

**DESIGNING AN EFFECTIVE ENGLISH FOR TOURISM MODULE FOR
NATUNA GEOPARK LOCAL TOUR GUIDES**

SKRIPSI



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MARITIM RAJA ALI HAJI**

TANJUNGPINANG

2026

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Submitted to fulfill part of the requirements to achieve the degree of Bachelor in

English Education (S.Pd)

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**KEMENTERIAN PENDIDIKAN TINGGI,
SAINS, DAN TEKNOLOGI**

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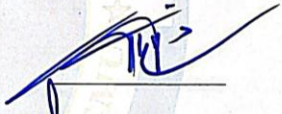
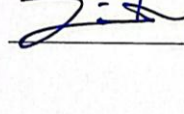
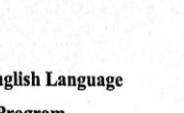
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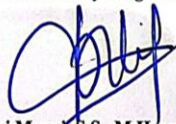
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STATEMENT OF THE ORIGINALITY OF SKRIPSI

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Declares that this present Skripsi is an original research by WAHYUDI that is submitted to the English Language Education Study Program, Universitas Maritim Raja Ali Haji. The theories and/or findings from the previous studies by other researchers have been acknowledged. Theoretical contributions and findings in this study are my original work and have not been submitted for any degree or any other universities.

Should it later be revealed that this Skripsi contains partly or wholly plagiarized of other's works, I will readily accept the sanction established by the University.

Tanjungpinang, June 17th, 2026



WAHYUDI
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MOTTO

“Learn seriously and continuously, because success is not determined by luck or circumstances, but by our willingness to learn, grow, and maximize the potential that exists within ourselves.”

-Wahyudi

“Education is the most powerful weapon which you can use to change the world. Through education, individuals gain knowledge, develop character, and create opportunities to achieve success while contributing positively to society.”

-Nelson Rolihlahla Mandela

طَلَبُ الْعِلْمِ وَاجِبٌ عَلَى كُلِّ مُسْلِمٍ، لِأَنَّ الْعِلْمَ يُنِيرُ الْعَقْلَ، وَيُقَوِّي الْإِيمَانَ، وَيَهْدِي إِلَى الْأَخْلَاقِ الْحَسَنَةِ، وَيَكُونُ أَسَاسًا لَتَحْقِيقِ النَّجَاحِ وَتَقْدِيمِ النَّفْعِ لِلْآخَرِينَ.

“Seeking knowledge is an obligation for every Muslim, because knowledge enlightens the mind, strengthens faith, guides good character, and serves as the foundation for achieving success and bringing benefit to others.”

(Menuntut ilmu adalah kewajiban bagi setiap Muslim, karena ilmu menerangi akal, menguatkan keimanan, membimbing akhlak yang baik, serta menjadi landasan untuk meraih kesuksesan dan memberikan manfaat bagi sesama.)

-Inspired by the Hadith of Prophet Muhammad SAW (HR. Ibnu Majah No. 224)

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In closing, the researcher hopes that this skripsi can provide benefits, inspiration, and become a valuable reference for readers and those in need. The researcher fully realises that this skripsi is far from perfect, so constructive criticism, suggestions, and input are highly appreciated as material for improvement and refinement in the future. May this work be a small but meaningful step in the journey of scientific knowledge and educational development.

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The Researcher



Wahyudi

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ABSTRAK

Wahyudi. 2026. *Designing an Effective English for Tourism Module for Natuna Geopark Local Tour Guides*. Skripsi. Tanjungpinang: Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Maritim Raja Ali Haji (UMRAH). Pembimbing I: Assist. Prof. Gatot Subroto, S.S., M.Pd., MCE. Pembimbing II: Assoc. Prof. Satria Agust, S.S., M.Pd., CIAR.. MCE. MCF.

Kata Kunci: English for Tourism, E-Modul, ADDIE, Geopark Natuna, Pemandu Wisata, Penelitian dan Pengembangan.

Penelitian ini bertujuan untuk merancang dan mengembangkan E-Modul *Natuna Geopark for Tourism* sebagai media pembelajaran *English for Tourism* yang sesuai dengan kebutuhan komunikasi spesifik pemandu wisata lokal di Geopark Natuna. Penelitian ini menggunakan metode penelitian dan pengembangan dengan model ADDIE yang meliputi lima tahap, yaitu Analisis, Desain, Pengembangan, Implementasi, dan Evaluasi. Pada tahap analisis, data dikumpulkan melalui wawancara dengan pemandu wisata dan anggota Natuna Geopark Youth Forum (NGYF) untuk mengidentifikasi kebutuhan pembelajaran bahasa Inggris. Hasil analisis menunjukkan bahwa peserta masih mengalami kesulitan dalam keterampilan berbicara dan menyimak, memiliki keterbatasan kosakata pariwisata, serta kurang percaya diri ketika berkomunikasi dengan wisatawan mancanegara. Berdasarkan kebutuhan tersebut, dikembangkan sebuah E-Modul yang mengintegrasikan materi pariwisata, geosite, budaya lokal, tradisi, dan kuliner khas Natuna. Produk yang dikembangkan divalidasi oleh satu ahli bahasa dan dua ahli pariwisata. Hasil validasi menunjukkan bahwa E-Modul termasuk dalam kategori sangat valid dan layak digunakan sebagai media pembelajaran. Selanjutnya, E-Modul diimplementasikan kepada 10 responden yang terdiri atas 1 siswa SMP, 5 siswa SMA, 3 anggota NGYF, dan 1 pemandu wisata. Hasil implementasi menunjukkan respons yang sangat positif, dengan tingkat kemudahan penggunaan sebesar 90%, kebermanfaatan sebesar 90% dan 70%, kepercayaan diri sebesar 100%, serta relevansi sebesar 100%. Meskipun aspek daya tarik memperoleh persentase 60% dan 50%, aspek tersebut tetap berada dalam kategori positif. Hasil penelitian menunjukkan bahwa E-Modul *Natuna Geopark for Tourism* valid, praktis, dan efektif sebagai media pembelajaran yang mampu mendukung peningkatan kemampuan berkomunikasi bahasa Inggris dalam konteks pariwisata. E-Modul ini dapat digunakan sebagai sumber belajar alternatif bagi siswa, pemandu wisata, anggota NGYF, dan pelaku pariwisata di Natuna.

ABSTRACT

Wahyudi. 2026. *Designing an Effective English for Tourism Module for Natuna Geopark Local Tour Guides*. Undergraduate Thesis. Tanjungpinang: English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Maritim Raja Ali Haji (UMRAH). Advisor I: Assist. Prof. Gatot Subroto, S.S., M.Pd., MCE. Advisor II: Assoc. Satria Agust, S.S., M.Pd., CIAR.. MCE. MCF.

Keywords: English for Tourism, E-Module, ADDIE, Natuna Geopark, Tour Guides, Research and Development

This study aimed to design and develop an E-Module entitled Natuna Geopark for Tourism as a learning medium to support English for Tourism and meet the specific communication needs of local tour guides in Natuna Geopark. The study employed a Research and Development (R&D) method using the ADDIE model, consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation. During the analysis stage, data were collected through interviews with tour guides and members of the Natuna Geopark Youth Forum (NGYF) to identify their English learning needs. The findings revealed that the participants experienced difficulties in speaking and listening skills, had limited tourism-related vocabulary, and lacked confidence when communicating with international tourists. Based on these findings, an E-Module was developed by integrating tourism-related materials, geosites, local culture, traditions, and traditional foods of Natuna. The developed product was validated by one language expert and two tourism experts. The validation results indicated that the E-Module was categorized as highly valid and appropriate for implementation. Subsequently, the E-Module was implemented with 10 respondents consisting of 1 junior high school students, 5 senior high school students, 3 NGYF members, and a local tour guide. The implementation results showed highly positive responses, with convenience reaching 90%, usefulness reaching 90% and 70%, self-confidence reaching 100%, and relevance reaching 100%. Although the attractiveness aspect achieved 60% and 50%, it remained within a positive category. The findings demonstrate that the Natuna Geopark for Tourism E-Module is valid, practical, and effective as a learning medium. It supports learners in improving their English communication skills in tourism contexts and provides meaningful learning experiences related to real-life situations in Natuna Geopark. Therefore, the E-Module can serve as an alternative learning resource for students, tour guides, NGYF members, and tourism practitioners in Natuna.

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Natuna Geopark is one of Indonesia's strategic national areas that plays an important role in the development of tourism, particularly in the northern border region. As an archipelago in the South China Sea, Natuna has a very strategic position in terms of geology, geography and geopolitics, as it is located on international shipping routes and has great potential in the fields of geotourism, biodiversity and local culture. According to Hutabarat & Pratiwi (2022), since its designation as a National Geopark on 30 November 2018, this area has been continuously developed by the local government and various ministries to obtain recognition as a UNESCO Global Geopark (UGGp).

According to Hutabarat & Pratiwi (2022), the development of Natuna Geopark is part of Indonesia's public diplomacy strategy to realise sustainable tourism while supporting the achievement of the 2030 Sustainable Development Goals (SDGs). The geopark concept not only focuses on preserving geological heritage, but also integrates three main pillars, namely conservation, education, and community economic development. Through geopark-based tourism development, this area is expected to become a driving force for the local economy while strengthening Indonesia's tourism image at the global level.

According to the Ministry of Energy and Mineral Resources ESDM (2023), Natuna Geopark has 15 geoheritage sites spread across several islands, each possessing significant scientific, educational, and aesthetic value. These sites

include *Tanjung Datuk, Tanjung Ba'dai, Air Mali, Bukit Kapur, Pulau Senua, Gunung Ranai, Tanjung Senubing, Gunung Gundul, Batu Kasah, Pulau Akar, Bukit Sekunyam, Pulau Semiun, Pulau Setanau, Batu Catur, and Goa Lubang Hidung Pantai Pasir Pandok*. In addition, the geopark features several officially designated geosites, such as *Geosite Gunung Ranai, Geosite Pulau Setanau, Geosite Tanjung Datuk, Geosite Goa Kamak, Geosite Tanjung Senubing, Geosite Pulau Senua, Geosite Batu Kasah and Geosite Pulau Akar*. These geoheritage sites represent the geological and cultural uniqueness of Natuna, with high scientific and aesthetic value, such as granite rock formations, beaches, valleys, and cultural landmarks.

This remarkable potential positions Natuna as a promising international geotourism destination. However, as noted by Hutabarat (2023), emphasises that upgrading its status to a UNESCO Global Geopark requires various efforts, including improving tourism infrastructure, conducting international-standard scientific research, global promotion, and active participation of the local community in preserving and utilising geological heritage. Furthermore, the development of Natuna Geopark is aimed at supporting the recovery of the tourism sector after COVID-19, in line with the policy of the Ministry of Tourism and Creative Economy (2020-2024) KEMENKRAF (2016) which places geoparks as one of the national priority destinations. With the support of the central and regional governments through the preparation of the Natuna Geopark Master Plan, this area is expected to become an icon of sustainable tourism and a symbol of Indonesia's environmental diplomacy in the eyes of the world. Overall, the transformation of the Natuna Geopark towards UNESCO Global Geopark recognition reflects the

synergy between nature conservation, community economic empowerment, and the strengthening of Indonesia's position in the global tourism network.

English has become the global lingua franca in the tourism industry, used by tourists and tourism service providers from various countries to interact across cultures Wahyuningsih & Mahsar (2024). However, the English communication skills of tourism practitioners, especially local in various regions of Indonesia, still face many obstacles. One of the main challenges is the limited mastery of specific tourism vocabulary English for Tourism needed to describe tourist attractions, provide services, and build professional interactions with foreign tourists.

Research by Wahyuningsih & Mahsar (2024) shows that existing English for Tourism (EfT) teaching materials are still general in nature and do not reflect the real communication needs in the field. Many traditional teaching materials only present generic vocabulary that is not appropriate for a professional context, such as hospitality, travel services, and cultural heritage. As a result, tour guides often find it difficult to use the right terms or expressions when dealing with foreign tourists, which leads to misunderstandings and a decline in service quality. This situation also occurs because there are no empirical data-based learning resources that integrate authentic vocabulary from the actual tourism context. The corpus analysis in this study identified a number of terms that are most frequently used in the context of international tourism, such as booking, itinerary, guest, hospitality, guided tour, cultural heritage, and local attractions.

These words have proven to be an important part of professional communication in the global tourism sector. The lack of mastery of this vocabulary

is a major obstacle for local tour guides, especially in new destinations such as Natuna Geopark, which is now beginning to be visited by foreign tourists.

To date, there are no English teaching materials specifically designed for the needs of tour guides in Natuna Geopark, even though this area is developing into a leading tourist destination that attracts foreign tourists. This situation is similar to the findings of Ardira et al. (2025) in Gili Trawangan, Lombok, which showed that the absence of a syllabus and specific teaching materials for English for Tour Guiding caused tour guides to experience difficulties in using English effectively when interacting with foreign tourists.

In Natuna, many members of the Natuna Geopark Youth Forum (NGYF) a community actively involved in promoting geotourism face communication barriers when interacting with foreign tourists. Most of them rely on self-taught learning methods, such as studying independently through Youtube or other online platforms, due to the absence of structured training programs and contextual learning materials. The lack of an English for Tourism module relevant to the Natuna Geopark context has limited their ability to use appropriate vocabulary, explain geological features, and engage in professional conversation with international visitors. This situation highlights the need for a comprehensive, localized, and communicative learning resource that can support the linguistic and cultural needs of these tour guides.

Therefore, Wahyuningsih & Mahsar (2024) emphasise the need to develop teaching materials and training based on real needs that emphasise the use of vocabulary and collocations specific to tourism. The corpus-based approach

developed in their research has been proven to improve learners' language skills by up to 25% in the context of English for Tourism. With this approach, tour guides can learn vocabulary that is truly relevant to their work, enabling them to communicate more effectively with foreign tourists and provide a high-quality tourism experience.

This research emphasises the importance of needs analysis before designing English for Specific Purposes (ESP) materials to ensure that the teaching materials developed are truly relevant to the work context and environment of the participants. In the case of Gili Trawangan, the results of the study revealed that tour guides must master five main tasks that are highly relevant to field practice, namely: welcoming guests, introducing themselves, explaining tourist activities, providing information about destinations and local culture, and conveying safety rules Ardira et al. (2025). However, the absence of teaching materials that explicitly teach these skills has led to a gap between professional needs and the language skills possessed by the guides. When linked to the context of Natuna Geopark, this situation highlights the urgency of developing a locally-based English for Tourism module that includes content representing the unique nature, culture, and history of Natuna. The module should not only focus on language structure, but also instil contextual communication competencies, such as introducing geosites, explaining local geological and cultural values, and serving tourists professionally. This is in line with the ESP principle according to Stevenson (1987) that language learning design should be centred on the specific needs of learners and the authentic tasks they face. Thus, the development of a Natuna-based English for Tourism module is

essential so that local guides have teaching materials that are relevant to the context of their region. Such a module will not only improve their English language skills but also support the strengthening of local human resources and reinforce the position of Natuna Geopark as an international tourist destination ready for UNESCO Global Geopark recognition.

The development of contextual and communicative English for Tourism modules is very important to improve the language skills of local tour guides. English for tourism is part of English for Specific Purposes (ESP), which is language learning tailored to the professional communication needs of a particular field. In the context of tourism, speaking skills are essential because they are used in serving tourists, explaining tourist attractions, and handling customer service situations. However, research by Masoumpanah & Tahririan (2018) shows that many tourism education and training institutions still use general teaching materials that do not reflect the local context of the destination. In fact, contextual material is essential for tour guides to be able to effectively introduce the culture, history, and potential of their region. Teachers and students also often encounter obstacles such as limited vocabulary, pronunciation difficulties, and a lack of teaching materials relevant to the field of tourism. Therefore, a communicative learning approach is needed through activities such as role play, guided speaking practice, or group discussions so that trainees are more confident and skilled in communication. Contextually developed modules not only help tour guides master expressions and vocabulary relevant to local destinations, such as Natuna Geopark, but also improve service quality and strengthen the region's image in the eyes of foreign tourists.

This research has a strong connection with the development of English for Specific Purposes (ESP) because both are oriented towards fulfilling English communication needs in specific fields of work, in this case the tourism sector. According to Guntoro (2021) ESP serves to equip learners with English language skills that are appropriate to their professional needs, so that learning materials and activities must be structured based on a needs analysis that covers three main aspects, namely lacks, wants, and necessities. Guntoro (2021) research on the hospitality industry shows that employees, especially front desk staff, need speaking and listening skills as key skills in serving foreign guests. This shows that the ESP approach emphasises contextual, functional, and real-work-based language learning.

In the context of developing English for Tourism modules at Natuna Geopark, the ESP principle serves as the primary methodological foundation because local tour guides also have specific communication needs that differ from those of general English language users. The designed module must be adapted to the local context, such as introducing geosites, explaining cultural and historical values, and serving international tourists. By using the ESP approach, English language learning can be directed at authentic situations faced by tour guides, such as providing information, responding to questions, and establishing cross-cultural communication. Therefore, this research is not only relevant to the development of ESP theory but also a practical application of the concept in the context of regional tourism. This approach is expected to enhance the effectiveness of English language training for Natuna Geopark tour guides while strengthening their communication

competencies in supporting sustainable tourism promotion (Guntoro, 2021).

Therefore, this study aims to design an effective English for Tourism module for local tour guides in Natuna Geopark within the scope of English Language Education, particularly in a non-formal learning context. Using the Research and Development (R&D) approach, this study seeks to produce a pedagogically grounded English instructional module that is contextual, communicative, and learner-centered to support English teaching and learning for adult learners. It is expected that the developed module will not only enhance learners' English communication skills but also serve as a reference for English instructional material development in similar English for Tourism learning programs in other geopark or tourism-based educational contexts across Indonesia.

1.2 Research Questions

Based on the background and limitation of the problem, the research questions are formulated as follows:

“How can an effective English for Tourism module be designed to meet the specific communication needs of local tour guides in Natuna Geopark?”

1.3 Objective of the Study

Based on the research questions, the objectives of this study are as follows:

“To design an effective English for Tourism module that meets the specific needs of local tour guides in Natuna Geopark.”

1.4 Significances of the Study

This study is expected to provide both theoretical and practical significance as follows:

1.4.1. Theoretical

The result of this research is expected to contribute to the development of English for Specific Purposes (ESP), particularly in the field of English for Tourism. It may serve as a reference for future researchers and educators in designing language learning materials that are based on learners' real needs and local contexts.

1.4.2. Practical

1) For Local Tour Guides

The developed module can help them improve their English communication skills, especially in speaking, and enable them to interact more effectively with foreign tourists in Natuna Geopark.

2) For English Language Education Researchers and ESP Material Developers

The findings can serve as a reference model for designing contextual, needs-based English learning materials that integrate local culture, local contexts, and task-based communicative activities.

3) For Local Government and Tourism Stakeholders

The module can support the enhancement of human resource quality in the tourism sector and contribute to promoting Natuna Geopark as an international tourism destination.

1.5 Specification of Product

The final product of this research was a contextual and communicative English for Tourism module specifically designed for local tour guides in Natuna Geopark. The product was developed using the Research and Development (R&D) method

and followed the principles of English for Specific Purposes (ESP) and Communicative Language Teaching (CLT). The specifications of the developed product were as follows:

1. The product was an English for Tourism learning module presented in a digital format (e-module) and was designed using Canva to make it visually attractive, user-friendly, and easily accessible for self-learning or group training.
2. The module was intended for local tour guides, members of the Natuna Geopark Youth Forum (NGYF), and other tourism practitioners in Natuna who interact with international tourists and need to improve their English communication skills.
3. The module consisted of four main units, each focusing on communicative functions relevant to real-life tour guiding contexts, such as:
 - a) Introducing oneself and greeting tourists.
 - b) Describing geosites, landscapes, and cultural heritage in Natuna.
 - c) Explaining tour itineraries and tourist activities.
4. Each unit provided information about safety, environment, and local values. Each unit included sections on vocabulary building, language expressions, speaking activities, comprehension tasks, and reflection exercises based on authentic tourism contexts.
5. The language materials were designed according to the ESP framework, emphasizing situational communication, vocabulary relevance, and fluency practise in the tourism field. Special attention was given to expressions

commonly used in guiding, storytelling, and cultural interpretation.

6. The module applied the principles Communicative Language Teaching (CLT), which encouraged interactive learning through role plays, dialogues, pair work, and simulation activities that reflect actual tour guide tourist interactions.
7. The module was developed using Canva and featured a professional and aesthetic layout reflecting the identity of Natuna Geopark.
8. The module included visual elements, such as photos of Natuna's geosites and local culture, to enhance contextual learning.
9. The module was equipped with QR codes or links to videos or digital resources for pronunciation practise and additional materials.
10. The product was validated by experts in English education and tourism to ensure content accuracy, practicality, and relevance. In addition, feedback was collected from users (local guides) to evaluate its effectiveness and usability in real situations.

1.6 Definition of Key Terms

To avoid misunderstanding and to clarify the scope of this study, several key terms used in this research were defined as follows:

1. Design

Referred to the process of planning and developing instructional materials based on learners' needs, learning objectives, and relevant learning principles. In this study, design referred to the development of a contextual English for Tourism module for local tour guides in Natuna Geopark.

2. **English for Tourism**

Referred to a branch of English for Specific Purposes (ESP) that focused on teaching English used in the tourism industry, particularly for communication between tour guides and foreign tourists in contexts such as guiding tours, describing attractions, providing directions, explaining local culture, and delivering customer service. In this study, English for Tourism emphasized communicative language functions and tourism-related vocabulary relevant to the geotourism context of Natuna Geopark.

3. **Module**

Referred to a structured and self-contained learning material that includes objectives, content, learning activities, and evaluation components, developed based on learners' needs and contextual requirements. In this research, the term module specifically refers to an English for Tourism learning module designed using Canva, aimed at helping local tour guides in Natuna Geopark improve their communicative competence in English.

4. **Local Tour Guides**

Referred to individuals who provide information, assistance, and interpretation services to tourists visiting local attractions. In this study, local tour guides specifically refer to members of the Natuna Geopark Youth Forum (NGYF) and other tourism practitioners in the the Natuna Geopark area who are responsible for introducing geosites, explaining geological and cultural values, and assisting foreign tourists.

5. Natuna Geopark

Referred to a geological area located in the Natuna Regency, Riau Islands Province, Indonesia, recognized for its outstanding geological, biological, and cultural diversity. According to the Ministry of Energy and Mineral Resources ESDM (2023) Natuna Geopark comprises 15 geoheritage sites that represent significant scientific, educational, and aesthetic values. These sites include *Tanjung Datuk*, *Tanjung Ba'dai*, *Air Mali*, *Bukit Kapur*, *Pulau Senua*, *Gunung Ranai*, *Tanjung Senubing*, *Gunung Gundul*, *Batu Kasah*, *Pulau Akar*, *Bukit Sekunyam*, *Pulau Semiun*, *Pulau Setanau*, *Batu Catur*, and *Goa Lubang Hidung Pantai Pasir Pandok*. In addition, the geopark features several officially designated geosites, such as *Geosite Gunung Ranai*, *Geosite Pulau Setanau*, *Geosite Tanjung Datuk*, *Geosite Goa Kamak*, *Geosite Tanjung Senubing*, *Geosite Pulau Senua*, *Geosite Batu Kasah*, and *Geosite Pulau Akar*. These geoheritage sites reflect the rich geodiversity, biodiversity, and cultural diversity of the Natuna Islands, featuring granite rock formations, coastal landscapes, hills, beaches, caves, and cultural heritage locations. In this study, Natuna Geopark serves as the contextual setting for developing the English for Tourism module, as it is growing international geotourism destination that is preparing for UNESCO Global Geopark (UGGp) recognition. This setting is essential to ensure that the developed module is locally grounded, culturally relevant, and aligned with the real communication needs of local tour guides

CHAPTER II

LITERATURE REVIEW

2.1 Review of Related Theories

2.1.1. Definition of English for Specific Purposes (ESP)

1. Definition and Characteristic of ESP

English for Specific Purposes (ESP) emerged in the 1960s as a response to global economic, technological, and academic changes that increased the demand for English communication in professional and vocational settings. According to Hidayati & Meisani (2023) ESP is defined as “an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning.” This definition highlights that ESP is not a specific product or method but a learner-centered approach that adapts to the learners’ professional or academic needs.

Ramírez (2015) explained that ESP evolved from the analysis of technical and scientific texts into a more comprehensive field focusing on communicative functions and discourse. In its early years, ESP emphasized lexical and grammatical features of technical registers, but later shifted toward discourse and genre analysis to understand how language functions in real professional contexts. The field has continued to evolve to address the specific communicative needs of learners in different disciplines, making ESP “the language for getting things done”.

According to Rahman & Arefin (2023) ESP possesses absolute and variable characteristics. The absolute characteristics include:

1. ESP is designed to meet the specific needs of the learner.
2. It uses the underlying methodology and activities of the discipline it serves.
3. It focuses on language appropriate to those activities in terms of grammar, lexis, register, discourse, and genre

Meanwhile, the variable characteristics are that ESP may be restricted to specific skills, and it is not tied to any particular teaching method. Guntoro (2021) further supports this definition, emphasizing that ESP provides learners with English competencies applicable directly to their professional fields. His research in the Indonesian hotel industry showed that ESP materials should be based on a comprehensive needs analysis that considers learners' lacks, wants, and necessities. Similarly, Nasution (2022) highlight that ESP in the tourism and hospitality sector must integrate authentic communicative contexts and localized content to ensure relevance and engagement.

In summary, ESP can be understood as an approach that designs English teaching and learning around the specific communicative needs of learners within their professional or academic environments. It focuses on purpose-driven language use, emphasizing contextual appropriateness, authenticity, and relevance to real-life tasks.

2. Principles of ESP Teaching

The principles of ESP are grounded in learner-centeredness, contextual relevance, and the integration of authentic materials. According to Stevenson (1987) there are three fundamental principles in ESP teaching:

1. Language-centeredness

ESP teaching must focus on the linguistic features required by learners to perform specific functions in their field. This includes mastering specialized vocabulary, structures, and expressions relevant to their professional tasks.

2. Skills-centeredness

ESP instruction should train learners in the four language skills listening, speaking, reading, and writing based on their real communication needs. For example, tour guides need strong speaking and listening skills, while engineers or researchers might need reading and writing skills.

3. Learning-centeredness

ESP is not only about language input but also about understanding how learners acquire language. The process of learning, motivation, and learner autonomy are central. ESP teachers should facilitate students to use their prior knowledge and experience to construct new communicative competence.

In addition, Ramírez (2015) emphasized that ESP teaching is guided by needs analysis and genre awareness. Teachers should analyze target

situations to understand how language operates in the learners' specific field. This aligns with Ramírez (2015) who argue that effective ESP instruction must:

- a. Begin with a through needs analysis to identify learners' goals and gaps;
- b. Employ authentic materials that reflect real-world tasks; and
- c. Encourage communicative and functional use of English within the learners' professional discourse.

Guntoro (2021) also noted that ESP teachers should not only focus on language structure but act as facilitators who connect linguistic skills with professional competence. This principle ensures that ESP learning produces outcomes directly applicable to the workplace or field practise.

2.1.2. The Importance of ESP in the Tourism Field

The importance of English for Specific Purposes (ESP) in the tourism field has been widely recognized as a crucial factor for improving communication, promoting cultural exchange, and supporting economic development. According to Pratiwi et al. (2023) English proficiency plays a vital role in ensuring effective communication between tourism service providers and international visitors. In the tourism sector, where interactions with people from diverse linguistic and cultural background occur daily, mastery of English for tourism is not merely a language skill but a professional necessity.

ESP in tourism helps local guides, hotel staff, and service providers develop specific vocabulary, expressions, and communicative

functions related to tourism activities, such as describing attractions, handling complaints, or giving cultural explanations. This specialization aligns with the principle of ESP proposed by Stevenson (1987) which emphasizes that language teaching should be tailored to the specific needs of the learners in their field of work.

The study by Pratiwi et al. (2023) highlights five key reasons why ESP is essential in the tourism industry:

1. **Effective Communication and Customer Satisfaction**

English enables local tourism actors to communicate clearly with international tourists, which ensures mutual understanding and enhances customer satisfaction. Clear communication helps to prevent misunderstandings and improves tourists overall experiences (Rajendran et al. 2024).

2. **Cultural Exchange and Enriched Experiences**

The ability to use English effectively allows local guides to share cultural values, traditions, and local stories with tourists from different parts of the world. According to Grigoryeva & Zakirova (2022) English serves as a bridge that facilitates intercultural understanding, enriching both the visitor's and the host's experiences.

3. **Economic Impact and Global Competitiveness**

English competence contributes to economic growth by attracting more international tourists who are willing to spend more money in destinations where communication barriers are minimal. Saptiany &

Putriningsih (2023) found that destinations with English proficient workers tend to have higher competitiveness in the global tourism market.

4. Marketing and Online Presence

In the digital era, English serves as the global language for tourism promotion. Websites, social media, and online booking platforms that use English effectively can reach a wider audience and increase tourist visits (Saptiany & Putriningsih, 2023).

5. Professional Collaboration and Networking

ESP enhances the ability of tourism professionals to collaborate with international stakeholders such as government institutions, travel agencies, and NGOs. Shobikah (2017) notes that English proficiency promotes cross-border cooperation and sustainable tourism development.

In the Indonesian context, the significance of ESP in tourism is increasingly acknowledged, especially as the government seeks to improve the quality of human resources in the tourism sector (Asrifan et al. 2020). However, Pratiwi et al. (2023) found that despite high awareness of English importance, many local tourism actors still face challenges in applying English in real interactions due to limited practise opportunities, lack of confidence, and minimal access to contextualized learning materials.

Therefore, integrating ESP-based instruction into local tourism education and training programs is essential. For areas like Natuna Geopark, where tourism is growing and international recognition is developing, ESP serves not only as a communicative tool but also as a strategy to strengthen

regional competitiveness, improve tourist satisfaction, and promote sustainable development aligned with local cultural identify.

2.1.3. Definition of English for Tourism

English for Tourism (EfT) is a branch of English for Specific Purposes (ESP) that focuses on teaching English used in the tourism and hospitality industries. It provides learners with the necessary language skills and communicative competence to perform specific tasks in tourism contexts such as welcoming guests, giving information about destinations, explaining cultural values, and providing services to international visitors. according to Nasution (2022) English for Tourism is defined as “a type of English learning that aims to meet the communicative needs of learners who work or will work in tourism-related professions”. It emphasizes vocabulary, expressions, and discourse patterns commonly used in professional tourism settings such as travel agencies, hotels, and tour guiding.

Similarly, Namtapi (2022) explain English for Tourism is categorized as a sub-field of English for Specific Purposes (ESP) designed to meet the communicative needs of those working in the tourism and hospitality industries. The focus of learning is directed at the ability to interact effectively with foreign tourists in real-life situations, both verbally and in writing.

Furthermore, Yanti et al. (2024) English for Tourism can be understood as a series of processes for developing functional and situational

English communication skills designed so that workers in the tourism sector can carry out their daily professional tasks effectively. From this perspective, English language competence is not only related to grammatical accuracy, but also includes interactional fluency and pragmatic appropriateness in tourism communication.

In addition, Zalouli & Agliz (2025) describe English for Tourism is a process of learning English that emphasizes functional and situational communication skills, enabling learners to interact authentically with tourists in a professional context. They emphasize that English for Tourism materials must be designed contextually by integrating local cultural values and tourist destination characteristics to make learning more meaningful and relevant. Thus, English for Tourism does not only focus on mastering linguistics aspects such as grammar and vocabulary, but also requires sociocultural and pragmatic competencies that enable tour guides, hotel employees, and other tourism industry players to communicate naturally, effectively, and appropriately with international tourists in real situations.

2.1.4. The Role of Tour Guides in the Tourism Industry

Tour guides play a crucial role in the tourism industry as they act as intermediaries between tourists and destinations, shaping tourists' perceptions, satisfaction, and loyalty. According to Kamel (2021) tour guides serve as cultural ambassadors who promote the destinations' image and influence the intention of tourists to revisit. Their professionalism and performance directly determine tourists' satisfaction and the reputation of a

destination. In her study conducted in Egypt using the PLS-SEM model, kamel found that the promotional role of tour guides has a significant positive effect on destination image and tourist revisit intention. Furthermore, satisfaction with guided tours serves as a mediating factor between the guide's performance and the tourist's loyalty. Hence, tour guides not only facilitate the trip but also function as representatives who communicate a destination's identity, values, and hospitality to the world.

In addition, tour guides perform multiple functions beyond providing information they are interpreters, educators, leaders, and cultural mediators Weiler & Walker (2014). They help tourists understand local customs, traditions, and natural heritage, ensuring that tourism experiences are educational and memorable. Their ability to communicate effectively, manage group dynamics, and ensure safety enhances the overall quality of the tourism product Yılmaz et al. (2025). As frontline representatives, tour guides play an important role in creating moments of truth, which are moment of direct interaction between tourists and destinations that can shape their initial impressions and overall travel experiences. In other words, the way tour guides communicate and interacts with tourists can enhance or damage the image of a destination. Therefore, tour guides are not only responsible for conveying information, but also for leading groups, managing comfort and safety, and mediating cultural values so that tourists can understand and appreciate the local context in a more meaningful way (Mustafa et al. 2022).

Supporting this, Thohri & Hadi (2022) highlight that tour guides contribute significantly to sustainable tourism at the village level. In their research on Mas-Mas Village, Lombok, they found that local guides view their role as both a prestigious and promising career. These guides not only introduce local culture and attractions but also help develop community-based tourism. However, the study also revealed that many local tour guides lack formal training in language and guiding techniques, relying instead on self-learning and observation. The authors stress the need for continuous training programs, particularly in English communication, cross-cultural understanding, and ICT literacy, to enhance their professionalism and meet international standards.

★ The World Federation of Tourist Guide Associations (2010) defines a tour guide as a person who guides visitors in their preferred language and interprets the cultural and natural heritage of an area, typically possessing area-specific qualifications recognized by competent authorities. This definition underscores the dual responsibility of guides to communicate accurately and to represent their regions authentically. A competent tour guide can significantly influence tourists' satisfaction and loyalty, contributing to the growth of sustainable tourism and the positive branding of a destination.

In summary, the role of tour guides extends far beyond guiding tours; they are educators, interpreters, promoters, and cultural liaisons. Their communication skills and cultural knowledge shape visitors experiences,

strengthen destination images, and encourage repeat visitation. As found in recent studies Kamel, (2021); Thohri & Hadi, (2022) effective tour guiding not only enhances the tourism experience but also contributes to local community empowerment and the sustainable development of the tourism industry.

2.1.5. The Importance of English for Tour Guides

English plays an essential role in the tourism industry as the main medium of international communication. In Indonesia, where tourism has become one of the main contributors to national income, English is not merely a language skill but also a bridge for cultural exchange, customer satisfaction, and professional collaboration. Mastery of English enables tour guides to provide clear explanations, respond appropriately to tourist inquiries, and promote local destinations more convincingly on the global stage. Furthermore, the use of English enhances cross-cultural understanding between tourists and local communities, thereby enriching the visitor experience and strengthening the image of Indonesian tourism internationally.

In line with this, Widhiastuty & Murdana (2023) highlight that many local tour guides in Bali still have limited English proficiency, which often leads to miscommunication and reduces service quality. Their research shows that 65% of local guides require English for Specific Purposes (ESP), emphasizing communicative competence, vocabulary related to local attractions, and accurate pronunciation. The study further suggests that

English proficiency helps guides not only to serve tourists more effectively but also to preserve and promote local culture through meaningful storytelling. Therefore, English serves both as an economic asset and as a cultural tool that connects local identity with global tourism market.

The importance of English for tour guides also lies its practical function in marketing and digital presence. According to Pratiwi et al. (2023) English is the primary language used for tourism promotion on online platforms, websites, and social media. Destinations with English-based content are more likely to attract international attention and increase visitor engagement. Moreover, English fluency supports collaboration and networking between tourism stakeholders, including government bodies, private sectors, and international organizations. Such collaboration is crucial to achieving sustainable tourism goals and enhancing global competitiveness.

In summary, English is a vital instrument for tour guides in improving communication, promoting cultural values, supporting economic development, and expanding Indonesia's tourism outreach. The ability of local tour guides to master contextual English not only increases their professionalism but also contributes to the sustainability and competitiveness of destinations like Natuna Geopark, which aims to achieve UNESCO Global Geopark recognition.

2.1.6. Communicative Language Teaching (CLT)

The Communicative Language Teaching approach emphasizes the use of language for meaningful interaction and real-life communication. CLT focuses on functional language use and the development of communicative competence rather than mere grammatical accuracy. In the tourism context, this approach is highly relevant because tour guides must engage directly with foreign visitors, provide information, and respond spontaneously (Sitosanova, 2021).

Based on Rahman et al. (2022) CLT encourages authentic tasks such as role plays, dialogues, and simulated tours that mirror real world-situations. Thus, the English for Tourism module developed in this study incorporates CLT activities to enhance confidence, fluency, and cross-cultural communication skills of local tour guides.

2.1.7. Learning Module

1. Definition of Learning Module

A module is one of the instructional materials designed systematically to facilitate independent learning. It contains learning objectives, independent learning. It contains learning objectives, instructional content, learning activities, exercises, feedback, and evaluation that enable learners to achieve specific competencies without depending heavily on the instructor. According to Gafur (2010) a module is an instructional package that includes objectives, leearning materials, instructional strategies, exercises, feedback, and tests arranged in a

systematic way to support individualized learning. A module allows learners to learn according to their own pace and learning needs, making it suitable for both formal and non-formal educational contexts.

Similarly, Yanuarti et al. (2022) defines a module as a self-instructional teaching material designed to help learners study independently. A module is organized systematically and attractively, containing learning materials, methods, limitations, and evaluation components that guide learners toward achieving the expected competencies. Because of its self-learning nature, a module provides learners with opportunities to control their own learning process while improving their responsibility and autonomy.

In addition, Nation (2001) states that a module is a teaching material developed to improve the effectiveness and efficiency of learning. Unlike ordinary textbooks, a module is designed with a clear sequence of learning activities, enabling learners to gradually master the learning objectives through active participation and continuous practice. Therefore, modules are widely used in educational settings because they support learner-centered learning and encourage independent study habits.

In the context of English Language Teaching (ELT), a module serves as an important instructional resource that provides contextualized learning experiences. It allows learners to access learning materials independently while engaging in activities that develop communicative competence. In this study, the module refers to an English for Tourism

learning module developed for local tour guides in Natuna Geopark. The module integrates tourism-related language, local culture, and geosite information to support learners in improving their English communication skills in authentic tourism situations.

2. Functions of Learning Module

The primary function of a module is to serve as a learning resource that facilitates independent and flexible learning. According to Tomlinson (2011), modules help learners understand learning materials more easily because the content is presented systematically and sequentially. Modules also function as guides that direct learners through learning activities, allowing them to monitor their own progress and evaluate their achievement.

Furthermore, modules function as instructional tools that bridge the gap between teachers and learners. Morris & Rohs (2021) explains that modules assist teachers in organizing learning activities and delivering materials more effectively. For learners, modules provide opportunities to study independently according to their learning speed and individual needs. This flexibility is particularly important for adult learners and professionals who may have limited opportunities to participate in formal classroom instruction.

Another important function of modules is to promote learner autonomy. Through self-directed learning activities, learners become more responsible for their own learning process. Modules encourage learners to

actively engage with the material, complete exercises, reflect on their understanding, and evaluate their own performance. Consequently, modules contribute not only to knowledge acquisition but also to the development of lifelong learning skills.

In this study, the English for Tourism module functions as a self-learning resource for local tour guides in Natuna Geopark. It provides contextualized language materials, practical communication activities, and tourism-related content that can help tour guides improve their English proficiency and professional communication skills.

3. Objectives of Learning Module

The development of a module aims to facilitate effective and meaningful learning experiences. According to Morris & Rohs (2021) modules are designed to clarify and simplify the presentation of learning materials, overcome limitations of time and place, and provide learners with opportunities to learn independently according to their abilities and learning pace.

Moreover, modules aim to increase learning motivation by presenting materials in an organized and attractive format. Learners can easily identify learning objectives, follow learning activities, and measure their progress through self-assessment tasks. This systematic organization helps learners focus on achieving specific competencies while maintaining engagement throughout the learning process. Another objective of modules is to accommodate individual differences among learners. Since learners

have different backgrounds, learning styles, and levels of prior knowledge, modules provide opportunities for personalized learning. Learners can spend more time on difficult topics and move more quickly through familiar materials. Therefore, modules support differentiated learning and improve learning effectiveness.

In the present study, the objective of developing the English for Tourism module is to provide local tour guides with contextualized learning materials that enhance their communicative competence, tourism-related vocabulary, and confidence in interacting with international visitors.

4. Components of Learning Module

A well-designed module consists of several essential components that support the learning process. According to Yanuarti et al. (2022) a module generally includes an introduction, learning objectives, learning activities, exercises, summaries, formative tests, answer keys, and follow-up activities. These components are organized systematically to ensure that learners can achieve the intended learning outcomes effectively.

Similarly, Hamora et al. (2022) explains that an effective module should contain instructional objectives, learning content, learning strategies, exercises, feedback, and evaluation. Each component has a specific function in guiding learners through the learning process. Learning objectives provide direction, learning materials deliver knowledge, exercises reinforce understanding, and evaluation measures learning achievement.

The integration of these components enables learners to study

independently while receiving adequate support throughout the learning process. Consequently, a complete module serves not only as a source of information but also as a comprehensive learning system that facilitates skill development and competency achievement.

5. Characteristics and Advantages of Learning Module

According to Tomlinson (2011) a good module possesses five important characteristics:

a) Self-Instructional

A module enables learners to learn independently without continuous assistance from teachers. Learning objectives, explanations, examples, exercises, and evaluations are provided clearly so that learners can guide themselves through the learning process.

b) Self-Contained

All learning materials related to a specific competency are presented within one complete unit. Learners do not need additional resources to understand the core content of the module.

c) Stand-Alone

A module can be used independently without relying on other instructional materials or media. This characteristic increases accessibility and practicality for learners.

d) Adaptive

A module should be flexible and capable of adapting to developments in knowledge, technology, and learner needs. Adaptive

modules remain relevant despite changes in educational contexts.

e) User-Friendly

A module should use clear language, attractive design, and easy navigation so that learners can use it comfortably and effectively. User-friendly modules improve learner engagement and motivation. In addition to these characteristics, modules offer several advantages. They support independent learning, increase learning flexibility, accommodate individual differences, enhance learning motivation, and improve learning effectiveness. Modules also allow learners to review materials repeatedly until they achieve mastery. For adult learners such as local tour guides, modules are particularly beneficial because they can be used anytime and anywhere according to learners' schedules and professional needs.

2.1.8. Geopark Module and Education Purposes

A geopark module is a systematically designed learning material that utilizes geopark areas as the main educational context. This module functions not only as a source of instructional content but also as an educational tool to instill values of conservation, sustainability, and local wisdom among learners and the wider community. UNESCO emphasizes that a geopark is an area with internationally significant geological heritage, managed through the integration of protection, education, and sustainable development. Therefore, education constitutes one of the core pillars in geopark management.

In the educational context, geopark-based modules serve as a form of contextual learning that connects academic knowledge with learners' real environmental and socio-cultural surroundings. Geo et al. (2021) argue that geoparks can function as living laboratories, enabling learners to directly to directly explore the interrelationships between humans, the environment, and culture. Through geopark-based learning, students are encouraged not only to understand geological concepts but also to comprehend ecological, social, and cultural dimensions in an integrated manner.

The integration of geopark modules into the curriculum is closely aligned with the concept of local-based curriculum. Oktaviani et al. (2023) state that local curricula link learning content to learners' real-life experiences, thereby increasing motivation and engagement in the learning process. Geopark modules developed based on local potential such as geosites, community culture, and local wisdom make learning more relevant and meaningful. This view is supported by Abdurahman et al. (2025) who emphasize that place-based education enhances environmental awareness while strengthening learners' cultural identity.

Furthermore, Geo et al. (2021) found that the use of geoparks as learning resources significantly improves learners environmental awareness and understanding of sustainability concepts. Through geopark modules, learners are guided to recognize the impacts of human activities on the environment and the importance of conserving natural resources. Thus, educational objectives extend beyond cognitive achievement to include the

development of attitudes and pro-environmental behavior.

Prihantini (2023) highlight that the integration of local curricula, including geopark-based learning, positively affects the relevance of instructional materials and learner engagement. However, their study also identifies implementation challenges, such as limited resources and insufficient teacher training. In this regard, well-structured and user-friendly geopark modules are essential to support educators and facilitators in effectively implementing geopark-based education.

Within the context of this skripsi, the geopark module is designed not only for formal education but also for non-formal education, particularly for local tour guides in Natuna Geopark. The module serves as a capacity-building tool to enhance both geopark-related knowledge and communication skills, especially in the context of English for Tourism. By integrating educational values of geoparks, the module is expected to strengthen the role of local tour guides as educational agents who convey conservation and sustainability messages to tourists.

In summary, the educational purposes of developing a geopark module in this study include: (1) enhancing understanding of geological, ecological, and cultural values of geoparks; (2) fostering conservation awareness and sustainability-oriented attitudes; (3) strengthening learning relevance through local-context integration; and (4) supporting the sustainable development of geopark human resources. Therefore, the geopark module functions not merely as instructional material but as a

strategic instrument bridging education, conservation, and sustainable development in Natuna Geopark.

2.2 Review of Related Findings

Several previous studies have been conducted that are relevant to the present research on developing English for Tourism materials using Research and Development (R&D) methodology. These studies serve as important references and foundations for designing an effective and contextual English for Tourism for Natuna Geopark local tour guides.

1. The first research was conducted by Suparlan & Rizal (2025) entitled “Developing English for Sustainable Tourism: A Needs’ Analysis of Eco-Tourism Practitioners.” This study applied the ADDIE model combined with the English for Specific Purposes (ESP) framework. The researchers identified the linguistic needs of eco-tourism workers and developed contextual English modules integrating sustainability principles. The findings showed that incorporating local environmental and cultural contexts significantly increased learners motivation and communication competence in tourism-related situations. This research is relevant to the current study as it demonstrates the importance of designing English materials that are grounded in learners professional needs and local tourism contexts.
2. The second research was conducted by Masoumpanah & Tahririan (2018) under the title “Developing English Materials for Tourism Vocational Students.” This study utilized the Research and Development (R&D)

approach following the ADDIE model. The researchers developed English materials based on real communication tasks commonly encountered in tourism industries such as handling guests, describing attractions, and providing hospitality services. The findings revealed that contextualized learning materials improved students speaking fluency, confidence, and ability to communicate in real tourism settings. This study supports the present research by emphasizing the need to develop communicative, task-based English modules relevant to authentic tourism contexts.

3. The third research was carried out by Serasi et al. (2024) with the title “Developing English Learning Materials Based on Local Culture for Tour Guides in Bukittinggi.” This study employed the Research and Development (R&D) design using the ADDIE model. The results indicated that integrating local cultural and tourism-based contexts.

Based on the three studies above, it can be concluded that all previous researchers focused on developing English learning materials through systematic instructional design model such as ADDIE and ESP. The similarities between the previous studies and the present research lie in the focus on contextual and communicative English material development aimed at improving learners professional communication skills in tourism. The difference lies in the research setting and target users this current study specifically develops an English for Tourism module tailored for local tour guides in Natuna Geopark, integrating its unique geological, cultural, and

ecological characteristics to support sustainable tourism and international communication readiness.

Table 2.1 Review of Related Findings

“Developing English for Sustainable Tourism: A Needs’ Analysis of Eco-Tourism Practitioners.” (Suparlan & Rizal, 2025)		
Similarities	Differences	
	Relavant Studies	Researcher
- Focused on developing English materials for tourism purposes. - Used ESP and ADDIE model as design framework. - Emphasized contextual and communicative English learning.	- Focused on eco-tourism workers, while the present study focuses on Natuna Geopark tour guides. - Integrated sustainability and environmental topics, not specific to geosite interpretation.	- Using ADDIE + ESP Design Model

“Developing English Materials for Tourism Vocational Students.” (Masoumpanah & Tahririan, 2018)		
Similarities	Differences	
	Relavant Studies	Researcher
- Used Research and Development (R&D) approach with ADDIE model. - Aimed to develop contextual and communicative materials related to the tourism field.	- The subjects were vocational students, while the present study involves local tour guides. - Focused on classroom learning context, not authentic guiding communication.	Research and Development (R&D) using ADDIE Model
Similarities	Differences	
	Relavant Studies	Researcher
- Developed English for Tour Guiding materials using R&D and ADDIE models. - Integrated local cultural context	- Focused on Bukittinggi’s cultural tourism, while this research	R&D (ADDIE Model + PBL Approach)

into English learning.	focuses on Natuna Geopark geotourism. - Did not integrate geological content or ESP-based communication needs analysis.	
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Despite sharing similar objectives in developing English materials for tourism purposes, several important distinctions can be identified between previous studies and the present research. Earlier studies primarily targeted tourism students, eco-tourism practitioners, or tourism workers in general settings. Meanwhile, the present research focuses on local tour guides in Natuna Geopark as adult learners in a non-formal learning environment. This focus enables the development of instructional materials that are more closely aligned with the specific communicative needs of tour guides as well as the unique linguistic, cultural, and geological characteristics of Natuna Geopark.

Additionally, while many previous studies rely on generic content without an in-depth pedagogical needs assessment, this research integrates a systematic and education-oriented needs analysis involving interviews, field observations at actual geosites, and document analysis of existing training materials. This triangulation method provides a stronger educational foundation by identifying specific

communicative competencies, vocabulary demands, discourse functions, and learning challenges faced by the target learners.

Another distinction lies in the nature of the learning material produced. Previous English for Tourism modules typically depend on classroom-based teaching strategies and formal instruction, whereas this study develops a self-access instructional module designed to support independent learning an approach suitable for adult learners who do not participate in formal education programs. This shift places the study firmly within the domain of English Language Education, emphasizing learner autonomy, communicative competence, and contextualized ESP pedagogy.

Furthermore, the instructional content in this module is fully contextualized to authentic guiding tasks such as describing geosites, explaining local cultural values, and responding to tourists' questions ensuring functional communicative relevance. Finally, the development process applies the ADDIE model within a pedagogically grounded framework, validated by experts in English Language Education, ESP, and tourism communication. This combination of systematic instructional design, contextual ESP application, and non-formal adult learning orientation demonstrates the educational novelty of this research compared to previous module developments.

2.3 Conceptual Framework

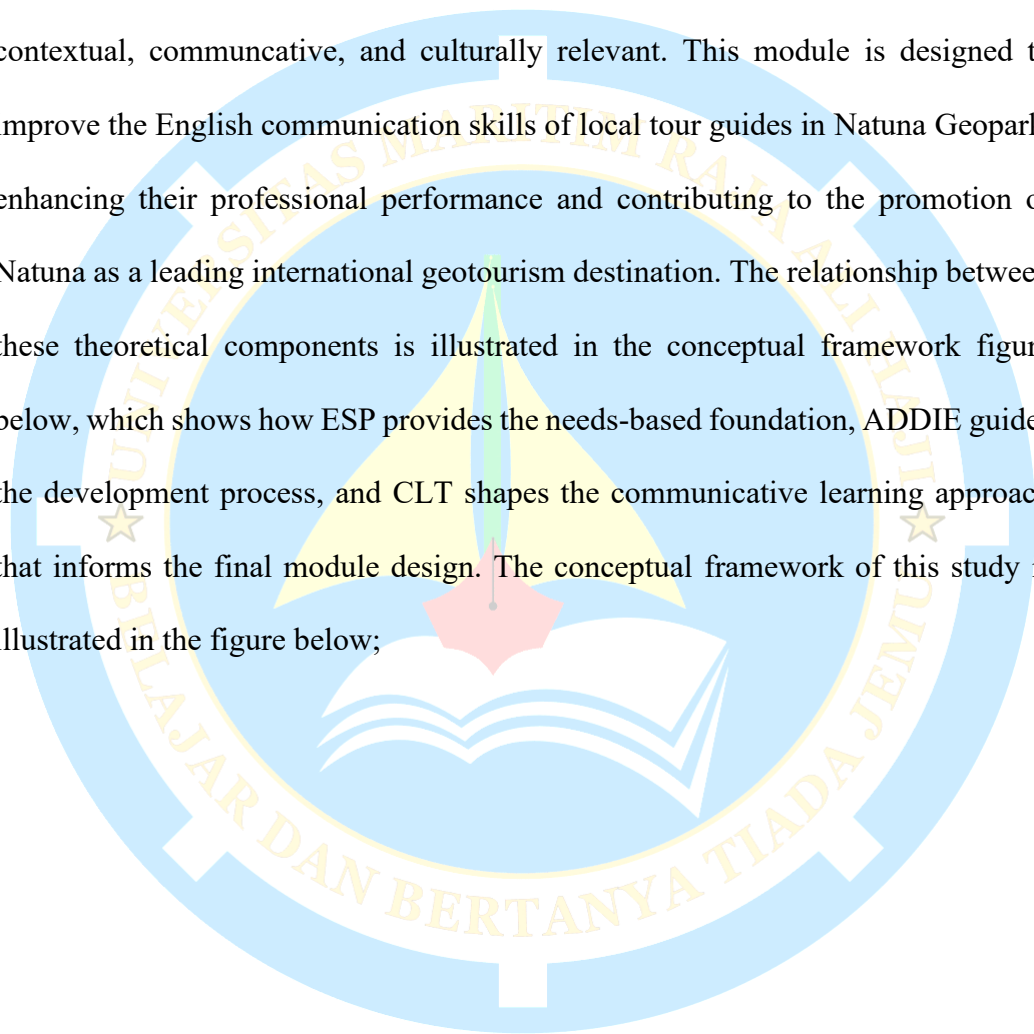
The conceptual framework of this study integrates three key theoretical foundations English for Specific Purposes (ESP), the ADDIE Instructional Design Model, and the Communicative Language Teaching (CLT) Approach to guide the

design and development of a contextual and communicative English for Tourism module for local tour guides in Natuna Geopark.

ESP serves as the foundational framework by conducting a needs analysis to identify the specific language competencies required by local tour guides in Natuna. This analysis focuses on the authentic communication tasks that our guides face, such as guiding tourists through geosites, explaining local cultural and geological features, and engaging in professional interactions with international visitors. By addressing these real-world communication needs, the module will ensure that the language learning is directly relevant to the local context. The ADDIE model offers a structured process for developing the module, which consists of five key stages: Analysis, Design, Development, Implementation, and Evaluation. In this study, the researcher applies the Analysis, Design, and Development stages to ensure that the module is systematically created, tested, and validated. This process ensures that the materials meet the needs of the learners and are effectively integrated into the local tourism context. The implementation phase involves testing the module with local tour guides, while Evaluation assesses its effectiveness, practicality, and usability based on feedback from experts and users. The CLT approach is the pedagogical foundation for the module, ensuring that language learning activities are interactive, learner-centered, and based on real-life communication tasks. This approach emphasizes language use in authentic tourism contexts, such as giving a guided tour, explaining attractions, and providing customer service. By incorporating role plays, dialogues, and group discussions, the

module encourages learners to practise English in ways that mirror actual tour guiding situations, thus improving both their linguistic and communicative competencies.

In summary, the integration of ESP, ADDIE, and CLT in this conceptual framework supports the development of an English for Tourism module that is contextual, communicative, and culturally relevant. This module is designed to improve the English communication skills of local tour guides in Natuna Geopark, enhancing their professional performance and contributing to the promotion of Natuna as a leading international geotourism destination. The relationship between these theoretical components is illustrated in the conceptual framework figure below, which shows how ESP provides the needs-based foundation, ADDIE guides the development process, and CLT shapes the communicative learning approach that informs the final module design. The conceptual framework of this study is illustrated in the figure below;



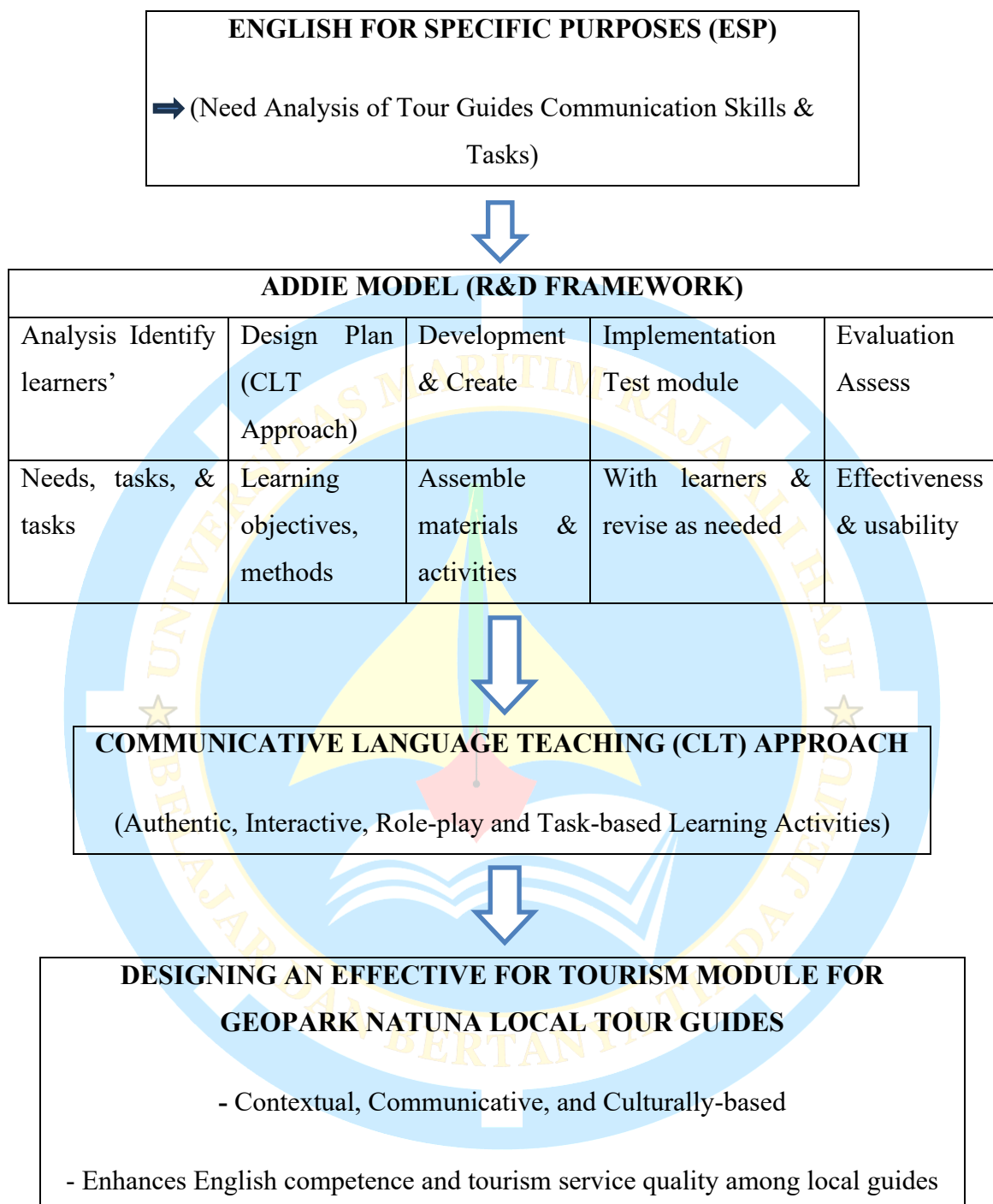


Figure 2.1 Conceptual Framework of the Study

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research employed a Research and Development (R&D) design within the field of English Language Education, which aimed to produce an educational product in the form of an English for Tourism instructional module specifically designed for local tour guides as adult learners in Natuna Geopark. According to Okpatrioka (2023) Research and Development is a systematic process used to develop and validate educational products through research-based design, testing, and refinement. This approach was appropriate for the present study because it focused not only on identifying learning problems but also on producing a pedagogically grounded solution to address those problems in an English learning context.

The study adopted the ADDIE model, which stands for Analysis, Design, Development, Implementation, and Evaluation Brinkerhoff (2001). The ADDIE model provided a systematic and iterative instructional design framework commonly used in English Language Education to support effective English teaching and learning. Although this study was conducted in a non-formal educational context, ADDIE remained relevant for designing English instructional materials that emphasized learning objectives, communicative learning activities, and evaluation. In this study, ADDIE was applied not as a tourism training model,

but as an instructional design framework for developing English learning materials for adult learners. Each stage was briefly described as follows:

1. Analysis – Identified learners’ English learning needs, communicative difficulties, and relevant communicative tasks required by local tour guides, such as welcoming tourists, explaining geosites, and describing cultural and geological features;
2. Design – Planned the learning objectives, content organization, instructional strategies, and learning activities that supported communicative English learning and were relevant to the learners’ real communicative contexts.
3. Development – Included producing the English for Tourism instructional module and conducting expert validation to ensure its pedagogical relevance, clarity, and appropriateness for English learning purposes.
4. Implementation – Involved trying out the developed module with local tour guides as learners to observe its usability and to collect feedback for further improvement.
5. Evaluation – Assessed the effectiveness and practicality of the module, as well as its impact on learners’ English communicative competence, based on expert judgments and learner feedback.

The use of the ADDIE model ensured that the module development process followed a systematic, logical, and iterative instructional procedure. Each stage of the model was interconnected, allowing continuous feedback and revision to improve the quality of the instructional materials. Thus, the development process

emphasized pedagogical principles of English teaching and learning rather than tourism training alone.

This research combined qualitative and descriptive methods. The qualitative approach was used to collect and analyze data from interviews, observations, and document analyses related to learners' English learning needs. The descriptive approach was applied to describe the process of instructional material development and to report findings from expert validation. The final product of this research was a contextual and communicative English for Tourism instructional module that supported English learning through authentic communicative situations, such as greeting tourists, explaining geosites, describing cultural values, and handling tourist interactions. These situations functioned as learning contexts to enhance communicative English learning for adult learners in a non-formal educational setting.

3.2 Research and Development Model

This research and development activity focused on the application of the ADDIE Model as a systematic framework for instructional design within the field of English Language Education. The ADDIE model, developed by Brinkerhoff (2001) was widely used in educational research to guide the development of instructional materials and learning programs. The acronym ADDIE stands for Analysis, Design, Development, Implementation, and Evaluation, representing the five key phases in the instructional design process.

In this study, the researcher applied all five stages of the ADDIE model to develop a contextual and communicative English for Tourism instructional module for local tour guides in Natuna Geopark as adult learners in a non-formal English education setting. The module was positioned as a learning resource that supported the teaching and learning of English, enabling learners to improve their communicative competence through structured instructional materials. The implementation of the ADDIE stages ensured that the developed module was pedagogically sound, learner-centered, and aligned with the principles of English Language Education. The five stages of the ADDIE model are described as follows:

1. Analysis Stage (Need Analysis)

The purpose of the Analysis stage was to systematically identify the actual learning needs, problems, and expectations of local tour guides regarding their English communication skills. To obtain accurate data, the researcher conducted a structured needs analysis using three methods: (1) interviews with local tour guides and members of the Natuna Geopark Youth Forum to explore their daily communication challenges with foreign tourists; (2) field observations at selected geosites to examine real interaction patterns, guiding tasks, and communication situations; and (3) document analysis of existing English for Tourism materials used in local tourism training programs. The triangulation of these data sources allowed the researcher to determine the essential linguistic competencies, vocabulary demands, discourse patterns, and communicative functions required in guiding activities. This need analysis provided a strong pedagogical foundation to ensure that the module was truly

learner-centered, relevant, and aligned with the real-world tourism context in Natuna Geopark.

2. Design Stage

In the Design stage, the researcher developed the structure and components of the instructional module. This included formulating learning objectives, organizing content sequences, and planning learning activities (instead of teaching strategies) because the module was intended to support self-directed learning and guided independent practice for adult learners. The design incorporates communicative, task-based, and experiential learning principles through activities such as role plays, scenario-based tasks, guided dialogues, and vocabulary exploration. Visual layout, readability, and instructional scaffolding were also prioritized to ensure that the module was accessible and pedagogically appropriate. The design followed ESP and CLT approaches to strengthen the educational value of the module.

3. Development Stage

In the development stage, the researcher produced the English for Tourism module based on the blueprint from the design phase. The module was developed using textual, visual, and interactive elements to enhance engagement and comprehension. The content aligned with the communication needs of local guides, covering topics such as introducing geosites, describing local culture, and serving foreign tourists. Afterward, the draft module was validated by expert reviewers including English language specialists, and

tourism practitioners. Feedback from the validators was used to revise and refine the product to ensure accuracy, clarity, and pedagogical quality.

4. Implementation Stage

During the Implementation stage, the validated module was piloted with selected local tour guides and members of the Natuna Geopark Youth Forum. This stage examined how learners interacted with the module within a learning session environment, focusing on usability, practicality, and learning outcomes. Participants engaged in communicative learning activities and performed tasks provided in the module. Observations and learner feedback helped identify aspects of the instructional design that required improvement.

5. Evaluation Stage

The evaluation stage aimed to assess the overall quality and effectiveness of the module. Evaluation involved both formative and summative assessments. Formative evaluation occurred throughout each development phase and involved continuous revision based on expert feedback. Summative evaluation was conducted after implementation through questionnaires, interviews, and performance assessments to measure learner satisfaction, practicality, and improvement in communication skills. The results served as the basis for determining the success of the module and provided recommendations for future improvement.

According to Alonso et al. (2005) and Branch (2010), the ADDIE model offered a flexible, iterative, and evidence-based process that ensured instructional products were valid, reliable, and learner-centered. By applying all five stages of

the ADDIE model, this study aimed to produce a high-quality English for Tourism instructional module that supported English language education and effectively addressed the communicative needs of Natuna Geopark local tour guides.

3.3 Research Procedures

This research employed the ADDIE instructional design model as the main framework for developing the English for Tourism module. The ADDIE model consists of five stages: Analysis, Design, Development, Implementation, and Evaluation (Brinkerhoff, 2001). However, due to the limited scope and time of the research, this study focuses on the first three stages Analysis, Design, and Development.

Each stage was carried out systematically to ensure that the module was valid, relevant, and appropriate for the needs of local tour guides in Natuna Geopark. The research procedures was described in the following stages.

3.3.1. Define Stage

The Define Stage, also referred to as the Analysis Stage or Needs Analysis, aimed to identify and clarify the background, objectives, and learning needs that underlay the development of the English for Tourism module. This stage was essential to ensure that the learning materials met the real communication demands faced by tour guides when interacting with foreign tourists in the Natuna Geopark context.

According to Watanapokakul (2023) needs analysis in English for Specific Purposes (ESP) included identifying three aspects: necessities, lacks, and wants.

These aspects helped the researcher understand what the learners must know (necessities), what they do not yet know (lacks), and what they wish to learn (wants).

In this study, the Define Stage consists of several key activities:

1. Conducting Preliminary Observation

The researcher observed the tourism environment of Natuna Geopark to understand the characteristics of the local tour guides, the types of tourists who visited, and the communication challenges that occurred during guiding activities.

2. Interviewing Local Tour Guides and Stakeholders

Interviews were conducted with tour guides, tourism officers, and local community representatives to collect information regarding their English proficiency, learning preferences, and the communicative situations that frequently take place in their guiding tasks.

3. Document Review

The researcher analyzed existing English materials used in tourism-related training programs to identify gaps and limitations in current resources. This comparison helped determine the specific content that should be included in the new module.

4. Needs Identification

Based on the results of observations, interviews, and document reviews, the researcher identified the primary needs of local tour guides, including:

- Limited English-speaking ability and tourism-related vocabulary.
- Lack of materials that reflect Natuna Geopark attractions and cultural heritage.
- Desire for practical and communicative materials that represent real guiding situations.

The outcomes of the Define Stage served as the foundation for the next stage, Design, where the structure, topics, and activities of the module were formulated. These findings ensured that the developed module would be contextual, authentic, and aligned with the professional needs of the tour guides in promoting Natuna Geopark as a global tourism destination.

3.3.2. Design Stage

The Design Stage aimed to transform the results of the needs analysis from the Define Stage into a structured plan for developing the English for Tourism module. At this stage, the researcher designed the module's framework, learning objectives, learning activities, instructional materials, and assessment strategies. The design process was guided by the principles of English for Specific Purposes (ESP) and Communicative Language Teaching (CLT) to ensure that the materials were relevant, functional, and communicative for real-world tourism contexts in Natuna Geopark.

According to Brinkerhoff (2001) the Design Stage in the ADDIE model involved formulating instructional objectives, planning content structure, selecting

appropriate teaching strategies, and designing assessment instruments. In this study, the Design Stage includes the following steps:

1. Formulating Learning Objectives

Based on the needs identified from local tour guides, the learning objectives were formulated to improve their communicative competence and English proficiency for guiding activities. The objectives aimed to enable tour guides to:

- Greet and welcome tourists professionally in English.
- Describe tourist attractions, geosites, and cultural heritage of Natuna Geopark.
- Explain historical, geological, and cultural facts clearly and accurately.
- Respond appropriately to tourists' inquiries or complaints.
- Conclude the tour by delivering a polite farewell message.

2. Designing the Module Structure

The module was organized into thematic units that reflected authentic guiding situations in Natuna Geopark. Each unit contained vocabulary lists, functional expressions, model dialogues, reading passages, and speaking activities relevant to the context. The tentative structure includes:

- **Unit 1:** Greeting and Welcoming Tourists
- **Unit 2:** Describing Geopark Attractions and Geosites
- **Unit 3:** Introducing Local Culture and Traditions

- **Unit 4:** Handling Questions and Tourist Interactions
- **Unit 5:** Closing the Tour Professionally

3. Selecting Teaching Approach and Learning Activities

The Communicative Language Teaching (CLT) approach was adopted to promote student-centered, interactive learning. Learning activities were designed to encourage communication, collaboration, and real-world language use. These activities include:

- Role plays simulating guiding conversations.
- Dialogues between guides and tourists.
- Group discussions about local tourism issues.
- Listening comprehension based on authentic materials.
- ★ • Vocabulary-building and pronunciation drills.

4. Designing the Module Using Canva

To ensure that the module was visually appealing, accessible, and user-friendly, Canva was used as the primary design tool. Canva supported flexible templates, attractive layouts, multimedia integration, and practical formatting options suitable for educational materials. The design process includes:

- Selecting appropriate fonts, color palettes, and image layouts reflecting Natuna's tourism identity.
- Incorporating real photographs of Natuna Geopark attractions and cultural sites.

- Embedding icons, infographics, and illustrations to enhance visual understanding.
- Formatting texts, dialogues, and exercises to create a consistent and reader friendly layout.

The use of Canva aligned with current educational technology trends that emphasize digital creativity, accessibility, and learner engagement (Yuniawati & Priyana 2024).

5. Designing Assessment Instruments

To evaluate learning effectiveness, the module incorporated both formative and summative assessments:

- Formative assessments included short exercises, comprehension checks, vocabulary tasks, and reflective questions at the end of each unit.
- Summative assessment required learners to perform a mini guiding simulation in English, where they introduced a Natuna Geopark attraction to demonstrate their speaking competence and mastery of content.

In summary, the Design Stage produced a comprehensive blueprint and preliminary layout of the English for Tourism module using Canva as the design platform. The output of this stage served as the foundation for the Development Stage, where the module would be created, refined, and validated by experts in English education and tourism.

3.3.3. Development Stage

The Development Stage served as the third stage of the ADDIE model, following the Define and Design phases. This stage focused on producing the actual learning product namely, the English for Tourism module for local tour guides in Natuna Geopark based on the design blueprint formulated earlier. In this phase, the module was developed, refined, and validated to ensure that it met pedagogical, linguistic, and contextual standards.

According to Brinkerhoff (2001) the development stage involves transforming design specifications into tangible instructional materials, testing their initial quality, and revising them based on expert input. In this study, the researcher used Canva as the primary design platform because of its flexibility, accessibility, and wide selection of templates that supported creative and professional material development. Canva allowed the integration of visual, iconographic, and multimedia elements, which was essential for designing tourism-based materials that require authentic imagery and strong visual appeal.

The development process consisted of several steps as follows:

1. Developing the Draft Module

Based on the module design created in the previous stage, the researcher developed the first draft of the English for Tourism module using Canva. The module included:

- Visual elements such as photographs of Natuna Geopark, icons, and illustrations to representing tourism contexts.

- Language content including vocabulary , dialogues, expressions, and short texts relevant to tour-guiding communication.
- Communicative tasks such as role plays, speaking simulations, and group activities to encourage authentic language use.
- Grammar and pronunciation notes integrated within each unit to support linguistic accuracy while maintaining communicative focus.

The overall layout was designed to be user-friendly, visually appealing, and easy for learners to navigate.

2. Expert Validation (Expert Judgment)

Once the draft was completed, the module underwent expert validation to assess its quality in terms of content relevance, language accuracy, design, and pedagogical suitability. Two groups of experts were involved in the evaluation:

- Language Experts, consisting of an English teacher from SMAN 1 Pulau Tiga Barat, who reviewed the linguistic clarity, grammatical accuracy, communicative focus, readability, and alignment with English for Tourism principles.
- Tourism Experts, consisting of two translators and tourism practitioners from the Department of Tourism of Natuna (*Dinas Pariwisata Natuna*), who assessed the contextual relevance, cultural accuracy, tourism content feasibility, communicative learning

activities, and practical usefulness of the materials for local tour guides and tourism practitioners in Natuna.

The validation process used a Likert-scale validation sheet, rating each aspect on a scale from 1 (poor) to 4 (excellent) evaluating the following aspects:

- Content Relevance
- Language Accuracy
- Layout and Visual Design
- Learning Activities and Interactivity
- Practicality and Applicability in Tourism Contexts.

Suggestions and comments from the validators were collected to guide improvements in clarity, authenticity, and overall instructional quality.

3. Revising the Module

Based on expert feedback, the researcher conducted several revisions to enhance the quality of the product. These revisions included:

- Simplifying complex vocabulary and replacing it with expressions more commonly used in tourism interactions.
- Adding clearer instructions and examples for role-play activities.
- Improving visual balance and readability by modifying color contrast and font size in Canva.
- Incorporating more authentic pictures of Natuna Geopark sites, including *Batu Sindu*, *Gunung Ranai*, *Pulau Senoa*, *Pulau Akar*,

Batu Kasah, Tanjung Datuk, and Pulau Setanau, to strengthen contextual relevance.

4. Producing the Final Module

After revision, the final version of the English for Tourism module was produced and exported from Canva in both digital (PDF) and print-ready formats. The final module consisted of five instructional unit designed to improve the English communication skills of Natuna Geopark tour guides it was ready for limited implementation and further evaluation in future studies.

This stage ensures that the module was contextual, communicative, visually appealing, and pedagogically sound. Through expert validation and systematic revisions, the product becomes ready for implementation and future evaluation in wider learning contexts.

3.3.4. Implementation Stage

The Implementation Stage served as the phase in which the developed English for Tourism module was piloted with selected local tour guides from Natuna Geopark to evaluate its practicality and user experience. This stage aims to determine whether the module could be effectively used in real or simulated guiding contexts and whether the instructions, visuals, and activities were clear and easy to follow.

The limited trial consisted of several key steps:

1. Participant Selection – Five local tour guides from the Natuna Geopark Youth Forum were selected to participate in the pilot testing. These

participants represented the target users and therefore provided relevant insights for evaluating the module.

2. **Module Application** – The participants used the module in simulated guiding sessions and short English training workshops. They engaged with activities such as role plays, descriptive tasks, and speaking practises that reflect authentic tourism communication in Natuna Geopark.
3. **Observation and Feedback Collection** – The researcher observed participants' engagement, comprehension, and performance while using the module. A short questionnaire and informal interviews were administered to collect feedback regarding usability, clarity of instructions, visual appeal, and contextual relevance of the materials.

The outcomes of the Implementation Stage provided practical input for identifying the strenghts of the module and areas that might have required before broader use in real tourism training or formal instructional settings.

3.3.5. Evaluation Stage

The Evaluation Stage served as the final phase in the ADDIE model and aimed to assess the overall quality, practicality, and effectiveness of the developed English for Tourism module. In this study, the evaluation process consisted of two types: formative and summative evaluation.

1. **Formative Evaluation** – Takes place continuously during the Design and Development stages. It includes expert validation and ongoing revisions that helped refine content accuracy, visual design, and pedagogical alignment.

Feedback from ESP specialists and tourism practitioners was used to revise the module before it proceeds to the implementation phase.

2. Summative Evaluation – Summative evaluation was conducted after the limited implementation stage to measure user satisfaction, practicality, and the usefulness of the module in improving learners communication competence. Questionnaire results and participant interviews provided insights into how effectively the module supported real guiding tasks, such as describing geosites, welcoming tourists, and handling questions.

The evaluation findings indicated that the module met the standards of contextual relevance, communicative clarity, and visual appeal. Both expert reviewers and target users express positive responses regarding the module's practicality and alignment with real tourism communication needs. The feedback obtained during this stage was incorporated to refine the final version and serves as a basis for recommendations for broader future implementation.

Overall, the five stages of the ADDIE model Analysis, Design, Development, Implementation, and Evaluation are applied systematically in this research to ensure the development of a contextual, communicative, and effective English for Tourism module for Natuna Geopark local tour guides. This structured process ensured that the final product aligned with the learners' actual needs, pedagogical principles, and the tourism characteristics of Natuna Geopark.

3.4 Product Trial

The Product Trial stage served as an essential component of the Implementation and Evaluation phases within the ADDIE model. This stage aimed to evaluate the effectiveness, practicality, and user satisfaction of the developed English for Tourism module before it is finalized for broader use. The product trial ensured that the module functioned effectively in real learning situations and met the communicative needs of local tour guides in Natuna Geopark.

In this stage, a group of selected participants was involved, including local tour guides, members of the Natuna geopark Youth Forum (NGYF), and hospitality staff from tourism establishments such as *Adiwana Jelita Sejuba* and *Natuna Dive Resort*. These participants were chosen because they actively engaged in tourism activities that required English communication skills and represented the primary users of the module.

During the Implementation phase, the developed module was tested in a real or simulated training setting. Participants used the module to complete a series of communicative tasks, such as introducing geosites, describing local culture, welcoming tourists and guiding visitors through simulated tour scenarios. Throughout the sessions, the researcher observed the participants' engagement, comprehension, and interaction with the learning materials. Feedback was also collected to determine whether the module supported authentic communication and whether instructions, visuals, and activities were easy to understand and apply.

The Evaluation phase of the trial focused on assessing the module's content accuracy, instructional clarity, language appropriateness, visual layout, and overall

usability. Data were gathered through expert validation, user questionnaires, and short interviews to measure satisfaction and identify strengths as well as areas requiring improvement. These findings provided essential insights into the module's effectiveness and its alignment with learners needs and real-world guiding contexts. Overall, the Product Trial stage ensured that the developed English for Tourism module was not only theoretically grounded in the ADDIE model and Communicative Language Teaching (CLT) approach but also practical, relevant, and beneficial for enhancing the English communication competence of local tour guides. This stage supported the refinement of the module, ensuring that the final version effectively contributes to promoting Natuna Geopark as an emerging international geotourism destination.

3.4.1. Research Participants

Participants of this research were selected based on their involvement, roles, and experience in the tourism sector of Natuna Regency. They represented the primary target users of the developed English for Tourism module. To obtain diverse perspectives and ensure the module's relevance, the participants were categorized into three groups as follows:

1. Local Tour Guides

The primary participants consisted of local tour guides who were actively engaged in accompanying tourists around various geosites in Natuna Geopark. They were selected because they interacted directly with international tourists and therefore required practical English

communication skills for guiding, explaining attractions, and handling visitor inquiries.

2. Natuna Geopark Youth Forum (NGYF) Community

Members of the Natuna Geopark Youth Forum (NGYF), a youth community supporting geotourism promotion and sustainability, were included as secondary participants. Their involvement was essential because they frequently served as volunteer guides, event facilitators, and youth ambassadors during tourism activities and geopark campaigns. Their perspectives helped identify the needs of young community-based tourism practitioners.

3. Hotel Staff and Practitioners

Hotel staff from two tourism establishments frequently visited by foreign tourists *Adiwana Jelita Sejuba* and *Natuna Dive Resort* also participated in this study. These participants were chosen because they routinely interacted with international guests and require English expressions related to hospitality, service, and tourism communication.

The involvement of these three participant groups provided a comprehensive understanding of the module's practicality and potential effectiveness. Their feedback helped the researcher identify real-world communication challenges faced by tourism practitioners in Natuna and ensured that the developed module aligned with their needs and supported professional performance in the Natuna Geopark tourism environment.

3.4.2. Setting of the Research

This research was conducted in Natuna Regency, Riau Islands Province, Indonesia, specifically within the area of Natuna Geopark, which is currently positioned as a candidate for UNESCO Global Geopark (UGGp) recognition. The site was chosen because of its strong geotourism potential, the presence of unique geological formations, and the increasing number of international visitors who sought natural, cultural, and adventure-based tourism experiences.

The product trial took place at several key locations representing the tourism ecosystem of Natuna, including:

- Natuna Geopark Office and Natuna Geopark Youth Forum Basecamp, as the center of geopark-related activities and community engagement.
- Adiwana Jelita Sejuba Hotel and Natuna Dive Resort, as accommodation providers that frequently served international guests and relied on English for guest interaction.
- Selected tourist destinations such as *Batu Sindu*, *Gunung Ranai*, *Pulau Senoa*, *Pulau Akar*, *Batu Kasah*, *Tanjung Datuk*, and *Pulau Setanau*, which served as practical reference sites for the content of the developed module.

The research was carried out over several weeks to ensure thorough observation, data collection, and participant interaction. Conducting the study within the natural setting of Natuna Geopark provides an authentic learning environment, allowing the developed module to be tested in real guiding contexts

and ensuring its relevance, practicality, and applicability to local tour guides daily communication needs.

3.4.3. Types of Data

The types of data collected in this research consisted of both qualitative and quantitative data. The qualitative data were obtained through observations, interviews, and document analysis during the Needs Analysis (Define/Analysis Stage). These data described the communication needs, linguistic challenges, and expectations of local tour guides, members of the Natuna Geopark Youth Forum (NGYF), and hotel staff working at *Adiwana Jelita Sejuba* and *Natuna Dive Resort*. Qualitative findings provided insights into the real situations and communicative tasks encountered in the tourism setting of Natuna Geopark. Meanwhile, the quantitative data were collected from expert validation sheets and product trial questionnaires. These instruments measured the module's content relevance, linguistic accuracy, design quality, clarity of instructions, and practical usability. The quantitative results supported the evaluation of the module's validity and feasibility based on numerical scores and ratings. Both qualitative and quantitative data were integrated to form a comprehensive understanding of the development process. Their combination ensured that the English for Tourism module produced was valid, contextual, communicative, and suitable for improving the English competence of Natuna Geopark local tour guides.

3.4.4. Research Instrument

The research instruments were the tools used by the researcher to collect and measure data systematically in order to achieve the research objectives. In this

study, several instruments were developed and adapted to gather both qualitative and quantitative data in line with the Research and Development (R&D) approach using the ADDIE model. The instruments used in this research were interview guidelines, observation sheets, document analysis checklists, expert validation sheets, and product trial questionnaires.

According to Creswell (2018) and Sugiyono (2008), the selection of appropriate research instruments was essential to ensure data validity and reliability, particularly in development research that involved expert evaluation and user feedback. Therefore, each instrument in this study was carefully designed to measure specific aspects of the module development process.

- **Interview Guideline**

The interview guideline was developed to obtain qualitative data from local tour guides, members of the Natuna Geopark Youth Forum, and hotel staff. The questions focused on identifying needs, challenges, and expectations related to the use of English for Tourism communication. This instrument consisted of open-ended questions that encouraged participants to respond freely and provide in-depth insights into their experiences and linguistic needs (Creswell, 2018).

Table 3.1 Interview Guideline

NO	Indicator	Question	Sample Questions
1	English Usage in Tourism Activities	To identify how often participants use English in their daily tourism interactions.	-How often do you use English when guiding tourists? -What types of tourists do you usually communicate with? -In what situations do you find English most useful?
2	Language Skills and Difficulties	To explore the participants challenges in using English for communication.	-Which English skills do you find most difficult (speaking, listening, reading, or writing)? -Can you describe some difficulties you face when communicating with foreign tourists? -What kind of expressions or vocabulary do you usually struggle with?

4	Learning Needs and Expectations	To understand what participants expect from English learning materials for tourism.	-What do you expect to learn from an English for Tourism module? -What topics do you think should be included in the module? -What learning methods or activities do you prefer (e.g., role play, dialogue, listening)?
4	Relevance Natuna Geopark Context	To determine specific local content that should be included in the module.	-What makes Natuna Geopark unique for tourists? -How do you usually describe Geopark sites in English? -What local culture or traditions do you think should be introduced to foreign tourists?
5	Material Design and Format Preferences	To gather input on the ideal form of the	-What kind of learning materials do you find attractive or easy to use?

		English for Tourism module.	-Do you prefer printed or digital materials? -What design or visual elements would make the module more interesting for you?
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Following the approach of Creswell (2018).

- **Observation Sheet**

The observation sheet was used to record the real conditions and behaviors of participants during tour-guiding and hospitality interactions. This instrument helped identify common communication patterns, language barriers, and types of English expressions frequently used in authentic tourism settings. The observation focused on aspects such as clarity of speech, vocabulary use, interaction strategies, and responses to tourist inquiries. The format followed the structured field observation model suggested by Matthew & Huberman (2019) allowing the researcher to systematically capture relevant communicative events that supported the needs analysis and product trial stages.

Table 3.2 Observation Sheet

NO	Aspect / Indicator	Purpose of Observation	Observation Focus / Example
1	Use of English in Guiding Activities	To identify how local tour guides and tourism practitioners use English during real interactions.	-Frequency of English use during guiding. -Types of communication (greeting, explaining, handling questions). -Level of fluency and confidence when speaking English.
2	Communication Challenges	To recognize the common problems faced by local guides when interacting with foreign tourists.	-Difficulty in choosing appropriate words or expressions. -Misunderstanding due to pronunciation or vocabulary limitations. -Reliance on gestures or mixed language.
3	Tourism Context and Authentic Situations	To observe real situations in Natuna Geopark where English	-English usage in tour briefings, explanations, and service encounters.

		communication takes place.	-Interaction patterns between guides, tourists, and hotel staff. -Contexts such as at geosites, hotel, or tourism events.
4	Tourism Context and Authentic Situations	To observe real situations in Natuna Geopark where English communication takes place.	-English usage in tour briefings, explanations, and service encounters. -Interaction patterns between guides, tourists, and hotel staff. -Contexts such as at geosites, hotels, or tourism events.
5	Non-verbal Communication and Behavior	To examine how non-verbal elements support or hinder communication.	-Body language, gestures, and facial expressions during conversation. -Use of visual aids or props when explaining attractions. -Professional attitude and appearances of guides.

6	Learning and Material Needs	To identify the specific needs that can be addressed through module development.	-Situations that require specific English vocabulary (e.g., geological terms, cultural expressions). -Opportunities for communicative practice. -Potential topics relevant for inclusion in the module.
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• **Document Analysis Checklist**

The document analysis checklist was used to review existing materials such as English for Tourism textbooks, local tourism brochures, and syllabi used by tourism training institutions. This instrument aims to identify the content gap between the available materials and the actual communicative needs of local tour guides (Mills & Airasian, 2016).

The primary purpose of this checklist was to analyze whether the existing resources provided sufficient vocabulary, expressions, and communicative tasks relevant to Natuna Geopark guiding activities. Through this checklist, the researcher examined the alignment between current learning materials and the linguistic, functional, and contextual demands faced by tour guides in real tourism settings.

The findings from this analysis served as an essential foundation for designing a contextual, communicative, and locally based English

for Tourism module. The results also guided the selection of themes, language functions, and authentic materials that needed to be included in the newly developed module to ensure its relevance and effectiveness for Natuna Geopark tour guides.

Table 3.3 Document Analysis Checklist

NO	Aspect / Indicator	Cheklist	Description / Focus	Result / Notes
1	Content Relevance	☐	The extent to which the material discusses tourism-related topics relevant to Geopark Natuna (e.g., attractions, guiding, hospitality).	
2	Language Focus	☐	Types of language functions and expressions used (greeting, explaining, giving directions, handling tourists questions).	
3	Cultural and Local Context	☐	Presence of local cultural or geographical content reflecting Indonesia or Natuna.	
4	Communicative Activities	☐	Variety of communicative exercises (dialogues, role plays, discussions, simulations).	
5	Visual and Design Quality	☐	Layout, readability, use of images, and visual clarity.	

6	Target Learners	☐	Suitability of material level and content for local tour guides.	
7	Strengths and Weaknesses	☐	Identification of useful parts and limitations of each reviewed document.	
8	Implications for Module Design	☒	Key points to be improved or adapted for the new English for Tourism module.	

Description of Symbols:

☑ = The aspect is available and adequately addressed in the reviewed document.

☒ = The aspect is unavailable or not addressed in the reviewed document.

△ = The aspect is partially available but requires further development or improvement.

- **Expert Validation Sheet**

The expert validation sheet was a quantitative instrument used to assess the quality of the developed module. This instrument was administered to two groups of validators: English language experts and tourism practitioners. The validation sheet used a Likert scale ranging from 1 (*strongly disagree*) to 4 (*strongly agree*) to evaluate five major aspects: content relevance, language accuracy, layout design, activity effectiveness, and contextual appropriateness. This structure followed the validation principles proposed by (Widhiastuty & Murdana, 2023).

The Expert Validation Sheet was designed to collect both quantitative scores and qualitative comments from experts. The evaluation process aims to ensure that the module meets pedagogical, linguistic, and contextual standards before it was implemented. Two categories of experts were involved in this validation process:

1. Language Experts, consisting of English lectures specializing in English for Specific Purposes (ESP) and Communicative Language Teaching (CLT).
2. Tourism Experts, consisting of practitioners and professionals working in the Natuna Geopark tourism sector.

According to Widhiastuty & Murdana (2023) expert validation was an essential step in development research to ensure the product's validity, accuracy, and feasibility before implementation. The validation instrument used a Likert scale (1-4), with the following criteria:

Table 3.4 Likert Scale

Criteria	Score
Strongly Disagree	1
Disagree	2
Agree	3
Strongly Agree	4

The aspects and indicators assessed in the expert validation process were presented in the following table:

Table 3.5 Expert Validation Sheet Guideline

No	Aspect	Indicators	Assessment Scale (1-4)
1	Content Relevance	- The material aligns with tourism and guiding contexts in Natuna Geopark. - The topics are relevant to learners' professional needs. - The content supports communicative and contextual English learning.	
3	Learning Design and Organization	- The learning objectives are clear and measurable. - The module sequence is logical and easy to follow. - Activities encourage active participation and communication.	
4	Visual and Layout Design	- The design is attractive, consistent, and easy to read. - Use of Canva enhances visual presentation and learner engagement. - Images and illustrations support comprehension.	
5	Practically and Applicability	- The module is suitable for local tour guides and tourism practitioners.	

		- Activities can be easily implemented in real guiding situations. - The module supports independent or group learning.	
6	Cultural and Local Integration	- The module reflects Natuna's culture, geosites, and local tourism identity. - The examples used promote awareness of local heritage. - Content supports sustainable tourism goals.	
Expert Comments / Suggestions:			

- **Product Trial Questionnaire**

The product trial questionnaire was distributed to local tour guides, NGYF members, and hotel staff to evaluate the practicality and usability of the module. The questionnaire consisted of both closed-ended and open-ended questions focusing on clarity, design appeal, language difficulty, and applicability in real guiding situations. This combination of question types allowed for both quantitative measurement and qualitative feedback (Creswell, 2018).

3.4.5. Techniques of Data Analysis

The data analysis techniques in this research consisted of both qualitative and quantitative methods. These two approaches were used to analyze the data obtained from interviews, observations, document analysis, expert validation, and product trial questionnaires. According to Matthew & Huberman (2019), and well as Creswell (2018), the combination of qualitative and quantitative analysis allowed researchers to obtain comprehensive findings and strengthen the validity of the developed product.

1. Qualitative Data Analysis

The qualitative data were obtained from interviews, observations, and document analysis conducted during the Define Stage. The data were analyzed using by Braun & Clarke (2006) Thematic Analysis, which provides a systematic and flexible approach for identifying, analyzing, and reporting patterns (themes) within qualitative data. The analysis followed six phases:

1) Familiarization with the Data

The researcher transcribed, read, and re-read the interviews transcripts, observation notes, and document analysis results to gain a comprehensive understanding of the data. During this process, initial notes and reflections were recorded to identify significant ideas related to the communication needs of local tour guides.

2) Generating Initial Codes

The data were systematically coded by identifying meaningful segments relevant to the research objectives. Similar statements, experiences, and perceptions expressed by participants were assigned codes to represent important features of the data.

3) Searching for Themes

The initial codes were examined and grouped into broader categories to identify potential themes. These themes represented recurring patterns related to the English language needs, communication challenges, and professional tasks of local tour guides in tourism contexts.

4) Reviewing Themes

The potential themes were reviewed and refined by comparing them with the coded extracts and the entire dataset. This process ensured that each theme was coherent, meaningful, and accurately represented the participants' perspectives.

5) Defining and Naming Themes

Each theme was clearly defined and named according to its central meaning and relevance to the research questions. Detailed descriptions were developed to explain how each theme reflected the participants' needs and

expectations regarding English communication in tourism settings.

6) Writing the Report

The final themes were organized and presented descriptively in the findings section. Relevant excerpts from interviews and observations were included to support the interpretation of the data and to provide evidence for the identified themes.

The findings generated through this thematic analysis were used to identify the specific linguistic and communicative needs of local tour guides. These findings served as the foundation for designing the content, language materials, and learning activities included in the English for Tourism module.

2. Quantitative Data Analysis

The quantitative data were obtained from expert validation sheets and product trial questionnaires. These data were analyzed using descriptive statistics to determine the level of validity, practicality, and user satisfaction with the developed module.

The formula used to calculate the mean score of each aspect was adapted from Sugiyono (2008) as follows:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

$\bar{X}$ = Mean Score

$\sum X$ = Total score obtained from respondents or validators

N = Number of respondents or validators

The obtained mean score was then interpreted using the following classification:

★ **Table 3.6 The Range Mean Score Quantitative Analysis Module's**

Range of Mean Score	Category
3.26 – 4.00	Very Good / Very Valid
2.51 – 3.25	Good / Valid
1.76 – 2.50	Fair / Less Valid
1.00 – 1.75	Poor / Invalid

Adapted from Sugiyono (2008).

The quantitative analysis result determined the module's validity and practicality levels, while the qualitative comments from validators and users were used to revise and improve the product.

3. Data Triangulation

To ensure the trustworthiness and validity of the data, the researcher applied triangulation techniques, including source triangulation (data from different participants such as tour guides, hotel staff, and community members) and method triangulation (combining interviews, observations, and questionnaires). According to Creswell (2018) triangulation helped verify consistency across data sources and strengthened the credibility of qualitative findings.

3.4.6. Summary of Research Procedures

This research was conducted using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), a systematic instructional design framework widely used in educational product development Brinkerhoff (2001). The purpose of summarizing the research procedures was to provide a clear overview of the sequence of activities undertaken in designing and developing the *English for Tourism* module for Natuna Geopark local tour guides.

Each stage of the ADDIE model involved specific objectives, activities, data collection techniques, instruments, and expected outputs. The systematic flow of these stages ensured that the developed module was valid, contextual, communicative, and aligned with the real needs of local tour guides. The complete summary of the research procedures was presented in the table.

CHAPTER IV

FINDINGS & DISCUSSIONS

4.1. Findings

This chapter presents the findings of a study focusing on the development of the E-Module “Natuna Geopark for Tourism”, designed to support English language learning for students and trainee tour guides in Natuna. The development process began with a need analysis conducted through interviews and observations involving geosite tour guide and student respondents to identify their needs, difficulties and expectations regarding the study of English for Tourism purposes.

The initial stage revealed that students experienced several challenges in learning English, particularly in speaking, vocabulary mastery, and confidence when communicating in real-life situations. In addition, the learning materials previously used were considered less interactive and not contextualized with local tourism potential, especially related to Natuna Geopark. These findings provide important insights into the necessity of developing a more engaging, contextual, and practical learning medium.

Based on these findings, the researcher designed and developed an E-Module that integrates English language skills with tourism content in Natuna. The module consists of five units: (1) Greeting and Welcoming Tourist, (2) Describing Geopark Attractions and Geosites, (3) Introducing Local Culture, Food, and Traditions, (4) Handling Questions and Tourist Interactions, and (5) Closing the Tour Professionally. Each unit is equipped with activities that focus on listening,

speaking, reading, and writing skills, supported by visual elements, real-life dialogues, and QR code-based audio to enhance students' understanding and engagement.

To ensure the quality and effectiveness of the E-Module, the product was validated by two expert, namely a language expert and a tourism expert. The language expert evaluated aspects such as grammar accuracy, vocabulary appropriateness, clarity of instructions, and overall readability. Meanwhile, the tourism expert assessed the relevance, accuracy, and authenticity of the tourism content related to Natuna Geopark. The validation results indicated that the E-Module was categorized as “very good” and suitable for implementation, with minor revisions suggested to improve clarity and enrich local content.

Following the validation process, the researchers implemented the E-Module to evaluate its effectiveness in a real-world learning context. The implementation took place at Piwang Beach in the Natuna Geopark, involving a small group of upper secondary school students and the Natuna Geopark Youth Forum (NGYF) as participants. At this stage, the pupils used the E-Module in learning activities, specifically to practise their English language skills through role-playing as tour guides, describing tourist destinations, and interacting with simulated tourists.

Following the session, the students were asked to complete a user feedback form to evaluate their perceptions of the E-Module. The results showed that the majority of students responded positively to the use of the E-Module. They found it engaging, interactive and easy to understand. Furthermore, the integration of local

tourism content helped them to relate the learning material to real-life contexts, particularly in promoting Natuna as a tourist destination.

In addition, the use of this E-Module was not only beneficial for students but also relevant for individuals who are preparing to become tour guides in Natuna. The module provides practical language expressions and communication strategies that can be directly applied in guiding tourists, making it a useful resource for both educational and professional purposes.

Overall, the findings indicate that the developed E-Module successfully addresses the learners' needs, enhances their motivation in learning English, and provides meaningful learning experiences through the integration of local tourism content. The use of the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation, has effectively guided the development process and ensured the quality of the final product.

4.1.1 Analysis

At this stage, the researcher conducted a needs analysis to identify the challenges, learning needs, and preferences of prospective users of the English for Tourism E-Module. This stage served as the foundation for developing the "Natuna Geopark for Tourism" E-Module, ensuring that the content was relevant to the actual needs of tour guides and tourism stakeholders in Natuna Geopark.

The data were collected through semi-structured interviews with a tour guide managing the Batu Kasah Geosite and members of the Natuna Geopark Youth Forum (NGYF), including the Chairperson, the Second Vice Chairperson, and a member of the organization. In addition, observations were conducted at the Batu

Kasah Geosite to obtain a deeper understanding of the tourism context and English communication practices in the field. The interview transcripts can be found in the Appendix.

The interview data were analyzed using the thematic analysis framework proposed by Braun & Clarke (2006) which involved identifying recurring patterns, coding the data, grouping similar codes into categories, and generating themes. The results of the thematic analysis are presented in Table 4.1.

Table 4.1 Thematic Analysis of Interview Results

No	Theme	Categories	Code (Data Extracts)
1.	Current Use of English in Tourism Activities	Frequency of English use	Sometimes, rarely use English when guiding tourists
		Communication situations	Greeting tourists, answering questions, explaining geosites, giving directions, introducing destinations
		Tourist characteristics	Mostly local tourists, international tourists during geopark events or through resorts

2.	Challenges in Communicating with Internasional Tourists	Language barriers	Limited vocabulary, difficulty explaining tourism concepts
		Listening difficulties	Difficulty understanding accents, fast speech, different communication styles
		Psychological barriers	Lack of confidence, fear of making mistakes when speaking English
3.	English Language Needs for Tourism Purposes	Communication skills development	Speaking fluently, communicating confidently, interacting effectively with tourists
		Tourism-related vocabulary	Vocabulary for geosites, landscapes, history, local culture. Traditions, directions, and tourism activities
		Pronunciation and comprehension	Correct pronunciation, understanding spoken English

4.	Preferred Learning Content for an English for Tourism Module	Tourism knowledge	Tourism attractions, geosites, guiding techniques, hospitality
		Local culture and heritage	Malay culture, traditional clothing, dances, customs, folklore, local wisdom
		Local food and traditions	Traditional cuisine, cultural ceremonies, community practices
		Communication skills	Tourist interaction, explaining destinations, guiding tourists effectively
5.	Preferred Learning Activities and Learning Media	Interactive activities	Role play, dialogue practice, listening activities
		Authentic learning	Real-life conversations, practical tourism scenarios
		Digital learning preferences	E-Modules preferred because they are accessible and flexible
6.	Expectations for E-Module Design	Visual elements	Pictures of destinations, icons, attractive colors
		Multimedia integration	Videos and visual resources

		User-friendly design	Clear layout, structured content, easy-to-understand presentation
7.	Natuna Geopark as Local Tourism Identity	Natural attractions	Pristine landscapes, authentic environment, unique rock formations
		Cultural uniqueness	Malay traditions, arts, local customs, traditional ceremonies
		Local products and cuisine	Traditional food and culinary heritage

Based on the thematic analysis, seven major themes emerged from the interview data. First the findings revealed that English was only occasionally used by most participants, mainly for greeting visitors, answering questions, giving directions, and explaining geosites. Most tourism activities involved local tourists, while communication with international tourists generally occurred during geopark events or when foreign visitors came through resorts and tourism programs.

Second, participants reported several challenges when communicating with international tourists. The most common difficulties included understanding different English accents, following fast speech, limited tourism-related vocabulary, and a lack of confidence when speaking English. Some participants also expressed fear of making mistakes during conversations with foreign visitors.

Third, the participants emphasized the need to improve their English communication skills, particularly speaking, listening, pronunciation, and tourism-specific vocabulary. They expected to learn practical English expressions that could be used when guiding tourists, explaining geosites, introducing local culture, and responding to visitors' questions confidently.

Fourth, the findings showed that the learning content should focus on tourism-related topics, including guiding techniques, hospitality, tourist attractions, local culture, traditions, folklore, and traditional cuisine. Participants considered these topics important because they reflect the uniqueness of Natuna Geopark and are frequently discussed during tourism activities.

Fifth, regarding learning activities, participants preferred interactive and practical activities such as role-play, dialogue practice, and listening exercises. These activities were considered useful because they simulate real-life communication situations encountered by tour guides and tourism practitioners.

Sixth, all participants preferred a digital E-Module rather than a printed module due to its accessibility and flexibility. They suggested that the E-Module should contain attractive visual elements such as pictures, videos, icons, and a well-organized layout to enhance engagement and understanding.

Finally, the participants highlighted that Natuna Geopark possesses unique tourism potential, including its geological heritage, pristine natural landscapes, Malay cultural traditions, local culinary products, and the hospitality of local communities. Therefore, these local characteristics should be integrated into the E-

Module to support English learning while simultaneously promoting Natuna Geopark as a tourism destination.

Therefore, the results of the needs analysis indicate that the development of the “Natuna Geopark for Tourism” E-Module should emphasize practical communication skills, tourism-related vocabulary, local cultural content, interactive learning activities, and attractive digital features. These findings became the primary basis for designing the content, activities, and visual elements of the E-Module should emphasize practical communication skills, tourism-related vocabulary, local cultural content, interactive learning activities, and attractive digital features. These findings became the primary basis for designing the content, activities, and visual elements of the E-Module in the next stage of the ADDIE model.

2) Result of Validation

The E-Module “Natuna Geopark for Tourism” was developed based on the ADDIE model and went through validation stages to ensure its quality, relevance, and effectiveness before implementation. The validation process involved two experts, namely a language expert and a tourism expert.

The first validation was conducted by a language expert, who evaluated the module in terms of language use, including grammar, vocabulary, clarity of instructions, and readability. During the initial validation, several suggestions and revisions were provided, particularly related to sentence structure, the appropriateness of vocabulary for tourism contexts, and the clarity of instructional language. The researcher then revised the E-Module based on these suggestions.

After the revision process, the language expert re-evaluated the module and stated that no further revisions were needed. This indicates that the E-Module was valid and appropriate in terms of language and could be used for implementation. (See Appendix 6).

The second validation was conducted by a tourism expert, specifically a translator from Department of Tourism of Natuna who is actively involved in the development and promotion of Natuna Geopark. This expert evaluated the accuracy, relevance, and authenticity of the tourism content presented in the module, including information about geosites, local culture, traditions, and communication used in guiding tourists. (See Appendix 6)

Based on the validation results, the tourism expert provided positive feedback, stating that the content of the E-Module was relevant to the real conditions of tourism in Natuna and suitable for use by both students and prospective tour guide. Some minor suggestions were given, such as enriching explanations of certain geosites, adding more contextual expressions commonly used in guiding tourists, and improving the integration between language and tourism content. After revisions were made, the expert confirmed that the E-Module did not require further revision and was to be tested.

Furthermore, the validator also emphasized that the integration of local content, especially related to Natuna Geopark, is an important strength of the module. The inclusion of real-life dialogues, local culture elements, and practical communication scenarios makes the module more applicable and beneficial for users.

Based on the results from both experts, it can be concluded that the developed E-Module is categorized as valid and feasible to be implemented in the learning process. Therefore, the product can be continued to the implementation stage to evaluate its effectiveness in improving English skills for tourism purposes.

4.1.2. Design

in this stage, the design of the E-Module “Natuna Geopark for Tourism” was developed based on the results of the needs analysis. The design process focused on creating learning materials that are relevant to students and prospective tour guides, integrating English language skills with local tourism content of Natuna Geopark.

1) Designing the E-Module for English for Tourism

The process of designing the E-Module began by determining the learning objectives based on students’ needs and tourism communication competencies. The materials were then organized into several units that reflect real-life situations faced by tour guides. The content includes: Greeting and Welcoming Tourists, Describing Geopark Attractions and Geosites, Introducing Local Culture, Food, and Traditions, Handling Questions and Tourist Interactions, and Closing the Tour Professionally.

After determining the content structure, the researcher designed the E-Module using digital platforms such as Canva and other supporting tools. The first step was accessing the design platform and selecting appropriate templates for educational modules. Then, the researcher created each section of the module by adding relevant materials such as explanations, dialogues, vocabulary lists, and exercises.

In designing the E-Module, various elements were included to enhance interactivity and engagement. These elements consist of pictures of Natuna Geopark, icons, colors, and layout arrangements that are visually appealing. In addition, the module also integrates QR codes that link to audio materials, allowing users to practice listening and pronunciation. Real-life conversations and role-play activities were also included to simulate actual situations faced by tour guides.

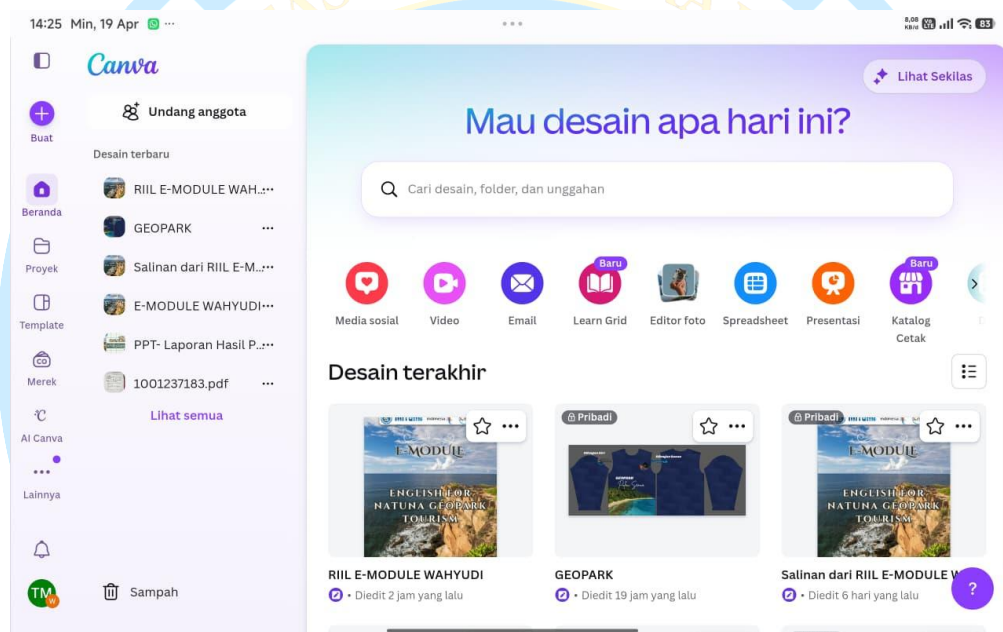


Figure 4.1. The Canva app that will be used to design the E-Module

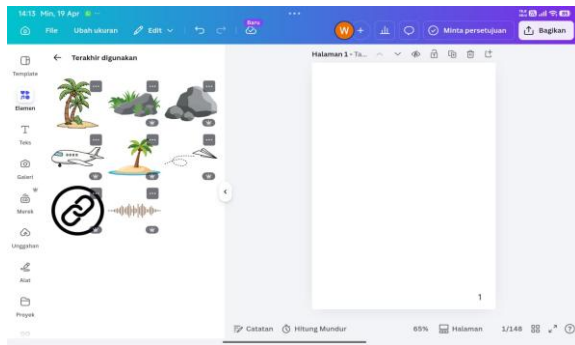


Figure 4.2. The features of the elements to be used in the E-Module design

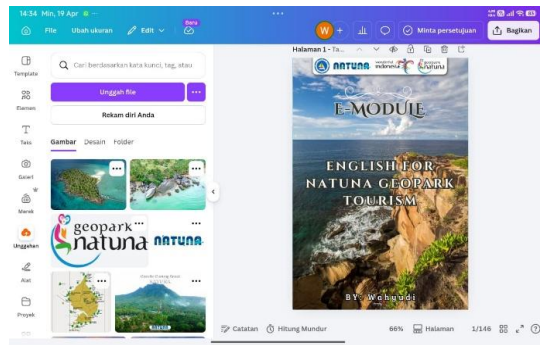


Figure 4.3. Design concept for the geosite and the Natuna Geopark logo

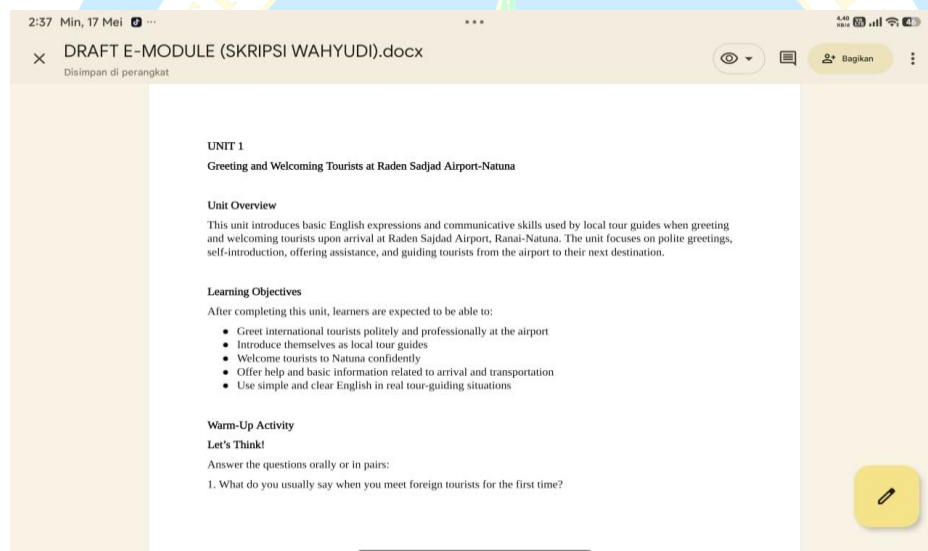


Figure 4.4. Draft of the Natuna Geopark material for the E-Module

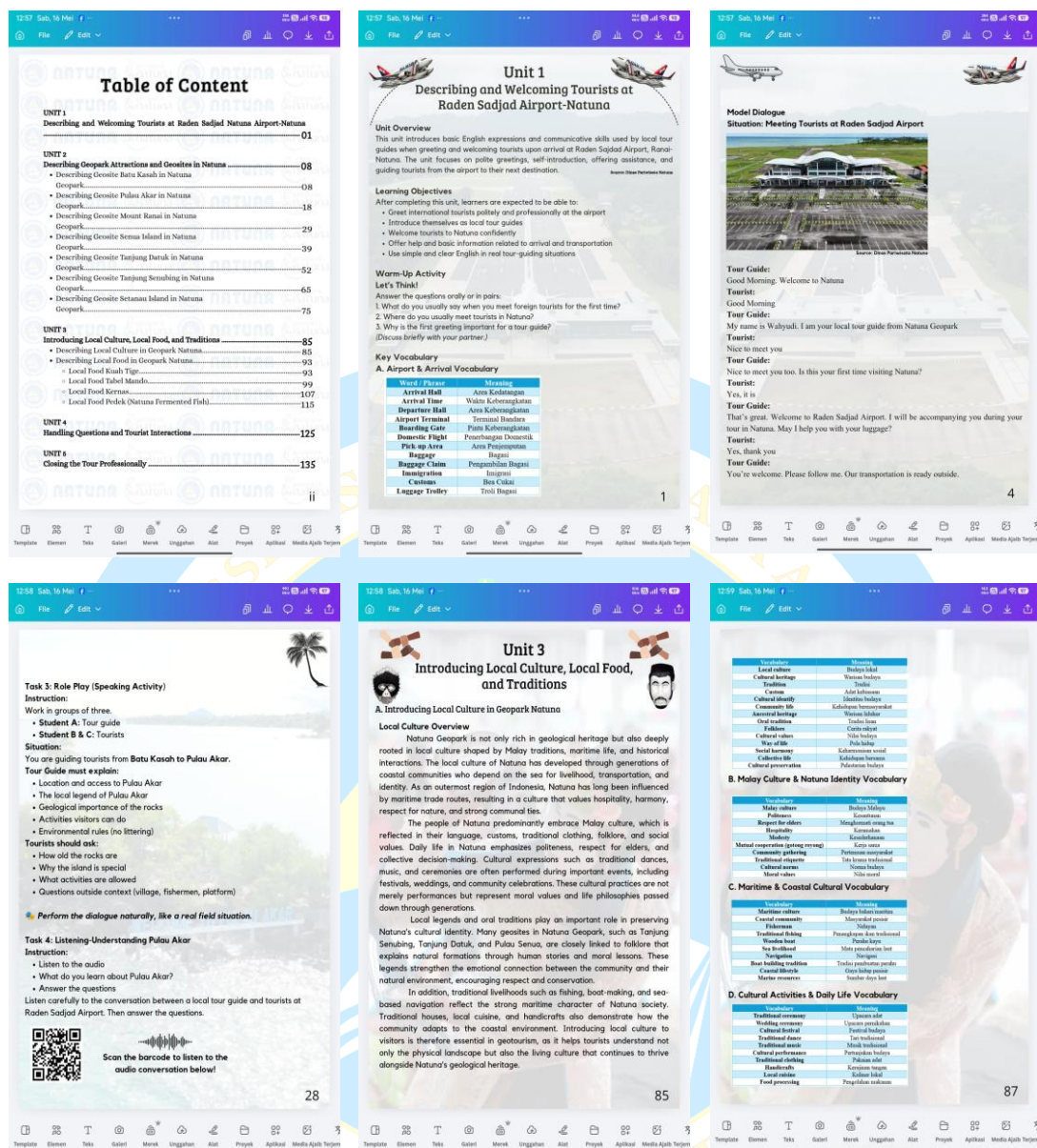


Figure 4.5 Designing E-Module English for Natuna Geopark Tourism

4.1.3. Development

In this stage, the researcher developed the E-Module “Natuna Geopark for Tourism” based on the design that had been prepared in the previous stage. The development process focused on completing the content, improving the quality of language, and ensuring that the materials were suitable for both students and prospective tour guides in Natuna.

The first step in this stage was developing the content on the E-Module by organizing the materials into structured units. Each unit was designed based on real-life tourism situations, such as greeting tourists, explaining geosites, introducing local culture, and handling tourists’ questions. The researcher ensured that each section contained clear explanations, relevant vocabulary, practical expressions, and exercises that support the development of English skills. In addition, the researcher carefully reviewed the grammatical accuracy, vocabulary usage, and clarity of instructions in the module. Real-life dialogues and communication examples were included to help users understand how English is used in actual tourism contexts. Furthermore, visual elements such as pictures of Natuna Geopark, icons, and layout design were refined to make the module more attractive and easy to understand.

After the E-Module was developed, the product was validated by three experts, consisting of one language expert and two tourism experts. The language expert, an experienced English teacher, evaluated the module in terms of grammatical accuracy, sentence structure, vocabulary appropriateness, and readability. Meanwhile, the tourism experts, who have professional experience in

tourism translation and tourism promotion, assessed the accuracy and relevance of the tourism content, including geosite information, local culture, and the communication skills required by local tour guides. The feedback provided by the experts was used to revise and improve the quality of the E-Module before its implementation.

a) Result of Language Expert Validation

The data from the language expert were collected using an expert validation sheet consisting of five aspects: Language Appropriateness, ESP (English for Specific Purposes), Communicative Language Use, CLT (Communicative Language Teaching) Approach, and Integration of Language Materials in the Module. The validation instrument used a four point Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree), adapted from (Widhiastuty & Murdana, 2023). The scores obtained from the validation sheet were subsequently analyzed using mean score calculations and interpreted based on the validity classification proposed by Sugiyono (2008). The purpose of this validation was to determine the validity and feasibility of the E-Module “Natuna Geopark for Tourism” before implementation.

The validation sheet was given to the language expert, on 12 March 2026. The expert evaluated the language quality, communicative aspects, ESP relevance, and the organization of language materials. The complete validation sheet and expert comments can be seen in Appendix 6.

The result of the language expert validation can be seen in the following table:

Table 4.2 Result of Language Expert Validation

No	Assessment Aspect	Indicator	Score	Mean Score	Category
1.	Language Appropriateness	The use of English follows correct grammar and structure	4	3.75	Very Valid
		The use of English for Tourism vocabulary is appropriate	4		
		The instructions in English are clear and understandable	3		
		The language level is appropriate for tour guides (adult learners)	4		
2.	ESP (English for Specific Purposes)	The material reflects the communication needs of tour guides	4	4.00	Very Valid
		The language used is relevant to tourism work contexts	4		
		the material focuses on language function such as	4		

		greeting, explaining, and guiding			
		The material supports professional communication with foreign tourists	4		
3.	Communicative Language Use	The language encourages real communication interaction	3		
		The dialogues and expressions are appropriate to real situations	4		
		The activities support speaking skills	4	3.75	Very Valid
		The language helps increase confidence in communication	4		
4.	CLT (Communicative Language Teaching) Approach	The language used in real communication contexts	4		

		The activities support functional language use	4	4.00	Very Valid
		The material encourages active communication practice	4		
		The language focuses not only on theory but also on usage	4		
5.	Integration of Language Materials in the Module	The relationship between vocabulary, expressions, and activities is integrated	4	4.00	Very Valid
		The use of terms in the module is consistent	4		
		The language materials support the learning objectives	4		
		The sequence of language presentation is systematic and logical	4		
Overall Mean Score			78	3.90	Very Valid

Based on the validation result, the total score obtained from all indicators was 78, while the total number indicators was 20. Therefore, the mean score calculation can be presented as follows:

$$\bar{X} = \frac{78}{20}$$

$$\bar{X} = 3.90$$

Based on Table 4.2, the overall mean score obtained from the language expert validation was 3.90. According to the classification proposed by Sugiyono (2008) the score falls into the category of “Very Valid” because it is within the range of 3.26 – 4.00. This result indicates that the E-Module is appropriate in terms of language use, communicative approach, ESP relevance, and instructional organization for English for Tourism learning.

Furthermore, the language expert stated that the developed E-Module had already used good, communicative and contextual English suitable for English for Tourism, especially in the field of tour guiding. The material presented was considered relevant to learners’ needs and capable of supporting active communication skills through dialogues and speaking activities. In addition, the presentation of the material was systematic and easy to understand.

However, the language expert also provided several comments and suggestions for improvement. The expert suggested that several instructions and activities should be clarified to make them easier for users to understand. In addition, the expert recommended adding more examples of real communication situations and more varied interactive exercises users’ confidence in using English

in professional tourism contexts. Overall, the expert stated that the E-Module was feasible and appropriate to be used as a learning medium for English for Tourism.

The result of revision based on the expert's comments and suggestions can be seen in the following table:

Table 4.3 Revision Based on Language Expert Feedback

Comment or Suggestion	Before Revision	After Revision
Several instructions and activities should be clarified to make them easier to understand. Additional examples of real communication situations and more varied interactive exercises are also recommended.	Some instructions were still less communicative and several activities lacked contextual tourism communication examples.	There instructions and activities were revised to become clearer, more communicative, and easier to understand. Additional examples of real tourism communication situations and interactive exercises were also added to improve users' confidence in speaking English.

To provide clearer evidence of the revision process, the researcher presents documentation of the E-Module before and after revision in the figures below. Figure 4.6 illustrates the E-Module before revision, whereas Figure 4.7 illustrates the revised version after improvements based on the language expert's feedback

and suggestions. The complete comparison and detailed documentation of the revision results can also be seen in the appendix 5 section.



Figure 4.6 Display of E-Module
Before Revision Language Expert

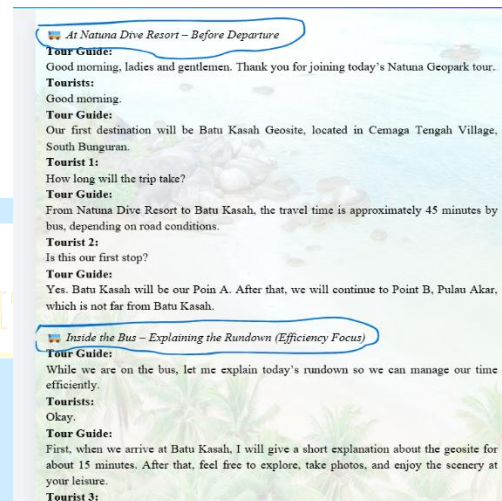


Figure 4.7 Display of E-Module After
Revision Language Expert

After the revision process, the language expert stated that the E-Module was appropriate, feasible, and valid to be used as a learning medium for English for Tourism.

b) Result of Tourism Expert Validation

1. Tourism Expert 1

The first tourism expert validation was conducted by a tourism expert with professional experience in tourism translation and tourism development. The validation focused on the feasibility of the tourism content, local contextualization, practical applicability, the learning approach, and the overall quality of the module.

Before the validation process, the researcher conducted a document analysis checklist to identify the suitability of the E-Module content with tourism learning needs in Natuna Geopark.

Table 4.4 Document Analysis Checklist for the First Tourism Expert

NO	Aspect / Indicator	Cheklis	Description / Focus	Result / Notes
1	Content Relevance	☒	The extent to which the material discusses tourism-related topics relevant to Geopark Natuna (e.g., attractions, guiding, hospitality).	The material contained in the module is tailored to the needs of the tourism sector in the Natuna Geopark area. The discussion of tourist destinations, tourist services and the duties of tour guides is presented in a contextual and relevant manner.
2	Language Focus	☒	Types of language functions and expressions used (greeting, explaining, giving directions, handling tourists questions).	The module covers a range of language functions frequently used in guiding, such as welcoming visitors, explaining tourist attractions, giving directions, and responding

				to questions from foreign visitors.
3	Cultural and Local Context	☒	Presence of local cultural or geographical content reflecting Indonesia or Natuna.	The module's content reflects Natuna's local identity through an introduction to the region's culture and key geosites such as Mount Ranai, Senua Island, Tanjung Senubing, Batu Kasah and several other tourist destinations.
4	Communicative Activities	☒	Variety of communicative exercises (dialogues, role plays, discussions, simulations).	The learning activities on offer are varied and interactive, including role-play, conversations, guided simulations and group discussions, designed to improve the learners' communication skills.
5	Visual and Design Quality	☒	Layout, readability, use of images, and visual clarity.	The module design is visually appealing, with a combination of colours,

				images and a neat layout, making it easier for learners to understand the content.
6	Target Learners	☑	Suitability of material level and content for local tour guides.	The level of difficulty of the material has been adapted to suit the abilities of local tour guides, NGYF members and learners with basic to intermediate English language skills.
7	Strengths  and Weaknesses	△	Identification of useful parts and limitations of each reviewed document.	The module's strengths lie in its use of materials based on local tourism potential and practical communicative activities. However, the module could be further developed by adding pronunciation exercises and expanding the tourism-related vocabulary.

8	Implications for Module Design	△	Key points to be improved or adapted for the new English for Tourism module.	For future development, the module could be enhanced with more realistic guided practice, audio pronunciation guides, and interactive digital features to make the learning process more effective and engaging.
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Based on Table 4.4, the document analysis conducted by Tourism Expert 1 indicated that the E-Module “Natuna Geopark for Tourism” generally met the criteria for English for Tourism learning materials. Most aspects received a positive evaluation, including content relevance, language focus, cultural and local context, communicative activities, visual and design quality, and suitability for target learners.

The expert found that the module content was highly relevant to the tourism context of Natuna Geopark. The materials covered tourism destinations, guiding activities, hospitality, and communication situations commonly encountered by local tour guides. In addition, the language functions included in the module, such as greeting visitors, explaining tourist attractions, giving directions, and answering tourists’ questions, were considered appropriate for real tourism communication.

The analysis also showed that the module successfully integrated local cultural and geographical content. Various geosites and tourism destinations in Natuna, including *Gunung Ranai*, *Pulau Senua*, *Tanjung Senubing*, and *Batu Kasah*, were incorporated into the learning materials. This integration supports the promotion of local identity while providing learners with authentic tourism-related content.

Furthermore, the communicative activities, including dialogues, role plays, simulations, and group discussions, were considered effective in supporting learners' communication skills. The visual appearance of the module was also regarded as attractive and easy to follow due to the use of appropriate images, colours, and layout design. The expert additionally noted that the level of difficulty was suitable for local tour guides, members of the Natuna Geopark Youth Forum (NGYF), and learners with basic to intermediate English proficiency.

However, several areas for improvement were identified. The expert suggested adding more pronunciation practice and expanding tourism-related vocabulary to strengthen learners' speaking competence. Moreover, future development could include more authentic guiding simulations, audio pronunciation support, and interactive digital features to increase learner engagement and improve the overall learning experience.

Overall, the document analysis results indicate that the E-Module is relevant, contextual, and suitable for English for Tourism learning. Nevertheless, several minor improvements were recommended to further enhance the quality and practicality of the module.

Table 4.5 Expert Validation Sheet Guidelines for the First Tourism Expert

No	Aspect	Indicators	Assessment Scale (1-4)
1.	Content Relevance	- The material aligns with tourism and guiding contexts in Natuna Geopark. - The topics are relevant to learners' professional needs. - the content supports communicative and contextual English learning.	4
2.	Learning Design and Organization	- The learning objectives are clear and measurable. - The module sequence is logical and easy to follow. - Activities encourage active participation and communication.	4
3.	Visual and Layout Design	- The design is attractive, consistent, and easy to read. - The use of Canva enhances visual presentation and learner engagement.	4

		- Images and illustrations support comprehension.	
4.	Practicality and Applicability	- The module is suitable for local tour guides and tourism practitioners. - Activities can be easily implemented in real guiding situations. - The module supports independent or group learning.	3
5.	Cultural and Local Integration	- The module reflects Natuna's culture, geosites, and local tourism identity. - The examples used promote awareness of local heritage. - The content supports sustainable tourism goals	4

Based on Table 4.5, Tourism Expert 1 evaluated the E-Module “Natuna Geopark for Tourism” across five assessments aspects. The results showed that four aspects, namely Content Relevance, Learning Design and Organization, visual and Layout Design, and cultural and local Integration, obtained the maximum score 4. These score indicate that the module is highly relevant to the tourism context of

Natuna Geopark and successfully integrates tourism-related content, local culture, and communicative English learning.

The content relevance aspect received a score of 4, indicating that the materials are closely aligned with the needs of tour guides and tourism practitioners. The topics presented in the module were considered relevant to real tourism situations and supported contextual English learning.

Similarly, the Learning Design and Organization aspect obtained a score of 4. This result suggests that the learning objectives are clear, the sequence of materials is logical, and the learning activities effectively encourage active participation and communication among learners.

The Visual and Layout Design aspect also received a score of 4. According to the expert, the module presents an attractive and consistent design, supported by appropriate images, illustrations, and visual elements developed through Canva. These features enhance learners' engagement and facilitate comprehension of the learning materials.

The Cultural and Local Integration aspect achieved a score of 4, demonstrating that the module successfully incorporates Natuna's local culture, geosites, and tourism identity. Furthermore, the examples and learning materials help promote awareness of local heritage and support sustainable tourism development.

Meanwhile, the Practicality and Applicability aspect obtained a score of 3. Although categorized as good, the expert suggested that several learning activities

could be further improved to better reflect authentic guiding situations and provide more practical experiences for users in real tourism contexts.

Overall, Tourism Expert 1 awarded a total score of 19 out of a maximum score of 20, resulting in a mean score of 3.80. Based on the validity classification proposed by Sugiyono (2008) this score falls within the range of 3.26-4.00 and is therefore categorized as “Very Valid.” This finding indicates that the E-Module is highly relevant, practical, and suitable for supporting English for Tourism learning while promoting Natuna Geopark as a tourism destination.

The result of the first tourism expert validation can be seen in the following table:

Table 4.6 Results of the First Tourism Expert’s Validation on Module Material

No	Aspect	Indicator	Score	Mean Score	Category
1.	Tourism Content Feasibility	the material aligns with tourism contexts	4	4.00	Very Valid
		Accuracy of Natuna Geopark information	4		
		Suitability with tour guide duties	4		

		Relevance to tourists' needs	4		
2.	Local Contextualization	Integration of Natuna local potential	4	4.00	Very Valid
		Integration of local culture	4		
		Representation of geosites	4		
3.	★ Practical Feasibility for Tour Guides	Materials are applicable in guiding situations	4	3.67	Very Valid
		Supports communication with foreign tourists	3		
		Helps explain tourism destinations	4		

4.	Learning Approach	Appropriate with real guiding situations	4	4.00	Very Valid
		Communicative activities support interaction	4		
		Increases tour guides' confidence	4		
5.	Module Quality	Attractive design	4	3.67	Very Valid
		Materials are understandable	3		
		Completeness of module content	4		
Overall Mean Score			62	3.87	Very Valid

The total score obtained was 62 from 16 indicators. Therefore, the mean score calculation was:

$$\bar{X} = \frac{62}{16}$$

$$\bar{X} = 3.87$$

Based on Table 4.6, the overall mean score obtained from the from the first tourism expert validation was 3.87. According to the classification proposed by

Sugiyono (2008) the score falls into the category of “Very Valid” because it is within the range of 3.26 – 4.00. This result indicates that the E-Module is appropriate and feasible to be used as a learning medium for English for Tourism learning in Natuna Geopark.

Furthermore, the first tourism expert stated that the E-Module had very good quality in terms of tourism content, local contextualization, learning activities, and visual design. The materials presented were considered highly relevant to the tourism sector in Natuna Geopark and successfully integrated local culture, geosites, and tourism identity into English learning activities. The tourism expert also explained that the communicative learning activities, such as dialogues, role-plays, and speaking exercises, effectively supported learners’ confidence and communication skills in tourism contexts.

In addition, the tourism expert stated that the module presentation was systematic, attractive, and easy for learners to understand. The use of illustrations, pictures, and contextual tourism materials helped learners comprehend the materials more effectively. The integration of local tourism destinations and Natuna cultural identity also strengthened the contextual learning experience provided by the E-Module.

However, the tourism expert suggested several improvements. The expert recommended expanding tourism vocabulary and practical communication expressions to support more natural communication with foreign tourists. In addition, several explanations should be simplified to improve learners’ understanding, especially for beginner users. The expert also recommended adding

pronunciation exercises, supporting audio, and more realistic guiding situations to improve learners' communicative competence in real tourism activities.

Overall, the first tourism expert concluded that the E-Module is valid, practical, and highly recommended to be used as a learning medium for English for Tourism for local tour guides, students, and tourism practitioners in Natuna.

Table 4.7 Revisions Based on the First Tourism Expert's Feedback

Comment or Suggestion	Before Revision	After Revision
Additional tourism communication examples, pronunciation guides, and supporting audio are needed	Some tourism communication examples were still limited	Additional examples of contextual tourism communication and pronunciation guides have been added, along with useful expressions

To provide clearer evidence of the revision process, the researcher presents documentation of the E-Module before and after revision in the figure below. Figure 4.8 and 4.9 illustrates the revised version before and after improvements based on the tourism expert's comments and suggestions. The complete comparison and detailed documentation of the revision results can also be seen in the appendix 5 section.

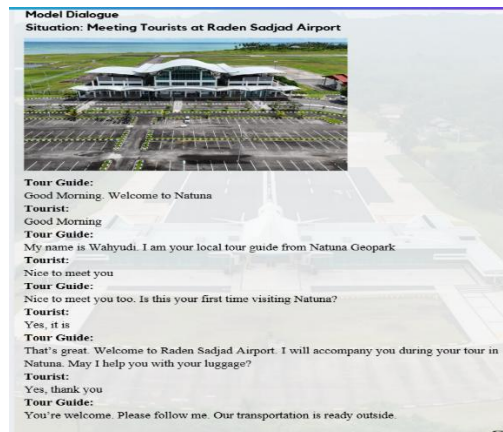


Figure 4.8 Display of E-Module

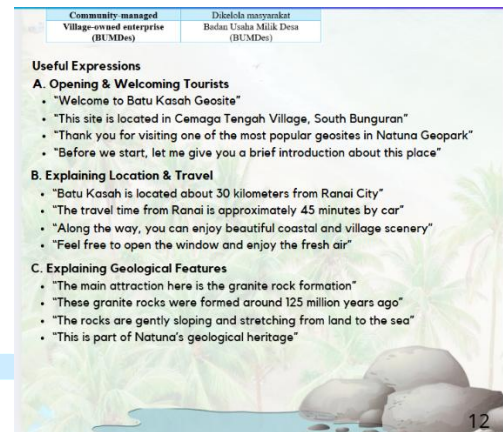


Figure 4.9 Display of E-Module After

Before Revision Tourism Expert 1

Revision Tourism Expert 1

After the revision process, the tourism expert stated that the E-Module was appropriate, feasible, and valid to be used as a learning medium for English for Tourism.

2. Tourism Expert 2

The second tourism expert validation was conducted to evaluate the validity and feasibility of the E-Module Natuna Geopark for Tourism. The expert assessed the module in terms of tourism relevance, contextual learning, practical applicability, communicative activities, and the integration of local culture. The validation process was conducted on 12 March 2026 using an expert validation sheet adapted from (Widhiastuty & Murdana, 2023).

Before conducting the expert validation process, the researcher also carried out a document checklist to determine the suitability of the E-Module content with the needs of English for Tourism learning in Natuna

Geopark. They analysis focused on tourism relevance, communicative language functions, local cultural integration, learning activities, visual quality, and the suitability of the module for local tour guides and learners.

The result of the document analysis checklist can be seen in the following table:

Table 4.8 Document Analysis Checklist for the Second Tourism Expert

NO	Aspect / Indicator	Cheklis	Description / Focus	Result / Notes
1	Content Relevance	☒	The extent to which the material discusses tourism-related topics relevant to Geopark Natuna (e.g., attractions, guiding, hospitality).	This material is highly relevant to tourism activities in the Natuna Geopark. It covers local tourist attractions, the role of tour guides, hospitality, and communication with visitors.
2	Language Focus	☒	Types of language functions and expressions used (greeting, explaining, giving directions, handling tourists questions).	This module provides useful phrases for greeting tourists, describing destinations, giving directions, and answering tourists' questions accurately.

3	Cultural and Local Context	☒	Presence of local cultural or geographical content reflecting Indonesia or Natuna.	This module successfully integrates Natuna's local culture, traditions and natural attractions such as Mount Ranai, Senua Island, Tanjung Datuk, Setanau Island, Tanjung Senubing, Akar Island and Batu Kasah as contextual learning materials.
4	Communicative Activities	☒	Variety of communicative exercises (dialogues, role plays, discussions, simulations).	This module contains interactive activities, including conversations, role-plays, discussions and speaking exercises that support communicative learning.
5	Visual and Design Quality	☒	Layout, readability, use of images, and visual clarity.	It looks attractive and neat. The use of images and the layout help learners understand the material more easily.

6	Target Learners	☑	Suitability of material level and content for local tour guides.	This module is suitable for local tour guides, NGYF members and students to assess their English language skills at beginner to intermediate level.
7	Strengths and Weaknesses	△	Identification of useful parts and limitations of each reviewed document.	Strengths: contextually relevant tourism content, communicative activities, and integration with the local community. Weaknesses: additional pronunciation practice and more vocabulary exercises would be beneficial.
8	Implications for Module Design	△	Key points to be improved or adapted for the new English for Tourism module.	The module should include more realistic tour guide simulations, pronunciation aids, and additional digital interactive activities to enhance learner engagement.

Based on Table 4.8, the document analysis conducted by Tourism Expert 2 indicated that the E-Module “Natuna Geopark for Tourism” fulfilled of the criteria required for English for Tourism learning materials. The expert provided positive evaluations for the aspects of content relevance, language focus, cultural and local context, communicative activities, visual and design quality, and suitability for target learners.

The analysis revealed that the module content was highly relevant to tourism activities in Natuna Geopark. The materials covered important topics such as local tourist attractions, guiding practices, hospitality, and communication with visitors. These topics were considered appropriate for supporting the professional needs of local tour guides and tourism practitioners.

In terms of language focus, the expert noted that the module provided useful expressions and language functions commonly used in tourism contexts, including greeting tourists, explaining destinations, giving directions, and responding to visitors’ questions. These language functions support learners in developing practical communication skills needed in real tourism situations.

The cultural and local context aspect was also positively evaluated. The expert highlighted that the module successfully integrated Natuna’s local culture, traditions, and geosites, including *Gunung Ranai*, *Pulau Senua*, *Tanjung Datuk*, *Pulau Setanau*, *Tanjung Senubing*, *Pulau Akar*, and *Batu Kasah*. This integration strengthens learners’ understanding of local tourism resources while promoting Natuna’s cultural and natural heritage.

Furthermore, the communicative activities provided in the module, such as dialogues, role plays, discussions, and speaking exercises, were considered effective in promoting communicative learning. The visual appearance of the module was also regarded as attractive and well-organized, with the use of images and layout design helping learners, the expert stated that the module was suitable for local tour guides, members of the Natuna Geopark Youth Forum (NGYF), and students with beginner to intermediate English proficiency. The level of language difficulty and the learning activities were considered appropriate for these groups of learners.

However, the expert also identified several areas for improvement. The strengths of the module include its contextual tourism content, communicative learning activities, and integration of local culture and community-based tourism. Nevertheless, the expert suggested adding more pronunciation practice and additional tourism-related vocabulary exercises to further strengthen learners' language competence.

In additions, the expert recommended incorporating more realistic tour guide simulations, pronunciation support, and interactive digital features in future revisions. These improvements are expected to increase learner engagement and provide more authentic learning experiences.

Overall, the document analysis results indicate that the E-Module is relevant, contextual, and suitable for English for Tourism learning. The findings also demonstrate that the module successfully integrates tourism content,

communicative language learning, and local cultural elements, while several minor improvements can further enhance its effectiveness and practicality.

The tourism expert validation sheet consisted of five aspects: Content Relevance, Learning Design and Organization, Visual and Layout Design, Practicality and Applicability, and Cultural and Local Integration. The guideline of the tourism expert validation sheet can be seen in the following table:

Table 4.9 Expert Validation Sheet Guidelines for the Second Tourism Expert

No	Aspect	Indicators	Assessment Scale (1-4)
1.	Content Relevance	- The material aligns with tourism and guiding contexts in Natuna Geopark. - The topics are relevant to learners' professional needs. - the content supports communicative and contextual English learning.	4
2.	Learning Design and Organization	- The learning objectives are clear and measurable. - The module sequence is logical and easy to follow. - Activities encourage active participation and communication.	4

3.	Visual and Layout Design	- The design is attractive, consistent, and easy to read. - The use of Canva enhances visual presentation and learner engagement. - Images and illustrations support comprehension.	4
4.	Practicality and Applicability	- The module is suitable for local tour guides and tourism practitioners. - Activities can be easily implemented in real guiding situations. - The module supports independent or group learning.	3
5.	Cultural and Local Integration	- The module reflects Natuna's culture, geosites, and local tourism identity. - The examples used promote awareness of local heritage. - The content supports sustainable tourism goals	4

Based on Table 4.9, Tourism Expert 2 evaluated the E-Module “Natuna for Tourism” using five assessment aspects: Content Relevance, Learning Design and Organization, Visual and Layout Design, Practicality and Applicability, and

Cultural and Local Integration. The results indicate that the E-Module achieved a high level of validity and suitability for English for Tourism learning.

The Content Relevance aspect obtained a score of 4, indicating that the module content is highly relevant to tourism and guiding activities in Natuna Geopark. The expert considered the topics presented in the module appropriate for the professional needs of tour guides and capable of supporting communicative and contextual English learning. The tourism-related materials were also regarded as authentic and closely connected to real tourism situations.

Similarly, the Learning Design and Organization aspect received a score of 4. This result suggests that the learning objectives are clearly stated, the sequence of materials is logical and systematic, and the learning activities effectively encourage active participation and communication. The expert noted that the organization of the module enables learners to follow the learning process easily and progressively.

The Visual and Layout Design aspect also achieved a score of 4. According to the expert, the module presents an attractive and consistent design supported by appropriate images, illustrations, and visual elements. The use of Canva was considered effective in enhancing the visual presentation of the module and increasing learner engagement. In addition, the layout was regarded as clear and easy to read, contributing to better comprehension of the learning materials.

The Cultural and Local integration aspect obtained a score of 4, demonstrating that the module successfully incorporates Natuna's local culture, geosites, and tourism identity. The examples, dialogues, and learning materials

promote awareness of local heritage and support sustainable tourism development. This aspect was considered one of the major strengths of the module because it combines English language learning with local tourism promotion.

Meanwhile, the Practicality and Applicability aspect received a score of 3. Although categorized as good, the expert suggested that some activities could be further enhanced to provide more realistic guiding experiences and practical communication opportunities. Additional interactive activities and authentic tourism scenarios were recommended to strengthen the practical application of the module in real tourism settings.

Overall, Tourism Expert 2 awarded a total score of 19 out of a maximum score of 20, resulting in a mean score of 3.80. Based on the validity classification proposed by (Sugiyono, 2008) this score falls within the range of 3.26-4.00 and is therefore categorized as “Very Valid.” This finding indicates that the E-Module is highly appropriate for use in English for Tourism learning and effectively integrates tourism content, communicative language learning, and local cultural values. Therefore, the module is considered feasible for implementation with only minor revisions based on the expert’s recommendations.

The result of the second tourism expert validation can be seen in the following table:

Table 4.10 Results of the Second Tourism Expert's Validation on Module Material

No	Aspect	Indicator	Score	Mean Score	Category
1.	Tourism Content Feasibility	The material aligns with tourism contexts	4	4.00	Very Valid
		Accuracy of Natuna Geopark information	4		
		Suitability with tour guide duties	4		
		Relevance to tourists' needs	4		
2.	Local Contextualization	Integration of Natuna local potential	4	4.00	Very Valid
		Integration of local culture	4		
		Representation of geosites	4		

3.	Practical Feasibility for Tour Guides	Materials are applicable in guiding situations	3	3.67	Very Valid
		Supports communication with foreign tourists	4		
		Helps explain tourism destinations	4		
4.	Learning Approach	Appropriate with real guiding situations	3	3.67	Very Valid
		Communicative activities support interaction	4		
		Increases tour guides' confidence	4		
5.	Module Quality	Attractive design	4	4.00	Very Valid
		Materials are understandable	4		
		Completeness of module content	4		

Overall Mean Score	62	3.87	Very Valid
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The total score obtained from all indicators was 62, while the total number of indicators was 16. Therefore, the mean score calculation can be presented as follows:

$$\bar{X} = \frac{62}{16}$$

$$\bar{X} = 3.87$$

Based on Table 4.10, the overall mean score obtained from the second tourism expert validation was 3.87. According to the classification proposed by (Sugiyono, 2008), the score falls into the category of “Very Valid” because it is within the range of 3.26 – 4.00. This result indicates that the E-Module is appropriate and feasible to be used as a learning medium for English for Tourism learning in Natuna Geopark.

Furthermore, the second tourism expert stated that the E-Module showed very good quality in terms of tourism content, contextual learning, communicative activities, and visual design. The materials were considered highly relevant to tourism activities and tour guiding in Natuna Geopark. In addition, the integration of local culture, geological sites, and Natuna tourism identity successfully supported contextual and meaningful English learning for local tour guides and learners.

The tourism expert also explained that the E-Module presentation was attractive, systematic, and easy to understand. Communicative activities such as dialogues, role plays, and listening exercises effectively supported learners' confidence and speaking ability in tourism services. The use of pictures, illustrations, and contextual tourism examples also enhanced learners' understanding and engagement during the learning process.

However, the tourism expert suggested several improvements. The expert explained that some practical activities and real guiding situations still required additional guidance and adaptation when implemented directly in the field. Therefore, the expert recommended adding more authentic field simulations, practical guiding scenarios, and pronunciation exercises to strengthen learners' readiness in real tourism communication contexts.

Overall, the second tourism expert concluded that the E-Module was valid, practical, and highly recommended to be used as a learning medium for English for Tourism for local tourism practitioners, students, NGYF members, and prospective tour guides in Natuna.

The result of revision based on the second tourism expert's comment and suggestions can be seen in the following table:

Table 4.11 Revisions Based on the Second Tourism Expert's Feedback

Comment or Suggestion	Before Revision	After Revision
More authentic field simulations, practical guiding scenarios, and pronunciation exercises are needed to strengthen learners' readiness in real tourism communication contexts.	Some practical tourism communication activities and guiding situations were still limited and less contextual.	Additional field simulations, practical guiding scenarios, pronunciation exercises, and contextual tourism communication activities were added to improve learners' communicative competence and confidence.

To provide clearer evidence of the revision process, the researcher presents documentation of the E-Module before and after revision in the figures below. Figure 4.11 illustrates the E-Module before revision, whereas Figure 4.10 illustrates the revised version after improvements based on the second tourism expert's comments and suggestions. The complete comparison and detailed documentation of the revision results can also be seen in the appendix 5 section.

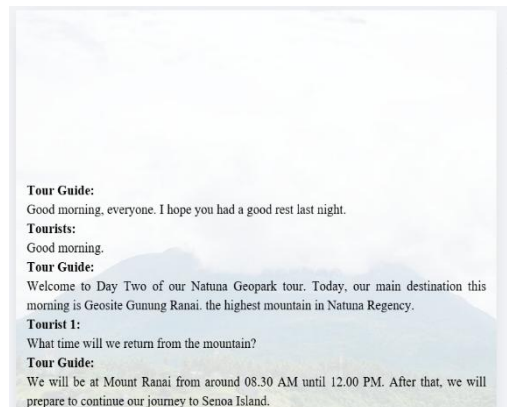


Figure 4.10 Display of E-Module

Before Revision Tourism Expert 2

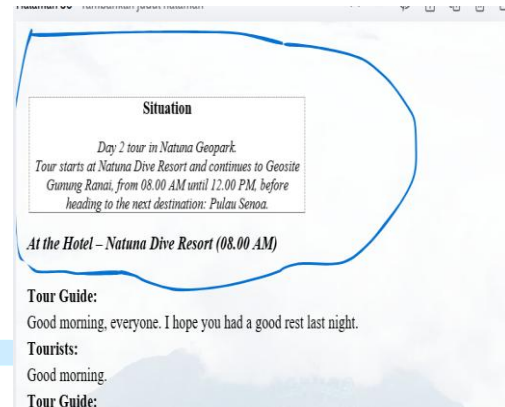


Figure 4.11 Display of E-Module

After Revision Tourism Expert 2

After the revision process, the second tourism expert stated that the E-Module was appropriate, feasible, valid, and highly recommended to be implemented as a learning medium for English for Tourism learning in Natuna Geopark.

c) Overall Result of Expert Validation

Based on the results of the language expert and the two tourism expert validations, the E-Module “Natuna Geopark for Tourism” obtained very positive results in terms of language quality, tourism relevance, communicative learning activities, visual design, practical applicability, and local cultural integration. The overall mean score from all validators were categorized as “Very Valid” according to the classification proposed by Sugiyono (2008), indicating that the E-Module fulfilled the criteria of validity and feasibility as a learning medium for English for Tourism.

Furthermore, the comments and suggestions provided by the experts were used as the basis for revising and improving the E-Module. Several improvements were made, such as clarifying instructions, adding more contextual tourism communication examples, enriching tourism vocabulary, improving pronunciation support, and providing more realistic guiding simulations. These revisions aimed to improve learners' understanding, communicative competence, and confidence in real tourism situations.

Overall, the validators agreed that the E-Module was appropriate, practical, and highly recommended to be implemented as a learning medium for local tour guides, students, NGYF members, and tourism practitioners in Natuna. therefore, after completing the revision process based on the validators' suggestions, the E-Module was ready to proceed to the implementation stage.

The final product of the E-Module "Natuna Geopark for Tourism" can be accessed by scanning the barcode provided below. The barcode directs users to the complete digital version of the E-Module, which contains learning materials, tourism communication activities, pronunciation support, and contextual guiding simulations related to Natuna Geopark. In addition, the E-Module can also be accessed through *Geopark Natuna* website and Department of Tourism for Natuna (*Dinas Pariwisata Natuna*) website. The links for accessing the E-Module are provided in the appendix 8 section.



Figure 4.12 QR Code Access to the Final Product of the E-Module “Natuna Geopark for Tourism”

4.1.4. Implementation

In this stage, the developed E-Module “Natuna Geopark for Tourism” was implemented to evaluate its practicality and effectiveness in real learning situations. The implementation was conducted by involving respondents consisting of 6 student from Senior High School (SMA) and Junior High School (SMP), 3 member of the Natuna Geopark Youth Forum (NGYF), and 1 tour guide (the secretary of *Pokdarwis Batu Kasah*).

Before the implementation, the researcher introduced the E-Module to the participants and explained how to access and use it. The participants were then guided to explore the content of the E-Module, including learning materials, dialogues, vocabulary, and practice activities related to tourism contexts in Natuna.

The learning activities related to tourism contexts in Natuna. The learning activities emphasized real-life situations, such as greeting tourists, explaining geosites, introducing local culture, local food, and traditions, handling tourists' questions, and closing tour professionally.

During the implementation process, participants were asked to engage in several activities provided in the E-Module, including reading materials, practicing dialogues, and understanding tourism-related expressions. In addition, role-play activities were also encouraged to simulate real communication between tour guides and tourists.

After completing the learning activities, the researcher distributed a questionnaire through Google Form to collect participants' perceptions of the E-Module. The product and questionnaire were given on 01 April 2026. The questionnaire aimed to evaluate three main aspects: easiness, attractiveness, and usefulness of the E-Module as a learning medium. The results of the questionnaire indicated that the E-Module was easy to access and use. The digital format allowed users to learn flexibly and independently. The instructions and materials were also considered clear and understandable.

In terms of attractiveness, participants showed positive responses toward the design of the E-Module. The use of pictures, colors, layout, and real-life dialogues made the learning process more engaging. The integration of local tourism content, such as Natuna Geopark, also increased participants' interest in learning. Furthermore, in terms of usefulness, participants agreed that the E-Module was helpful in improving their understanding of English for Tourism. The module

provided practical vocabulary and expressions that can be directly applied in real situations, especially in guiding tourists. It also helped increase participants' confidence in using English.

Overall, the implementation results show that the E-Module "Natuna Geopark for Tourism" is practical, attractive, and useful as a learning medium. Therefore, the product is feasible to be used not only by students but also by members of NGYF and prospective tour guides in Natuna. The result of questionnaire of students' perceptions towards the product is presented as follows:

Table 4.12 The Result of Student's Questionnaire

No.	Indicator	"Very Good/Very Invalid" Response	Categories
A.	Convenience		
1.	Easy to understand E-Module	9 (90%)	Very convenience
2.	Clear E-Module instructions	9 (90%)	Very convenience
B.	Attractiveness		
3.	The E-Module is engaging to use	6 (60%)	Very attractiveness
4.	The E-Module isn't boring	5 (50%)	Very attractiveness
5.	Help improve English language skills	9 (90%)	Very usefulness
C.	Usefulness		
6.	Useful for working as a tour guide	7 (70%)	Very usefulness

D.	Self-confidence		
7.	Help you feel more confident when speaking	10 (100%)	Very self-confidence
E.	Relevance		
8.	Material relevant to real-life situations	10 (100%)	Very relevance

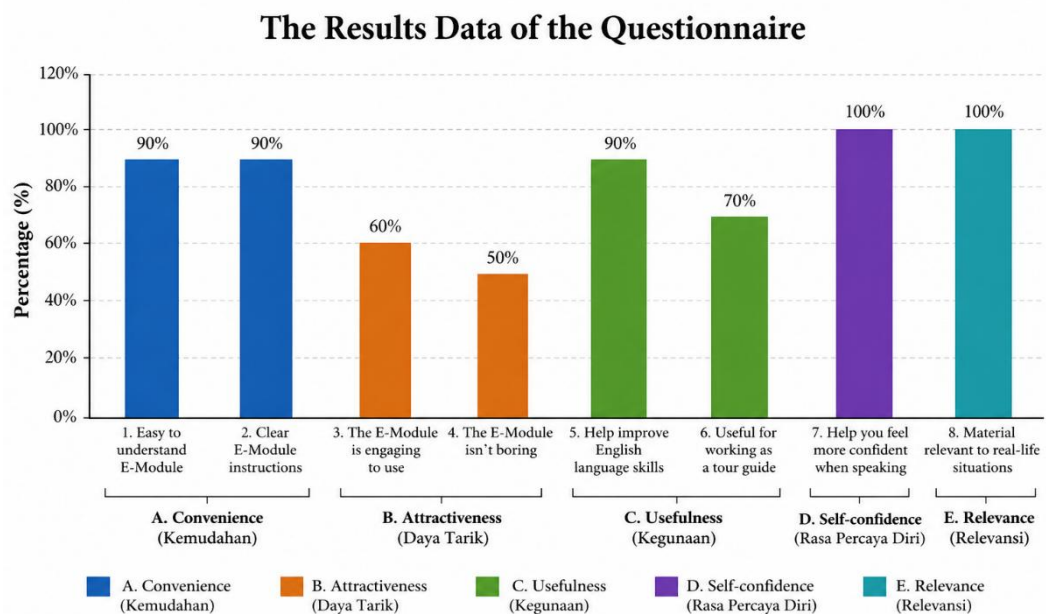


Figure 4.13 The Results Data of the Questionnaire

The first aspect in the practicality test questionnaire for respondents' perceptions toward the product was convenience (easiness), which consisted of two indicators. The first indicator showed that the E-Module was easy to understand, with a percentage of 90%, categorized as "very convenient". The second indicator showed that the instructions in the E-Module were clear, also with a percentage of

90%, categorized as “very convenient”. Based on these results, it can be concluded that the E-Module is easy to use and understandable for users.

The second aspect was attractiveness, which consisted of two indicators. The third indicator showed that the E-Module was engaging to use, with a percentage of 60%, categorized as “very attractive”. The fourth indicator showed that the E-Module was not boring, also with a percentage of 50%, also categorized as “very attractive”. These results indicate that the E-Module is considered interesting, although there is still room for improvement increasing user engagement.

The third aspect was usefulness, which consisted of two indicators. The fifth indicator showed that the E-Module helps improve English language skill, with a percentage of 90%, categorized as “very useful”. The sixth indicator showed that the E-Module is useful for working as a tour guide, with a percentage of 70%, categorized as “very useful”. These findings indicate that the E-Module provides meaningful benefits, especially in supporting English learning for tourism purposes.

The fourth aspect was self-confidence, which consisted of one indicator. The seventh indicator showed that the E-Module helps users feel more confident when speaking English, with a percentage of 100%, categorized as “very high self-confidence”. This indicates that the E-Module effectively supports users in building confidence in communication.

The fifth aspect was relevance, which also consisted of one indicator. The eighth indicator showed that the material in the E-Module is relevant to real-life situations, with a percentage of 100%, categorized as “very relevant”. This shows

that the content of the E-Module is highly appropriate and aligned with real tourism contexts in Natuna.

Overall, based on the results of all aspects, it can be concluded that the E-Module “Natuna Geopark for Tourism” is categorized as “very good”, as it meets the criteria of being easy to use, attractive, useful, able to increase self-confidence, and relevant to real-life situations.

4.1.5. Evaluation

After completing the implementation stage, the researcher conducted an evaluation based on the data obtained from the validation process and questionnaire results. In accordance with the ADDIE model, this evaluation is divided into two stages: formative evaluation and summative evaluation.

a) Formative Evaluation

Formative evaluation was conducted during the development process of the E-Module “Natuna Geopark for Tourism”. The purpose of this evaluation was to identify weaknesses in the product and improve its quality before being implemented in real learning situations.

This stage involved expert validation carried out by one language expert and two tourism experts. The language expert was evaluated the E-Module in terms of grammatical accuracy, sentence structure, vocabulary appropriateness, clarity of instructions, and overall readability.

Meanwhile, the tourism experts assessed the content of the E-Module, focusing on the accuracy, relevance, and authenticity of the tourism materials,

including geosite information, local culture, traditions, and the communication practices required for tour guiding.

Based on the results of expert validation, several comments and suggestions were provided. From the language expert, the main suggestions included improving grammatical errors, refining sentence structures, and simplifying some instructions to make them clearer and easier to understand. In addition, adjustments to vocabulary were recommended to ensure suitability with tourism contexts and users' level of understanding. From the tourism expert, the suggestions focused on enriching the content related to Natuna Geopark. This included adding more detailed explanations of geosites, improving the use of specific tourism-related expressions, and strengthening the integration between English language use and real tourism situations. They also suggested emphasizing local cultural elements, traditions, and local foods to better represent the uniqueness of Natuna.

The researcher revised the E-Module based on all suggestions provided by the experts. After the revision process, the experts re-evaluated the product and stated that the E-Module was appropriate, clear, relevant, and feasible to be used as a learning medium. Therefore, the product was considered valid and ready for implementation.

b) Summative Evaluation

Summative evaluation was conducted after the implementation stage to determine the practicality and effectiveness of the E-Module in real learning situations. This evaluation involved respondents consisting of 6 students

(Senior High School and Junior High School), 3 member of the Natuna Geopark Youth Forum (NGYF), and 1 tour guide who serves as the secretary of Pokdarwis Batu Kasah, with a total of 10 respondents.

The data were collected using a questionnaire distributed through Google Form on 01 April 2026. The questionnaire was designed to measure respondents' perceptions of the E-Module based on five aspects: convenience, attractiveness, usefulness, self-confidence, and relevance.

In the convenience aspect, the results showed that the E-Module was easy to understand and had clear instructions, with a percentage of 90%, categorized as very convenient. This indicates that the E-Module is user-friendly and accessible for different types of users.

In the attractiveness aspect, the results showed percentages of 60% and 50%, categorized as very attractive. These results indicate that the E-Module is engaging and not boring, although improvements can still be made to enhance its visual and interactive elements.

In the usefulness aspect, the results showed percentages of 90% and 70%, categorized as very useful. This indicates that the E-Module is effective in helping users improve their English skills, especially in tourism contexts, and is beneficial for prospective tour guides.

In the self-confidence aspect, the results showed percentages of 100%, categorized as very high. This means that all respondents felt more confident in using English after using the E-Module.

In the relevance aspect, the results also showed a percentage of 100%, categorized as very relevant. This indicates that the materials in the E-Module are highly relevant to real-life situations, particularly in the context of tourism in Natuna.

Overall, the results of the summative evaluation indicate that the E-Module “Natuna Geopark for Tourism” is categorized as practical and effective. The E-Module not only facilitates English learning but also supports users in applying English in real tourism situations.

4.2. Discussion

According to the results of this research, the development of the E-Module entitled “Natuna Geopark for Tourism” is considered appropriate and effective as a learning medium to support English for Tourism, especially for improving communication skills in real tourism contexts. This study applied the ADDIE model, which have 5 consists of Analysis, Design, Development, Implementation, and Evaluation stages. In the analysis stage, it was found that tour guides and members of the Natuna Geopark Youth Forum (NGYF) still experienced difficulties in using English, particularly in speaking and listening due to different accents, limited vocabulary related to tourism, and lack of confidence when communicating with foreign tourists. These findings are in line with Masyhud & Khoiriyah (2021) who state that learning materials should be designed based on learners’ needs, especially in English for Specific Purposes (ESP), where the content must be relevant to real-life situations. Therefore, the developed E-Module

focuses on practical communication, tourism vocabulary, and contextual materials related to Natuna Geopark.

Furthermore, in the design and development stages, the E-Module was created by integrating relevant topics such as guiding tourists, introducing geosites, explaining local culture, traditions, and describing local food, which are essential components in tourism communication. The use of visual elements such as pictures, colors, and real-life dialogues was also emphasized to make the material should be designed to allow students to apply what they have learned in meaningful contexts, thereby enhancing their comprehension. In addition, according to Khayrulloevich (2022) communicative language teaching emphasizes meaningful interaction and authentic to improve learners' communicative competence . The use of interactive elements in the E-Module also aligns with Irugalbandara & Weerasinghe (2025) which explains that combining text and visuals can improve learners' understanding and retention.

Moreover, the validation results from experts indicated that the developed E-Module is valid and appropriate for use. The language expert confirmed that the module had good grammatical structure, appropriate vocabulary, and clear readability for learners. Meanwhile, the tourism experts emphasized that the content was accurate, relevant, and aligned with real tourism practices in Natuna Geopark. This supports the idea proposed by Etfita & Wahyuni (2020) that good learning materials should be authentic, meaningful, and relevant to learners' real-lfe needs. The revision process conducted based on experts' suggestions also reflects the

importance of formative evaluation in improving product quality before implementation.

In the implementation stage, the E-Module was tested on 10 respondents consisting of students from Senior High School and Junior High School, a member of Natuna Geopark Youth Forum (NGYF), and a tour guide. The results of the questionnaire showed that the E-Module was categorized as very good in several aspects, including convenience (90%), usefulness (90% and 70%), self-confidence (100%), and relevance (100%), although the attractiveness aspect showed moderate results (60% and 50%). These findings indicate that the E-Module is practical and easy to use, as well as relevant to learners' needs in learning English for Tourism. This is consistent with the theory of practicality proposed by Plomp & Nieveen (2013), which states that a learning product is considered practical if it is easy to use, understandable, and useful for users. Additionally, the increase in self-confidence (100%) suggests that the E-Module successfully supports learners in improving their confidence in using English, which is a crucial factor in communication, especially in tourism contexts.

Furthermore, in the evaluation stage, this study applied both formative and summative evaluation as outlined in the ADDIE model. The formative evaluation was conducted during the development process through expert validation, where the language expert and tourism experts provided feedback, suggestions, and revisions to improve the quality of the E-Module in terms of language accuracy, content relevance, and instructional design. This stage ensured that the product met academic and practical standards before being implemented. Meanwhile, the

summative evaluation was conducted after the implementation stage through a practicality test using a questionnaire distributed via Google Form to the respondents. The results showed that the E-Module gained positive responses from users, particularly in aspects of convenience, usefulness, self-confidence, and relevance, which were categorized as “very good”. Although the attractiveness aspect showed slightly lower percentages, it still fell within a positive category, indicating that the E-Module remains engaging for learners. According to Almelhi (2021) evaluation plays a crucial role in determining the effectiveness and quality of instructional products, as well as identifying areas for further improvement.

Finally, based on the overall results of this research, it can be concluded that the developed E-Module is valid, practical, and effective as a learning medium. It not only helps learners understand English for Tourism but also provides meaningful learning experiences that are directly related to real-life situations in Natuna Geopark. This finding is also supported by previous studies, such as Takengon (2021) which state that the use of instructional media can effectively support students in understanding and applying language skills. Therefore, this E-Module can be used as an alternative learning resource for tour guides, students, and tourism practitioners in Natuna to improve their English communication skills in a more engaging and contextual way

CHAPTER V

CONCLUSION & SUGGESTION

5.1 Conclusion

This study aimed to design an effective English for Tourism module that meets the specific communication needs of local tour guides in Natuna Geopark. The research was conducted using the Research and Development (R&D) method through the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation. The development process was carried out systematically to ensure that the module was relevant to the learners' needs and applicable in real tourism communication contexts.

The findings from the needs analysis revealed that local tour guides in Natuna Geopark faced several challenges in communicating with international tourists. Most participants had limited access to structured English learning materials specifically designed for tourism and tour-guiding purposes. The guides required English competencies related to introducing themselves, welcoming tourists, explaining geosites and local cultural heritage, describing tourist activities, providing safety instructions, and responding to tourists' questions. In addition, the findings indicated that existing learning resources did not adequately represent the local tourism context of Natuna Geopark, resulting in a gap between learners' communication needs and the available learning materials.

Based on these findings, an English for tourism E-Module entitled "Natuna Geopark for Tourism" was successfully designed and developed. The module was

created by integrating English language learning with the unique characteristics of Natuna Geopark, including its geosites, local culture, tourism attractions, and guiding activities. The content of the module focuses on practical communication skills that are directly related to the duties of local tour guides. Furthermore, the module includes tourism-related vocabulary, functional expressions, dialogues, speaking activities, comprehension tasks, and learning exercises designed to support real-life communication in tourism settings. The use of local content was intended to make the learning process more meaningful, relevant, and applicable to the learners' professional environment.

The quality and suitability of the developed module were evaluated through expert validation and user implementation. The results of the validation conducted by language and tourism experts indicated that the module was appropriate in terms of content relevance, language use, learning organization, and practical application. The experts also provided suggestions that were used to revise and improve the module before implementation. Furthermore, the implementation results showed positive responses from the users. The participants perceived the module as useful, attractive, easy to understand, and relevant to their needs as local tour guides. They also reported that the module helped them improve their confidence in using English and provided useful language resources for interacting with foreign tourists.

In conclusion, an effective English for Tourism module for local tour guides in Natuna Geopark can be designed through a systematic development process that begins with a comprehensive needs analysis and continues with the integration of local tourism content, practical communication tasks, expert validation, and user

evaluation. The developed E-Module successfully addresses the communication needs of local tour guides by providing contextual, relevant, and communicative learning materials. Therefore, the module can serve as a valuable learning resource for improving English communication skills among local tour guides and supporting the promotion of Natuna Geopark as a sustainable and internationally recognized tourism destination.

5.2 Suggestion

Based on the results and limitations of this research, several suggestions are proposed for future use and development of the E-Module “Natuna Geopark for Tourism”.

First, for teachers and instructors are encouraged to use this E-Module as an alternative medium for teaching English for Tourism. The E-Module provides contextual and relevant materials related to real tourism situations in Natuna Geopark and can be integrated into classroom learning or tour guide training programs. Since this study was conducted on a limited scale, teachers are also encouraged to combine the E-Module with interactive strategies such as role-play, simulations, and group discussions to enhance student engagement and learning effectiveness.

Second, for students and tour guide practitioners are encouraged to use the E-Module as a self-learning resource to improve English communication skills in tourism contexts. The findings show that the E-Module enhances learners’ confidence and understanding. However, since the implementation involved limited

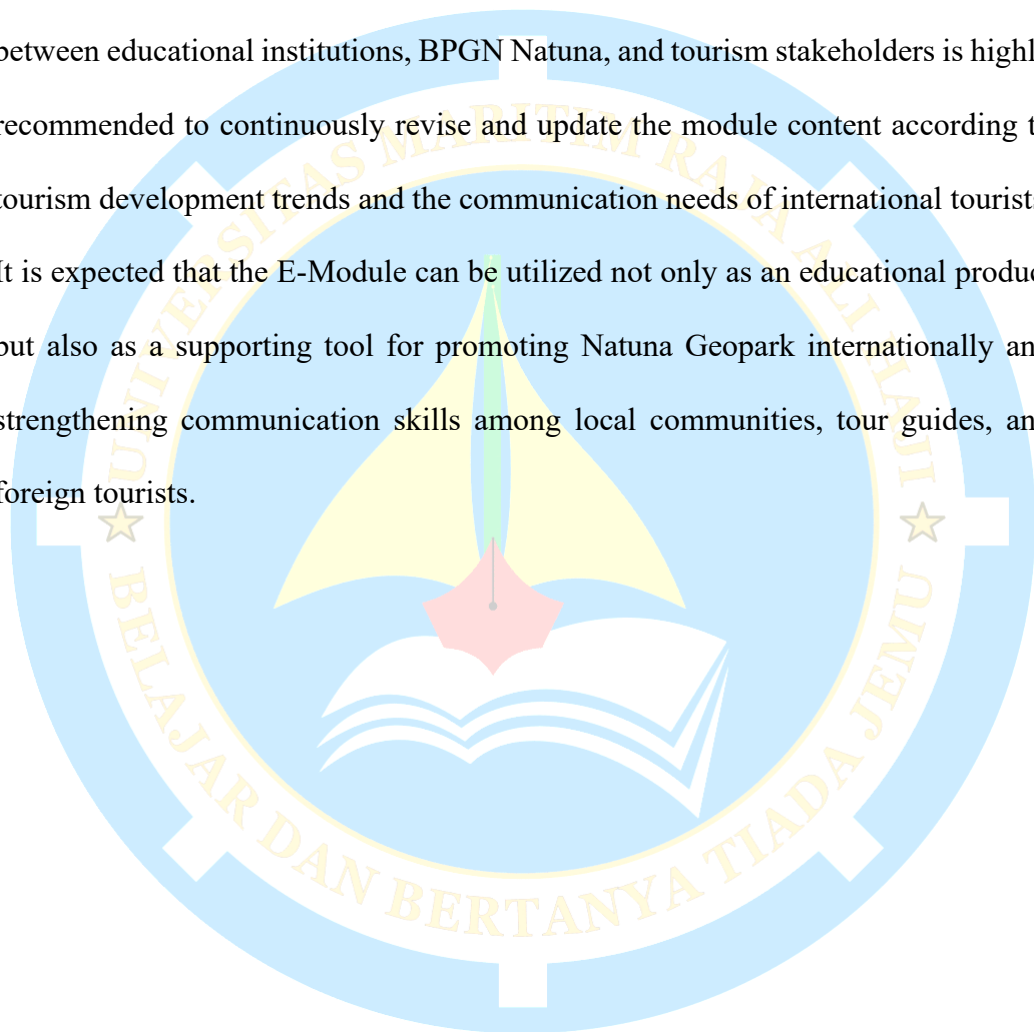
respondents, continuous practice is recommended to achieve more optimal learning outcomes.

Third, for future researchers, it is strongly recommended to conduct further research and development by addressing the limitations of this study. This research was limited to a small group of respondents and focused mainly on practicality aspects. Therefore, future studies should involve a larger number of participants from various backgrounds to obtain more comprehensive and generalizable results. In addition, future researchers are encouraged to examine the effectiveness of the E-Module in improving specific language skills, such as speaking, listening, reading, and writing, through experimental or quasi-experimental research designs.

Fourth, for E-Module developers, educational institutions, and tourism stakeholders, it is suggested to improve the design and features of the E-Module by incorporating more interactive multimedia elements such as audio pronunciation, video-based learning, virtual guiding simulations, interactive quizzes, and QR-code integrated materials. This recommendation is important because the implementation findings showed that learners were more interested and motivated when the module contained visual and interactive features. Therefore, enhancing multimedia components is expected to improve learner engagement, motivation, communicative competence, and overall learning experiences, especially in independent learning situations.

Finally, for the Department of Tourism of Natuna, the Natuna Geopark Management Agency (BPGN Natuna), schools, tourism communities, and local government institutions, it is recommended to support the wider implementation

and continuous development of the E-Module as both a learning medium and a tourism promotion tool. Since this research was still limited in scope and implementation, broader application in schools, tourism training programs, NGYF activities, and community-based tourism initiatives is necessary to evaluate the effectiveness of the E-Module more comprehensively. In addition, collaboration between educational institutions, BPGN Natuna, and tourism stakeholders is highly recommended to continuously revise and update the module content according to tourism development trends and the communication needs of international tourists. It is expected that the E-Module can be utilized not only as an educational product but also as a supporting tool for promoting Natuna Geopark internationally and strengthening communication skills among local communities, tour guides, and foreign tourists.



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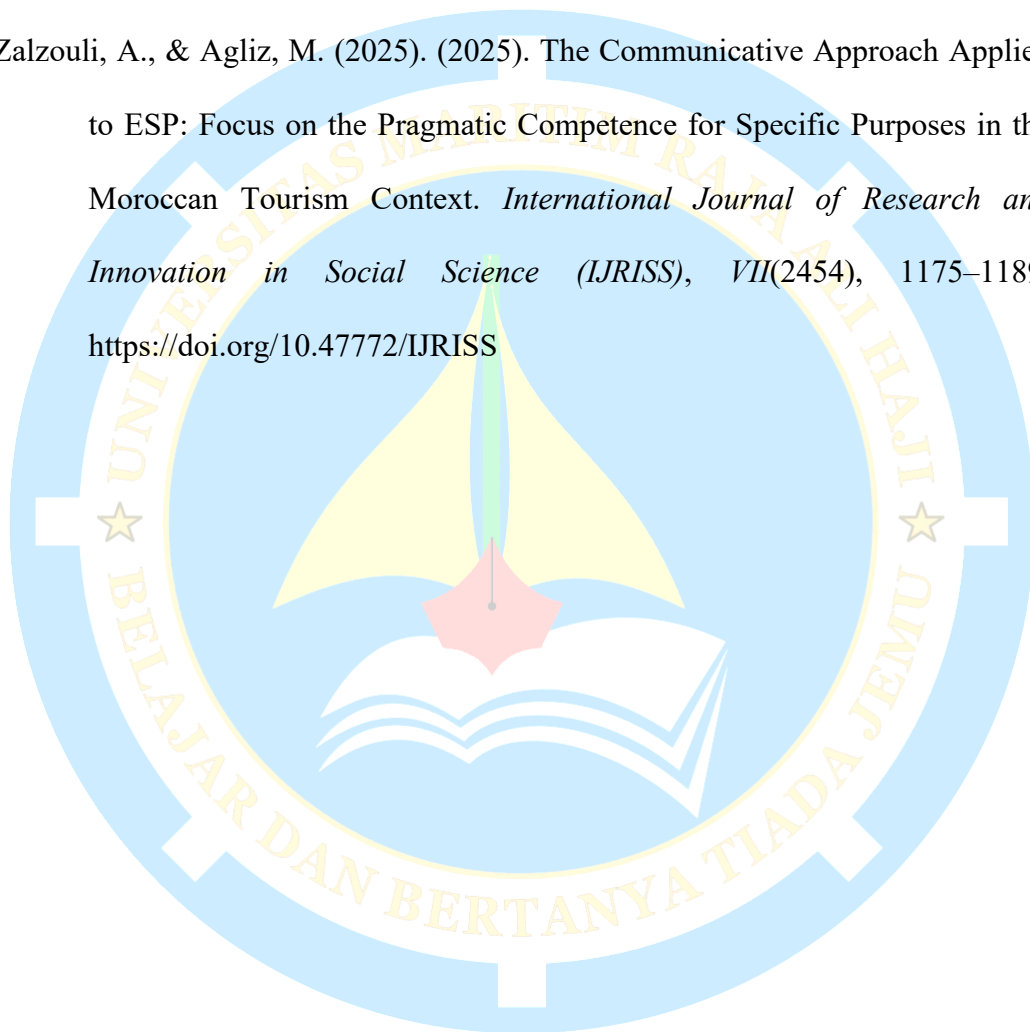
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Appendix 1. Summary of Research Procedures

No	Stage	Activities	Data Collection Techniques	Instruments Used	Output
1	Analysis	- Conducted a need analysis through interviews, observations, and document reviews. - Identified learners' needs, target situations, and problems related to English communication in the tourism context. - Analyzed the language skills and vocabulary required by local tour guides in Natuna Geopark.	Interview, Observation, Document Analysis	Interview Guideline, Observation Sheet, Document Analysis Checklist	Identified learners' needs, target situations, and English for Tourism challenges.

2	Design	- Designed the framework and structure of the <i>English for Tourism</i> module based on the results of the needs analysis. - Selected topics, language functions, vocabulary, and expressions relevant to Natuna Geopark. - Created the initial module layout and visual design using <i>Canva</i>. - Integrated Communicative Language Teaching (CLT) principles into learning activities.	Literature Review, Material Design	Design Blueprint, module Layout Draft	Draft of <i>English for Tourism</i> Module (Prototype 1).
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3	Development	- Conducted expert validation involving ESP and tourism specialists. - Revised the module based on expert feedback to ensure content accuracy, clarity, and contextual relevance. - Improved the design and communicative tasks according to reviewers' suggestions.	Expert Validation	Expert Validation Sheet, Revision Notes	Validated and Revised <i>English for Tourism</i> Module (Prototype 2).
4	Implementation	- Conducted a small-scale product trial with local tour guides, Natuna Geopark Youth	Product Trial, Questionnaire, Observation	Product Trial, Questionnaire, Observation Notes	Pilot-tested Module (Prototype 3) and practical feedback for improvement.

		Forum members, and hotel staff. - Facilitated module use in simulated learning sessions to test practicality and learner engagement. - Collected feedback regarding the module's usability, content relevance, and communicative effectiveness.			
5	Evaluation	- Analyzed feedback from participants and experts to assess effectiveness and practicality. - Evaluated the module in terms of	Documentation Feedback Analysis	Evaluation Report, Revision Checklist	Finalized <i>English for Tourism</i> Module for Natuna Geopark Local Tour Guides.

		content validity, instructional design, and learning impact. - Finalized the module based on evaluation results and recommendations for future application.			
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Appendix 2. Document Analysis Checklist

Tourism Expert 1 (Dinas Pariwisata Natuna)

Document Analysis Checklist									
NO	Aspect / Indicator	Checklist	Description / Focus	Result / Notes					
1	Content Relevance	☒	The extent to which the material discusses tourism-related topics relevant to Geopark Natuna (e.g., attractions, guiding, hospitality).	Materi yang terdapat dalam modul sudah sesuai dengan kebutuhan sektor pariwisata di kawasan Geopark Natuna. Pembahasan mengenai destinasi wisata, pelayanan wisatawan, serta tugas pemandu wisata disampaikan secara kontekstual dan relevan.					Tanjung Senubing, Batu Kasah, dan beberapa destinasi wisata lainnya.
2	Language Focus	☒	Types of language functions and expressions used (greeting, explaining, giving directions, handling tourists questions).	Modul memuat berbagai fungsi bahasa yang sering digunakan dalam aktivitas guiding, seperti menyambut wisatawan, menjelaskan objek wisata, memberikan arahan, serta merespons pertanyaan wisatawan asing.					
3	Cultural and Local Context	☒	Presence of local cultural or geographical content reflecting Indonesia or Natuna.	Konten modul mencerminkan identitas lokal Natuna melalui pengenalan budaya daerah dan geosite unggulan seperti Gunung Ranai, Pulau Senua,					
4	Communicative Activities	☒							Variety of communicative exercises (dialogues, role plays, discussions, simulations).
5	Visual and Design Quality	☒							Layout, readability, use of images, and visual clarity.
6	Target Learners	☒							Suitability of material level and content for local tour guides.
7	Strengths and Weaknesses	☐							Identification of useful parts and limitations of each reviewed document.
8	Implications for Module Design	☐							Key points to be improved or adapted for the new English for Tourism module.
									Kelebihan modul terletak pada penggunaan materi berbasis potensi wisata lokal dan aktivitas komunikatif yang aplikatif. Kekurangannya, modul masih dapat dikembangkan melalui penambahan latihan pengucapan dan pengayaan kosakata pariwisata.
									Untuk pengembangan selanjutnya, modul dapat dilengkapi dengan simulasi guiding yang lebih realistis, media audio pelafalan, serta fitur digital interaktif agar proses pembelajaran menjadi lebih efektif dan menarik.

Tourism Expert 2 (Dinas Pariwisata Natuna)

Document Analysis Checklist

NO	Aspect / Indicator	Checklist	Description / Focus	Result / Notes
1	Content Relevance	☒	The extent to which the material discusses tourism-related topics relevant to Geopark Natuna (e.g., attractions, guiding, hospitality).	Materi ini sangat relevan dengan kegiatan pariwisata di Geopark Natuna. Materi ini membahas objek wisata lokal, kegiatan pemandu wisata, keramahan, dan komunikasi dengan wisatawan.
2	Language Focus	☒	Types of language functions and expressions used (greeting, explaining, giving directions, handling tourists questions).	Modul ini menyediakan ungkapan-ungkapan berguna seperti menyapa wisatawan, menjelaskan destinasi, memberikan petunjuk arah, dan menjawab pertanyaan wisatawan dengan tepat.
3	Cultural and Local Context	☒	Presence of local cultural or geographical content reflecting Indonesia or Natuna.	Modul ini berhasil mengintegrasikan budaya lokal, tradisi, dan objek wisata alam Natuna, seperti Gunung Ranai, Pulau Senua, Tanjung Datuk, Pulau Setanau, Tanjung Senubing, Pulau

				Akar, dan Batu Kasah, sebagai bahan pembelajaran kontekstual.
4	Communicative Activities	☒	Variety of communicative exercises (dialogues, role plays, discussions, simulations).	Modul ini berisi kegiatan interaktif, termasuk percakapan, permainan peran, diskusi, dan latihan berbicara yang mendukung pembelajaran komunikatif.
5	Visual and Design Quality	☒	Layout, readability, use of images, and visual clarity.	Tampilannya menarik dan rapi. Penggunaan gambar dan tata letak membantu peserta didik memahami materi dengan lebih mudah.
6	Target Learners	☒	Suitability of material level and content for local tour guides.	Modul ini cocok untuk pemandu wisata lokal, NGYF, dan siswa untuk mengukur kemampuan bahasa Inggris tingkat pemula hingga menengah.
7	Strengths and Weaknesses	Δ	Identification of useful parts and limitations of each reviewed document.	Kelebihan: materi pariwisata yang kontekstual, kegiatan komunikatif, dan integrasi

				dengan masyarakat setempat. Kelemahan: sebaiknya ditambahkan latihan pengucapan tambahan dan lebih banyak latihan kosakata.
8	Implications for Module Design	Δ	Key points to be improved or adapted for the new English for Tourism module.	Modul tersebut sebaiknya mencakup lebih banyak simulasi pemandu wisata yang realistis, bantuan pengucapan, serta kegiatan interaktif digital tambahan untuk meningkatkan keterlibatan peserta didik.

Appendix 3. Expert Validation Sheet Guideline

Tourism Expert 1 (Dinas Pariwisata Natuna)

Expert Validation Sheet Guideline

No	Aspect	Indicators	Assessment Scale (1-4)
1	Content Relevance	- The material aligns with tourism and guiding contexts in Geopark Natuna. - The topics are relevant to learners' professional needs. - The content supports communicative and contextual English learning.	4
3	Learning Design and Organization	- The learning objectives are clear and measurable. - The module sequence is logical and easy to follow. - Activities encourage active participation and communication.	4
4	Visual and Layout Design	- The design is attractive, consistent, and easy to read. - Use of Canva enhances visual presentation and learner engagement. - Images and illustrations support comprehension.	4
5	Practically and Applicability	- The module is suitable for local tour guides and tourism practitioners. - Activities can be easily implemented in real guiding situations. - The module supports independent or group learning.	3
6	Cultural and Local Integration	- The module reflects Natuna's culture, geosites, and local tourism identity. - The examples used promote awareness of local heritage. - Content supports sustainable tourism goals.	4
Expert Comments / Suggestions:			
E-Module ini memiliki kualitas yang sangat baik sebagai media pembelajaran Bahasa Inggris berbasis pariwisata, khususnya dalam konteks Geopark Natuna. Materi yang			

disajikan telah sesuai dengan kebutuhan pemandu wisata lokal dan mampu menghubungkan pembelajaran bahasa dengan situasi nyata di bidang pariwisata. Pengintegrasian budaya lokal, destinasi wisata, dan identitas daerah Natuna menjadi nilai tambah yang memperkuat pembelajaran kontekstual.

Selain itu, penyajian modul terlihat sistematis, menarik, dan mudah dipahami oleh peserta didik. Aktivitas pembelajaran yang bersifat komunikatif, seperti dialog, simulasi, dan role play, dapat membantu meningkatkan kemampuan berbicara serta rasa percaya diri peserta didik dalam melayani wisatawan asing. Penggunaan ilustrasi dan gambar juga mendukung pemahaman materi secara lebih efektif.

Meskipun demikian, pada aspek penerapan praktis masih diperlukan beberapa pengembangan, terutama dalam menyediakan contoh situasi guiding yang lebih mendalam dan realistis. Penambahan latihan pengucapan, audio pendukung, serta variasi kosakata khusus pariwisata akan sangat membantu peserta didik dalam meningkatkan kemampuan komunikasi mereka di lapangan.

Secara umum, modul ini layak dan direkomendasikan untuk digunakan sebagai bahan ajar English for Tourism bagi pemandu wisata lokal, mahasiswa, maupun praktisi pariwisata di kawasan Natuna.

Criteria	Score
Strongly Disagree	1
Disagree	2
Agree	3
Strongly Agree	4

Kab. Natuna, 12 Maret 2026
Validator

Alhams A. Firdaus
NIP -

Tourism Expert 2 (Dinas Pariwisata Natuna)

Expert Validation Sheet Guideline

No	Aspect	Indicators	Assessment Scale (1-4)
1	Content Relevance	- The material aligns with tourism and guiding contexts in Geopark Natuna. - The topics are relevant to learners' professional needs. - The content supports communicative and contextual English learning.	4
3	Learning Design and Organization	- The learning objectives are clear and measurable. - The module sequence is logical and easy to follow. - Activities encourage active participation and communication.	4
4	Visual and Layout Design	- The design is attractive, consistent, and easy to read. - Use of Canva enhances visual presentation and learner engagement. - Images and illustrations support comprehension.	4
5	Practically and Applicability	- The module is suitable for local tour guides and tourism practitioners. - Activities can be easily implemented in real guiding situations. - The module supports independent or group learning.	3
6	Cultural and Local Integration	- The module reflects Natuna's culture, geosites, and local tourism identity. - The examples used promote awareness of local heritage. - Content supports sustainable tourism goals.	4

Expert Comments / Suggestions:

Modul Elektronik ini menunjukkan kualitas yang sangat baik dalam hal relevansi konten, pengorganisasian pembelajaran, desain visual, dan integrasi budaya. Materi-materi yang disajikan sangat sesuai untuk pembelajaran bahasa Inggris dalam konteks pariwisata, khususnya bagi pemandu wisata lokal di Geopark Natuna. Integrasi budaya lokal Natuna dan situs-situs geologi memperkuat pengalaman belajar kontekstual serta mendukung kesadaran akan pariwisata berkelanjutan.

Tata letak modul ini menarik, terorganisir dengan baik, dan mudah dipahami. Aktivitas komunikatif seperti dialog dan permainan peran secara efektif mendorong peserta didik untuk mempraktikkan bahasa Inggris dalam situasi pariwisata nyata. Selain itu, penggunaan visual dan contoh kontekstual meningkatkan keterlibatan dan pemahaman peserta didik.

Namun, dalam hal kepraktisan dan penerapan, beberapa aktivitas mungkin masih memerlukan bimbingan tambahan dari instruktur saat diterapkan dalam situasi pemandu wisata yang sesungguhnya. Oleh karena itu, disarankan untuk menambahkan lebih banyak simulasi praktis, skenario pemanduan langkah demi langkah, dan dukungan pengucapan guna meningkatkan pembelajaran mandiri dan penerapan di dunia nyata.

Secara keseluruhan, modul ini sangat direkomendasikan sebagai bahan pembelajaran Bahasa Inggris untuk Pariwisata bagi praktisi pariwisata lokal dan mahasiswa.

Kab. Natuna, 12 Maret 2026
Validator

Intan Ratih Kumaladewi
NIP. -

Appendix 4. Interview Results and Interview Recordings

Further details regarding the interview results and recordings are available through the QR Code below:



Please scan the QR Code using Google Lens or any QR Code scanner application on your mobile device to access the document and recording.

Appendix 5. Before and After Design of the E-Module “Natuna Geopark for Tourism”

This appendix presents the comparison between the initial and the revised design of the E-Module “Natuna Geopark for Tourism.” The improvements were made based on suggestions and feedback obtained during the validation and evaluation process.



Please scan the QR Code below using Google Lens or any QR Code scanner application on your mobile device to access the complete documentation.

Appendix 6. Validation Results in the Development Stage

This appendix presents the validation results conducted during the development stage of the E-Module “Natuna Geopark for Tourism,” involving Tourism Expert 1, Tourism Expert 2, and the Language Expert. It includes the validation scores, comments, suggestions, and recommendations provided by the experts, as well as the comparison between the sections before revision and after revision based on the feedback received.



Please scan the QR Code below using Google Lens or any QR Code scanner application on your mobile device to access the complete validation documentation.

Appendix 7. Implementation Stage and User's Responses toward the E-Module "Natuna Geopark for Tourism"

This appendix presents the implementation stage of the E-Module "Natuna Geopark for Tourism," which was conducted to examine the user's responses and evaluate the applicability of the E-Module in real learning contexts. The implementation involved junior high school and senior high school students in Natuna to assess the effectiveness, attractiveness, practicality, and relevance of the E-Module in supporting English for Tourism learning.

The appendix also contains the results of students' assessments and feedback, including their responses, opinions, and evaluations after using the E-Module during the learning process. These findings were used to determine whether the E-Module was appropriate and applicable for learners in the field.



Please scan the QR Code below using Google Lens or any QR Code scanner application on your mobile device to access the complete implementation documentation and users' response results.

Appendix 8. Final Product of the E-Module “Natuna Geopark for Tourism”

This appendix presents the final product of the E-Module “Natuna Geopark for Tourism,” which has been fully developed, revised, and finalized based on the validation, evaluation, and implementation processes. The E-Module is ready to be used as a learning medium to support English for Tourism learning, particularly in introducing tourism potential, local culture, and Natuna Geopark to learners.



In addition, the E-Module can also be accessed through the official websites of *Dinas Pariwisata Natuna* and *Geopark Natuna* through the links provided below the links:

Dinas Pariwisata Natuna: <https://dinaspariwisata.natunakab.go.id/e-book-2/>

Geopark Natuna: <https://geoparknatuna.org/karya-ilmiah/>

**Appendix 9. Letter of Permission Executive Chairman BPGN Natuna
(Geopark Natuna)**



**KEMENTERIAN PENDIDIKAN TINGGI, SAINS,
DAN TEKNOLOGI**
UNIVERSITAS MARITIM RAJA ALI HAJI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Raya Dompok, Pulau Dompok, Tanjungpinang 29111
Telepon (0771) 4500099, Faksimile (0771) 4500090, Kotak Pos 155
Laman <http://fkip.umrah.ac.id>, Posel fkip@umrah.ac.id

Nomor : 22690/UN53.5/DT.00.01/2025

17 Desember 2025

Hal : Izin Penelitian

Yth. Ketua Harian Badan Pengelola Geopark Nasional Natuna
Kabupaten Natuna

Dengan hormat,

Sehubungan dengan pelaksanaan penelitian/pengambilan data mahasiswa dan mahasiswi sebagai salah satu syarat dalam menyelesaikan studi, bersama ini kami mengajukan permohonan kepada Bapak/Ibu untuk dapat memberikan izin rekomendasi penelitian/pengambilan data terhadap mahasiswa kami:

Nama : Wahyudi
NIM : 2203050006
Program Studi : Pendidikan Bahasa Inggris
Jenjang Pendidikan : Strata Satu (S-1)
No HP : 081270630713
Judul Proposal : *Designing an Effective English for Tourism Module for Geopark Natuna Local Tour Guides*
Tempat / Tujuan Penelitian : Geopark Nasional Natuna.

Mohon Bapak/Ibu dapat memberikan surat keterangan telah selesai melakukan penelitian pada mahasiswa tersebut.

Demikian disampaikan, atas kerjasamanya kami ucapkan terimakasih.

Dekan,



Ahada Wahyusari, S.Pd., M.Pd.
NIP 198504072012122003

Appendix 10. Letter of Permission from BPGN Natuna (Geopark Natuna)



**geopark
natuna**

BPGN NATUNA

Komplek Tugu Gasing, Bandarsyah, Natuna

www.geoparknatuna.org

Nomor : 056/SET-BPGN/XII/2025

Sifat : Biasa

Lampiran : 1 (satu) lembar

Perihal : **Ijin dan Rekomendasi Penelitian**

Ranai, 29 Desember 2025

Kepada Yth :

1. **Dekan Fakultas Keguruan dan Ilmu Pendidikan**
2. **Dekan Fakultas Ilmu Sosial dan Ilmu Politik**

Universitas Maritim Raja Ali Haji

di
Tempat

Salam Geopark!

Menindaklanjuti surat Dekan Fakultas Keguruan dan Ilmu Pendidikan nomor 22690/UN53.5/DT.00.01/2025 tanggal 17 Desember 2025, dan surat Dekan Fakultas Ilmu Sosial dan Ilmu Politik nomor 4140/UN53.5/TU/2025 tanggal 23 Desember 2025 perihal Permohonan Izin Penelitian, maka dengan kami **memberikan Ijin dan Rekomendasi Penelitian kepada mahasiswa/i terlampir untuk melakukan penelitian yang dimaksud.**

Selanjutnya bahwa pelaksanaan penelitian dapat dilakukan dengan ketentuan sebagai berikut:

1. Penelitian dilakukan dengan menjunjung tinggi etika penelitian, sopan santun, dan tidak mengganggu kegiatan pelayanan atau pembelajaran yang sedang berlangsung.
2. Segala biaya yang timbul selama pelaksanaan penelitian menjadi tanggung jawab peneliti.
3. Setelah selesai, peneliti diwajibkan menyampaikan **laporan hasil penelitian** dan/atau **salinan skripsi** kepada BPGN Natuna.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

Ditandatangani Secara Elektronik Oleh:
Ketua Harian Badan Pengelola Geopark Nasional Natuna




Ir. BASRI, M.Si

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN)

(Continued from Appendix 10)

No	Nama	NIM/Jur/Fak	Judul Penelitian
1	Wahyudi	2203050006 Pend. Bahasa Inggris FKIP	Designing an Effective English for Tourism Module for Natuna Geopark Local Tour Guides
2	Yuwansari	2205050002 Ilmu Hub. Internasional FISIP	Strategi Percepatan Geopark Natuna Menuju UNESCO Global Geopark (UGGp) Melalui Siklus Hidup Norma

Appendix 11. The letter has carried out research in BPGN Natuna (Geopark Natuna)

	BPGN NATUNA Komplek Tugu Gasing, Bandarsyah, Natuna www.geoparknatuna.org
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Nomor : 011/SET-BPGN/V/2026 Sifat : Biasa Lampiran : 1 (satu) lembar Perihal : <u>Telah Selesai Melaksanakan Penelitian</u>	Ranai, 13 Mei 2026
---	--------------------

Kepada Yth :

1. *Dekan Fakultas Keguruan dan Ilmu Pendidikan; dan*
2. *Dekan Fakultas Ilmu Sosial dan Ilmu Politik*

Universitas Maritim Raja Ali Haji

di
Tanjungpinang

Salam Geopark!

Sehubungan dengan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan nomor 22690/UN53.5/DT.00.01/2025 tanggal 17 Desember 2025, hal Izin Penelitian, dan surat Dekan Fakultas Ilmu Sosial dan Ilmu Politik nomor 4140/UN53.5/TU/2025 tanggal 23 Desember 2025 hal Permohonan Izin Penelitian, maka kami memberitahukan bahwa mahasiswa/i pada lampiran surat ini telah selesai melaksanakan penelitian dan memaparkan hasil akhir penelitiannya kepada Badan Pengelola Geopark Nasional Natuna pada tanggal 6 April 2026.

Kami mengharapkan munculnya penelitian-penelitian berikutnya, agar dapat memberikan dampak positif dalam rangka pengembangan Geopark Natuna menuju Unesco Global Geopark.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. KETUA UMUM
WAKIL KETUA I



MOESTOFA ALBAKRY, S.E., M.A.P

(Continued from Appendix 11)

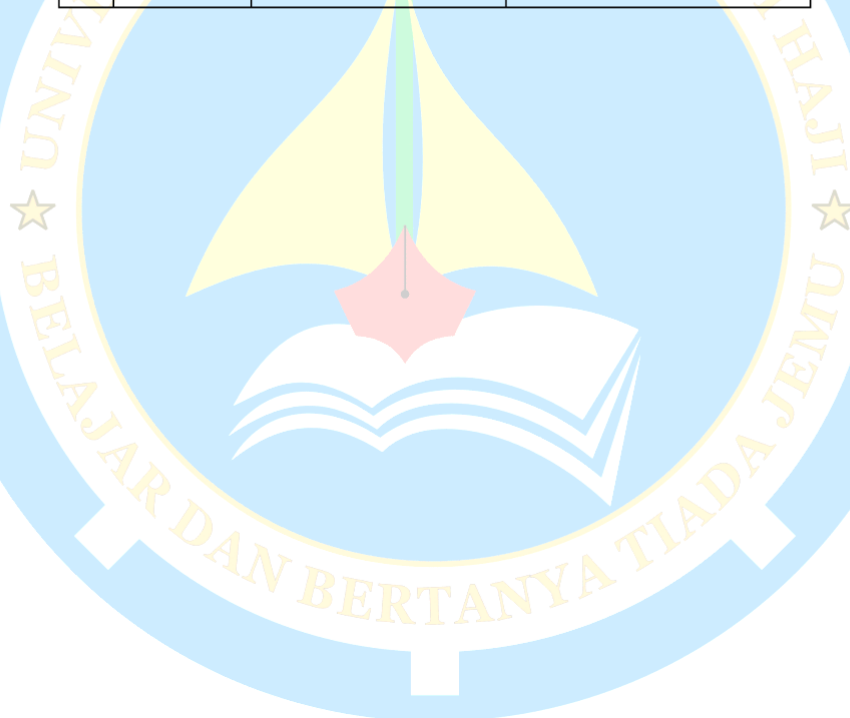


BPGN NATUNA
Komplek Tugu Gasing, Bandarsyah, Natuna
www.geoparknatuna.org

Lampiran surat nomor : 011/SET-BPGN/V/2026
Tanggal 13 Mei 2026

Data Mahasiswa/i yang Melakukan Penelitian
di Geopark Nasional Natuna

No	Nama	NIM/Jur/Fak	Judul Penelitian
1	Wahyudi	2203050006 Pend. Bahasa Inggris FKIP	Designing an Effective English for Tourism Module for Geopark Natuna Local Tour Guides
2	Yuwansari	2205050002 Ilmu Hub. Internasional FISIP	Strategi Percepatan Geopark Natuna Sebagai UNESCO Global Geopark (UGGp) Melalui Siklus Hidup Norma



Appendix 12. Documentation with the NGYF President, the Manager of the Batu Kasah Geosite (Tour Guide), and Executive Chairman of BPGN Natuna.



Appendix 13. Documentation together with students and members of NGYF

Appendix 19. Plagiarism-Free Certificate

	
KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI UNIVERSITAS MARITIM RAJA ALI HAJI FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS Jalan Sultan Mansyur Syah Dompok, Dompok, Tanjungpinang 29111 Telepon (0771) 4500099, Faksimile (0771) 4500090, SLI (0771) 4500091, Kotak Pos 155 Laman http://kip.umrah.ac.id , Posel kip@umrah.ac.id	
SERTIFIKAT BEBAS PLAGIASI	
No: 582/UNS3.20.12/PG/2026 Diberikan kepada:	
Nama	: WAHYUDI
NIM	: 2203050006
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: Designing an Effective English for Tourism Module for Natuna Geopark Local Tour Guides
Naskah Skripsi yang disusun sudah memenuhi kriteria anti plagiariasi yang ditetapkan oleh Program Studi Pendidikan Bahasa Inggris Universitas Maritim Raja Ali Haji (UMRAH).	
Tanjungpinang, Juni 17 th 2026 Koordinator Program Studi Pendidikan Bahasa Inggris  Asist. Prof. Dewi Murni, S.S., M.Hum. NIP. 197906162014042001	

CURRICULUM VITAE



The author, Wahyudi, was born in Sepempang on August 17, 2004. He is the youngest son of Mr. Zurmanto and Mrs. Sarmiyati. He completed his elementary education at SD Negeri 005 Sepempang in 2017, graduated from MTsN 02 Natuna in 2019, and finished his senior high school education at MAN 1 Natuna in 2022. In the same year, he continued his study at Universitas Maritim Raja Ali Haji (UMRAH), majoring in English Education Study Programme, Faculty of Teacher and Training Education through the SNMPTN 2022 pathway and supported by the *KIP-Kuliah* scholarship program. During his academic journey, Wahyudi actively participated in educational and youth development programs. He was selected as the Caraka of *Kampus Mengajar* Batch 8 for Riau Islands Province and carried out his assignment at SD Negeri 012 Tanjungpinang Kota through the *Merdeka Belajar Kampus Merdeka* (MBKM) program. In 2024, he was also selected as the Hype Geopark Ambassador of *Geopark Natuna*, promoting Natuna's tourism and cultural potential. Furthermore, in 2025, he passed the Inter-Province Youth Exchange Program (PPAP) organized by the Ministry of Youth and Sports of the Republic of Indonesia (Kemenpora RI) with placement in Central Kalimantan, and was appointed as the Indonesian Youth Ambassador of Riau Islands Province 2025. In 2026, he was selected as a finalist of the QRIS *Jelajah Kuliner Indonesia* 2026 Competition for the Riau Islands Province, promoting digital payment literacy and local culinary tourism.