



IMPROVING STUDENTS' SPEAKING SKILLS THROUGH CLIL IN TOURIST GUIDING ONLINE CLASS

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ABSTRACT

Tourist Guiding is a compulsory subject that aims to prepare students to be a prospective Tour Guide (TG) with excellent English mastery, especially speaking. Two-year observation showed that the students have the low ability in speaking skills. They did not speak fluently because they lacked knowledge and vocabulary in tourist guiding. This study was a Classroom Action Research (CAR) which was carried out by implementing Content and Language Integrated Learning (CLIL), as a dual-educational approach that uses additional languages to learn and teach both content and language, in an online Tourist Guiding class. Participated by 28 students, this research followed stages of CAR. Additionally, pre-test and post-test were conducted to investigate students' different performances before and after CLIL was implemented, while questionnaires were distributed to obtain the data about the students' voices about CLIL implementation. The findings revealed that the quality of teaching and learning in the Tourist Guiding class improved after the implementation of CLIL. In addition, CLIL could enhance both students' language skills (especially speaking) and tourist guiding competency. Teachers should both understand the subject content very well and have a very good mastery of English so that CLIL can be implemented successfully.

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ABSTRAK

Tourist Guiding merupakan mata kuliah wajib yang bertujuan untuk mempersiapkan mahasiswa menjadi calon pemandu wisata dengan penguasaan bahasa Inggris yang sangat baik, terutama berbicara. Observasi yang dilakukan selama 2 tahun di kelas menunjukkan bahwa mahasiswa mempunyai kemampuan berbicara yang rendah dalam bahasa Inggris. Mereka tidak bisa berbicara dengan lancar karena kurangnya penguasaan pengetahuan dan kosa kata di bidang pemanduan wisata. Penelitian Tindakan Kelas ini mengimplementasikan *Content and Language Integrated Learning* (CLIL), pembelajaran dengan fokus ganda yaitu pada pengetahuan dan bahasa, pada pada kelas *Tourist Guiding* dalam jaringan (daring). Dengan melibatkan 28 mahasiswa, penelitian ini menggunakan pre-test dan post-test untuk mengetahui perbedaan hasil belajar sebelum dan sesudah penerapan CLIL. Selanjutnya kuisioner dibagikan kepada mahasiswa untuk mngetahui kesan mahasiswa dengan implentasi CLIL. Hasil penelitian ini menunjukkan bahwa penerapan CLIL dapat meningkatkan kualitas belajar mengajar di kelas *Tourist Guiding*. Selain itu, hasil dari penelitian menunjukkan bahwa pendekatan CLIL dapat meningkatkan kemampuan bahasa mahasiswa (terutama berbicara) dan kompetensi pemanduan wisata. Guru harus memahami konten dan menguasai bahasa Inggris dengan sangat baik sehingga CLIL dapat diterapkan dengan sukses.

Kata Kunci: *CLIL, berbicara, pemanduan wisata*

INTRODUCTION

The travel and tourism industry has become the most important sector of the world economy. The United Nations World Tourism Organization (UNWTO) defines tourism as the activities of people who have been out of the normal environment for leisure, business, or other purposes and have not been there for over a year. Tourism activities have contributed high income to the countries from money spent by visitors. Stauberg (2011) stated that tourism is one of the fastest-growing industries in the world and is an important source of employment in both high-income and developing countries. Hence, tourism must be taken seriously to produce high-qualified workers.

Many kinds of occupations or professions play an important part in the tourism industry, one of which is a Tour Guide (TG). Ratminingsih et al. (2018) believed that the role of TGs in tourism cannot be separated. A TG is a person who is responsible to guide a tour and give some information about the tourist destinations to the visitors. According to Kristiana et al. (2018), a TG is someone who has passed a professional examination certificate from an official tourism agency or institution and has an identification card or badge, allowing him/her to organize travel guidance and provide information about culture, natural resources, and the aspirations of life of residents of an area, either individually or in a group. A TG must be able to communicate and master the information in tourist attractions very well. With the development of international travel nowadays, English as an international language has become increasingly fundamental in the tourism industry to make a visit insightful and comfortable. The development of the tourism sector in Indonesia should be accompanied by the development of tourism competencies, one of which is English proficiency for tourism practitioners (Suprayogi & Pranoto, 2020)

Having foreign language skills is an important requirement for TGs because they will often meet foreign tourists. All tourist guides should get ready and be prepared to increase tourists' satisfaction. The experience of tourists must be enhanced by having qualified tourist guides. A good TG will establish a better interpretation of knowledge transfer to tourists so they will have an unforgettable experience. Harpe and Sevenhuysen (2018) affirmed that tourists desire an engaging experience both physically and intellectually. Foreign languages that must be mastered by a TG are English and other languages that can help including Chinese, Japanese, and French. A TG can serve as a 'cultural broker,' bridging language hurdles and explaining local culture to curious visitors (Holloway et al., 2009). Rabotić (2010) also mentioned that the role of professional guides consists of two components: social and cultural mediation. Tourist guides provide information and interpret the local heritage, vibrant culture, and socio-cultural identity of a destination and therefore represent cultural mediators. They also serve as intermediaries who give tourists access to tourist attractions and deliver information and knowledge about the destinations. Therefore, lectures are expected to get the students ready to speak in English in the real world outside the classroom. It is the educators' job to enhance students to high-quality and suitable professionalism (Sheldon & Fesenmaier, 2015). The educational program and course should offer the necessary knowledge and allow more practices to establish

a high quality of prospective employees in the tourism industry. Liu and Schänzel (2019) mentioned that the tourism industry needs well-prepared workers. Hence, universities have a significant role to prepare students to be ready to work in the future

Tourist guiding is one of the compulsory subjects at D3 English for Translation and Hospitality Industry. The objective of this subject is to accommodate students with guiding skills and speaking skills so they will be good tourist guides for English-speaking tourists. Speaking is often considered the most important skill needed in the tourism and hospitality industry. Having good speaking skills allows students to communicate effectively and it becomes an essential qualification in the tourism industry. Saragih et al., (2022) stated that students must master good communication skills to be employable in the future. Therefore, students' speaking skills are given much attention and portion. Afrizal (2015) stated that students are required to be able to communicate effectively in a variety of circumstances in order to transmit information, thoughts, and feelings while also building social relationships. Lumbangaol and Mazali (2020) stated that mastering speaking skills are necessary because students will be able to communicate with others, deliver thoughts, exchange information, express their emotions, and give an opinion to other people. Argonawan and Ma'mun (2021) also state that students who have good speaking skills will be better at expressing and delivering information in the working field.

Despite its importance, the teaching of speaking has several challenges and the teaching of speaking tends to be involving activities such as only repetition of drills or memorization of dialogues. Afrizal (2015) found that conventional teaching method like translating and memorizing conversation is still applied in speaking class so that students have low ability in speaking. The researcher also found some problems faced in tourist guiding class. Based on the pre-test conducted in the tourist guiding class, the students got low scores. In addition, based on the observations conducted in Tourist Guiding classes in the past two years, the researchers found some issues related to the teaching process. Many of the students have the low ability in speaking skills. They did not feel confident when they were asked to perform a guiding task in English. They did not speak fluently because they lack vocabulary and did not master some specific English terms in guiding. They also did not have enough knowledge about the (historical, cultural, and technical) contents of performing a tourist guide.

Teachers must prepare the students to be able to speak English very well in real situations. The students in tourist guiding class need a teaching approach that can accommodate them to learn language and subject area at the same time. Hence, this study implemented CLIL to improve students' speaking skills. CLIL is an educational approach with a dual-focus objective that has some particular features in which an extra language is used for learning and teaching. In using CLIL, the focus is on both content and language (Mehisto et al., 2008). This CLIL approach concerns with two learning goals, namely content and language. Mukminatien et al. (2020) also stated that CLIL allows students to study language while also learning their topic area expertise. It is believed that CLIL gives the students opportunity to learn content and language of the subject at the same time.

Hanesova (2014) studied the development of critical and creative thinking skills in CLIL. She put forward the idea that CLIL courses might be a good opportunity for schools to implement effective, efficient, activating ways of learning which aim for the development of both critical and creative thinking skills in the context of a specific subject as well as of communicative language skills. Based on her research, she emphasized that the idea of CLIL methodology focused on learners. Integrating content knowledge as well as language skills are not merely an illusion but rather a feasible option for schools.

Coyle (2005) described CLIL as an educational strategy that uses various language-supportive methodologies which leads to a dual-focus form of instruction where both the language and the content are the centre point. This CLIL approach is concerned with three learning goals, namely content, language, and learning skills. By covering these three goals, one of the important benefits of CLIL is that CLIL can foster creative and critical thinking. Hapsari (2016) believed that CLIL can be an innovative approach which integrates both language and content. CLIL gives advantage to develop students' higher order thinking skills (HOTS) and problem-solving ability which add to Indonesian students' competitive values in the global market.

For the students, teachers, and schools, the implementation of CLIL is beneficial (Dale et al., 2012). There are advantages of implementing CLIL, such as increasing the students' learning motivation, cognitive ability because their brains work harder, and communication skills. It also encourages whole school development and innovation as a result of the CLIL teachers' enthusiasm to think and discuss learning, curriculum development, and materials. In this study, CLIL is applied to improve students' speaking skills in tourist guiding class by reinforcing content and language mastery. By having good mastery of content and speaking skills, students will be able to get jobs easily and can serve better in their working field, especially in the travel and tourism industry.

METHOD

This research is a Classroom Action Research (CAR), as Burns (2009) argued that action research is a self-analytical, systematic, and evaluative approach to an enquiry by participants who are involved in the research community. It aims to identify the particular issue and is conducted to make changes. This research aims to improve students' speaking skills in Tourist Guiding class. The research setting was in D3 English for Translation and Hospitality Industry especially in Tourist Guiding Class from 15 February to 7 May 2021. The teaching process was done online because of the COVID-19 pandemic. 28 participants of the research were the students of Tourist Guiding in class 2C.

Burns (2009) mentioned that CAR involves four stages; namely, planning, acting, observing, and reflecting. Kemmis et al., (2014) stated that action research is a self-reflective spiral of cycles of planning, acting and observing, reflecting, and then replanning in a series of improvement cycles. This study also implemented four stages in a cycle which consist of planning, acting, observing, and reflecting. In the planning phase, the researchers analyzed the problem or situation and prepared an instrument to collect data. In the action step, the researchers planned the action to solve the problem. This step includes the preparation of the lesson plan, materials,

and method for teaching the students. Additionally, this research used some techniques to obtain both qualitative and quantitative data. The techniques are:

1. Conducting Pre-test and Post-test

This research used tests to measure the students' improvement in their speaking. The students were asked to perform their speaking skills in guiding. There were two types of tests used; a pre-test to find out students' speaking ability before the implementation of the actions, and a post-test to measure their speaking skills improvement after the implementation. The results of the tests were evaluated by both the researchers and collaborator to propose the next action and draw the conclusion of the research.

2. Observing the classroom

The observation was carried out to observe and document the CLIL implantation of the action in the class. The objects of observing were all sequences of the implementation process including the situation in the class, the interaction between teacher and students, students' activities and involvement, and the problems or obstacles found in the class. The collaborator as the observers also gave notes through an observation checklist and field notes.

3. Distributing questionnaire

The questionnaire was used to collect students' responses to the CLIL implementation. From the result of the questionnaire, the researchers evaluated the actions and drew conclusions. As the problems were already solved in one cycle, it was not necessary to conduct the next cycle.

Data of this research consist of quantitative and qualitative data. The quantitative data were obtained from the result of tests and close-ended questionnaire, while qualitative data were acquired from the result of observation and open-ended questionnaire. While the quantitative data were analyzed using statistic descriptive and presented in the percentage table, the qualitative data were analyzed using qualitative descriptive.

For trustworthiness this research employed triangulation. Triangulation means using two or more methods for collecting data to get a comprehensive understanding of the issue and increase the validity and credibility of research findings. The action is stopped after fulfilling the criteria of success. Criteria of success are determined by whether the student succeeds or not. Affective and cognitive aspects were used to determine the criteria of success in this study.

1) Affective

It is about 75% of students who are actively involved in learning. They are motivated to follow all the activities in the class. They also enjoy and give positive responses toward the implementation of CLIL

2) Cognitive

The students are able to improve their speaking skills. The mean score after implementing CLIL is at least 75

FINDINGS

The data of this study were derived from tests result, observation checklist, field notes, and questionnaires result. The result of tests showed an improvement in the students' speaking skills in guiding. Field notes and the observation checklist described students' involvement and activities in the teaching and learning process.

The questionnaires' results revealed the students' positive perception after CLIL was implemented and also suggested positive impacts on students' motivation in using CLIL. In implementing CLIL, the researchers also found the effectiveness of this approach in the classroom to improve speaking skills which can be seen from every stage of the cycle. The stages of AR cover planning, implementing the action, observing, and then reflecting on the action which can be described as follows.

1. Planning

In this stage, the instruments were prepared before implementing the action, such as lesson plans, the material used in implementing the action, supporting media, and also pre-test and post-test to measure the improvement of students' skills in speaking performance.

Before CLIL was implemented, the researchers conducted a pre-test to find out to what extent students' mastery of materials that were taught. The students should perform as TGs, explaining about Malang. There were 28 students who joined the pre-test. From the pre-test, the students' mean score was 64.03. The following is the detailed score of the pre-test results.

Table 1. The Result of Pre-Test

NO	Students	CONTENT (30%)				LANGUAGE (30%)				DELIVERY (30%)				CREATIVITY (10%)				TOTAL
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1	S1			3				3				3				2		73
2	S2			3				3				3				3		75
3	S3			3			2					3				2		65
4	S4		2					3				3				2		65
5	S5			3				3				3				2		73
6	S6			3			3				2					3		68
7	S7			3				3				3				2		73
8	S8			3				3				3				2		73
9	S9			3				3				3				3		75
10	S10			3				3				3				3		75
11	S11		2					3			2				1			55
12	S12		2				2				2				2			50
13	S13		2					3			2				1			55
14	S14			3				3				3				3		75
15	S15			3				3				3				2		73
16	S16		2					2			2					2		50
17	S17			3			2			1					1			48
18	S18		2					3				3				2		65
19	S19			3			2				2				1			55
20	S20		2					3				3				2		65
21	S21			3				3			2					2		65
22	S22			3			2				2					2		58
23	S23			3			2				2					2		58

24	S24	2	3	3	2	65
25	S25	2	3	3	2	65
26	S26	3	2	3	2	65
27	S27	3	2	2	2	58
28	S28	3	2	2	2	58
Total Score						1793
Mean						64.03

$$\text{Mean} = \frac{1793 \text{ (Total Score of Students)}}{28 \text{ (Total Numbers of Students)}} = 64.03$$

2. Acting

The second stage was implementing the action. The researchers followed the series of action as planned in the lesson plan. In this stage, the researcher applied CLIL in teaching online *Tourist Guiding* class. This action stage involved the implementation of several CLIL activities in the teaching-learning process to support creative and critical thinking in CLIL. The activities include *comparing*, *triggering*, and *role-playing*. These three activities were adopted from Mehisto et al., (2008). In each of those activities, the teacher tried to always make it more student-centred, although there were some parts which required explanation and further instructions. The role of the teacher was as the facilitator to give more opportunities for students to perform their English-speaking skills. The students were expected to be actively involved in the teaching-learning.

In the Acting stage, each of the three activities was described further below, and each of them involved some aspects, such as the aims of the activity, the language focus of the lesson, and the procedures of the lesson. The procedures included three parts, namely; warm-up, steps, and follow up.

Comparing

The aims of the lesson cover the aim regarding the content, the language, and the learning skills. Regarding the language, the aim was to understand appropriate expressions and conjunctions used for welcoming visitors. In terms of content, the lesson aimed to know the essential components of welcoming tourists that a Tour Leader (TL) should remember. Related to learning skills, the lesson aimed to compare and contrast, to identify similarities and differences of 3 (three) ways of welcoming tourists from 3 different video clips by using a checklist handout.

The language focus of the *Comparing* technique is (a) the use of conjunctions *both...and...* to express similarity and *however* and *but* to express contrast; (b) the use of some verbs that are commonly used by a TG or a TL in welcoming tourists; and (c) the introduction of some vocabulary which are related to welcoming tourists. Some of those verbs and vocabulary include *introducing bus crew*, *informing some reminders*, *making a headcount*, *pointing using the palm*, *mentioning rules and regulations*, *raising a flag*, *blowing a whistle*, *saying good wishes*, etc.

The procedures of implementing CLIL by using *comparing* activity comprises three parts: the warm-up, the steps, and the follow-up. In the warm-up, the students

were asked to fill in word bubbles with any words that come into their minds when they heard the word TOUR, and then explained the relationship of each of those particular words with the tour. Meanwhile, the steps of the activities were as follows:

- a. The teacher provided a handout of the procedure in welcoming tourists in random order and then elicited students' opinions about what the correct order could be.
- b. The teacher informed that the students were to watch 3 (three) different video clips and to observe the similarities and differences of the essential components of welcoming tourists that they could observe in the video clips.
- c. Using the checklist provided in the handout, the students mentioned the similarities and differences. Then, together with the students, the teachers discussed the correct answer to Task 1.
- d. The students were asked to continue with Task 2, observe non-verbal communication that a TL/TG used in the video clips, and compare among the three. Then, together with the students, the teachers discussed the correct answer to Task 2.

As a follow-up, the teachers challenged the students to perform a short presentation by employing those nonverbal communications to support/compliment the verbal language.

Triggering

Triggering is something that sets off another thought or an event. The aims of the lesson cover the aim regarding the content, the language, and the learning skills. Regarding the language, the aim was to understand appropriate expressions and adjectives used for describing a tourist attraction spot/object in a bus tour. In terms of content, the lesson aimed to know the important elements of describing a tourist attraction spot/object that a TG should mention in a bus tour. Related to learning skills, the lesson aimed to describe a tourist attraction spot/object in a bus tour in an interesting way based on clues and triggers.

Moreover, the language focused of the lesson were (a) the use of adjectives to modify and strengthen information about a tourist attraction spot; and (b) the use of passive construction to describe a tourist attraction spot in a bus tour. Some of the expressions were those such as:

On the left, you can see...

On your right, there is...

We are now approaching...

The procedures of the Triggering were divided into three sessions: the warm-up, the steps, and the follow-up. In the warm-up, the teachers conducted a communication game namely Dos and Don'ts. The teachers mentioned a statement that was related to tips to be a good TG, and the students decided whether the statement was a Do or a Don't. If it was a Do, then the students were to raise their hands and shake them happily; whereas if it was a Don't, then the students were to shrug and turn their shoulders.

Meanwhile, the steps of the activities were as follows.

- a. The teacher inductively discussed some characteristics that made a good TG according to the statements that were mentioned in the warm-up session. This was carried out by asking the students to recall and make a list of the characteristics.
- b. Next, the teacher introduced some adjectives that were useful for describing a tourist attraction spot/object. The students were triggered to produce appropriate adjectives by using an initial letter of the adjective.
- c. The teacher provided a picture and some clues about a particular tourist attraction (in the world, and especially in Malang). The clues could be some facts about the tourism spot/object.
- d. The students were asked to describe the tourist attraction spot/object based on the picture and clues as a trigger.

As a follow-up, the students were asked to perform a pair work activity about describing a tourist spot in a bus tour. Student A provided a clue, student B described the spot.

Role-Playing

Roleplaying here refers to thinking like someone else and communicating and acting as that person would. The aims of the lesson cover the content, the language, and the learning skills. Regarding the language, the aim was to understand polite expressions and imperatives used for transferring in. In terms of content, the lesson aimed to know the important procedures of transferring that a TG should remember. Related to learning skills, the lesson aimed to play a simulation with the role of a TG doing a transfer-in from the airport to the hotel.

The language focuses of the Role-playing technique were (a) the use of transition signals in the tourist guiding presentation; and (b) the use of past tense in describing history or historical facts.

The procedures of the Role-playing were divided into three sessions: the warm-up, the steps, and the follow-up. In the warm-up, the teacher conducted a matching game, in which she mentioned a description of a particular term/vocabulary related to the airport, and the students guessed what the term was. The Steps of the Role-playing technique consisted of 3 parts - at the start, during the tour, and at the end. At the start, the teacher asked the students to watch an example presentation of a TG in a video, then she asked them to play the role of a professional TG. The student as a TG firstly welcomed the passenger and introduced him/herself and the driver as well as the bus crew. Then, he/she briefly explained the tour and some highlights. Next, s/he made sure that all passengers were safe and comfortable.

During the tour, the TG should do the following activities. He or she made a series of short talks simulating the transfer-in, from the airport until they arrived at the hotel. At the end of the tour, before the TG thanked the passengers and wished them a pleasant evening, he or she conducted a quick evaluation of the tour, asking the passengers things that they liked during the tour and things that they thought still needed to be improved.

As a follow-up, the teacher asked the students to make peer evaluations and give constructive comments on their friends' presentations as a TG. The students were then given a take-home assignment to make a video recording of them doing a

transfer-in from the airport to the hotel, by using the procedures that have been discussed.

3. Observing

The third stage of the AR was observing the action. Observation data were collected using observation checklist. The collaborator observed students' and teachers' activities during the teaching and learning process when CLIL was implemented. Then, she gave a score for students' activities while the students were having material from the teacher. The collaborator also gave a score of the teacher's activities in managing the teaching and learning process. The result of the observation can be shown in the table below.

Table 2. Students' Activity Checklist

No	Activities	Level			
		1	2	3	4
1.	Students pay attention to the teacher's explanation			v	3
2.	Students give responses to teacher questions			v	4
3.	Students actively involved in the discussion			v	4
4.	Students do their tasks based on the teacher's instruction			v	3
5.	Students present their speaking performance			v	4
Total Score					18
Mean					3.6

Table 3. Description of Checklist

Valuation	Categories
1	very poor
2	poor
3	good
4	very good

From the table, it can be seen that many students took good participation in the teaching and learning process. Based on the result of the observation, they paid attention and gave a response to the teacher. They also did and presented the task based on the teacher's instruction.

Table 4. Teacher's Activity Checklist

No	Activities	Level			
		1	2	3	4
1.	The teacher gives warming up at the beginning of class			v	4
2.	The teacher encourages students to be actively involved in the learning process			v	4
3.	The teacher gives the instructions clearly			v	4
4.	The teacher manages the class very well			v	3
5.	The teacher summarizes the material at the end of class			v	4
Total Score					19
Mean					3.8

Table 5. Description of Checklist

Valuation	Categories
1	very poor
2	poor
3	good
4	very good

From the table, it can be concluded that the teacher was good at delivering the material. She could encourage the students to be active and manage the class even though it was online.

4. Reflecting

In this phase, the researcher evaluated the actions and drew conclusions about what needed to do in the next cycle. The instruments used to collect information about the improvement were obtained from questionnaires and tests. The following is the result of the questionnaire distributed after the implementation.

Table 6. The Result of the Questionnaire

No	Statements	Percentage (%)				
		1	2	3	4	5
1.	I enjoyed the lesson about Transfer In and Transfer Out			6.3	21.9	71.9
2.	I was given adequate time and opportunities to sharpen my observing/observation skills			3.1	25	71.9
3.	I was given the chance to work and collaborate with other students			9.4	15.6	75
4.	I was allowed to take active participation in the learning process	6.3			25	68.8
5.	I can improve my (English) language for Tourist Guiding after attending the lesson			6.3	18.8	75
6.	I can improve my knowledge of Tourist Guiding procedure after attending the lesson				15.6	84.4
7.	I learn new skills after attending the lesson			3.1	18.8	78.1

Table 7. Description of Questionnaire

Valuation	Categories
1	Very disagree
2	Disagree
3	Neither agree nor disagree
4	Agree
5	Very agree

From the table, it can be seen that most of the students enjoyed the lesson, were actively involved in the teaching process, and gained knowledge and skills in guiding. The researcher also got some feedback from open-ended questionnaire about students' attitudes toward the implementation of CLIL. Most of them gave a positive attitude when CLIL was implemented in the tourist guiding class. These are some of the students' feedback:

"I enjoy the lesson about transfer in and transfer out" (S1)

"I like all of the things in this lesson today" (S2)

"I like the media and topic today. also, Ms. Ririet telling us about the experienced that makes us inspired when she in Japan and Singapore" (S3)

"So far so good, there's nothing that I don't like because I really enjoy the lesson today because I got lots of new things" (S4)

From the result of the questionnaire, it can be concluded that most students were satisfied with the material given by the teacher. They enjoyed the lesson and felt that their English and knowledge improved after attending the lesson. The researcher also used tests to measure the improvement in students' speaking skills performance after implementing CLIL. The result of the student's score can be seen below:

Table 8. The Result of Post-Test

NO	Students	CONTENT (30%)				LANGUAGE (30%)				DELIVERY (30%)				CREATIVITY (10%)				TOTAL
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1	S1				4			3				3				3		83
2	S2				4			3					4				4	93
3	S3				4		2					3				3		75
4	S4				3			3					4			3		83
5	S5				4			3				3				3		83
6	S6				4		3				2					3		75
7	S7				4				4			3				3		90
8	S8				4			3				3				3		83
9	S9				4			3					4				4	93
10	S10				4				4			3					4	93
11	S11			3				3				3			2			73
12	S12			3				3				3			2			73
13	S13			3				3			2				3			68
14	S14			3					4				4		3			90
15	S15				4			3				3			3			83
16	S16		2					2				2			3			53
17	S17			3				2				3			3			68
18	S18		2						3			3			3			68
19	S19			3				3				3			3			75
20	S20		2						3			3			3			68
21	S21			3				3				3			3			75
22	S22			3				3				3			2			73
23	S23			3				2				3			2			65
24	S24		2						3			3			2			65
25	S25				4			3			3				2			80
26	S26			3				2				3			3			68
27	S27				4			2			2				2			65
28	S28			3					3			3			3			75
Total Score																	2128	
Mean																	76	

$$\text{Mean} = \frac{2128 \text{ (Total Score of Students)}}{28 \text{ (Total Numbers of Students)}} = 76$$

Based on the result of the post-test in the cycle, it is clear that the mean of students' score is 76 so it has improved compared to the result of the pre-test which has the mean score of only 64. Therefore, from the analysis of students' test result in the cycle, it can be said that the mean score was better than the previous one. There was an improvement in the cycle. The researchers concluded that the problems have been solved by using CLIL in one cycle so that it is not necessary to conduct the next cycle. The principle of CAR is to take "therapeutic" actions on the result of the initial reflection that is considered "sick". The action starts from planning, implementation, and reflection (which in CAR is called a "cycle"). If once treatment has produced good results in accordance with the target, the next cycle is not required as Burns (2010) stated that when action researchers are satisfied with the result, they can decide to stop. Therefore, the cycle in this study can be stopped in one cycle because it has already met the criteria of success.

DISCUSSION

After analyzing the whole research findings, it is clear that CLIL is very significant for teaching speaking. Moreover, the students' speaking skills have improved by implementing this approach. They were confident, actively involved, and also enthusiastic in the teaching process. Delliou and Zafiri (2016) conducted action research on developing the speaking skills of students through CLIL. The findings of their research indicated a positive impact of CLIL on the development of the speaking skills of the students. The components of the speaking skills that they observed and showed improvement were on pronunciation and intonation, lexical range and choice of words, grammatical accuracy, fluency, use of communication strategies, as well as cohesion, and coherence. Moreover, they also found that the students revealed a positive attitude towards CLIL, namely the tasks, the lessons, and the learning of both language and subject contents. This current study, which implemented CLIL in an online Tourist Guiding class, is in line with those findings. The implementation of CLIL could improve students' speaking skills in Tourist Guiding class.

Alasgarova (2018) also conducted action research on implementing CLIL in history class. The findings showed the same results; the students were more engaged, active, and motivated during the classes with CLIL strategies. Lecture-like presentations notably reduced the active mental involvement of the students. The implementation of CLIL techniques can have a positive influence on the comprehension of the content as well as reinforce students' participation in class activities.

Ratminingsih et al., (2018) mentioned that based on their need analysis study, TGs need more contextual-based training materials to improve their English-speaking skills. Training materials that were provided within a context would be meaningful when what they have learned was able to be used in real situations. In this current study, such aspects were also put into consideration and it was found that when the materials of Tourist Guiding topics were presented in a clear context,

the students found it useful, could understand better, and thus felt motivated in learning.

Argonawan and Ma'mun (2021) reported their experience in training for TGs by using communicative games to improve TGs' speaking skills. Although the current study did not emphasize the use of communication games, their study also underlined the importance of communicativeness in the training/teaching speaking likewise in online Tourist Guiding class.

Straková et al., (2014) also studied the development of critical and creative thinking skills in CLIL. She put forward the idea that CLIL courses might be a good opportunity for education institutions to apply effective, efficient, activating ways of learning which have the goal to develop both students' critical and creative thinking skills in the context of a specific subject area as well as of communicative language skills. Based on her research, she emphasized that the idea of CLIL methodology focused on learners, combining the knowledge of content and skills as well as language skills.

Hapsari (2016) revealed the challenge of communication and cognition aspects of CLIL in Indonesia. She mentioned several challenges for CLIL teachers in delivering the content subject in English and it is likewise the teacher's experience in implementing CLIL in the current study. She also found some challenges in teaching ESP due to a lack of pedagogy content knowledge. Lo (2020) stated it is critical in assisting CLIL instructors to recognize and accept their role in teaching both subject and language. For instance, CLIL topic subject specialists must be aware of the need of incorporating language education into their content classes. Hence, CLIL should be supported by offering appropriate bilingual education for instructors who will be teaching international standard courses, as well as conducting educational linguistic research that assesses students' affordance to English.

To implement CLIL successfully, teachers should both understand the subject content very well and have a very good mastery of English. CLIL instructors are accountable not only for ensuring that their students understand the desired topic knowledge but also for assisting them in communicating that information in a subject-specific language in an L2. Such implications also apply in the case of teaching speaking in online Tourist Guiding class. The teachers should not only have excellent mastery of English as the medium of teaching but also have a very good knowledge and understanding of the subject content in Tourist Guiding class. Therefore, a teacher professional development such as a workshop or BNSP certification on schemes related to *Tourist Guiding* is strongly recommended for the CLIL teachers.

CONCLUSION

Students' speaking skills through CLIL in Tourist Guiding online class are really useful to apply in this field cause it attracts students to learn Tourist Guiding even if not in the real practice. The students got motivated and also enjoyed using CLIL. Moreover, their spirit to develop their ability and skills to know more about tourist guiding aspects was successfully established.

The teachers as role models also need to learn more about CLIL before teaching and giving the material to the students. They have to integrate the duties of content and L2 teachers and should ideally be knowledgeable in both fields.

Furthermore, the teachers need to have professional development such as workshops or BNSP certification related to Tourist Guiding. These capabilities will influence the way they are teaching using CLIL in the class.

As an implication, in order to have a successful implementation of CLIL in the Tourist Guiding online class, teachers are expected to have mastery of both the English language and the content of Tourist Guiding. Furthermore, CLIL is also recommended to be implemented in the teaching of other subjects, and more research on that are also recommended to be carried out.

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