

DEVELOPING AN ESP-BASED E-MODULE FOR TOURISM GUIDES IN NATUNA GEOPARK USING THE ADDIE MODEL

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Abstract

The increasing demand for English communication in tourism highlights the need for contextual instructional materials that support local tour guides in promoting tourism destinations effectively. However, existing English learning resources rarely address the specific communicative needs of geopark tour guides. This study aimed to develop an ESP-based English for Tourism E-Module for local tour guides in Natuna Geopark using the ADDIE instructional design model. A Research and Development (R&D) approach was employed through the stages of Analysis, Design, Development, Implementation, and Evaluation. Qualitative data were collected through interviews, observations, and document analysis, while quantitative data were obtained from expert validation and user-response questionnaires and analyzed using descriptive statistics. The needs analysis revealed that learners required contextual materials emphasizing tourism-specific vocabulary, authentic communicative tasks, and local geopark content. The developed E-Module was validated by one language expert and two tourism experts and was categorized as highly valid for instructional use. The implementation involving ten participants demonstrated highly positive responses, with 90% for ease of use, 90% and 70% for usefulness, 100% for confidence, and 100% for relevance, indicating that the E-Module is practical and feasible for English for Tourism learning. The findings suggest that the E-Module provides an effective digital learning resource for improving English communication skills while supporting tourism interpretation and promotion in Natuna Geopark. The module may also serve as a practical reference for developing contextual ESP materials in other geopark and tourism destinations.

Keywords: *Communicative Language Teaching, English for Specific Purposes, Instructional material development, Natuna Geopark, tourism English*

INTRODUCTION

English has become the dominant language of international tourism and plays a crucial role in facilitating communication between tourists and tourism service providers from different linguistic and cultural backgrounds. Effective English communication enables tour guides not only to deliver accurate tourism information but also to interpret local heritage, promote cultural identity, and create meaningful visitor experiences. As global tourism increasingly emphasizes sustainable destination management, English proficiency has become an essential professional competence for local tour guides, particularly in destinations

seeking international recognition such as UNESCO Global Geoparks.

Natuna Geopark, located in the Riau Islands Province of Indonesia, is one of the country's strategic geotourism destinations that is currently pursuing UNESCO Global Geopark status. The geopark possesses exceptional geological heritage, biodiversity, and cultural resources that attract both domestic and international visitors. However, achieving international recognition requires more than conserving geological assets. Local communities, especially tour guides, must be able to communicate geological significance, environmental conservation values, and local cultural heritage effectively to international tourists. Consequently,

English communication has become an important component of sustainable geotourism development because it supports destination interpretation, visitor satisfaction, and community participation.

English for Specific Purposes (ESP) has been widely recognized as an effective approach for designing language instruction that addresses learners' professional communication needs. Unlike General English, ESP emphasizes systematic needs analysis, authentic workplace communication, and context-specific learning outcomes. Recent studies have demonstrated that ESP-based instructional materials improve learners' communicative competence when learning activities are aligned with their occupational contexts. Similarly, Communicative Language Teaching (CLT) promotes meaningful interaction through authentic tasks, allowing learners to develop language proficiency while performing real-life professional activities. Integrating ESP and CLT therefore provides a strong pedagogical foundation for developing instructional materials for tourism professionals. Recent studies have attempted to develop English learning materials tailored to tourism contexts. Grounded in the principles of English for Specific Purposes (ESP) proposed by Hutchinson, T., & Waters (1987) tourism English materials should be developed based on learners' specific communicative needs, authentic workplace situations, and systematic needs analysis. In addition, Communicative Language Teaching (CLT) introduced by Canale & Swain (1980) and further elaborated by Mayer (2009) emphasizes meaningful communication through authentic tasks, enabling learners to develop communicative competence required in professional contexts. These theoretical perspectives have guided numerous studies on English for Tourism materials.

Recent empirical studies support the effectiveness of these approaches. Masoumpanah & Tahririan (2018)

developed contextual English materials for tourism vocational students and found that authentic communication tasks improved learners' speaking competence and confidence. Likewise, Suparlan & Rizal (2025) designed English materials for eco-tourism practitioners and reported that integrating sustainability concepts and local tourism content increased learners' engagement and communicative performance. Furthermore, (Serasi et al., 2024) demonstrated that contextual English learning materials significantly enhanced learners' motivation and communication skills.

Other studies have also emphasized the importance of contextual learning materials in tourism education. Widhiastuty & Murdana (2023) revealed that many local tour guides require ESP-based English materials focusing on communicative competence, tourism vocabulary, and pronunciation skills. Pratiwi et al. (2023) further highlighted that English proficiency contributes to effective communication, cultural exchange, tourism promotion, and destination competitiveness. Collectively, these studies demonstrate that contextual and needs-based English materials can significantly improve tourism practitioners' communication abilities and professional performance while supporting sustainable tourism development. Despite these contributions, several limitations remain in the existing literature. First, most previous studies focused on vocational students, university students, hospitality employees, or tourism practitioners in general educational settings. Limited attention has been given to local tour guides who operate in geopark environments and require specialized communication skills related to geological heritage, environmental conservation, and cultural interpretation. Second, existing English for Tourism materials primarily focus on hospitality services and general tourism communication without adequately integrating geopark-specific content. As a result, many instructional materials do not

fully address the authentic communicative needs encountered by tour guides working in geopark destinations. From a theoretical perspective, although the ESP frameworks proposed by Hutchinson, T., & Waters (1987) provide a solid foundation for designing occupation-specific English materials, their application has largely been limited to hospitality and vocational education. Similarly, while Communicative Language Teaching (Canale & Swain, 1980; Mayer, 2009) promotes authentic communication, it offers limited guidance for integrating geopark interpretation, environmental conservation, and local cultural heritage into English instructional materials. Furthermore, the principles of Education for Sustainable Development (ESD) introduced by UNESCO (2020) emphasize that education should promote sustainability awareness alongside knowledge and skills. However, this perspective has rarely been incorporated into English for Tourism instructional materials designed for geopark destinations. Consequently, a theoretical gap remains in integrating ESP, CLT, and sustainability education into a unified instructional framework for local tour guides.

Another limitation concerns the learning context and instructional design. Previous studies generally developed classroom-oriented materials intended for formal educational settings. However, local tour guides often participate in non-formal learning environments and require flexible self-access materials that support independent learning and professional development. Moreover, previous studies rarely integrate English for Specific Purposes (ESP), Communicative Language Teaching (CLT), and geopark education within a single instructional framework. Therefore, there remains a need for a contextualized English for Tourism module specifically designed to support local tour guides in geopark destinations. Based on the identified gaps, this study addresses the following research question: How can an

ESP-based English for Tourism module be developed to meet the communicative needs of local tour guides in Natuna Geopark? Accordingly, the objective of this study is to develop an English for Tourism module that addresses the specific communication needs of local tour guides in Natuna Geopark through a systematic instructional design process using the ADDIE instructional design model (Branch, 2010). The novelty of this study lies in the integration of English for Specific Purposes (ESP), Communicative Language Teaching (CLT), and geopark education into a contextual learning module specifically developed for local tour guides in a geopark setting. Unlike previous studies that primarily targeted students or hospitality workers, this study focuses on adult tour guides in a non-formal learning environment and incorporates authentic geological, cultural, and environmental content to support sustainable tourism communication in Natuna Geopark. Therefore, this study contributes not only to the practical development of an English for Tourism E-Module but also to the advancement of ESP research and sustainability-oriented tourism education by proposing a contextual instructional framework applicable to geopark destinations.

METHOD

This study employed a Research and Development (R&D) design to develop an ESP-based English for Tourism E-Module for local tour guides in Natuna Geopark. The study adopted the ADDIE instructional design proposed by Branch (2010), which consists of five sequential stages: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model was selected because it provides a comprehensive framework for designing, validating, implementing, and evaluating instructional products through iterative revision, ensuring that the final product is pedagogically appropriate and responsive to learners' needs. During the Analysis stage, a needs analysis was

conducted through semi-structured interviews, observations, and document analysis involving local tour guides and members of the Natuna Geopark Youth Forum (NGYF). The collected qualitative data were analyzed using thematic analysis following Braun & Clarke (2006), including data familiarization, initial coding, theme generation, theme review, theme definition, and report writing. The identified themes served as the basis for determining the learning objectives, instructional contents, and communicative tasks included in the E-Module.

The Design stage involved preparing the instructional framework, learning objectives, lesson organization, communicative activities, assessment tasks, visual layout, and QR-code-based digital access. Subsequently, during the Development stage, the E-Module was designed using Canva and revised through expert validation before implementation. The developed E-Module was evaluated by one English language expert and two tourism expert. The English language expert evaluated linguistic accuracy, readability, grammar, vocabulary appropriateness, instructional organization, and communicative effectiveness. Meanwhile, the tourism experts evaluated the accuracy of tourism content, relevance to Natuna Geopark, authenticity of tourism information, contextual suitability, and practical applicability for local tour guides. The validation instruments consisted of structured questionnaires using a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree), accompanied by open-ended comment sections that enabled experts to provide qualitative suggestions for product revision.

The quantitative validation data were analyzed by calculating the mean score for each evaluation aspect. The mean scores were subsequently interpreted using the validation criteria adapted from Widoyoko (2018), in which higher mean scores indicate higher levels of product

validity and feasibility. Qualitative comments provided by the experts were analyzed descriptively and used as the basis for revising the E-Module before proceeding to the implementation stage. The implementation stage involved ten participants, consisting of one junior high school student, five senior high school students, three members of the Natuna Geopark Youth Forum (NGYF), and one local tour guide. Participants were selected using purposive sampling because they represented prospective users who possessed an interest in tourism activities or were directly involved in tourism promotion within Natuna Geopark. The relatively small number of participants is consistent with the purpose of the implementation stage in Research and Development studies, which emphasizes formative evaluation to examine the practicality, usability, and initial feasibility of the developed instructional product rather than statistical generalization. Following the implementation, participants completed a user-response questionnaire designed to evaluate the practicality of the E-Module in terms of ease of use, usefulness, attractiveness, confidence, and relevance. Questionnaire responses were analyzed using descriptive statistics, specifically percentages, to determine users' perceptions of the developed product. Finally, the findings from expert validation and user responses were integrated during the Evaluation stage to identify necessary revisions and produce the final version of the English for Tourism E-Module.

RESULTS AND DISCUSSION

Needs Analysis Findings and Discussion

The needs analysis was conducted through semi-structured interviews, observations, and document analysis involving ten prospective users consisting of one local tour guides, three members of the Natuna Geopark Youth Forum (NGYF), one junior high school student, and five senior high school students. The qualitative data were analyzed using Braun & Clarke

(2006) thematic analysis, including familiarization, coding, theme generation, theme review, and theme definition. Five major themes emerged from the analysis, reflecting the participants' English communication needs and learning expectations. These findings served as the primary basis for designing the English for Tourism E-Module.

Table 1. presents the main themes identified during the needs analysis.

Theme	n	Representative Statement	Implication for the E-Module
Limited English Communication Skills	8	"We are not confident speaking with foreign tourists."	Speaking practice and dialogues were included
Need for Tourism-Specific Vocabulary	9	"We need vocabulary related to geosites and guiding."	Tourism vocabulary lists were developed
Lack of Contextual Learning Materials	8	"Most English books are too general."	Natuna-based learning materials were developed
Need for Communicative Practice	7	"We prefer role plays and simulations."	Role-play and guided-tour simulations were incorporated
Integration of Local Culture and Geopark Content	9	"The module should explain Natuna culture."	Local culture and geosite information were integrated

As shown in Table 1, the most frequently identified themes were the need for tourism-specific vocabulary and the integration of local culture and geopark content. These findings indicate that participants required English learning materials closely aligned with their

professional responsibilities as local tour guides rather than general English instruction. Furthermore, the recurring themes of limited speaking confidence and the preference for communicative practice suggest that the learning materials should emphasize authentic communication through dialogues, role plays, and guided-tour simulations. Therefore, the identified needs became the foundation for designing the instructional objectives, learning activities, and contextual content of the E-Module. Overall, the needs analysis confirms that the participants require contextual English learning materials that integrate tourism-specific vocabulary, authentic communicative activities, and local geopark content. These findings directly informed the design of the English for Tourism E-Module, ensuring that its learning objectives, instructional activities, and assessment tasks addressed the actual communication needs of local tour guides in Natuna Geopark.

Limited English Communication Skills

The first theme revealed that many participants lacked confidence in speaking English during tourism activities. They reported difficulties in introducing themselves, welcoming tourists, explaining attractions, and responding to visitors' questions. These findings indicate that participants require instructional materials emphasizing functional communication in authentic tourism situations rather than isolated grammar instruction. From an English for Specific Purposes (ESP) perspective Hutchinson, T., & Waters (1987) language instruction should be designed according to learners' target communication needs and workplace demands. Therefore, developing communicative competence through context-specific learning activities is more relevant than focusing solely on grammatical accuracy. This finding is consistent with Widhiastuty & Murdana (2023), who reported that many local tour guides in Bali experienced difficulties communicating confidently with

international tourists due to limited English proficiency. However, the present study extends these findings by demonstrating that similar communication challenges also occur in geopark tourism, where tour guides are expected not only to communicate effectively but also to explain geological heritage, local culture, and environmental values in English. This suggests that English instructional materials for geopark tour guides should integrate authentic tourism communication with destination-specific interpretation to better prepare learners for their professional responsibilities.

Need for Tourism-Specific Vocabulary

The second theme concerned the need for tourism-specific vocabulary. Participants emphasized the importance of learning expressions related to welcoming tourists, describing geosites, explaining local traditions, providing safety instructions, and responding to tourists' inquiries. These findings indicate that general English materials are insufficient because they do not address the specialized language functions required in professional tour-guiding activities. According to the principles of English for Specific Purposes (ESP) proposed by (Hutchinson, T., & Waters, 1987) language instruction should be designed based on learners' occupational needs and authentic communicative situations. Therefore, the learning materials should include vocabulary and expressions that directly reflect the communicative tasks performed by local tour guides. This finding is consistent with the study by Widhiastuty & Murdana (2023), which reported that local tour guides require English materials emphasizing tourism vocabulary and communicative competence. Similarly, (Pratiwi et al., 2023) found that English proficiency, particularly the mastery of tourism-related vocabulary, plays a significant role in improving communication with international visitors and promoting tourism destinations. However, the present study extends these findings by

demonstrating that tour guides in Natuna Geopark require not only general tourism vocabulary but also specialized terminology related to geological heritage, geosites, environmental conservation, and local cultural interpretation. These findings highlight the importance of developing contextual ESP materials that integrate destination-specific vocabulary with authentic communication tasks to better prepare local tour guides for professional practice in geopark tourism.

Lack of Contextual Learning Materials

The third theme revealed that participants had limited access to English learning materials specifically designed for Natuna Geopark. Existing resources were considered too general and rarely included local tourism content such as geosites, local culture, traditional foods, and authentic guiding scenarios. Consequently, learners found it difficult to connect classroom learning with real tourism situations because the instructional materials did not reflect the communicative tasks they encountered in their professional practice. These findings indicate that contextualized instructional materials are essential for bridging the gap between language learning and workplace communication, enabling learners to apply English more effectively in authentic tourism settings. This finding is consistent with Serasi et al. (2024), who reported that integrating local cultural content into English learning materials enhances learners' engagement and perceived relevance by connecting instructional content with their real-life experiences. However, the present study extends these findings by demonstrating that contextualization in geopark tourism should encompass not only local culture but also geological heritage, environmental conservation, and destination interpretation. These additional components are fundamental characteristics of geopark tourism and require learners to communicate specialized information to international visitors. Therefore, incorporating authentic

Natuna Geopark content into the E-Module not only improves the relevance of language learning but also supports the broader goals of sustainable tourism promotion and heritage interpretation.

Need for Communicative Practice

Another important finding was the participants' preference for communicative learning activities. They expected the module to provide dialogues, role plays, speaking practices, and simulated tour situations that reflect authentic interactions with tourists. This preference indicates that learners value opportunities to practice English actively rather than merely studying vocabulary and grammar. The finding supports the Communicative Language Teaching (CLT) approach, which emphasizes meaningful interaction and real-life communication tasks in language learning.

Integration of Local Culture and Geopark Content

The final theme highlighted the importance of integrating local culture and geopark content into the learning materials. Participants wanted English lessons that introduce Natuna's geosites, traditions, local foods, and cultural values so that they can promote their region more effectively to international visitors. This result demonstrates that English learning for tour guides should not only develop linguistic competence but also support cultural interpretation and destination promotion. The integration of local content is consistent with the concept of place-based contextual learning, which enhances learners' engagement and strengthens their connection with local identity.

Discussion of Needs Analysis Findings

Overall, the need analysis indicates that local tour guides in Natuna Geopark require a contextual, communicative, and tourism-oriented English learning resource. The findings reveal that learners need practical communication skills, tourism-specific vocabulary, authentic speaking activities, and instructional materials that reflect the unique characteristics of Natuna

Geopark. These results are consistent with previous studies emphasizing the importance of ESP-based and contextualized English materials for tourism practitioners. Therefore, the identified needs became the primary foundation for designing the "Natuna Geopark for Tourism" E-Module, including the selection of themes, language functions, learning activities, and authentic tourism content used in the subsequent stages of the ADDIE model.

Module Design and Development

Following the needs analysis, the findings served as the primary basis for designing the English for Tourism E-Module. The design process adopted the Design and Development stages of the ADDIE instructional model to ensure that the instructional materials systematically addressed the identified learning needs of local tour guides in Natuna Geopark. The module was designed based on the principles of English for Specific Purposes (ESP), which emphasize that instructional materials should be developed according to learners' target situations, professional responsibilities, and communicative needs. During the design stage, the learning objectives, instructional contents, learning activities, language functions, and assessment tasks were formulated according to the results of the needs analysis. The learning objectives focused on improving learners' communicative competence in authentic tourism situations, including welcoming tourists, introducing tourism destinations, explaining geosites, describing local cultural heritage, providing travel information, and responding appropriately to tourists' questions. These objectives were aligned with the communicative tasks commonly performed by local tour guides during guided tours in Natuna Geopark.

The instructional contents were organized into five learning units representing authentic tourism communication. Each unit consisted of learning objectives, contextual reading

texts, tourism-related vocabulary, useful expressions, pronunciation practice, communicative dialogues, speaking activities, and reflective exercises. Unlike conventional English textbooks, the developed module incorporated authentic information about Natuna Geopark, including its geological heritage, cultural traditions, local attractions, and tourism activities. Consequently, learners were expected to acquire English communication skills while simultaneously strengthening their understanding of local tourism resources. The module was designed using Canva to produce an interactive digital learning resource that was visually attractive and easily accessible. The selection of Canva was based on its flexibility in integrating texts, illustrations, icons, photographs, hyperlinks, and interactive layouts into a single instructional product. Furthermore, the digital format allows learners to study independently through smartphones, tablets, or computers, making the module suitable for both formal and non-formal learning environments. This finding demonstrates that digital learning resources can increase learners' accessibility and flexibility, particularly for adult learners who require self-directed learning opportunities.

The development stage transformed the instructional design into a complete English for Tourism E-Module. All learning materials were compiled according to the predetermined instructional framework and supported by authentic visual materials representing tourism destinations in Natuna Geopark. Various communicative learning activities were incorporated into every unit, including role plays, guided conversations, descriptive speaking tasks, vocabulary-building exercises, and pronunciation practices. These activities were intentionally designed to encourage learners to actively use English in realistic tourism contexts rather than merely memorizing grammatical structures or vocabulary items. An

important characteristic of the developed module is the integration of Communicative Language Teaching (CLT) principles throughout the instructional activities. Instead of emphasizing grammar-based instruction, the module encourages meaningful communication through authentic interaction, problem-solving activities, and contextual language use. Learners are expected to practice introducing tourism destinations, explaining geological phenomena, promoting local cultural heritage, and interacting naturally with international visitors. Such learning activities reflect the actual communication demands experienced by local tour guides in their professional practice.

The findings also demonstrate that contextualizing English materials using local tourism resources significantly enhances the relevance of instructional content. By incorporating authentic information about Natuna Geopark into reading passages, dialogues, vocabulary exercises, and speaking tasks, learners are provided with opportunities to practice English while simultaneously developing destination knowledge. This contextual approach supports the fundamental principle of ESP that language instruction should prepare learners for specific workplace communication rather than general language use. The present findings are consistent with previous studies highlighting the effectiveness of contextualized ESP materials in tourism education. Masoumpanah & Tahririan (2018) that English materials designed according to learners' professional needs improved communicative competence and learning motivation among tourism students. Likewise, Serasi et al. (2024) found that integrating local cultural content into English learning materials increased learners' engagement because the instructional materials reflected their real-life experiences. The current study extends these findings by applying the same principles to local tour guides in a geopark

context, where communication involves not only tourism promotion but also geological interpretation, environmental conservation, and cultural preservation. Furthermore, the development process confirms the suitability of the ADDIE instructional design model for ESP material development. Each development stage was systematically informed by the previous stage, beginning with learners' needs analysis, followed by instructional design, material development, implementation, and evaluation. This iterative process ensured that every component of the module reflected the actual learning needs identified during the preliminary investigation. Such findings support Branch (2010) argument that the ADDIE model provides a flexible and systematic framework for producing effective instructional materials through continuous formative evaluation and revision. Overall, the design and development findings indicate that the English for Tourism E-Module successfully integrates ESP principles, Communicative Language Teaching, contextual tourism content, and digital learning technology into a coherent instructional product. The module not only addresses the communicative needs of local tour guides but also promotes the interpretation of Natuna Geopark's geological, cultural, and environmental heritage to international visitors. Therefore, the developed module represents a contextual learning resource capable of supporting sustainable tourism communication while contributing to the professional development of local tour guides.

Expert Validation

Following the completion of the English for Tourism E-Module, the product underwent an expert validation process before the implementation stage. The validation aimed to evaluate the quality and feasibility of the developed E-Module in terms of language accuracy, instructional design, tourism content, contextual relevance, and visual presentation. The

validation involved one English language expert and two tourism experts who assessed the module using structured validation instruments based on a four-point Likert scale. The results of the expert validation are presented in Table 2.

Table 2. Summary of Expert Validation Results

Validator	Mean Score	Category
English Language Expert	3.90	Very Valid
Tourism Expert 1	3.87	Very Valid
Tourism Expert 2	3.87	Very Valid

As presented in Table 1, the English language expert assigned an overall mean score of 3.90, indicating that the developed E-Module was categorized as very valid. Likewise, the first and second tourism experts awarded mean scores of 3.87, which also fell within the very valid category. These findings indicate that the developed E-Module meets the required standards for language quality, instructional design, contextual relevance, and tourism content. The English language expert evaluated the E-Module in terms of language accuracy, grammar, vocabulary selection, clarity of instructions, organization of learning materials, communicative appropriateness, and consistency of language use. The evaluation showed that all assessed aspects were categorized as very valid, indicating that the module was linguistically appropriate for its intended users. The expert particularly appreciated the integration of communicative expressions relevant to tourism contexts and the organization of learning materials, which effectively reflected the objectives of English for Tourism. Nevertheless, several suggestions for improvement were provided, including refining grammatical structures, improving punctuation consistency, simplifying several

instructional sentences, and revising a number of vocabulary items to enhance authenticity and readability. These recommendations were incorporated into the revised version of the E-Module before the implementation stage.

Following the quantitative evaluation, the English language expert also provided several constructive suggestions to further improve the quality of the E-Module. The recommendations included refining grammatical structures, improving punctuation consistency, simplifying several instructional sentences to enhance readability, and revising selected vocabulary items to better reflect authentic tourism communication. In addition, the expert suggested improving the consistency of formatting and layout to enhance the overall professionalism of the instructional product. All of these recommendations were incorporated during the revision stage, resulting in a linguistically more accurate, readable, and professionally presented E-Module before its implementation. The two tourism experts evaluated the E-Module based on the relevance of tourism content, the accuracy of information related to Natuna Geopark, the appropriateness of tourism terminology, the integration of local cultural and geological heritage, and the overall instructional design. Both experts assigned an overall mean score of 3.87, categorizing the developed E-Module as very valid. The evaluation indicated that the module successfully represented the unique characteristics of Natuna Geopark and effectively integrated authentic tourism content into English learning activities. Furthermore, the experts agreed that the learning materials reflected authentic communicative situations commonly encountered by local tour guides when interacting with domestic and international visitors, making the module appropriate for its intended learning context.

Following the validation process, the tourism experts provided several recommendations to further strengthen the

instructional content of the E-Module. The suggestions included enriching the descriptions of selected geosites, providing more comprehensive explanations of local cultural practices, improving the sequencing of tourism information, and incorporating additional authentic tour-guiding scenarios to better reflect real tourism interactions. The experts also recommended adding more photographs and visual illustrations representing tourism attractions in Natuna Geopark to enhance learners' engagement and contextual understanding. All recommendations were incorporated into the revised version of the E-Module before the implementation stage, resulting in a more contextually relevant, visually appealing, and professionally organized instructional product that better supports the communicative needs of local tour guides. The validation findings indicate that the developed E-Module possesses strong content validity and contextual relevance. The combination of linguistic evaluation and tourism content evaluation ensured that the instructional materials were not only grammatically accurate but also professionally appropriate for local tour guides. This finding supports the fundamental principle of English for Specific Purposes (ESP), which emphasizes that instructional materials should simultaneously address language competence and workplace communication requirements. By integrating authentic tourism situations into every instructional unit, the module enables learners to practice English within realistic professional contexts.

Overall, the expert validation results confirmed that the developed English for Tourism E-Module is linguistically accurate, contextually relevant, and pedagogically feasible for use by local tour guides in Natuna Geopark. The revisions implemented based on the experts' recommendations further enhanced the quality of the instructional materials in terms of language accuracy, tourism content, instructional organization, and

visual presentation. Consequently, the validated E-Module is considered suitable for the implementation stage and provides a reliable learning resource to support local tour guides in developing English communication skills for sustainable tourism promotion.

Implementation and Evaluation

The implementation stage was conducted after the English for Tourism E-Module had been revised based on the recommendations provided by the English language expert and tourism experts. The revised module was then implemented to evaluate its practicality, usability, and suitability for the target users. The implementation involved ten participants consisting of one junior high school student, five senior high school students, three members of the Natuna Geopark Youth Forum (NGYF), and one local tour guide. Although the participants represented different educational backgrounds, they were selected purposively because they were actively involved in tourism-related activities or had an interest in improving their English communication skills for tourism purposes. This small-scale implementation was intended to obtain formative feedback on the practicality and usability of the developed E-Module before wider application. The implementation procedure of the developed English for Tourism E-Module is illustrated in Figure 1. The figure presents the sequence of activities carried out during the implementation stage, beginning with the revised E-Module after expert validation, followed by participants' independent learning, completion of learning activities, administration of the user-response questionnaire, data analysis, and final evaluation.



Figure 1: Implementation Procedure

During the implementation process, participants independently explored the learning materials and completed the learning activities provided in each instructional unit. The module introduced learners to authentic tourism communication, including welcoming tourists, introducing tourism destinations, explaining geological attractions, describing local culture, providing travel information, and responding to tourists' questions. These learning activities emphasized meaningful communication rather than isolated language practice, enabling learners to experience realistic situations commonly encountered by local tour guides in Natuna Geopark. The implementation activities are presented in Figure 2, which illustrates participants engaging with the English for Tourism E-Module during the learning process. The photograph shows participants accessing the digital learning materials, completing communicative learning activities, and interacting with the module independently as part of the implementation stage.



Figure 2: Participants Using the English for Tourism E-Module During the Implementation Stage

Simpulan tidak sekadar mengulangi data, tetapi berupa substansi pemakaian. Ia dapat berupa pernyataan tentang apa yang diharapkan, sebagaimana dinyatakan dalam bab "Pendahuluan" yang akhirnya dapat menghasilkan bab "Hasil dan Pembahasan" sehingga ada kompatibilitas. Selain itu, dapat juga ditambahkan prospek pengembangan hasil penelitian dan prospek aplikasi penelitian selanjutnya ke depan (berdasarkan hasil dan pembahasan). Following the implementation activities illustrated above, participants were asked to complete a user-response questionnaire to evaluate the practicality and usability of the developed E-Module. The questionnaire results were then analyzed to determine the effectiveness of the instructional product in supporting English learning for tourism purposes. Following the implementation, participants completed a user-response questionnaire to evaluate the practicality of the E-Module. The questionnaire examined several aspects, including the clarity of learning objectives, relevance of instructional content, ease of navigation, visual presentation, language comprehensibility, learning motivation, and the usefulness of communicative activities. Overall, the evaluation demonstrated that participants responded positively to the developed E-Module and considered it practical, attractive, and appropriate for learning English in tourism contexts. The participants particularly appreciated the integration of authentic local tourism content, attractive visual design, and interactive learning activities that reflected real communication situations. Participants also reported that the module helped them understand English expressions frequently used during tourism activities.

The inclusion of contextual vocabulary, authentic dialogues, pronunciation practice, and communicative speaking tasks enabled learners to improve both their confidence and communicative competence. Furthermore, integrating information about Natuna Geopark

encouraged learners to simultaneously strengthen their knowledge of local tourism resources while developing their English proficiency. These findings indicate that contextual instructional materials can effectively bridge language learning and professional communication needs. The implementation findings further revealed that the digital format of the module enhanced learning flexibility. Since the E-Module could be accessed through smartphones, tablets, and computers, participants were able to study independently according to their own learning pace. This flexibility is particularly beneficial for adult learners and tourism practitioners who often experience time constraints due to their professional responsibilities. Consequently, the digital learning format contributes to greater accessibility and supports lifelong learning within non-formal educational settings. The positive responses obtained during implementation demonstrate that the developed module successfully fulfilled the communicative needs identified during the needs analysis stage. The instructional activities reflected authentic workplace communication, allowing learners to practice English through situations closely related to their future professional responsibilities. Such findings reinforce the principle of English for Specific Purposes (ESP), which emphasizes that instructional materials should be directly connected to learners' occupational contexts and communication requirements.

The implementation findings are consistent with previous studies reporting that contextualized ESP materials positively influence learners' motivation, confidence, and communication skills. Masoumpanah and Tahririan (2018) found that authentic tourism communication tasks significantly enhanced learners' speaking performance because they reflected actual workplace situations. Likewise, Serasi et al. (2024) reported that integrating local cultural content into English learning materials increased learners' engagement

and improved the relevance of instructional activities. The present study extends these findings by demonstrating that contextual ESP materials are equally effective for local tour guides operating within a geopark environment where communication requires not only language proficiency but also knowledge of geological heritage, environmental conservation, and local cultural interpretation. The evaluation stage represented the final phase of the ADDIE model and focused on determining the overall feasibility of the developed instructional product. Evaluation was conducted continuously throughout the development process through formative evaluation during expert validation and implementation. Feedback obtained from validators and participants was carefully reviewed to identify aspects requiring improvement. Several revisions were subsequently made to refine grammatical accuracy, improve instructional clarity, enhance visual presentation, strengthen tourism content, and increase the authenticity of communicative learning activities. This continuous revision process ensured that the final version of the E-Module achieved a higher level of instructional quality and contextual relevance.

Overall, the implementation and evaluation findings confirm that the English for Tourism E-Module is practical, feasible, and contextually appropriate for supporting English learning among local tour guides in Natuna Geopark. The module successfully integrates English for Specific Purposes (ESP), Communicative Language Teaching (CLT), authentic tourism content, and digital learning technology into a comprehensive instructional resource. More importantly, the module enables learners to develop communicative competence while simultaneously promoting local tourism, preserving cultural heritage, and supporting sustainable tourism development. Therefore, the developed E-Module has considerable potential to be implemented in

tourism training programs and may serve as a reference for developing contextual ESP instructional materials in other geopark and tourism destinations throughout Indonesia.

Final Product

The final product of this study is an ESP-based English for Tourism E-Module specifically developed for local tour guides in Natuna Geopark. The module was produced after completing all stages of the ADDIE instructional design model, including needs analysis, instructional design, material development, expert validation, implementation, and product revision. Throughout these stages, feedback from English language experts, tourism experts, and users was systematically incorporated to improve the instructional quality, contextual relevance, and usability of the module. Consequently, the final product represents a validated instructional resource that addresses both learners' communicative needs and the professional demands of tourism services in Natuna Geopark. Figure 3 presents the cover of the final English for Tourism E-Module together with a QR code that provides direct access to the digital module. The cover represents the identity of the instructional product, while the QR code allows users to access the E-Module conveniently using smartphones, tablets, or computers, thereby supporting flexible and independent learning. Figure 3: Cover of the Final English for Tourism E-Module and QR Code for Access.



Figure 3: Cover of the Final English for Tourism E-Module and QR Code for Access.

The E-Module was designed to facilitate independent and contextual learning through a digital platform that is accessible using smartphones, tablets, and computers. The instructional materials integrate various learning components, including learning objectives, contextual reading passages, tourism-specific vocabulary, functional expressions, pronunciation practice, communicative dialogues, speaking activities, reflective exercises, and formative assessments. These components were systematically organized to promote learners' communicative competence while encouraging active participation throughout the learning process. A distinctive feature of the developed E-Module is the integration of authentic local tourism resources into English language instruction. Rather than relying on generalized tourism examples, the instructional materials incorporate information related to Natuna Geopark, including geosites, geological heritage, local traditions, cultural attractions, environmental conservation, and tourism activities. This contextualization enables learners to practice English communication using authentic situations that closely resemble their professional responsibilities as local tour guides. Consequently, learners simultaneously develop language competence and destination knowledge, which are equally important in providing quality tourism services.

The instructional activities were designed according to the principles of English for Specific Purposes (ESP) and Communicative Language Teaching (CLT). Learners are encouraged to perform realistic communication tasks, such as welcoming visitors, introducing tourism destinations, explaining geological formations, describing local cultural heritage, providing travel recommendations, and responding to tourists' questions. These activities emphasize meaningful interaction rather than isolated language practice, enabling

learners to acquire English communication skills that are directly applicable to workplace situations. Another important characteristic of the final product is its emphasis on learner autonomy. As a digital self-access learning resource, the E-Module allows learners to study independently according to their individual learning pace and professional schedules. This flexibility is particularly valuable for local tour guides and tourism practitioners who often have limited opportunities to participate in formal English training programs. Therefore, the module provides an alternative learning resource that supports continuous professional development beyond classroom instruction.

The development of the final product also demonstrates the practical application of the ADDIE instructional design model in ESP material development. Each instructional component was developed based on empirical findings obtained during the needs analysis and continuously refined through expert validation and formative evaluation. This iterative development process ensured that the final product maintained instructional consistency, contextual relevance, and pedagogical quality. The systematic integration of learners' needs, authentic tourism content, and expert recommendations contributed substantially to the overall effectiveness of the module. The findings of this study support previous research emphasizing the importance of contextualized instructional materials in English for Tourism. However, unlike many previous studies that focused on vocational students or hospitality employees, the present study specifically developed an instructional module for local tour guides operating in a geopark environment. The integration of English for Specific Purposes, Communicative Language Teaching, local cultural heritage, geological interpretation, and sustainable tourism concepts represents the primary contribution of this study to the field of ESP material development. Accordingly, the

developed E-Module extends existing literature by demonstrating how contextual English learning resources can be designed to address the communicative demands of geopark tourism while simultaneously promoting local heritage and environmental awareness.

Overall, the final product demonstrates that contextual, needs-based, and digitally supported instructional materials can effectively facilitate English learning for local tour guides. The developed E-Module not only functions as an English learning resource but also serves as an educational medium for promoting Natuna Geopark to international visitors. Therefore, the module has considerable potential to be implemented in tourism training programs, community-based tourism initiatives, and English courses designed for tourism practitioners. Furthermore, the instructional framework developed in this study may serve as a reference for future ESP material development in other geopark destinations and sustainable tourism contexts throughout Indonesia.

CONCLUSION

This study developed an ESP-based English for Tourism E-Module to address the communicative needs of local tour guides in Natuna Geopark by applying the ADDIE instructional design model. The needs analysis revealed that local tour guides require contextual English learning materials integrating tourism-specific vocabulary, authentic communicative tasks, and local tourism content to support their professional responsibilities. Based on these findings, the developed E-Module successfully integrates the principles of English for Specific Purposes (ESP) and Communicative Language Teaching (CLT) into a contextual digital learning resource. The expert validation and implementation results confirmed that the module is academically valid, contextually relevant, and practically feasible for supporting English communication in tourism settings. Theoretically, this study contributes to the

development of English for Specific Purposes by proposing a contextual instructional framework that integrates ESP principles, Communicative Language Teaching, and geopark interpretation within a single learning model. Unlike previous studies that primarily focused on hospitality employees or tourism students, this study extends the application of ESP to local tour guides working in a geopark environment. The integration of authentic tourism communication, local cultural heritage, geological interpretation, and sustainability concepts demonstrates that contextualized instructional materials developed through a systematic needs analysis can effectively support professional communication while enriching the theoretical foundation of ESP material development for non-formal tourism education.

Practically, the developed E-Module provides an accessible digital learning resource that can be utilized by English language educators, tourism trainers, local governments, tourism offices, and geopark management organizations to improve the English communication competence of local tour guides. Beyond its application in Natuna Geopark, the instructional framework may also serve as a reference for developing contextual ESP materials in other geopark destinations and sustainable tourism areas, thereby supporting destination interpretation, cultural preservation, and sustainable tourism promotion through effective English communication. Despite these contributions, this study has several limitations. The implementation stage involved a relatively small number of participants from a single tourism destination, limiting the generalizability of the findings to other contexts. In addition, the evaluation focused primarily on the practicality and feasibility of the developed E-Module rather than measuring its long-term effectiveness in improving learners' English proficiency or professional communication performance. Therefore, future implementation should involve

larger and more diverse participant groups across different geopark and tourism destinations to examine the broader applicability of the developed E-Module. Further studies are also recommended to investigate its effectiveness through experimental or quasi-experimental research designs and to integrate emerging educational technologies, such as mobile-assisted language learning and artificial intelligence, to provide more interactive, adaptive, and personalized learning experiences. These efforts are expected to strengthen the development of contextual ESP instructional materials while supporting sustainable tourism education in Indonesia and other geopark destinations.

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