

Integrating Storynomics into Language Education to Enhance Speaking Skills of Tourism Students in Bali, Indonesia

Ni Luh Supartini^{1,*}, I Nengah Sudipa¹, I Wayan Pastika¹ & I Wayan Simpen¹

¹Udayana University, Indonesia

*Correspondence: Udayana University, Indonesia. E-mail: supartini@ipb-intl.ac.id

Received: March 27, 2024

Accepted: April 26, 2024

Online Published: May 8, 2024

doi:10.5430/jct.v13n2p169

URL: <https://doi.org/10.5430/jct.v13n2p169>

Abstract

Speaking is a highly prioritized skill in English language learning, particularly in tourism. Storynomics is an approach in tourism that emphasizes storytelling, creative content, and living culture, utilizing culture's power as a destination's fundamental essence. This study aims to examine how the storynomics strategy can promote the speaking competence of tourism students in Bali. The study employed Research and Development (R&D) with an Exploratory Mixed Method design. Quasi-experimental research was applied to determine the effectiveness of the material design for students in the Tourism Management Department. The students were divided into two groups of 30 students in each group. The data were obtained through pretest and posttest speaking tests after the treatment was given. The result of the test indicated there is a significant difference between the two groups. The experimental group taught the storynomics strategy throughout the study to promote speaking ability, while the control group continued with conventional methods. At the end of treatment, a posttest was conducted in two groups, and the test results were compared. Statistical analysis showed that the experimental group obtained a higher average score in the posttest with an N-gain score of 0.58. These findings emphasize the positive impact of implementing a storynomics strategy in learning English as a foreign language, especially for describing local culture. It is expected that further development can be made in designing other teaching materials using a cultural approach and more diverse communication strategies with other theories or approaches. In addition, a deeper analysis is needed regarding the linguistic aspects of English language learning in the field of tour guiding.

Keywords: storynomics strategies, speaking, tourism students

1. Introduction

Bali is a well-known island recognized for its exceptional natural landscapes, diverse cultural heritage, and welcoming inhabitants, making it a highly sought-after tourist spot globally. Travelers from various nations visit Bali to enjoy its picturesque beaches, engaging water sports, lively nightlife, and profound cultural experiences. Nevertheless, the island's popularity presents particular challenges stemming from the impacts of globalization.

With the development of globalization, English has emerged as a predominant international language within the tourism sector. The prosperity of tourism in Bali hinges on the capacity to communicate effectively with tourists. Therefore, it is imperative for aspiring industry leaders in tourism, such as tourism students, to possess proficient English-speaking abilities (Wahyuningtyas et al., 2023). Nevertheless, the reality shows that most tourism students in Bali struggle to develop English speaking skills fluently and confidently (Supartini & Agustini, 2021; Daar et al., 2023). This can hinder their career advancement in this highly competitive industry. Therefore, there is an urgent need to understand the factors influencing English speaking skills and confidence among tourism students in Bali and develop effective strategies to enhance them. One element that impacts the proficiency of English-speaking skills is the limited practical exposure to language use (Hasanah et al., 2022). Despite possessing a solid theoretical understanding of English, the absence of chances to engage in real-life communication scenarios may impede the enhancement of speaking abilities (Supartini et al., 2024). Furthermore, diminished self-assurance can be a barrier to effectively expressing oneself in English, particularly in interactions with individuals from other countries or visitors.

Moreover, the English curriculum within the tourism department in Bali fails to meet the demands of the tourism industry (Mantra et al., 2020). The curriculum's emphasis predominantly centers on the theoretical and technical

facets of the English language, neglecting to provide students with sufficient opportunities to engage in practical language application (Poulshock et al., 2012). Consequently, students face challenges in effectively communicating in English upon entering the industry. Regarding the challenges, better tourism education establishments in Bali must find powerful strategies for enhancing college students' English-speaking capabilities and self-confidence. An approach is the concept of storynomics (McKee & Gerace, 2018).

Many studies have adopted storynomics strategies in destination development, but no research has been found that integrates it into language learning. Previous research only found storytelling as a strategy to improve speaking skills in English learning (Karlsson, 2012; Setyarini, 2019; Hartono et al., 2020; Awad & Itmeizeh, 2023). By applying the storynomics strategy, students are expected to be more engaged and motivated in learning English and more confident using the language in daily communication situations in the tourism industry.

Although there have been many previous studies on the storynomics strategies, there is still room for further research, especially in testing the effectiveness of new and innovative learning strategies in improving tourism students' English-speaking skills and confidence. One interesting approach is the adoption of the storynomics concept, which has not yet been integrated into the context of developing tourism students' English-speaking abilities. Efforts to adopt this strategy certainly require various efforts, including developing and acquiring teaching materials or textbooks, especially in the field of English for specific purposes, such as English for tourism (Reswari, 2019; Cherkashina, 2021; Ratri & Tyas, 2022).

This study seeks to explore the efficacy of implementing the storynomics strategy to enhance the speaking proficiency of tourism students in Bali, focusing on improving their English language capabilities. The primary research inquiries of this investigation revolve around assessing the effectiveness of the storynomics strategy in bolstering the speaking skills of tourism students in Bali, as well as examining the practical applications of this strategy in facilitating speaking learning.

This study addresses a gap in the existing literature by suggesting implementing the storynomics strategy as an innovative method to improve English speaking proficiency and self-assurance among tourism students in Bali. The storynomics strategy, which incorporates narrative components into language acquisition, presents a creative and stimulating approach to inspire students to engage with English learning in a more immersive and significant manner.

Using the storynomics strategy within this particular setting enhances the educational experience for students, fostering a more engaging and pertinent learning environment while facilitating the more efficient development of their English-speaking abilities. Emphasizing incorporating stories or narratives as a tool for English language acquisition can increase student engagement and motivation, enhancing confidence in utilizing the language within everyday communication scenarios within the tourism sector.

Thus, this research is expected to significantly contribute to developing more effective and innovative English language learning approaches in tourism education and enhance our understanding of the most suitable learning strategies to improve English speaking skills and confidence among tourism students. Hence, this study is anticipated to substantially advance English language learning methodologies within tourism education. Additionally, it aims to enrich our comprehension of optimal learning tactics that can enhance English speaking proficiency and self-assurance among students in the tourism department.

2. Literature Review

Storynomics is a strategic communication method utilized within the tourism industry to attract visitors to particular destinations (Kartika & Riana, 2020). Through the presentation of interesting stories behind these destinations, the goal is to encourage tourists to explore the area in-depth, gaining valuable knowledge and experiences that ultimately lead them to provide testimonials or recommend the place to others. Each tourist destination has unique historical, geographical, and geographical characteristics.

There are three main aspects in the storynomics as a storytelling-based branding approach: creating a solid attraction to meet tourists' needs, crafting dramatic stories to capture attention and emotionally connect tourists with the destination, and concluding the story climax to prompt readers or listeners to immediately visit the destination (McKee & Gerace, 2018). The storynomics strategy shapes a vibrant cultural narrative and harnesses cultural strengths as attractions for tourist destinations. This approach also integrates awareness and creates experiences related to accessibility, facilities, and attractions available at tourist destinations. Storynomics in tourism attracts tourists' interest in stories about those destinations' customs, traditions, cuisine, and local culture. This strategy of the storynomics serves as a communication strategy for tourism development (Srisattarat & Chancharoensuk, 2016).

Research on the storynomics strategies has been conducted domestically and internationally (Valentino, 2023).

Various studies on the storynomics strategy in Indonesia have been conducted regarding the application of this strategy in attracting tourists to many tourist areas (Kartika & Riana, 2020; Kartini, 2021; Sukmadewi, 2021; Arini et al., 2022; Astriyantika, 2022; Christiani et al., 2022; Kertamukti & Nashira, 2022; Rero & Milyardo, 2022; Sari et al., 2023; Anjarsari & Badollahi, 2023; Djafri et al., 2023; Parani et al., 2024; Tsania et al., 2024). These investigations have primarily focused on destination development, with limited exploration into the potential application of this strategy in the education and training of tourism students.

Numerous research studies have been conducted to investigate the obstacles encountered by tourism students in enhancing their proficiency in English speaking and self-assurance, as well as to identify effective strategies for enhancing these skills. Some previous studies have highlighted the importance of English in the context of the tourism industry, while others focus on factors influencing students' speaking abilities and self-confidence in tourism studies (Zainurrahman & Sangaji, 2019; Jaya et al., 2022; Wijaya et al., 2022; Seli & Santosa, 2023). Furthermore, research has proposed various approaches and strategies to improve English speaking skills, ranging from educational technology to innovative learning approaches. Studies related to the analysis of the needs of tourism students have shown that innovative efforts are needed to prepare students adequately for competent communication in the tourism field (Prachanant, 2012; Araminta & Halimi, 2020; Farida, 2022; Arifin et al., 2022; Ijabah & Amrullah, 2023; Putri et al., 2023; Rahman, 2023). These studies show that lack of practical experience in using English and low self-confidence are significant factors affecting tourism students' English-speaking abilities. These studies emphasize the importance of exposing students to authentic communication contexts and offering assistance to enhance their confidence in verbal English expression.

On the other hand, other studies have highlighted the success of various approaches in improving English speaking skills, including the use of educational technology such as mobile applications and online platforms, as well as more active and practice-oriented learning approaches such as simulation of real situations and the use of language-based games (Nanotek & Benu, 2022). Several studies on the development of English teaching materials have also been conducted and can be used as a reference in developing speaking instruction at universities (Puspitasari, 2018; Afriandi & Fatimah, 2021; Ennis, 2021; Nurhalimah & Jannah, 2022; Tursunovich, 2023).

3. Research Method

3.1 Research Design

This study employs a Research and Development (R&D) with an Exploratory Mixed Method design. The mixed methods approach is used in this study to comprehensively address the research problem by gathering and analyzing data, synthesizing results, and deriving inferential conclusions (Creswell & Creswell, 2018). This approach provides a more comprehensive understanding of the research problem. The mixed method in this research uses an Exploratory Sequential design where the stages start with qualitative research and then continue with quantitative research. Starting from exploratory analysis in the first stage, the researcher proceeds to the next stage using quantitative methods to test or generalize based on the initial findings. This research begins with qualitative data on the implementation of the Storynomics strategy, followed by quantitative data testing the effectiveness of the implementation of the storynomic strategy in developing speaking capability. The study used/applied the model of Analysis, Design, Development, Implementation, and Evaluation (ADDIE).

3.2 Research Subject

This research was conducted at three tourism colleges in Bali. These colleges were selected based on the educational programs provided at the same level. These three colleges have tourism study programs at the same educational level, Diploma 4 (DIV), namely the Institute of Tourism and International Business, Bali Tourism Polytechnic, and Bali State Polytechnic. Needs analysis was also conducted to gather data on students' needs in the English for Tourism. The needs analysis aimed to identify the needs or problems faced in English learning to conclude which aspects need to be developed in the instructional materials to achieve the learning objectives. The data collected are related to learning needs that align with the needs of the tourism industry, mainly English-speaking tour guides.

3.3 Data Collection

The data collection methods were conducted sequentially following the ADDIE model, including analysis, design, development, implementation, and evaluation. The method used in the analysis stage was non-participatory observation and interviews. Non-participatory observation was done using recording and note-taking techniques, where the researcher only observed, recorded, and noted the types of communication strategies used by tour guides.

Questionnaires were also given to students to determine their needs before developing instructional materials.

The method used in the design stage was documentation supported by note-taking techniques. In this case, the researcher identified deficiencies from the prior phase with the curriculum and educational resources utilized in a tourism college setting.

For the development stage, the researcher used a validation instrument for educational resources, comprising a series of question items evaluated using a Likert scale. Four expert judges, including linguistics, English teachers, culturalists, and tourism practitioners, conducted the validation. The aim was to ensure that the assessment could be seen from various aspects so that the suitability of the instructional materials could be more accurate.

During the implementation phase, the product that was developed was tested. The instructional materials designed were then put into practice in an English classroom. A lesson plan and close observation guided the implementation process.

The final stage was evaluation, which involved pretest and posttest from 2 different groups. Data was collected from the results of the speaking test. During this phase, the test score was evaluated to determine the effectiveness of the instructional materials developed and the implementation of the Storynomic strategy.

3.4 Data Analysis

The result of data collection was analyzed qualitatively using interactive data analysis methods and quantitatively using the Independent Sample Test and N-Gain score. The data analyzed qualitatively aims to identify the appropriate language skills material for tourism students and quantitative analysis to measure the quality of the educational material developed. Data obtained from documentation and interviews related to the need to learn English for tourism is discussed in depth through data analysis by minimizing unnecessary data, displaying data, and drawing conclusions. At the development stage, data is still being analyzed descriptively and quantitatively to design a lesson based on a communication strategy that considers the needs of the industry and the students. In this phase, a product validity test was carried out and developed by expert judges through construct validity. Once the teaching material is developed, it is used in student courses as research subjects. Furthermore, students who have already used the product were given a test, and the data of the student's test results will be quantitatively analyzed to determine how effective the material is and whether it is effective on their speaking skills. At the final stage, an evaluation is carried out to determine the effectiveness of the teaching material and the storynomics strategy, and the data is analyzed quantitatively.

4. Result and Discussion

The culture-based material design developed has already passed the validation process at the development stage, so at the next stage, the English material design is now poised for testing among students, followed by an evaluation phase. The results of the validation show that the teaching material design is highly qualified to be implemented in tourism students' learning of the English language because the assessment of each of the criteria by the experts shows significant value. What distinguishes this material from the others is the more explicit introduction of culture in every unit of material taught. Previous teaching materials have not shown Data related to needs analysis and cultural aspects. Hence, such findings are the basis for developing teaching material with the storynomics strategy.

Following validation and revision, the instructional material's design was subsequently implemented at the Institute of Tourism and International Business campus, specifically within the D4 Tourism Management program featuring the 'English for Tour Guide' course during the 3rd semester of the academic year 2023/2024. The experiment encompassed two classes: the experimental and the control groups.

4.1 The Implementation of Storynomics Strategy

The result of the needs analysis revealed that the students encounter challenges in explaining cultural-related vocabulary in English. Students of tourism study programs encounter problems when acquiring cultural terminology related to tourism because of the complexity of finding suitable equivalents in the English lexicon. Moreover, the communication strategies employed by students during observation are deemed insufficient in adequately supporting their learning needs (E. I. W. Mahendra et al., 2022). The findings showed various communication strategies employed by students in English class, including approximation, circumlocution, code-switching, non-verbal communication through mime, and appeal for assistance. These strategies often lead to challenges for students in effectively expressing ideas in English, which may result in a reluctance to engage in conversation or maintain silence (Benu, 2018). Consequently, students may lack awareness of the significant impact communication strategies have on acquiring and

mastering English.

One of the communication strategies that can assist students in explaining cultural vocabulary is using the communication strategy known as storynomics. Storynomics strategies are derived from story-based marketing techniques commonly employed in the advertising industry, where marketing tactics are implemented through storytelling methods within creative content (McKee, 2018). In an educational context, particularly in English language learning, the concept of culture related to tourism vocabulary, as explained by students, is effectively conveyed through narratives or stories that capture the essence of culture. It can attract the interest of foreign tourists to visit. Implementing the storynomics strategy can benefit students due to its straightforward nature, serving as a valuable reference point for students when explaining cultural vocabulary. The cultural vocabulary can be described with specific guidelines, facilitating students to identify and comprehend these terms. To comprehend the meaning of a term, it is essential to identify the key aspects that necessitate understanding. Storynomics strategies emphasize interactive approaches, where approaches emphasize the importance of social interaction in language learning and use. This approach assumes that language learning is not only limited to acquiring structures and vocabulary but also involves active participation in real communicative situations.

Language is inseparable from culture because a word can have cognitive and cultural meanings. Cultural significance refers to words and expressions representing cultural perceptions, values, and behavior (Imami et al., 2021; Patty, 2023; Parani, 2024; Poulshock et al., 2012). Miscommunication occurs when, in transmitting information, some aspects are difficult to accept in the recipient's cultural context. Traditional teaching strategies tend to only develop linguistic competence without allowing students to practice and improve their communication, so some students are good at speaking English but cannot use the language orally. Therefore, communication strategies considered fundamental aspects of communication should be included in teaching foreign languages as an integral part of communication competence. In addition, communication strategy can be an excellent means for average students to acquire the tools to maintain conversation, receive more input, and improve language skills. Therefore, teaching communication strategies to improve the student's communication ability is very important.

Bali is a tourist destination famous for its culture and attracts foreign tourists. Tourists visiting Bali are very interested in learning about the culture. Tourist guides play a vital role in conveying information related to Bali's culture. If a tour guide does not master the concepts of culture and must convey them in English, this is a communication barrier. In conveying information related to cultural terms, a tour guide has complete control over the transfer of cultural values, either emphasizing the source language or the target language.

A professional tour guide should be able to provide information related to Balinese culture naturally so that tourists, as listeners, have a clear explanation. Not only that but foreign tourists are also expected to be able to remember the cultural values presented by the tour guides easily. For storynomics, students are directed to know the concept of storytelling by describing the form and function of cultural terms in English. If there is no matching form between the two languages, a description phrase that relates to form and function may be used. Using a descriptive phrase against an inappropriate word or term in two languages is usually combined with an expression of form or function. From observation of the teaching and learning process, the students explained the cultural lexicons with unstructured information, and the cultural value was noted and delivered to the listeners. For example, when defining the word 'kulkul', the following conversation can be seen in detail in an example of words such as *kulkul*.

Tourist: What is *kulkul*?

Tour guide: *It is a Balinese instrument made from wood or bamboo. Like a bell, it is used to indicate the time of gathering or ceremony and, in the past, to call the people during a strained time resulting from conflict or crime.*

Table 1. Explanation of the Word Kulkul Using Storynomics Strategy

vocabulary	description	function
<i>kulkul</i>	<i>It is a Balinese instrument which is made of wood or bamboo</i>	<i>Like a bell, it is used to indicate the time of gathering or ceremony, and in the past, to call the people during a strained time resulting from conflict or a crime.</i>

The data presented in Table 5 indicates that the term "kulkul" can be analyzed through form and function descriptions. When describing the form of the word "kulkul," it can be associated with the closest meaning of the Balinese instrument. Conversely, the function description elucidates cultural values that may not be effectively communicated through direct translation in the target language. Students often encounter challenges when employing a literal

translation approach for such cultural vocabulary. This is due to vocabulary or terms in the source or target language that may appear synonymous but carry distinct connotations. For instance, labeling something as a Balinese instrument may not necessarily convey the cultural significance appreciated by the audience. Such cultural values encompass a particular destination's commercial appeal and tourist attraction. Therefore, students are encouraged to not only delineate the form of the word but also expound upon its functional significance.

4.2 The Effectiveness of Storynomics Strategy

The effectiveness of the material developed and the implementation of the storynomics strategy was measured from the result of a speaking test evaluated based on the criteria that had been prepared. The criteria of speaking skill can be assessed from five aspects: pronunciation, grammar, vocabulary, cultural understanding, and communication. Effectiveness in this research is understood as measuring student success in achieving learning goals and maximizing learning outcomes. Learning effectiveness relates to the ways and efforts of techniques or strategies used to achieve goals quickly and accurately (Mahendra et al., 2020). Testing the effectiveness of the material design is the final step of the research development model: Analysis, Design, development, Implementation, and Evaluation. (ADDIE). Pre-tests and post-tests are used to measure the effectiveness of the educational material developed.

The students' scores showed an increase in the average value of both the pretest and posttest in control and experimental classes. The average pretest value in the control class is 68.77%, whereas the mean value in the experimental class is 69.03%. From these two mean values, it is seen that there is a difference between the average values of both groups, only 0.53% before receiving treatment. After receiving the treatment, the average post-test value in the experimental group was 80,57%, while the mean post-test score in the control group was 71.63%. This study's first hypothesis (H0) suggested no difference in students' average learning outcomes after using Culture-based material design and Storytelling strategy for tourism students compared with conventional methods. The second hypotheses (H1) suggest differences in the mean learning outcome of students following Culture-based material design and the storynomics strategy for tourism students compared to conventional techniques.

The decision-making criteria in the t-test based on significance values (Sig.) t-test indicates whether pairs of samples experience significant differences. This value then determines the decision taken in the study.

1. Significance value (2-tailed) < 0.05 indicates a significant difference between the initial and final variables. This indicates a meaningful influence on the differences in treatment given to each variant. 2. Signification value (2-tailing) > 0.05 suggests no meaningful differences between the original and final variables. Before testing the hypothesis using the t-test, the data was analysed with a normality and homogeneity test.

Table 2. Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
KE	.144	30	.113	.963	30	.372
KK	.132	30	.192	.958	30	.280

a. Lilliefors Significance Correction

Table 1 shows that the sig value obtained in the experimental group is 0.372, more significant than 0.05. The sig value for the control group is also greater than 0.05, which is 0.280. This means that the data used in this study is distributed normally. Smirnov^a

Table 3. Test of Homogeneity Variants

		Levene Statistic	df1	df2	Sig.
PostTest	Based on Mean	.220	1	58	.640
	Based on Median	.171	1	58	.680
	Based on Median and with adjusted df	.171	1	55.194	.680
	Based on trimmed mean	.233	1	58	.631

It can be seen in Table 2 that the Sig value obtained by 0.631 is more significant than 0.05 (0.631>0.05). These results show that the data used in this study is homogeneous and has the same characteristics. Once the data pre-test and post-test values meet normality and homogeneity, then proceed with the t-test.

Table 4. Result of t-test

		Levene's Test for Equality of Variances		Independent Samples Test		t-test for Equality of Means		95% Confidence Interval of the Difference		
		F	Sig.	t	df	Sig.(2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PostTest	Equal variances assumed	.220	.640	3.907	58	.000	6.93333	1.77475	3.38079	10.48588
	Equal variances not assumed			3.907	56.660	.000	6.93333	1.77475	3.37900	10.48767

The findings from the SPSS analysis, as presented in Table 3, indicate that the significance value (2-tailed) is 0.000, which means the sig. Value is less than 0.05. Consequently, the null hypothesis (H0) asserting that "there was no difference in average learning outcomes of students after using Culture material design and storynomic strategy for tourism students when compared with conventional methods" was rejected. The rejection of H0 resulted in the acceptance of H1, stating that there was a difference between average values before and after using culture-based learning materials and implementing a storynomics strategy in learning English for tourism. The acceptance of this hypothesis is proved by an average difference between the pretest and the posttest values, where the average posttest value is higher than the ratio of pretest values. It can then be concluded that there is a difference in students' learning outcomes after using cultural-based teaching materials in the English language courses tour guide compared to conventional methods. In conclusion, the above hypothesis shows that the average learning outcome of students who use culture-based learning materials in English language guide courses is 80, 57. In contrast, for the traditional methods, it is 71,63. Thus, it can be inferred that learning with cultural-driven teaching material in the English course tour guide can improve the students' learning output compared to conventional approaches.

Table 5. The Effectivity-based N-gain Score

N-gain score	Criteria
<0,40	not effective
0,40 – 0,55	less effective
0,56 – 0,75	quite enough
>0,76	effective

From the analysis of the N-Gain scores above, the average N-Gain value obtained is 0.58. This value shows that the criterion N- Gain score in the category is quite effective. It can be concluded that using cultural-based teaching materials effectively improves student learning outcomes.

From the results of the above analysis, it is seen that the role of the teaching material and the storynomics strategy has a significant influence on improving student speaking skills. Using storynomics in learning helped students by giving guidelines when students explained cultural-related vocabulary. Although students do not have sufficient knowledge of such vocabulary, they often look and try to associate their knowledge with this concept of storynomics, for instance, when students are required to describe the term 'canang' to tourists. The challenge is how tourists can understand what 'canang' means in English using the storynomics strategy (McKee & Gerace, 2018). Students can explain the word 'canang' in English well by referring to this concept. For example:

"Canang is made from coconut leaf, which consists of flowers and is used daily for praying. Balinese people believe canang symbolizes thankfulness to God."

From the description above, it is possible to discern aspects of communication strategy and cultural understanding when explaining the word *canang*. Implementing the design of educational materials based on culture and the storynomics strategy in learning English can increase students' confidence to start speaking English. According to research, communication strategies for tourism students in Bali can increase confidence in communicating with international students. It can be seen from the outcome of speech activities given during classes involving both sides of walking. From this activity, it was found that due to the communication process that they did both inside and outside the classroom, students managed to translate the message from the instructor and completed the task well and correctly.

5. Conclusion

This study explores appropriate communication strategies by adopting Storynomics strategies in tourism marketing. It was found that the design of cultural-based material design and introduction of the concept of Storynomics strategy in English learning, especially for tourism subjects, improved the ability to speak English and the confidence of tourism students in Bali—the use of strategies to address problems in learning processes to improve student speaking skills. The cultural perspective is an approach to developing the teaching material with the purpose of the material given to the student, which can be more contextual according to the student's needs. This is because cultural knowledge is an essential element that students must master in developing speech skills in the field of tour guides. Language and culture are two inseparable components of tourism. In addition to the development of teaching materials, another theoretical finding in this study is the communication strategy of storynomics, which students can use to explain cultural terms in tourist guides. The concept of the storynomics, taken from the term marketing in tourism, is implemented in the field of language teaching to become a communication initiative in the learning of English field of tour guides. This communication strategy can be used as a benchmark when students have difficulties communicating using English to communicate goals. Teaching communication strategies of storynomics is essential to raise students' awareness of how important it is to use communication strategies to improve speech skills.

The study's findings provide a textbook with culture-based material design for teaching English in the tourism industry. The textbook is structured based on learning objectives and focuses on communication skills. The cultural terms were introduced in this textbook and completed with a speaking exercise. The input, objective, language focus, and task are presented systematically to measure the objectives from different topics.

This research, of course, has limitations and does not fully address all aspects that have not been previously discussed in the book. However, it is intended to serve as a valuable resource and aid in learning English for tourism. In addition to the field of tourist guides, it is expected to be able to develop the design of other teaching materials with a more diverse cultural approach and communication strategy.

References

- Afriandi, M. A., & Fatimah, N. (2021). We are developing English materials for English for tourism. *The 5th UAD TEFL International Conference (5th UTIC)*, 2, 34-40. <https://doi.org/10.12928/utic.v2.5733.2019>
- Anjarsari, H., & Badollahi, M. Z. (2023). Storynomics Tourism Sebagai Strategi Dalam Pengembangan Kampung Paropo Sebagai Desa Wisata Budaya. *Pusaka: Journal of Tourism, Hospitality, Travel, and Business Events*, 4(1), 91-97. <https://doi.org/10.33649/pusaka.v4i1.224>
- Araminta, L. D. W., & Halimi, S. S. (2020). Needs Analysis in Developing “English for Tour Guides” Materials for High School Students in Kepulauan Seribu, Indonesia. *Paradigma: Jurnal Kajian Budaya*, 10(2), 113. <https://doi.org/10.17510/paradigma.v10i2.374>
- Arifin, Norain, S., & Ridwan. (2022). Esp Course Design: the Need Analysis on English for Tourism Book for Travel Business Department of Eleventh Grade Students At Smkn 1 Tarakan. *Technium Education and Humanities*, 2(2), 1-7. <https://doi.org/10.47577/teh.v2i2.6968>
- Arini, N. N., Aditya, I. W. P., Kartimin, I. W., & Raditya I P. T. (2022). Storynomics Desa Wisata: Promosi Desa Wisata Munggu Berbasis Narasi Storytelling. *Pariwisata Budaya: Jurnal Ilmiah Agama Dan Budaya*, 7(2), 98-109. <https://doi.org/10.25078/pariwisata.v7i2.883>
- Astriyantika, M. (2022). Pemasaran Ekowisata Way Lalaan Melalui Konsep Storynomic Tourism Sebagai Strategi Pelestarian Budaya Dan Sejarah. *Jurnal Pesona Pariwisata*, 1(1), 53-58. <https://doi.org/10.33005/peta.v1i1.8>
- Awad, A., & Itmeizeh, M. (2023). Accelerating and sustaining Learning of English via Storytelling Accelerating and sustaining Learning of English via Storytelling. *World Wide Journal of Multidisciplinary Research and Development*, 9(1), 80-86. <https://wwjmr.com/archive/2023/1/2005/accelerating>
- Benu, N. N. (2018). Code Switching In EFL Classroom (A Case Study at a State Senior High School in Kupang). *Exposure*, 7(2), 150-160. <https://doi.org/10.26618/exposure.v7i2.1502>
- Cherkashina, E. I. (2021). Textbook: Focus on Students' National Identity A Textbook Model in a Foreign Language for Specific Purposes: Tourism Sphere. *Proceedings TSNI-2021, 2021*, 228-0240. <https://doi.org/10.3897/ap.e4.e0228>

- Christiani, L. C., Ikasari, P. N., & Nisa, F. K. (2022). Creative tourism development through the storynomics tourism model in Borobudur. *Jurnal Studi Komunikasi (Indonesian Journal of Communications Studies)*, 6(3), 871-884. <https://doi.org/10.25139/jsk.v6i3.4682>
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE Publications.
- Daar, G. F., Supartini, N. L., Sulasmini, N. M. A., Ekasani, K. A., Lestari, D., & Kesumayathi, I. A. G. (2023). Students' Perception of the Use of Learning Management System in Learning English for Specific Purpose During the Pandemic: Evidence From Rural Area in Indonesia. *Journal of Language Teaching and Research*, 14(2), 403-409. <https://doi.org/10.17507/jltr.1402.16>
- Djafri, N., Stiadi, M., & Sumiati, S. (2023). Storynomics in the Digital Era: A New Strategy for Creating Engaging Tourist Experiences Through Compelling Narratives. *International Journal of Humanities, Social Sciences and Business (INJOSS)*, 2(3), 556-569. Retrieved from <https://injoss.org/index.php/joss/article/view/97/115>
- Ennis, M. J. (2021). What is 'English for Tourism'? An Updated 'Grounded Review' of the Literature. *Iperstoria*, pp. 18, 9-39. <https://doi.org/10.13136/2281-4582/2021.i18.1046>
- Farida, M. (2022). Developing Local-Based English for Tourism Material for Religious and Cultural Tour Guide Program Students: A Needs Analysis. *ENLIT Journal*, 2(1), 74-82. <https://doi.org/10.33654/enlit.v2i1.1896>
- Hartono, R., Mukhaiyar, R., & Ananda, A. (2020). *A Development of Storytelling in Teaching English Speaking at Junior High School. 504(ICoIE)*, 1-6. <https://doi.org/10.2991/assehr.k.201209.183>
- Hasanah, A. I., Mahmud, M., & Salija, K. (2022). The Implementation of Storytelling Method to Improve Students' Speaking Achievement. *Pinisi Journal of Art, Humanity, and Social*, 2(5), 116-125. Retrieved from <https://ojs.unm.ac.id/PJAHSS/article/view/36722%0>
- Ijabah, N., & Amrullah, Q. L. (2023). Need Analysis of English Tourism: The Evidence from The Employees of Tourism Industry. *Acitya: Journal of Teaching and Education*, 5(2), 214-226. <https://doi.org/10.30650/ajte.v5i2.3590>
- Jaya, H. P., Petrus, I., & Pitaloka, N. L. (2022). Speaking Performance and Problems Faced by English Major Students at a University in South Sumatra. *Indonesian EFL Journal*, 8(1), 105-112. <https://doi.org/10.25134/ieflj.v8i1.5603>
- Karlsson, P. A. (2012). Storytelling as a teaching strategy in the English language classroom in Iceland [University of Iceland]. In *Faculty of Teacher Education*. Retrieved from http://skemman.is/stream/get/1946/13185/30030/1/Patience_Thesis1-for_printing.pdf
- Kartika, T., & Riana, N. (2020). Storynomics Tourism as an Effective Marketing Strategy on Tourism Destination (Case Study on Tangkuban Parahu, West Java-Indonesia). *Tourism and Sustainable Development Review*, 1(1), 33-40. <https://doi.org/10.31098/tsdr.v1i1.8>
- Kartini, R. A. (2021). Analisis Swot Terhadap Storynomics Tourism Sebagai Strategi Promosi Pariwisata (Studi Kasus Kawasan Wisata Kali Cisadane, Kota Tangerang, Banten, Indonesia). *Dynamic Management Journal*, 5(2), 58. <https://doi.org/10.31000/dmj.v5i2.5639>
- Kertamukti, R., & Nashira, K. Z. (2022). Storynomics Tourism Strategy in Building Tourism Communications on Ex-War Sites in Yogyakarta. *Proceedings of the Annual International Conference on Social Science and Humanities (AICOSH 2022)*, 1, 39-45. <https://doi.org/10.2991/978-2-494069-87-9>
- Mahendra, E. I. W., Parmithi, N. N., & Jayantika, I. G. A. N. T. (2022). Combining STEAM learning and performance assessment to optimize students' higher-level thinking abilities. *World Transactions on Engineering and Technology Education*, 20(4), 258-263.
- Mahendra, I. W. E., Parmithi, N. N., Hermawan, E., Juwana, D. P., & Gunartha, I. W. (2020). Teachers' formative assessment: Accessing students' high order thinking skills (HOTS). *International Journal of Innovation, Creativity and Change*, 12(12), 180-202.
- Mantra, I. B. N., Widiastuti, I. A. M. S., Handayani, N. D., & Pramawati, A. A. I. Y. (2020). English Language Urgency for Tourism and Hospitality Employees To Boost Global Economy Pjaee, 17(7) (2020) 5458 English Language Urgency for Tourism and Hospitality Employees To Boost Global Economy. *Palarch's Journal of Archaeology of Egypt/Egyptology*, 17(7), 5458-5469.

- McKee, R., & Gerace, T. (2018). Storynomics. In *Storynomics: Story-Driven Marketing in the Post-Advertising World*. Twelve.
- Nanotek, S. A., & Benu, N. N. (2022). The Use of Technology in Teaching and Learning (Case Study in Two State Schools in Kupang, Indonesia during the COVID-19 Pandemic). *Randwick International of Education and Linguistics Science Journal*, 3(2), 249-255. <https://doi.org/10.47175/rielsj.v3i2.452>
- Nurhalimah, & Jannah, R. N. (2022). Developing English for Tourism and Hospitality Materials based on Banyuwangi Local Needs. *Jurnal Sosial Humaniora*, 15(1), 41. <https://doi.org/10.12962/j24433527.v15i1.11389>
- Parani, R., Hubner, I. B., & Purba, H. (2024). Storynomic Tourism Strategy of Kebo Ketan Ceremonial Art as a Form of Marketing Communication for Eco-Tourism in Sekaralas Village, Ngawi, East Java. *Ettisal Journal of Communication*, 8(2), 21-38. <https://doi.org/http://dx.doi.org/10.21111/ejoc.v8i1.11127>
- Poulshock, J., Ikeo, R., & Miyata, M. (2012). Language Teaching with Story-Logic. *Ilinguist.Net*, pp. 1-21. Retrieved from <https://ilinguist.net/wp-content/uploads/2023/01/Language-Teching-with-Story-Logic-Final-Official.pdf>
- Prachanant, N. (2012). Needs Analysis on English Language Use in Tourism Industry. *Procedia - Social and Behavioral Sciences*, 66, 117-125. <https://doi.org/10.1016/j.sbspro.2012.11.253>
- Puspitasari, I. (2018). Developing English for Tourism Materials Through Stakeholders Needs Analysis. *English Review: Journal of English Education*, 7(1), 147. <https://doi.org/10.25134/erjee.v7i1.1534>
- Putri, M. K., Oktaviana, F., & Fitriani, D. (2023). Need Analysis on English for Tourism Subject of English Students at Universitas Banten Jaya. *English Education, Linguistics, and Literature Journal*, 2(1), 49-55. <https://doi.org/10.32678/ell.v2i1.7811>
- Rahman, M. (2023). English for Hotel & Tourism Subject : the Students ' Learning Needs At English Department in Uin Sjech. *JPBII*, 11(1), 45-55. <https://doi.org/10.23887/jpbi.v11i1.1990>
- Ratri, D. P., & Tyas, P. A. (2022). Review Locally Tailored ELT Textbooks to Meet Primary Students' Need Textbooks Development. *JEES (Journal of English Educators Society)*, 7(2), 145-153. <https://doi.org/10.21070/jees.v7i2.1667>
- Rero, L. S., & Milyardo, B. (2022). Storynomic tourism of Batu Cermin Village as a new way of branding rural tourism destinations. *Proceedings of the International Conference on Applied Science and Technology on Social Science 2022 (ICAST-SS 2022)*, 172-175. https://doi.org/10.2991/978-2-494069-83-1_31
- Reswari, G. P. A. (2019). Materials Analysis of English for Tourism Handbooks. *ICoMA 2018*, 167(ICoMA 2018), 342-345. <https://doi.org/10.2991/icoma-18.2019.73>
- Sari, Y. K., Sushartami, W., & Aji, K. B. (2023). Pancoh Bercerita: Storynomics dalam Pengemasan Promosi Paket Wisata Seni dan Budaya. *Gadjah Mada Journal of Tourism Studies*, 4(2), 167-182. <https://doi.org/10.22146/gamajts.v4i2.88026>
- Seli, F. Y., & Santosa, I. (2023). University Students' Difficulties in Public Speaking Skills. *Jurnal Ilmiah Mandala Education*, 9(3), 2149-2154. <https://doi.org/10.58258/jime.v9i3.5845>
- Setyarini, S. (2019). Higher Order Thinking Skills in Storytelling for Teaching English to Junior High School Students: A shortcut to fulfill learning objectives of 21st century. *Icollite 2018*, 257(Icollite 2018), 214-217. <https://doi.org/10.2991/icollite-18.2019.47>
- Srisattarat, S., & Chancharoensuk, P. (2016). Communication Strategy for Tourism in Asean. *Apheit Journal*, 5(2), 14-21.
- Sukmadewi, N. P. R. (2021). Storynomics Tourism: Kualitas Wisata Desa Tenganan Pegringsingan. *Cultoure Jurnal Ilmiah Pariwisata Budaya Hindu*, 2(2), 194-203. <https://doi.org/10.55115/cultoure.v2i2.1578>
- Supartini, N. L., & Agustini, N. P. o. (2021). A Study on the Use of Mixed Language in Teaching English at Hospitality Management Class. *Journal of Business on Hospitality and Tourism*, 7(1), 162. <https://doi.org/10.22334/jbhost.v7i1.294>
- Supartini, N. L., Susanti, L. E., & Koeswiryono, D. P. (2024). An analysis of English Materials for Effective Communication as Tour Guides. *Konstruktivisme*, 16(1), 100-112. <https://doi.org/10.35457/konstruk.v16i1.3384>
- Tsania, L. I., Ambarwati, A., & Al-Faris, S. (2024). Storynomic Strategy in the Digital World: A Study on Instagram

Reel in Increasing Audience Attraction and Potential for Ordering Products Based on Indonesian Language and Literature. *Journal Transnational Universal Studies*, 2(1), 19-23. <https://doi.org/10.58631/jtus.v2i1.75>

Tursunovich, R. I. (2023). Guidelines for designing effective language teaching materials. *Общество И Инновации*, 4(11/S), 242-248. <https://doi.org/10.47689/2181-1415-vol4-iss11/s-pp242-248>

Valentino, A. (2023). Mapping Research Trend of Storynomics. *Art, Science, Culture, and Technology of Indonesian Journal*, 1(1), 46-53. <https://doi.org/10.24821/asctij.v1i1.9636>

Wahyuningtyas, D., Diana, L., Maharani, D. S. D., Yurenaudia, A., & Indriastuti, Y. (2023). Mapping the Levels of English Storytelling of Tour Guides in Jajar Gumregah Tourist Village Trenggalek. *Journey: Journal of English Language and Pedagogy*, 6(3), 566-573. <https://doi.org/10.33503/journey.v6i3.3437>

Wijaya, E. A., Wisnuwardhana, p. B., Upadana, I. B. G., & Putri, A. A, S. A. (2022). The Student Employee's English Language Skills at Denpasar Academy of Tourism. *Jurnal Kajian Dan Terapan Pariwisata*, 3(1), 34-41. <https://doi.org/10.53356/diparojs.v3i1.68>

Zainurrahman, Z., & Sangaji, S. (2019). A Study on the University Students' Speaking Difficulties. *Langua: Journal of Linguistics, Literature, and Language Education*, 2(1), 1-8. <https://doi.org/10.5281/zenodo.2588073>

Acknowledgments

Not applicable.

Authors contributions

Not applicable.

Funding

This research received funding from the Ministry of Research, Technology, and Higher Education of Indonesia, which awarded a scholarship to support the completion of a doctoral degree.

Competing interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Sciedu Press.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

Open access

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.