently to tourists.

The course materials consist of content that aligns with the participants' roles, such as learning greetings, narrative texts, and cultural explanations. Indicators of achievement serve as criteria to assess whether participants have met their goals, such as the ability to explain local traditions and customs. Sub-materials break down broader topics into smaller sections, like focusing on specific greeting phrases when learning to welcome guests. The teaching methods, such as group discussions and role-playing activities, are designed to make the learning process interactive and practical.

Sources and media, including printed modules and online resources, are selected to support the learning process and provide participants with relevant materials. Finally, participants' progress is evaluated through assessments that measure their ability to perform the tasks outlined in the syllabus. For instance, participants may be asked to demonstrate their ability to guide tourists or provide accurate cultural information.

This structured and needs-based syllabus aims to equip participants with the language skills and practical knowledge required to succeed as professional tour guides in Gili Trawangan. By focusing on real-world tasks and aligning with the demands of the tourism industry, the syllabus ensures that learners are wellprepared to meet the expectations of tourists and represent Gili Trawangan effectively.

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