



## ENGLISH CONTENT CREATOR TRAINING FOR TOUR GUIDES AT KEBUMEN ENGLISH TOURISM VILLAGE (KWIK) AS A MEANS TO OVERCOME ANXIETY IN GUIDING TOURS IN ENGLISH

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### ABSTRACT

Anxiety is one of the affective factors that influences foreign language learning, particularly in speaking. Anxiety appears to be an important factor in language learning progress, as it has a hindering effect on learners' oral performance. One approach to addressing this issue is through "English Content Creator" training. This training aims not only to improve English language skills but also to equip tour guides with the ability to create creative content relevant to tourism. This research employs a qualitative descriptive method with a literature review approach. As we know, typical English learners among tour guides in these villages often experience high levels of apprehension when speaking, such as fear of making mistakes, nervousness, and lack of confidence. To help them overcome this anxiety, it is crucial for educators to encourage tour guides to learn English in a fun and engaging way, one of which is through the use of content creators.

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**Keywords:** *Content Creator; Tour Guide; English; Kampung Wisata Inggris Kebumen.*

### 1. INTRODUCTION

English proficiency has become one of the essential skills in the tourism industry, especially for tour guides who interact with foreign tourists. In Indonesia, the demand for English-speaking tour guides continues to grow in line with the expansion of international tourism. One area with tourism potential that focuses on improving English language skills is Kampung Wisata Inggris Kebumen (KWIK), which aims to promote itself as an educational tourism destination.

Despite this potential, many local tour guides still face challenges in mastering English skills, particularly in public speaking and engaging with foreign tourists. This is often due to the foreign language anxiety experienced by local guides, which can reduce their confidence and effectiveness in conveying information to tourists.

One approach to addressing this issue is through "English Content Creator" training. This training aims not only to improve English language skills but also to equip tour guides with the ability to create creative content relevant to tourism. With the skill of creating English-language content, tour guides can practice independently, using the language more naturally and confidently. This approach has the potential to be an effective tool in reducing anxiety when guiding tours in English, thus enhancing the quality of tourism services in KWIK.

### 2. LITERATURE REVIEW

Currently, speaking skills are a challenging competency for many students or learners because they require a great deal of interaction. The other three language skills can

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be practiced individually, but for speaking, students cannot practice by speaking to themselves. This is why students must make every possible effort to find someone else to speak with. In line with this, Nunan (2000:39) states that speaking is one of the key aspects of learning a second or foreign language. Additionally, he notes that the success of language learning is measured by the ability to engage in conversation in the target language. It can be said that being able to speak fluently is essential in language learning, as speaking skills can be used to communicate both inside and outside the classroom.

Anxiety is one of the affective factors that influences foreign language learning, particularly in speaking. Anxiety appears to be an important factor in language learning progress, as it has a hindering effect on learners' oral performance. Horwitz et al. (1986) assert that foreign language anxiety is related to issues such as uneasiness, nervousness, and worry experienced by learners when learning or using the foreign language they are studying. They also add that learners may not have difficulties mastering other language skills but might experience a 'mental block' when it comes to speaking the foreign language in public. Similarly, Tanveer (2007) states that feelings of anxiety, worry, and nervousness are commonly expressed by foreign language learners when speaking the language they are learning in public. These feelings are considered to have a potentially negative impact and detrimental effects on learners when they communicate in their target language. Furthermore, Brown (2004) emphasizes that speaking anxiety hinders learners from speaking in the target language. Anxious and nervous learners seem to struggle with concentration and mastering the target language, which ultimately results in poor performance and achievement in the language proficiency they aim to acquire.

Young (1990) suggests that foreign language anxiety is a complex and multidimensional phenomenon. Additionally, MacIntyre and Gardner (1993) define anxiety as the subjective feeling of tension and worry that is specifically related to the context of speaking, listening, and learning a language being studied. As reported by Horwitz et al. (1986), foreign language anxiety involves a complex interplay of self-perceptions, feelings,

and behaviors that are distinct to the language learning process itself. Horwitz et al. developed a theory of language learning anxiety with three interrelated components.

First, communication apprehension, which is defined as a type of shyness characterized by the fear or nervousness of communicating with others. Second, fear of negative evaluation, referring to the learner's concern about others' judgments. The third component is test anxiety, exemplified as a form of performance anxiety where learners fear failure.

Many researchers have investigated foreign language speaking anxiety, particularly focusing on students' anxiety when speaking English. Horwitz et al. (1986) were the first researchers to design the Foreign Language Classroom Anxiety Scale (FLCAS), a research instrument that focuses on the feelings of anxiety experienced by foreign language learners in the classroom. Horwitz et al. (1986) categorized foreign language anxiety into three factors: communication apprehension, fear of negative evaluation, and general feelings of anxiety.

Over the past two decades, research related to foreign language anxiety, especially English speaking anxiety, has increasingly been examined from different perspectives. For instance, Latif (2015), Na (2007), and Rafek (2009) explored the correlation between English-speaking anxiety and gender. Their research revealed that there is no significant difference between male and female students, although male students scored slightly higher on average than their female counterparts. Additionally, Latif (2015) and Karatas et al. (2016) investigated the correlation between learners' Englishspeaking anxiety levels and the number of years they have studied the foreign language.

Meanwhile, Irawan et al. (2018) and Indrianty (2016) examined the dominant factors contributing to learners' Englishspeaking anxiety, focusing on the three most frequently discussed types of anxiety: communicative apprehension, negative evaluation, and test anxiety. The results of these studies concluded that the variable of years of foreign language study positively correlates with the level of anxiety displayed by learners—the longer they study a foreign

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language, the lower their anxiety levels tend to be. As for the most significant contributing factor among the three types of anxiety, the results varied between studies. However, the conclusions were not absolute for some English learners, as the results depended on whether the language was studied as a second language or as a foreign language.

In Indonesia, several studies have investigated students' anxiety in English-speaking classes. Irawan et al. (2018) found that many students feel nervous during speaking activities, a condition primarily caused by the pressure of the speaking tasks themselves. Indrianty (2016) found that the pressure to speak in public led to uncontrollable anxiety, marked by body movements and an inability to speak clearly. As a result of this anxiety, students resorted to various strategies to avoid speaking in English. More specifically, students experienced anxiety in English-speaking classes due to a lack of vocabulary, inadequate preparation, fear of making mistakes, and fear of being laughed at by their peers.

Kampung Wisata Inggris Kebumen (KWIK), an English-learning village, is predominantly staffed by female tour guides of various ages and professional backgrounds. These women have been empowered to learn English since 2014. In teaching its tour guides, KWIK employs a "learning by practicing" method, based on professions and nearby objects. The tour guides practice speaking English by relating it to the professions they engage in and the objects around them. However, during the learning process, anxiety often arises due to factors such as a lack of confidence and limited mastery of English vocabulary and pronunciation. To address these challenges, creative teaching methods are needed, one of which involves training the tour guides as content creators. This is done through video-making exercises, where the videos are then uploaded to the social media account of Kampung Wisata Inggris Kebumen (KWIK).

**3. METHODS**

This research employs a qualitative descriptive method with a literature review approach (Zed, 2008). According to Zed, in

library research, the researcher limits activities solely to reviewing library references to address the research problem. The problem examined in this study is what factors trigger English learners' anxiety and what hinders their proficiency in speaking skills. Additionally, the researcher will specifically present several studies related to English learning that adopt web-based technology to help overcome language learning anxiety.

The findings from this study are expected to contribute to Kampung Wisata Inggris Kebumen (KWIK) or other English villages in improving English speaking proficiency for tour guides in a fun and engaging way by using creative and practical learning methods, such as producing English content to be shared on social media. Furthermore, by trying to implement content creator-based language learning, tour guides will feel more confident, as the enjoyable atmosphere and the use of learning tools such as smartphones for recording, apps for editing videos (such as CapCut and Kine Master), and uploading them to social media, will help reduce English-speaking anxiety and boost their self-confidence

**4. RESULTS AND DISCUSSION**

The following section presents a review of factors related to learners' anxiety that may hinder their proficiency while speaking English. In addition, it discusses the benefits of web-based foreign language learning in reducing learners' anxiety levels in speaking skills.

**Factors of Anxiety Affecting English Learners****1) Affective Factors**

Affective factors are the primary contributors to learners' anxiety in English-speaking skills. These factors relate to learners' interest, feelings, emotions, and personality (Brown, 2004). In relation to anxiety, a lack of interest in the topic being studied can lead to high levels of anxiety when learners are asked to speak in English (Kasbi and Shirvan, 2017). Another affective factor is the learners' fear of failing to speak English in front of their teachers, as they worry about receiving

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negative reactions from them (Alsowat, 2016). Aside from teachers' negative reactions, peer evaluation can also be another significant source of anxiety for foreign language learners. Additionally, tour guides often experience anxiety when they feel they are being viewed negatively by their fellow guides or peers (Rahman, 2017). This is consistent with Hanifa (2018), who stated that unfavourable responses from people around learners can make them anxious and hesitant to speak. For example, they may fear being laughed at, mocked, or perceived as superior to others when they try to speak.

**2) Cognitive Factors**

Although affective factors are not the only ones that trigger learner anxiety, other factors, such as cognitive ones, also play a significant role in creating a stressful environment for foreign language learners. Cognitive factors are related to specific elements, including the topic, ideas or content, and the interlocutor, which can trigger anxiety in tour guides when they speak English. Numerous studies have revealed that Englishspeaking anxiety is linked to these cognitive factors. To name a few, Kasbi and Shirvan (2017) found that a lack of knowledge about the topic was a major cause of heightened speaking anxiety. In such situations, tour guides may speak very little or not at all because they cannot think of anything to say and thus become unwilling to participate in a speaking forum.

Furthermore, Mouhoubi-Messadh (2017) found that tour guides are likely to feel anxious when they fear not fully understanding the content they wish to discuss. This is similar to what Anandari (2015) stated, noting that the primary cause of anxiety stemming from cognitive factors, which is experienced by learners of English as a foreign language, is their inability to fully grasp the content or topic comprehensively. Regarding cognitive factors, the role of the interlocutor also plays a crucial part in determining speaking anxiety. A study by Melouah (2013) highlighted that the interlocutor's reactions to the learner's mistakes and how they correct those mistakes significantly impact the creation of a psychologically

stressful atmosphere for foreign language learners.

**3) Linguistic Factors**

In addition to affective and cognitive factors, linguistic factors also contribute to the level of anxiety experienced by foreign language learners. According to Brown (2004), linguistic ability refers to the learner's knowledge and competence in mastering the components of the language being studied, such as grammar, vocabulary, comprehension, fluency, and pronunciation. This aligns with Tanvier's (2007) research, which found that second language acquisition researchers often observe learners complaining about the difficulty of adopting English pronunciation. Besides the complex and highly irregular nature of English pronunciation, the language contains numerous exceptions in spelling and meaning for each word. Here are some linguistic components that can act as barriers for English learners, triggering anxiety when speaking in public or conversing with others.

**A. Grammar**

In relation to linguistic difficulties, grammar is the most important aspect that makes foreign and second language learners find it challenging to learn how to speak. This was evidenced by Tanvier (2007) in his research, which involved several English teachers with Mandarin and Taiwanese as their first languages. The results of the study showed that the main difficulty their students faced when speaking was in constructing grammatical sentences. When they spoke, they were unsure which verb forms to use, causing them to pause and think about what they should say first.

An example of the anxiety faced by tour guides at Kampung Wisata Inggris Kebumen (KWIK) related to grammar when learning to use English can occur in the following situations:

- **Incorrect Use of Tenses:** Tour guides may feel anxious when choosing the correct tense to explain history, past events, or upcoming activities. For example, they might worry about using the past tense incorrectly for events that have already occurred, or the

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future tense for upcoming activities, which can lead to confusion for tourists. Example: "Yesterday we go to the Reptile Park," when it should be "Yesterday we went to the Reptile Park."

- **Difficulty Using Articles ('a', 'an', 'the')**: Many tour guides at KWIK struggle with using the correct articles in English. They may feel unsure about whether to use 'a', 'an', or 'the' when talking about specific objects. Example: "This a icon view in this village," when it should be "This is an iconic view in this village."
- **Use of Prepositions**: Anxiety arises when tour guides have to use prepositions like in, on, or at correctly when explaining locations or times. Incorrect use of prepositions can change the meaning of a sentence. Example: "The tour will start on 10 o'clock," when it should be "The tour will start at 10 o'clock."

**B. Vocabulary**

Learners' difficulties in recalling and retrieving vocabulary they wish to use have been well-documented in previous research. For example, MacIntyre and Gardner (1991) found that respondents in their study often felt nervous or anxious when speaking English because they lacked sufficient vocabulary to express their ideas. This implies that English learners' speaking anxiety is linked to their limited vocabulary. The findings align with research by Lightbown and Spada (2006:39), which noted that many learners struggle to articulate vocabulary when speaking because they can only process a limited amount of information spontaneously at one time. As a result, speaking anxiety arises and impedes their fluency.

**C. Pronunciation**

Previous research has revealed that pronunciation is a major source of stress for both second language and foreign language learners. Tanvier (2007) found that anxiety related to pronunciation ranked as the top

trigger for nervousness among foreign language learners when speaking English. Additionally, Tanvier (2007:47) highlighted that "pronunciation is a critical issue in all aspects of language because it directly affects interaction. When learners feel that their conversation partner does not understand them, they need to correct their pronunciation on the spot, which is often difficult for them and causes significant stress." Furthermore, Krashen (1985:46) stated that learners in environments where English is not the first language primarily hear English spoken by teachers or classmates, whose pronunciation may also be subpar. This contributes to speaking anxiety due to learners' own inadequate pronunciation.

**The Benefits of Content Creator-Based Language Learning to Overcome English Language Anxiety, Especially for Tour Guides:**

Content creator-based English learning for tour guides can offer numerous benefits in addressing anxiety related to learning the language. One key benefit is creating a more authentic and relevant learning environment. According to Krashen (1982), anxiety is one of the affective barriers that can hinder language acquisition, where a supportive and realistic environment can lower anxiety levels. In the context of content creation, tour guides can engage in producing English-based content that directly relates to their work needs, which boosts motivation and involvement, while reducing the pressure of rigid and formal language learning (Richards, 2015).

The content creator-based approach also provides opportunities to practice in real-life situations by integrating digital skills and language simultaneously. This aligns with Dörnyei's (2009) findings, which state that meaningful and interactive experiences can reduce language learning anxiety and increase the confidence of tour guides in using the language orally. By utilizing technology to create videos, blogs, or other interactive

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content, tour guides can practice English in an enjoyable, relevant, and functional context, ultimately helping them overcome anxiety associated with using English in professional settings.

The content creation process also reveals a boost in the tour guides' confidence, complemented by the integration of nonverbal language when speaking English, such as expressive facial gestures, hand movements to reduce insecurity, and more confident eye contact when speaking in front of the camera. Practically, they also gradually minimize language errors, particularly in tense usage, pronunciation mistakes, and grammar.

Additionally, in terms of vocabulary mastery, they find it easier to remember vocabulary through the content creation method, as this approach makes them feel more comfortable and enthusiastic about learning through content creation media.

**5. CONCLUSION**

This literature review provides a brief overview of the importance of content creator training to support English language learning, particularly for tour guides in tourist villages. As we know, typical English learners among tour guides in these villages often experience high levels of apprehension when speaking, such as fear of making mistakes, nervousness, and lack of confidence. To help them overcome this anxiety, it is crucial for educators to encourage tour guides to learn English in a fun and engaging way, one of which is through the use of content creators. This method has been proven to reduce students' anxiety levels when starting to speak and during English conversations.

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