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# Promoting Cultural Site by Improving English Language Ability: An English Specific Purpose for Tourism

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*Abstract:*

> *This research was carried out to improve English ability of young generations of Tapakrejo village in order to promote Punden cultural sites to be tourism destination. It is specialized in practicing communicative speaking skill as the implementation of ESP for tourism. This research included into Classroom Action Research which was conducted in two cycles. The subject of this research was 20 young people of Tapakrejo village, Blitar. The data were collected using observation checklist, interview guide, and test. The result showed that there is a significant improvement of English ability from the first cycle into second cycle. The criteria that have been used to test speaking ability were fluency, pronunciation, grammar, and vocabulary. The technique used in promoting Punden Cultural site is advertising technique through four steps: (1) drawing the tourism potential, (2) creating banners, posters, and slogans that contain the information about the Punden cultural site, (3) creating directions to reach the Punden cultural site, and (4) creating articles to be uploaded in the internet. Furthermore, the tourism potential of punden cultural site was also describe in this research.*

*Keywords*: *promoting tourism, improvement, English ability, cultural site*

## 1. Introduction

The development of era forces people to trail every particular developmental component in it. One of those components is the implementation of information and technology and its involvement in human beings' daily activities as in working, learning, or businesses. Those various humans' daily activities, brings people a tendency to fulfill them to gain satisfaction and happiness in lives. Along with the peoples' hectic activities, the issue of tourism necessity increases. In order to refresh mind from their vibrant businesses, many people choose to spend the remnants time to visit amusement places.

The existence of amusement places can be taken the advantages to gain income and business opportunity. Certainly, it is needed concern things in promoting the tourism places to gain people's interest in visiting. As in Punden cultural site of Tapakrejo village in Kesamben Sub-district Blitar Regency, it is necessary to put some concerns to attract people in visiting the site. One concern related to promoting cultural site as tourism place is the use of spoken language in order to inform, describe, and explain things existed in the cultural sites. The speaking activities are not only provided for local but also foreign tourists. For foreign tourist, it is necessary for tourism place staffs to major English language as international language and the most used language in the world. By increasing English language ability in order to promote the cultural site of Punden, it eases foreign tourists to understand and decreases misunderstanding among staffs and tourists as the communication among them run well.

However, people who take part in the promoting Punden cultural site as tourism destination are not only staffs responsible for the cultural site, but also young generation in Tapakrejo Village Kesamben Sub-district Blitar Regency. It is valuable for them to also learn and improve their English language ability through the implementation of ESP for Tourism in order to promote Punden cultural site to be foreign tourists' destination. In fact, they tend to be lack of knowledge in tourism sector. They are lack of braveness and also difficult in speaking English due to less of practices.

Some studies related to improving English language ability are conducted by experts. Al-Saadi (2015) conducted study focused on the importance of English language in the development of tourism management. The result of the study encourages practitioners to pay more attention on language issue in the development of tourism management. Saadi also recommended that greater collaborative between education provides industry representatives and professional industry bodies is undoubtedly required. Then, Kostic and Grzinic (2011) also held study on the importance of English language skills in tourism sector. In this study they compare between students and employee perceptions in using English for tourism world in Croatia. The result figured out that some similarities are gained such as: (a) the Internet being the most used media in communicating in English language, (b) idiomatic phrases and slang are the biggest problem in their communication, and (c) public media such as TV, broadcasting, widely spread mass culture has had a significant influence on students as well as employees. The difference is accepted in

motive of using that is employees use English for businesses while students use for fun and entertainment. Another expert, Wimontham (2018) on his research entitled *Creating Curriculum of English for Conservative Tourism for Junior Guides to Promote Tourist Attraction in Thailand* focused on (a) students' English skills improvement along with developing the sense of love of their home towns, (b) create curriculum of English training for conservative tourism for junior guides in Sung Noen District, Nakhon Ratchasime Province, (c) forming the model of teaching and learning English for local development by English curriculum, and (d) promote conservative tourist attraction in Sung Noen District, Nakhon Ratchasima Province among foreign tourist, and to boost the local economy so that young generation can earn income and rely on themselves in future. The result showed that his focuses are achieved well.

Based on the observation conducted by the researcher, related to the result of speaking practices in tourism sector, only few of them passed standard minimum score. This was caused by the lack of knowledge, less of practices of young people in tourism sector. Young people were active during the process of teaching and learning. The instructors applied the conventional way of teaching, meaning the instructor explained the material in the form of common English and did not give young people particular time to practice.

Based on the problem above, the researcher decided to conduct Classroom Action Research which focused on the young peoples' knowledge and practices in tourism sector by implementing ESP for tourism. It was especially in speaking skill included grammar, vocabulary, fluency, and pronunciation. For this research, the researcher applied ESP for tourism as it focused on teaching young people in only for tourism sector. The practices of speaking were also implemented by researcher for young generation. Then, in order to conduct this research well and to get gain good result, the researcher formulated two research problem focused on how the implementation of ESP for tourism affects young people in understanding knowledge in the sector of tourism and what can extent students' speaking ability after learning English tourism sector after conducting the training.

## 2. Literature Review

### 2.1 English for Specific Purposes (ESP)

Hutchinson and Waters (1987) indicated that "ESP is an approach to language teaching in which all decision as to the content and method are based on the learner's reason for learning (p. 19). Strevens (1988) described ESP as English language teaching that is designed to meet the specified needs of a learner. English for Specific Purpose is a generic name for all English teaching other than general English teaching such as English for Academic Purposes (EAP), English for Nursing, English for Lawyers, Business English, English for Tourism, and many others. It has perception, design, materials, evaluation and purpose which are different with General English. One definition of ESP states that "ESP is based on designing courses to meet learners' needs" (Hutchinson & Waters, 1987; Robinson, 1991; Evans, 2001). It is generally used to refer to the teaching and learning of a

foreign language for a clearly utilitarian purpose of which there is no doubt. Other definitions say that ESP makes use of the underlying methodology and activities of the discipline it serves, and it is centered on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities (Evans & St John, 1998; Harding 2007). This indicates that the materials, syllabus and the purpose of ESP should be designed and developed based on the needs of students and also the graduate users. Thus, ESP approach is a bottom up approach.

Related to topics, teaching English for tourism, according to Walker (1995), is probably better achieved through the topic-based focus. This kind of design approach is correctly handled, fulfills the double role of providing a meaningful framework within which they can improve their language knowledge and skills. At the same time, this approach integrates language classes into the students' wider experience of tourism.

## 2.2 English for Tourism Purposes (ETP)

According to Leslie and Russell (2006), being skillful in foreign language skills is necessary for people working in the tourism and hospitality sector. The reason is that it is the means for having communication with foreign tourists and understanding cultural differences. In fact, for those who are seeking employment in the tourism, hospitality and service industry, it is essential to stay highly motivated in order to be accurately fluent in a high level of professional service language.

In tourism industry, English is used as the lingua franca and is the most commonly used language. There is a growing worldwide need for the people who are working in tourism industry to be able to have better English skills so as to communicate effectively with foreign guests and customers. The growth in tourism industry has created the need for students of tourism department to master English for occupational purposes.

In fact, English for Tourism Purpose (ETP) is important for its learners since it helps be equipped with the specific domains of language skills and knowledge. Consequently, learning the specific skills in English helps apply them properly and appropriately in the specific professions, workplace, and discipline. Because of this, a particular language need of the specified context has a critical role as a requirement to apply a successful language (Shieh, 2012).

So, prime attention is given to the source culture that is of the learners, rather than to target cultures. The implication is that students learn English to talk to visitors who come to their country, but they are not expected to travel to target countries or to learn about target cultures. The reason for this approach could be a need for learners to talk about their culture with visitors. Another reason for producing these kinds of materials is to help students become aware of their own cultural identity.

## 2.3 Cultural Heritage

Preserving the cultural heritage assists the development of a nation continually (UNESCO, 2012). Preserved cultural heritage objects will directly contribute economically, namely increasing the country's foreign exchange through tourism.

The unique culture and unspoiled environmental conditions are an attraction for tourists, both domestic and foreign.

Through preservation of cultural heritage, the current generation can see the strength and aesthetics of its ancestors. Therefore, the cultural preservation is a measure of the level of civilization that is owned. The current generation can see the strength of its ancestors through its legacy. Thus, cultural heritage indirectly inherits character values that can be a mirror for the current generation (Titing et al., 2017).

In RI Law No.11 of 2010 concerning cultural heritage article 1, states that "Development is an increase in the potential value, information and promotion of Cultural Heritage and its use through research, revitalization and adaptation in a sustainable manner and not in conflict with the purpose of preservation".

The World Tourism Organization defines heritage tourism as an activity to enjoy history, nature, and relics of human culture, art, philosophy and institutions from other regions. The National Trust for Historic Preservation describes that heritage tourism is a journey to enjoy places, artifacts and activities that authentically represent stories / history of people past and present. Heritage tourism can also be said "is a personal encounter with traditions, history, and culture. Heritage tourism is based on the concept that each community has a story to tell (Armiyati, 2017).

## 3. Research Methods

This research is a classroom action research. Action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/learning environment to gather information about how their particular schools operate, how they teach, and how well their students learn (Geoffrey, 2003). The processes of this research are cycle, planning, acting, observing, and reflecting. The researcher conducted the cycles twice (two cycles). The researcher plans an activity in the classroom that can overcome the problems appear in the classroom. The researcher gives a treatment to the students about the tourism knowledge through the trusted technique so that it can help students to improve their ability in speaking and they can promote the cultural site well.

In the first cycle, the researcher had identified the problem, decides a powerful technique, created a lesson plan, and provides some facilities to prove the learning process. In acting stage, the researcher acted as a teacher and makes some enjoy activities that related to the topic. In observing stage, the researcher observed the English proficiency of students with took notes. In the reflection stage, the researcher and the observer reflected what had been done and decide to conduct the next cycle because the first cycle was not satisfactory. In the planning stage of second cycle, the researcher had identified and mapped the reflection from the first cycle, revised the lesson plan and completed all things which had missed in the first cycle. In the acting stage, the researcher works as the facilitator, activity provider, and motivator. In the observing stage, the researcher observed the activity. In the reflection stage, the researcher and the observer reflected all the activities had

finished and construct a decision that the result of the activities was satisfactory, so the cycle was stopped here.

The place of this research was conducted at the tourist site of the punden site located in Tapakrejo village, Blitar district. This study was conducted for 4 months starting from July until October, 2019. Participants involved in this study are high school students, college graduates, and young people who are either employed or not. Researchers looked at existing population data and then randomly selected respondents of 20 people. The number of respondents from high school students is 10, graduates of college 6, young people who have worked as many as 2 people, and young people who have not worked 2 people. The reason for choosing these participants is because the researcher wants to know English proficiency of young generation in there. In collecting data, the researcher makes an assessment of speaking skill with considered some criteria such as vocabulary, pronunciation, grammar, and fluency.

## 4. Finding

Based on this research, there were some ways to promote the Punden Cultural Site to be tourism place, namely acknowledging the tourism potential and training for promotion. Then, after showing the ways in promoting the tourism place, young generations' participation was also presented. In addition, the description of tests result of young generations of Tapakrejo in English ability was also pictured.

### 4.1 Implementation of ways to promote the Punden cultural site of Tapakrejo to be tourism place

In order to promote the Punden cultural site, researcher carried out two kinds of training. The first training was training in acknowledging the cultural heritage. The second training was the promotion training.

### 4.1.1 Tourism Potential Acknowledgement

In identifying the potential influences in the development of the Punden cultural site, in Tapakrejo Village, Blitar Regency as heritage tourism, a descriptive theoretical analysis was carried out in which the variables used were based on the synthesis of literature studies and compared with field conditions then asked respondents. The things to do is survey site conditions and then ask respondents about 6 existing Punden sites that are potential in the Tapakrejo cultural heritage area, so that results are obtained according to the potential in the Tapakrejo cultural heritage area. The opinion of the government and the community is needed to validate its suitability with field conditions. So from the analysis results obtained 10 potentially influential variables, namely 1) the type of cultural heritage that has historical value for the surrounding community, 2) the location of the cultural heritage as a place of historical events, 3) the number of cultural heritage buildings that become regional landmarks, 4) the younger generation involved in the area of cultural heritage, 5) the number of protective activities carried out by the government in the development of cultural heritage, 6) the variety of existing cultural traditions, 7) the distance of the cultural heritage area to the city center, 8) the condition of the road to the cultural

heritage, 9) transportation facilities towards cultural preservation, 10) the condition of buildings of intact cultural preservation.

Furthermore, the results of the study found two things that could become tourism potential, namely:

1) Natural tourism

Natural resources are all that exist in nature (natural resources) that can be utilized by humans to meet all their needs. Natural resources are divided into two namely biological natural resources and non-biological natural resources. Biological natural resources are also called biotic natural resources that are all that is in nature (natural wealth) in the form of living things. While non-biological natural resources or abiotic natural resources are all natural resources that can be utilized by humans in the form of inanimate objects.

In terms of its function, the Punden site has an important function for the progress of the Tapakrejo village, namely as a social and cultural, ecological, economic, and architectural value. These functions are supporting and enhancing the value of the environmental and cultural quality of Blitar, so that they can be located and shaped according to their needs and interests, such as for beauty, recreation, and supporting the architecture of the city.

4.1.2 Educational and Research Tourism

Pagerwojo Punden site can be used as an educational and research tour if it is well cared for, especially for the young generation in Tapakrejo village who are required to preserve their culture by learning the history of cultural heritage in their village such as forming a cultural heritage community and learning about the history of the Punden site to the elders village. Furthermore, the Punden site can be used as research material by researchers who focus on sites, artifacts, nature reserves and others. The interesting history of Punden to study and also the various forms of the site has their own important side in the history of cultural heritage in Indonesia. Punden site can be used as an educational tourist spot by schools in Indonesia, so students can learn more about Indonesian history and will be an interesting place for foreign tourists who come to relax or do research.

4.1.3 The Description of Punden cultural site of Tapakrejo

The result of observation showed that there were six punden to be acknowledged in Tapakrejo Village, Blitar Regency. Those are Punden Mbah Mangku, Punden Kyai Jumpring, Punden Mbah Jum'at Kliwon (Punden Watu Dakon), Mbah Kyai Jaim Ranggi Mbah & Kyai Broto Punden, Punden Mbah Suko, and Punden Mbah Atmo & Dewi Asih.

4.1.4 Cultural Heritage In the form of objects in Punden Mbah Mangku

The location of this site is around *sengon* and teak fields, precisely on a ridge. Based on the observations, the uniqueness of one of the artifacts in the location, namely a Deity of the Goddess Durga Mahisasuramardhini with a gesture moved to the left side, the one who attracted the giant Asura who transformed into a buffalo (mahisa).

This attitude is rarely found in the Goddess Durga statue in temples and museum collections in Indonesia. But unfortunately from the abdomen to the head of this statue has been cut off.

4.1.5 Cultural Heritage in the form of objects in Punden Kyai Jumpring

The location of this site is on a hill ridge and very close to residential areas. Cultural heritage remains in a cupola that is made quite well even though there is one statue of Nandi outside. This cultural heritage site only requires a more interesting arrangement, accompanied by a signboard on the existence of the site, and a statutory board as found on other ancient sites. The most unique cultural heritage in the location is a statue depicting a knight holding a mace and equipped with a sword at his waist. Protection of cultural heritage at this location is very important to do.

4.1.6 Cultural Heritage in the form of objects in Punden Mbah Jum'at Kliwon or Punden Watu Dakon

The existence of this cultural heritage is also not far from residential areas. The existence of the Dakon Stone there is a cupola building that is quite good. The uniqueness of this relic is that in the context of past culture it is used as a table of offerings in mountain-oriented religious rituals.Iit is known that Gunung Kawi is one of the sanctified mountains and is mentioned in the Panggelaran Tantu Manuscript. Therefore, the existence of this cultural heritage must be protected and preserved.

Furthermore, there are still three more punden found during the research process, the three punden are Mbah Kyai Jaim Ranggi Mbah Kyai Broto Punden, Mbah Suko Punden, and Mbah Atmo Dewi Asih Punden. The three punden are still in the stage of excavation, so there is no deeper information and there are no documentations of the three punden because the location is still remote and much neglected.

## 4.2 Promotion Training

In promotion training, researcher conducted socialization to introduce ways of promoting the Punden cultural site of Tapakrejo Village, Blitar Regency. Based on the socialization conducted by the researcher, to promote the Punden to be tourist destination is using advertising technique. To implement the technique, there were steps to be done such as: (1) drawing the tourism potential, (2) creating banners, posters, and slogans that contain the information about the Punden cultural site, (3) creating directions to reach the Punden cultural site, and (4) creating article to be uploaded in the Internet. In addition, young generation of Tapakrejo Village were the participants of the socialization.

4.2.1 Drawing the tourism potential

In this step, the researcher is helped by participants in describing the village's potential with assuring instruments used in designing map of the local and tourism potential of Tapakrejo village, Blitar regency. The local and tourism potential were in the form of maps contain place where cultures and relics found in Tapakrejo

village, Blitar regency. This potential depiction was continued by ascertaining the tools used for designing the map.

4.2.2 Creating banners, posters, and slogans that contain the information about the Punden cultural site

The next step, researcher along with participants created banners, posters, and slogans to attract and promote the Punden cultural site. These printed information of Punden cultural site were located in Punden area. They provided information to six Punden existed in Tapakrejo Village, Blitar regency. Furthermore, slogans were filled by terms should and should not be done in Punden cultural site area.

4.2.3 Creating directions to reach the Punden cultural site

After the banners, posters, and slogans were created, the next step to be done in promoting the Punden cultural site is making directions of the way to arrive in the Punden cultural site. The directions to Punden cultural site were made by woods and bamboos. In this case, the young generation of Tapakrejo Village participated. The woods and bamboos to create the directions were also given by the local people of Tapakrejo.

4.2.4 Creating article to be uploaded in the Internet

Besides the physical results, there is also digital result to promote the Punden cultural site. In this step, researcher trained the young generation as participant to create article in order to promote the Punden cultural site. Researchers directed and helped participants to create articles about the Punden cultural site and upload them to the Internet. In addition, participants were also allowed to promote the Punden cultural site through other media such as Instagram, Facebook, Twitter, and YouTube both individually or grouped.

**4.3 The ways to promote tourist attractions with communicative English abilities**

Participants involved in this study are high school students, college students, and young people who are either employed or not. Researchers looked at existing population data and then randomly selected respondents of 20 people. The number of respondents from high school students is 10, college students is 6, young peolpe who have worked as many as 2 people, and young people who have not worked is 2 people.

After conducting class action research for two cycles using the implementaion of ESP for tourism, the young people's on speaking skills on tourism fields. Moreover, the process in the classroom activity also improved from the first cycle to the second cycle. The first activity is the researchers conduct communicative study club of young people of Tapakrejo village and the second activity is the reseacher invites Mr. Aulia who is the tourism university level instructor and Mrs. Vera who is the assessor of tourism as the trainers in this training activity. There are some criteria to test the respondents which are pronunciation, fluency, vocabulary, and grammar. Below is the further explanation of each improvement:

4.3.1 Respondents' mean score

Based on the result on the result of the test, after conducting tourism training activity twice, the respondents' score improved from the first cycle to the second cycle. The improvement was shown by the result of the respondents' mean score and also the respondents who passed the standard minimum score based on the criteria. The improvements can be seen in the following charts:
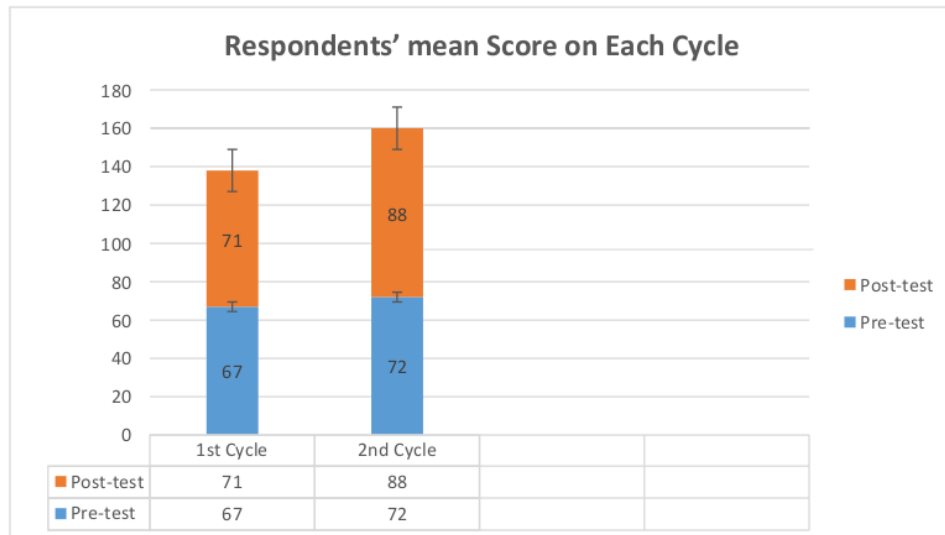
**Chart 1: Respondents' mean Score on Each Cycle**



**Respondents' mean Score on Each Cycle**

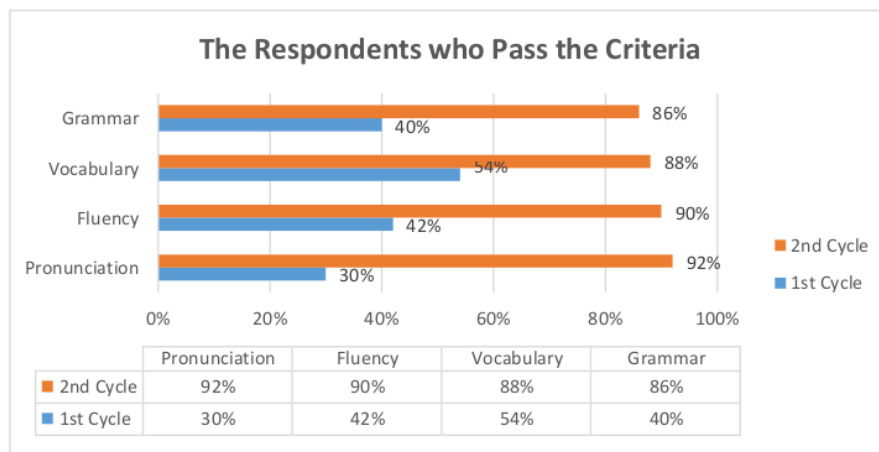| | 1st Cycle | 2nd Cycle | | |
|---|---|---|---|---|
| ■ Post-test | 71 | 88 | | |
| ■ Pre-test | 67 | 72 | | |

Chart 1 above shows the respondents' mean score in the first cycle and the second cycle. As it displayed, there is an improvement from the first to the second cycle. In the first cycle shows the pre-test mean score is 67 and the post-test mean score is 71; meanwhile, in the second cycle, the pre-test mean score is 72 and the post-test mean score is 88. This improvement is strengthened by the percentage of the respondents who pass the criteria, as described in the following chart:

**Chart 2: The Respondents who passed the Criteria**



The Respondents who Pass the Criteria

| | Pronunciation | Fluency | Vocabulary | Grammar |
|---|---|---|---|---|
| 2nd Cycle | 92% | 90% | 88% | 86% |
| 1st Cycle | 30% | 42% | 54% | 40% |

In chart 2, there is a sigificant improvements of the respondents who passed the standard minimum score (criteria). In the first cycle, the percentage is only 30% until 54%. Meanwhile, in the second cycle, the percentage improves to 86% until 92%, more respondents passed the criteria.

4.3.2  Trainer's Performance

Based on the observation sheet of trainer's performance, there happens an improvement from teacher while conducting the classroom activity. The trainer's role as a facilitator, activity provider, and motivator improves in the second cycle, as in the following chart:

**Chart 3: The Result of The Trainer's Performance on Each Cycle**



The results of teacher's performance on each cycle
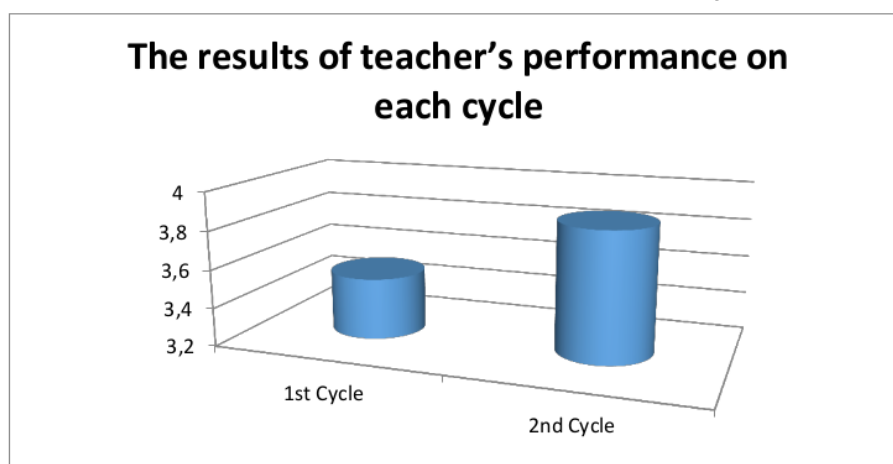
In  chart 3 above shows the improvement of the trainer's performance while doing the activity in the classroom. The result of the performance was gathered based on

the observation checklist; and was counted by the mean score formula. In the first cycle, the trainer's performance is 3.52 which categorized as a good performance; meanwhile, in the second cycle it improves to 3.87 with a very good performance category.

4.3.3 Respondents' Performance

The respondents' performance score is also based on the observation checklist for observing respondents' activity. The improvements happen in the second cycle. The following charts describe the improvements.

**Chart 4: The Result of Respondents' Performance on Each Cycle**
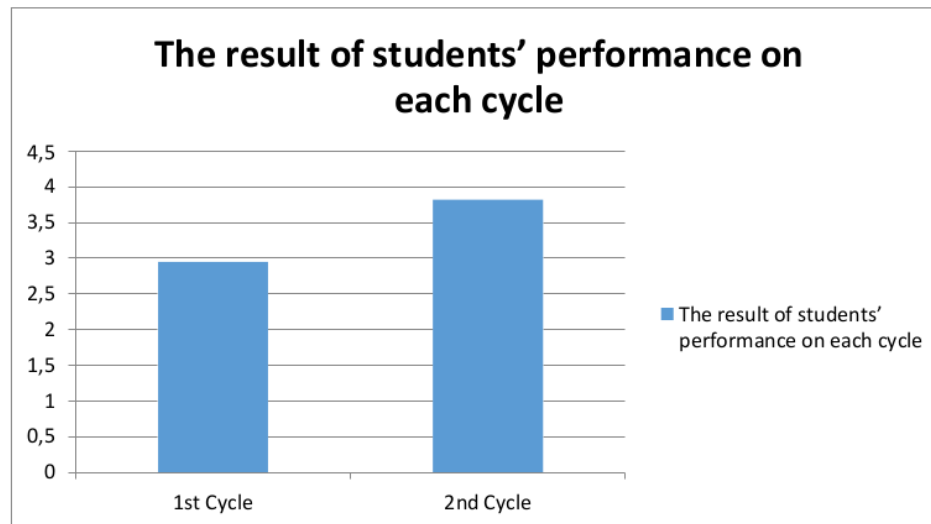
In chart 4, it can be seen that the students' performance has significantly improved. In the first cycle, the respondents' performance is only 2.95 which categorized as a poor performance. However, in the second cycle, it improves to 3.82 which categorized as a very good performance.

4.3.4   Respondents' Comprehension Achievement

Respondents' comprehension achievement is related to the comprehension in finding students' speaking ability based on their fluency, grammar, pronunciation, and vocabulary, as being focused on this research. From the first cycle to the second cycle, the respondents' comprehension toward speaking ability is getting better. More respondents are able to improve their fluency, grammar, pronunciation, and vocabulary in the second cycle. The improvement can be seen in the following chart:

**Chart 5:** The Result of Respondents' Comprehension Achievement in Each Cycle



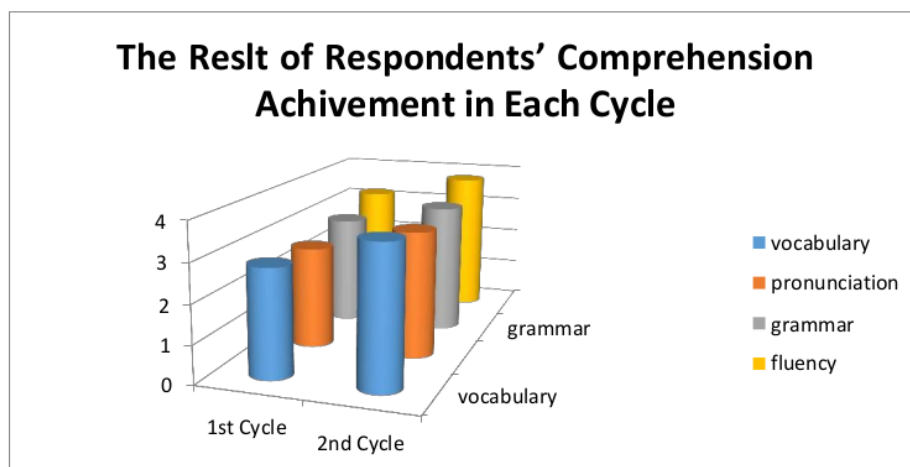### The Reslt of Respondents' Comprehension Achivement in Each Cycle

Chart 5 above shows the improvement of respondents' comprehension in speaking ability through fluency, grammar, pronunciation, and vocabulary. The blue charts are vocabulary, the orange charts are pronunciation, the purple charts are grammar, and the yellow charts are fluency. In the first cycle, the respondents get 2.81 for vocabulary, 2. 65, for pronunciation, they get 2.87 for grammar, and 3.2 for fluency. Meanwhile, in the second cycle, the results are 3.65 for vocabulary, 3.3 for pronunciation, 3.4 for grammar, and 3.78 for fluency.

## 5. Discussion

The findings showed the result of conducting class action research for two cycles using the implementation of ESP for tourism, the young people's on speaking skills on tourism firsts. Moreover, the process in the classroom activity also improved significantly from the first cycle to the second cycle. The first activity is the researchers conduct communicative study club of young people of Tapakrejo village and the second activity is the researcher invites Mr. Aulia who is the tourism university level instructor and Mrs. Vera who is the assessor of tourism as the trainers in this training activity. There are some criteria to test the respondents which are pronunciation, fluency, vocabulary, and grammar. These are the result of the training activities. The mean score of respondents' achievement on the test improve from 67 in the first cycle to 88 with the percentage of students who have passed the criteria improves to 86% until 92%. The result of students' performance and teacher's performance compared with the first cycle also improved to 3.52 for teacher's performance, and 3.87 for students' performance in which both of the performances are categorized as very good performance. Furthermore, the result of students' comprehension on speaking skills improve in the second cycle with the results are 3.65 for vocabulary, 3.3 for pronunciation, 3.4 for grammar, and 3.78 for fluency.

The improvements happened because the researchers made a training study class after the young people from Tapakrejo village committed a study club. The researcher held two trainings times which are promotion training and introduction to the culture training. These roles asked the respondents to think critically in order to get information as much as they needed to understand their culture. Based on another research, Fajar Rahmani, Eka on her reserch entitled improving students' reading comprehension on narrative text trough reciprocal teaching technique is the students' improvements are related to both the activeness of process in the classroom and the students' achievement on the test. While in this study, the researchers conduct classroom action research which is invites Mr. Aulia who is the tourism university level instructor and Mrs. Vera who is the assessor of tourism as the trainers in this training activity. In this training used advertising technique to increase respondents' speaking ability. The are some steps to conduct this technique, which are drawing the tourism potential, and creating banners, posters, and slogans that contain the information about the Punden cultural site, then creating directions to reach the Punden cultural site, and the last is creating article to be uploaded in the internet.

Furthermore, according to Zavitri (2014) she said that how to achieve the aim of her study, in the first stage, the topics of existing materials which are relevant to the graduates' jobs and the topics suggested by the graduates have been investigated. In the second stage, in order to collect information about the target students, the study focused on conducting need analysis. The organizational structure of the syllabus is the communicative area, language function, task and activities which are suitably chosen according to the language function. After the syllabus is presented, the sample materials which are based on the syllabus is developed. The criteria of the materials are giving much chance the students for communication practice. Her study is used same technique with this research, which is focused on communication practice. The respondents improve their speaking ability through communicative speaking skills included fluency, pronunciation, grammar and vocabulary. Based on Andriani Sri, Rima (2016) there is a need for learners to talk about their culture with visitors, as well as to become aware of their own cultural identity. On the development of the instructional materials, students, ESP teachers (instructional materials developers), and tourism practitioners should collaborate and share their knowledge as regards to ESP teaching and learning. As English for tourism becomes more popular and very few instructional materials are currently available for this program, further research on this area should be conducted by teachers, tourism instructors, and instructional materials developers. Same as with this study, this research used ESP for tourism to conduct classroom action research, which is invites English trainer to teach the respondents about, speak communicatively with foreigners.

To Improve the English Language Ability in the context of English Specific Purpose, the teachers or lecturers need to choose the appropriate syllabus and strategies (Dewi, 2015; Hayati, 2015), both teachers and students should minimise the debilitating effects of students' Foreign Language Anxiety (Subekti, 2018), and

it is important of building of collaboration between teacher and students. It is suggested that they should work closely to improve the quality of ESP program (Khoirunnisa, Suparno, Supriyadi, 2018)

## 6. Conclusion

The researcher concludes that the influence of learn speak English through promoting the cultural site gives many advantages for learner. The existence of punden site in Tapakrejo increased the spirit of the youth in there to learn more about ESP especially tourism. They have a massive motivation to promote the cultural site in their place because they are realized that it can interest some tourist to visit. The result of this research proves that they can speak English better after got training from the trainer than before.

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