



CULTURAL TOURISM THROUGH LANGUAGE: EMPOWERING COFFEE TOURISM AT “KOPI MBAK MAR” KULON PROGO

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ABSTRACT

This research aims to analyze the role of language, particularly English, in supporting the development of coffee-based cultural tourism in Sidoharjo Village, Samigaluh District, Kulon Progo, to identify the challenges and opportunities of using foreign languages in tourist interactions at Kopi Mbak Mar, and to formulate empowerment strategies through context-based tourism language training. The problem faced by the managers is the low self-confidence and foreign language skills when interacting with foreign tourists, even though the coffee tourism potential in the Menoreh area has global appeal. The research used a descriptive qualitative approach through field observation, in-depth interviews with managers, and surveys of tourists. Data analysis was performed using Miles and Huberman's interactive model, which included data reduction, data presentation, and conclusion drawing/verification. The research findings indicate that limited proficiency in foreign languages impacts the quality of cultural interaction and the experiences of tourists. However, through the context-based tourism language training program, managers began to build confidence and improve communication skills. This finding confirms that language serves as an important bridge in cultural tourism and community empowerment, and can strengthen the competitiveness of Kulon Progo's coffee tourism destinations internationally.

Keywords: cultural tourism, English, coffee, empowerment, Kulon Progo

1. Introduction

Cultural tourism is increasingly gaining global attention because it offers not only recreational experiences but also emphasizes local wisdom values and community empowerment (Richards, 2018). In Indonesia, one form of cultural tourism that is rapidly developing is coffee tourism, where coffee is positioned not just as a commodity, but also as a medium for social interaction, cultural narrative, and a tourist attraction capable of drawing both domestic and international visitors (Pusparini & Ardhan, 2021). Kulon Progo, especially the Menoreh area, has great potential for developing coffee tourism. One of the growing destinations is Kopi Mbak Mar in Sidoharjo Village, Samigaluh District. However, despite the promising potential of coffee tourism, the main challenge faced is the limited mastery of foreign languages, particularly English, by tourism managers and operators. This language barrier impacts the low quality of cross-cultural communication and reduces the satisfaction of foreign tourists (Suprihatin et al., 2020). Several previous studies have highlighted the importance of language in tourism. Cohen & Cohen (2015) emphasize that language is the primary medium for building authentic tourist experiences. Meanwhile, Al-Mahrooqi & Denman (2016) found that foreign language skills in tourism operators improve the quality of interaction and strengthen the destination's image. In Indonesia, studies by Dewi (2019) and Prasetyo (2022) show that limited foreign language skills in tourist villages are a major obstacle to developing the international market. However, there is still a research gap regarding language-based community empowerment approaches in the coffee tourism sector. Most previous researches have focused more on digital promotion (Utami, 2021) or destination marketing strategies (Putra & Darma, 2020), but little has specifically addressed the relationship between English language, cultural experiences, and community-based coffee tourism. Therefore, this research offers novelty by examining how a tourism-context-based language training program can improve self-confidence, communication competence, and the competitiveness of coffee tourism in Kulon Progo. Based on the above description, this research aims to: (1) analyze the role of language, particularly English, in supporting tourist interaction at Kopi Mbak Mar; (2) identify the challenges and opportunities of using foreign languages in the development of culture-based coffee tourism; and (3)

formulate empowerment strategies through a tourism-context-based language training program. Thus, this research is expected to contribute academically to the study of language-based tourism and provide practical implications for strengthening the competitiveness of coffee tourism in Kulon Progo.

2. Literature Review

This literature review is designed to place research on the role of language, particularly English, in the development of cultural coffee tourism within a relevant theoretical and empirical framework. The study focuses on (a) the relationship between language and cultural tourism, (b) the role of storytelling/narrative in creating tourism experiences, (c) community-based tourism (CBT) and empowerment, (d) English for Tourism/ESP as a functional competency, and (e) specialized literature on coffee tourism/agrifood tourism. In the end, a synthesis of the research gaps (gap analysis) is presented, which forms the basis for the novelty of this study.

2.1. *Language and Cultural Tourism*

Language in cultural tourism plays a dual role: it is both a tool for communication and a medium for constructing meaning. According to Dann (1996), language is not merely a means of conveying practical information during a tourist's journey, but also a primary instrument for building the tourist's image, identity, and emotional experience. In line with this, Chronis (2012) asserts that language serves as a medium for cultural representation, thru which tourists can "experience" the history, traditions, and local values articulated by the host community. Furthermore, Cohen and Cooper (1986) in their empirical study showed that language variation, ranging from the use of local, national, to international languages, directly affects the quality of interaction between local tourism operators and tourists. This finding was later reinforced by further research highlighting the importance of linguistic competence in creating a more authentic and meaningful travel experience. From a theoretical perspective, this literature is strong in demonstrating the link between language and the experience economy in tourism (Pine & Gilmore, 1999), where authentic experiences become the main selling point of a destination. However, there are limitations in the literature that is quantitative or empirical, particularly regarding community-based coffee tourism. There haven't been many studies that specifically examine how language training interventions for tourism operators affect the effectiveness of coffee narrative delivery and tourists' perceptions of that experience. Therefore, this study places language as a central variable in analyzing how coffee narratives are constructed, delivered, and received by tourists. This position allows the research to bridge gaps in the literature while also making a practical contribution to the model of community empowerment thru cultural coffee tourism.

2.2. *Narrative/Storytelling in Tourism (Narrative Tourism)*

Storytelling in tourism is understood as an interpretive practice that connects tourists with the cultural and social context of a destination. According to Chronis (2012), narrative plays a role in creating a deeper tourism experience thru the co-construction of meaning between the guide (host) and the tourists. In this case, local stories are not merely told, but also re-enacted, so that tourists feel emotionally involved with the destination's history, values, and identity. In line with this, Richards (2018) emphasizes that storytelling in tourism strengthens destination image and authenticity. Stories originating from local languages, traditions, and everyday practices of the community create destination differentiation amidst global competition. More than just information, local narratives can extend the value of the tourism experience because they leave a lasting impression even after the visit is over. Empirical findings indicate that storytelling delivered in a language understood by tourists, whether thru direct translation or professional interpretation, significantly contributes to tourist satisfaction levels and increases their intention to recommend the destination (Chronis, 2012; Richards, 2018). In other words, language becomes a crucial element in ensuring the story not only reaches but also resonates with a cross-cultural audience. Nevertheless, the literature review reveals limitations. Existing studies focus more on destination narratives in general, while research specifically testing the effectiveness of bilingual narratives (local + English) in the context of community-based tourism—such as coffee tourism villages—is still limited. In fact, the bilingual narrative model has the potential to bridge the need for local cultural authenticity with global accessibility for foreign tourists. Based on this gap, this study focuses on bilingual storytelling to assess the extent to which dual narrative practices

(local + English) can enhance the educational (hands-on) tourism experience in the Kopi Mbak Mar tour package in Kulon Progo.

2.3. *Community-Based Tourism (CBT) and Empowerment*

Community-Based Tourism (CBT) has emerged as one of the sustainable tourism approaches that emphasizes the active participation of local communities in planning, management, and benefit distribution. According to Tosun (2000), the concept of CBT stems from criticism of the top-down tourism model, which tends to marginalize local communities. CBT emphasizes the need for community participation so that society is not just an object, but also the main subject in the tourism process. Goodwin and Santilli (2009) reinforced this idea by emphasizing three key dimensions of CBT, namely: (1) direct community involvement in decision-making, (2) fair distribution of economic benefits for society, and (3) sustainable capacity building. In the context of capacity building, communication skills, including proficiency in foreign languages, are identified as a crucial form of human capital that significantly determines community access to the international tourism market. Empirical findings from various CBT studies indicate that skills training, such as in hospitality, management, and languages, can increase local participation while strengthening long-term economic outcomes (Goodwin & Santilli, 2009; Manyara & Jones, 2007). However, the literature also emphasizes that every training intervention must be sensitive to the cultural context to avoid eroding local values and authenticity (Tosun, 2000). Thus, the success of CBT is not only measured by economic aspects, but also by social and cultural sustainability. An evaluation of this literature indicates that while CBT theory provides a strong conceptual foundation for community empowerment, there are still gaps in connecting this approach with specific language-based interventions. Specifically, how can context-based language training programs (English for Specific Purposes/ESP) be a real strategy for increasing community capacity to convey cultural narratives—such as coffee—to global tourists? Therefore, this research positions the contextual language training program as part of an empowerment strategy within the CBT framework, specifically at community-based coffee destinations.

2.4. *English for Tourism / English for Specific Purposes (ESP)*

English for Specific Purposes (ESP) developed from the need for language learning that is more focused on specific professional contexts. According to Blue and Harun (2003), ESP is not just general English language teaching, but rather teaching tailored to professional needs, including tourism, so that the language taught is relevant to real communicative functions such as providing information, serving guests, and conveying cultural narratives. Al-Mahrooqi and Denman (2016) emphasize that ESP in tourism plays an important role in improving cross-cultural communication competence, which includes not only linguistic skills but also pragmatic skills so that messages can be conveyed accurately to tourists from different backgrounds. Furthermore, Hossain (2020) demonstrated that ESP is more effective than general English because it teaches language that is contextual and relevant to work tasks, such as explaining products, guiding tours, and storytelling. Empirical findings consistently support the effectiveness of ESP. ESP training for tourism professionals has been shown to improve practical interaction skills such as greeting tourists, explaining production processes, and sharing local stories. Additionally, ESP also boosts the confidence of tourism operators when interacting with foreign tourists (Blue & Harun, 2003; Hossain, 2020). Program evaluation shows that ESP is far more relevant in preparing the workforce for specific work situations compared to general English language instruction (Al-Mahrooqi & Denman, 2016). However, a review of the literature indicates that existing studies are still limited to the general tourism context. There is still limited research specifically testing the effectiveness of customized ESP modules for coffee tourism, especially those that encompass the entire experience chain from growing and processing to brewing coffee. Based on this gap, this study formulates context-based language training for coffee tourism as a form of ESP intervention worthy of testing, both to strengthen the communication capacity of tourism operators and to support the coffee cultural narrative at both local and international levels.

2.5. *Coffee Tourism and Agritourism: Product + Culture*

Coffee tourism is a special form of agritourism that combines agricultural product dimensions with cultural experiences. Jolliffe (2010) emphasizes that coffee tourism focuses not only on the final consumption of the product, but also on the coffee production process from planting, harvesting,

processing, to serving. This process has become part of the tourist attraction, adding value thru direct experience or experiential tourism. Ponte (2002) views coffee as a global commodity with both economic and cultural dimensions. In the context of tourism, coffee is not just a commodity, but also a medium for introducing local identity and traditional practices to tourists. Richards (2018) adds that the success of coffee tourism heavily relies on packaging cultural experiences thru narratives and direct interaction between hosts and tourists. Thus, the value of a coffee destination lies not only in its physical product, but also in the stories and social experiences that accompany it. Empirical findings indicate that coffee tourism offers dual benefits: first, as an educational opportunity for tourists to understand the coffee production process and culture; and second, as a means of marketing local products, potentially opening access to a wider market. However, the success of international marketing is often determined by the capacity for storytelling and the host's ability to communicate in a language understood by tourists (Jolliffe, 2010; Richards, 2018). The literature review shows that research on coffee tourism has extensively explored its commercial aspects and business models, but is still limited in highlighting linguistic interventions or the role of language training as an important variable in enhancing the tourism experience. In fact, effective communication—especially in a bilingual format—can enhance educational value while expanding international market reach. Based on this gap, this study aims to fill the void by placing bilingual communication in coffee tourism as the main analytical variable. The case of Mbak Mar's Coffee in Kulon Progo is positioned as a concrete example of how coffee tourism can function not only as an agritourism product, but also as a means of cultural narrative-based empowerment thru cross-language communication practices.

2.6. *Synthesis of Findings and Gap Analysis (Novelty of the Research)*

Existing literature indicates that language and storytelling play a crucial role in shaping cultural tourism experiences. Chronis (2012) emphasizes the function of narrative in revitalizing cultural experiences, while Richards (2018) asserts that storytelling enhances authenticity and destination image. Within the framework of Community-Based Tourism (CBT), Tosun (2000) and Goodwin and Santilli (2009) highlight the importance of community participation and capacity building, including communication skills, to ensure a fair distribution of benefits. On the other hand, English for Specific Purposes (ESP) literature demonstrates the effectiveness of a contextual language approach in the tourism sector. Blue and Harun (2003) emphasized that ESP enhances the relevance of workplace communication, Al-Mahrooqi and Denman (2016) demonstrated the role of ESP in strengthening cross-cultural competence, while Hossain (2020) asserted that ESP is more effective than general English for the practical needs of tourism. In the context of coffee tourism, Jolliffe (2010) highlights the integration of the product dimension (production process) with local culture, Ponte (2002) views coffee as both a global commodity and a cultural identity, and Richards (2018) emphasizes the importance of host narratives and communication in the successful marketing of coffee experiences. Thus, the literature agrees that coffee tourism, as an educational experience, is highly dependent on the quality of communication, both in the form of information and cultural narratives. However, there are several research gaps that have not been extensively addressed by previous studies. First, the limitations of studies specifically testing context-based language training interventions (ESP for coffee) at the village tourism level. Second, the lack of research simultaneously synthesizing the perspectives of local actors/managers, tourists (domestic vs. international), and outcomes such as economic empowerment and cultural identity strengthening. Third, the lack of comparative studies evaluating the effectiveness of bilingual narratives (local + English) in improving the quality of the coffee tourism experience. Based on this gap, this research presents novelty and urgency by focusing the study on community-based coffee villages (case study of Kopi Mbak Mar in Kulon Progo), empirically assessing the challenges and opportunities of using English in coffee tourism practices, and formulating a community empowerment strategy thru contextual language training that integrates ESP, CBT, and coffee tourism. Thus, this research not only contributes practically to the development of tourism actors' communication capacity but also provides a theoretical contribution to the literature on CBT, ESP, and community-based coffee tourism.

2.7. *Critical Questions Addressed by This Research*

(1) What is the role of language (local, national, and English) in shaping tourists' cultural experiences at Kopi Mbak Mar?, (2) What are the linguistic challenges faced by the managers in serving

international tourists?, (3) How can context-based tourism language training programs improve communication skills and community empowerment?, (4) To what extent does bilingual storytelling (local + English) improve the quality of cultural interpretation and local economic outcomes?

2.8. Previous Research

2.8.1. Free, M. J. Ennis (2021). What is 'English for Tourism'? An Updated 'Grounded Review' of the Literature.

This research examines the literature on English for Tourism (EfT): distinguishing between literature that focuses on learning/teaching EfT and literature that analyzes "English of Tourism" (the language used in the context of tourism). (iperstoria.it) Dominant hypotheses: that EfT materials and research need to be determined by local vs. international context; language needs in tourist destinations must be studied in a grounded way from real texts/observations; EfT is effective when it is task-based. Relevance: The study of Mbak Mar's Coffee can use EfT as a framework for designing practical English language training based on the context of coffee and tourist interactions.

2.8.2. Sulistyawati, D., & Halili, M. (2023). Locals' Perceptions Towards English For Local Tourism Industry

Focus on local community perceptions of English language use in the development of local tourism destinations. It was found that despite awareness of the importance of English, the level of proficiency and confidence was still low. Sulistyawati & Halili's (2023) research examined local perceptions of English language use in the local tourism industry. Relevance: Your research also emphasizes language as a medium for tourism empowerment, but is more specific to the context of language in coffee culture storytelling in Kulon Progo. Similarities: Both highlight the role of language in improving the quality of tourism services and interactions between tourists and local communities.

2.8.3. Erna Wigati & Pontianus Kuswiyata (2022). Role of Pokdarwis in Assistance of Tourism Village Community Empowerment in Dongde Valley.

Qualitative research on the role of Pokdarwis (Tourism Awareness Groups) in accompanying and empowering rural tourism communities. Thru observation and interviews, supporting and inhibiting factors were identified, as well as the impact of empowerment: community communication became more focused, and awareness of tourism and cultural potential increased. Theory: CBT, community empowerment, local participation. Relevance: It's important to understand how empowerment thru community engagement and local capacity building can work well; language training can be one of the capacities developed.

2.9. Summary of Previous Research

Table 1. Summary of Relevant Previous Researches

Author(s)	Year	Focus of Study	Method	Relevance to This Research
Cohen & Cooper	1986	Relationship between language use and tourism interaction	Qualitative & conceptual analysis	Demonstrates language as a key factor in the quality of tourist-host interactions.
Chronis	2012	Narrative construction in tourism experiences	Case study, interpretive qualitative	Reinforcing the importance of storytelling in enriching cultural tourism experiences.
Goodwin & Santilli	2009	Success and challenges of Community-Based Tourism (CBT)	Comparative case study	Providing a conceptual basis for community empowerment thru skills, including language.
Blue & Harun	2003	English as a professional skill in hospitality industry	Qualitative research, discourse analysis	Relevant for ESP (English for Specific Purposes) in the context of tourism services.
Al-Mahrooqi & Denman	2016	Role of English language in Gulf universities and professional settings	Qualitative & applied linguistics	Providing evidence that ESP is effective for the needs of professions, including tourism.

Jolliffe	2010	Coffee culture, destinations, and tourism	Literature synthesis	Direct context about coffee tourism as a form of cultural/culinary tourism.
Richards	2018	Cultural tourism research trends	Literature review	Providing an up-to-date framework on cultural tourism as the background for this study.
Suprihatin, Rahmawati & Sari	2020	Role of English in community-based tourism in Indonesia	Survey + qualitative interviews	Relevant local studies confirm that English proficiency affects tourist satisfaction.
Ponte	2002	Global coffee value chain and consumption patterns	Policy & market analysis	Providing background on the value of coffee as a global product with tourism potential.
Free, M. J. Ennis	2021	Distinguishing between literature that focuses on learning/teaching EfT and literature that analyzes "English of Tourism" (the language used in the context of tourism)	Grounded Review (literature-based, theory-building approach)	The study of Mbak Mar's Coffee can use EfT as a framework for designing practical English language training based on the context of coffee and tourist interactions.
Sulistyawati, D., & Halili, M	2023	community perceptions of English language use in the development of local tourism destinations.	Deskriptif-kualitatif berbasis persepsi	Language as a medium for tourism empowerment, but is more specific to the context of language in coffee culture storytelling in Kulon Progo
Erna Wigati & Pontianus Kuswiyata	2022	the role of Pokdarwis (Tourism Awareness Groups) in accompanying and empowering rural tourism communities	Qualitative research	It's important to understand how empowerment thru community engagement and local capacity building can work well; language training can be one of the capacities developed.

Source: Researcher (2025)

3. Research Methods

3.1. Research Design

This research uses a descriptive qualitative approach. According to Creswell (2018), descriptive qualitative research aims to describe phenomena in depth based on the perspectives of participants and the research context. This approach was chosen because the research focuses on empowering coffee tourism thru local language and culture, requiring an in-depth exploration of the practices, experiences, and perceptions of tourism stakeholders at Kopi Mbak Mar, Kulon Progo. The research design is a single case study. Yin (2018) explains that case studies are appropriate for understanding contemporary phenomena contextually at a single location or unit of analysis. Mbak Mar's Coffee was chosen as a case study because it represents a unique, local language and culture-based coffee tourism empowerment practice in Kulon Progo.

3.2. Research Population and Sample

Population: all parties involved in the development of coffee tourism at Kopi Mbak Mar, including managers, workers, tourists, the local community, and the Kulonprogo Tourism Office. Sample: The study used purposive sampling technique with the following informant criteria: Actively involved in coffee tourism activities, possesses experience and knowledge of language, culture, and community empowerment, and Willing to provide in-depth information. The number of informants is determined based on the saturation point (Guest et al., 2020), which is until the data obtained does not reveal new information.

3.3. *Data Collection Techniques and Instruments*

Data collection was carried out using several techniques, including in-depth interviews with the manager of Mbak Mar Coffee, workers, tourists, and community leaders. Instruments: semi-structured interview guidelines, participant observation, recording tourist interactions, language use practices (e.g., Javanese, Indonesian, or foreign languages), and local cultural representations. Instruments: observation sheets & field notes, documentation including photos, brochures, social media, and archives of coffee tourism activities.

3.4. *Data Analysis Tools*

Data analysis was conducted using the interactive model of Miles, Huberman & Saldaña (2014), which includes Data reduction: filtering and summarizing data from interviews, observations, and documentation. Data display: presenting data in the form of narratives, tables, or matrices. Drawing/verifying conclusions: drawing preliminary conclusions, then verifying them thru source and technique triangulation.

3.5. *Research Model Used*

This study adopts the Community-Based Tourism (CBT) model (Goodwin & Santilli, 2009; Erna Wigati, 2021) as a framework for analyzing how community empowerment is carried out thru local language and culture in coffee tourism. The CBT model emphasizes active community participation, economic empowerment, and cultural and environmental preservation.

3.6. *Research Model*

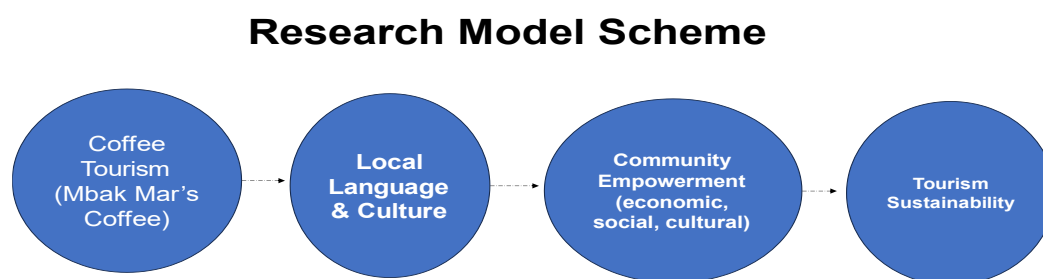


Figure 1 Research Model Schema
Source: Researcher (2025)

4. **Research Findings and Discussion**

4.1. *The Role of Language in Shaping Tourists' Cultural Experiences*

Data analysis shows that local, national, and English languages play different roles in building tourists' cultural experiences at Kopi Mbak Mar:

- a. Local language (Javanese) used to authentically convey historical stories and cultural practices related to coffee. Domestic tourists responded with high emotional engagement, especially during traditional coffee harvesting and processing activities.
- b. National language (Bahasa Indonesia) serves as a bridge between domestic tourists from various regions and facilitates general explanations about tourism packages.
- c. English crucial for interacting with international tourists; a lack of English proficiency is a major obstacle to storytelling and information delivery.

Table 2. Tourists' perceptions of language use at Kopi Mbak Mar

Tourists' Perceptions of Language and Cultural Experience	Scale 1-5 (1= low, 5= high)
Local language enhances cultural engagement.	4,6 ± 0,5
The national language makes it easier to understand general information.	4,2 ± 0,6
English supports the experience of international travelers.	3,1 ± 0,8

Source: Field survey results, 2025

These results confirm that language serves as a cultural bridge, aligning with the theories of Chronis (2012) and Richards (2018), which emphasize storytelling and communication as the core of the cultural tourism experience.



Figure 2. Illustration of multilingual interaction between the manager and tourists at Kopi Mbak Mar.
Source: Researcher (2025)

Role of Language in Coffee Tourism Scheme

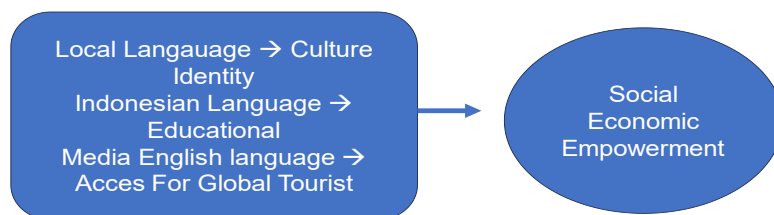


Figure 3. Schematic Diagram of the Role of Language in Coffee Tourism
Source: Adapted from field findings (2025)

4.2. *Linguistic Challenges Faced by Managers*

In-depth interviews revealed several key challenges: (a) Low confidence when using English. (b) Limited vocabulary related to the coffee production process and cultural storytelling. (c) Difficulty adapting language style to suit the backgrounds of international tourists.

Table 3. The linguistic challenges based on the frequency mentioned by the managers.

Tourists' Perceptions of Language and Cultural Experience	Scale 1-5 (1= low, 5= high)
Local language enhances cultural engagement.	4,6 ± 0,5
The national language makes it easier to understand general information.	4,2 ± 0,6
English supports the experience of international travelers.	3,1 ± 0,8

Source: Interview with the manager, 2025

This finding is consistent with ESP literature (Blue & Harun, 2003; Al-Mahrooqi & Denman, 2016) which emphasizes that language teaching should be based on real-world task contexts to improve practical skills.

4.3. Impact of the Context-Based Tourism Language Training Program

After implementing the context-based language training program (ESP for coffee), the managers showed significant improvements in communication confidence with international tourists. Bilingual storytelling skills, including explaining the coffee-making process and local history. Ability to answer tourist questions spontaneously and accurately.



Figure 4 shows an example of an interactive training session conducted at a coffee farm location

Source: Researcher (2025)

Table 4. The comparison of communication skills scores before and after training (scale 1–5).

Comparison of Managers' Communication Skills Before and After Training	Before	After
Communication confidence	2,4 ± 0,6	4,1 ± 0,5
Bilingual storytelling	2,1 ± 0,7	4,0 ± 0,4
Ability to answer tourist questions	2,6 ± 0,5	4,2 ± 0,6

Source: Trainer observation and assessment, 2025

This result confirms that context-based ESP interventions are effective in empowering tourism stakeholders, supporting Free & Ennis's (2021) theory of task-based EfT.

4.4. Bilingual Storytelling and Enhanced Cultural-Economic Outcomes

Data indicates that bilingual storytelling strengthens cultural interpretation while increasing tourists' interest in purchasing local coffee products. Interviews with international tourists show that using English supported by local narratives enhances: Understanding the cultural value of coffee. Direct educational experiences at coffee plantations. Intention to purchase coffee and recommend the destination to others.

Table 5. The effect of bilingual storytelling on tourist satisfaction and economic outcomes.

The Impact of Bilingual Storytelling on Tourist Satisfaction and Coffee Sales	Before	After
Tourist satisfaction (scale 1–5)	3,2 ± 0,7	4,5 ± 0,4
Coffee sales per tourist (Rp)	45.000	72.000

Source: Tourist survey and sales records, 2025



Figure 5. The bilingual storytelling process in the field.

Source: Researcher (2025)

This finding confirms that language and narrative are not merely tools of communication, but also instruments of economic and cultural empowerment, aligning with CBT theory (Tosun, 2000; Goodwin & Santilli, 2009) and experiential coffee tourism (Jolliffe, 2010; Richards, 2018). Based on the data analysis results, there are three main findings: a.) Language as a Medium for Cultural Interpretation Language is used as the primary means of conveying the cultural narrative of local coffee. Tourists are introduced to local terms such as "ngopi bareng" (drinking coffee together), "seduhan tubruk" (brewed coffee), and folk stories about Menoreh coffee. This enhances the cultural tourism experience. b.) Community Empowerment thru Coffee Tourism The management of Mbak Mar Coffee involves the surrounding community in the production process, the provision of local materials, and even tour guiding. The impact is that new job opportunities are created and people's incomes increase. c.) Local Identity as a Global Attraction Local language and culture are combined with simple English to reach international tourists. This strategy demonstrates cultural adaptation while maintaining local authenticity.

Coffee Tourism Empowerment Scheme at Mbak Mar's Coffee

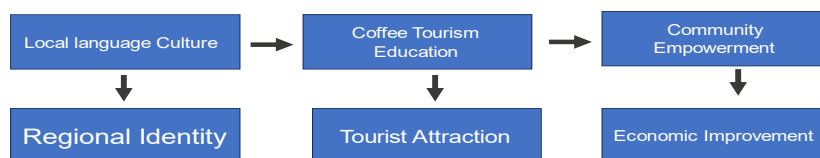


Figure 6. Scheme for Empowering Coffee Tourism at Kopi Mbak Mar

Source: Field data, 2025 (processed by the researcher)

Description: This diagram illustrates the relationship between language, culture, and coffee tourism, resulting in community empowerment (processed by the researcher, 2025).

Table 6. Visitor Growth at Kopi Mbak Mar (2020–2024)

Year	Domestic Tourists	Foreign Tourists
2020	500	30
2021	800	50
2022	1,200	70
2023	1,800	90
2024	2,300	120

Source: Field survey, 2024

The graph shows that although domestic tourist visits remained stable, there was a significant increase in foreign tourists in 2024–2025. However, language barriers pose a challenge to serving this segment.

4.5. Illustration of Findings

Table 7. Research Findings at Mbak Mar Coffee, Kulon Progo

Dimension	Description of Findings	Activity Illustration
Language as Cultural Interpretation	The use of Javanese and local terms in coffee tours	The "from bean to cup" narrative uses local terms like ngopi bareng
Community Empowerment	Citizen involvement as baristas, guides, and coffee suppliers	Village residents become educational tour
guides Local Identity for Global Tourism	Combination of local language + simple English	The guide explains the manual brewing process using bilingual terms

Source: Field data, 2025 (processed by the researcher)

CULTURAL TOURISM THROUGH LANGUAGE: EMPOWERING COFFEE TOURISM AT “KOPI MBAK MAR” KULON PROGO

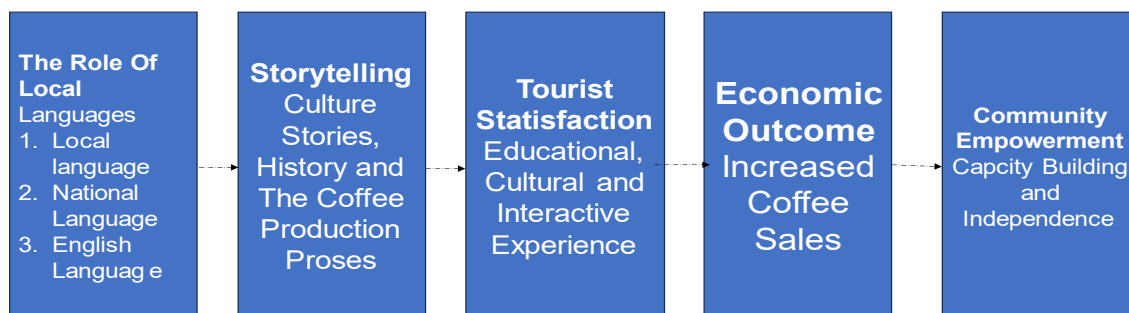


Figure 7. Research Finding
Source: Field Survey Data, 2025

4.6. General Discussion

- 4.6.1. Language as a cultural bridge: Empirical data confirms the theories of Chronis (2012) and Richards (2018) that local and foreign languages enrich tourists' experiences and build cultural engagement.
- 4.6.2. Effectiveness of context-based ESP: Language training using real-life situations (task-based) improves practical communication skills, consistent with the literature by Free & Ennis (2021) and Hossain (2020).
- 4.6.3. Community Empowerment thru Bilingual Storytelling: Storytelling in local and English enhances communication skills, confidence, tourist experience, and sales of local products, while also strengthening destination identity building.

4.6.4. Integration of language, culture, and economy: This research demonstrates the simultaneous connection between language proficiency, cultural narratives, and economic outcomes, which has rarely been the focus of research in coffee tourism villages.

a. Relationship to Basic Concepts

The research findings indicate that language plays an important role in Community-Based Tourism (CBT) (Goodwin & Santilli, 2009; Wigati, 2021). Language not only serves as a tool for communication but also as a means of cultural interpretation that connects tourists with local identity. Additionally, the community empowerment model aligns with the Triple Bottom Line concept (Elkington, 1998; revisited by Slaper & Hall, 2011), where tourism success is determined by economic, social, and cultural/environmental sustainability.

b. Alignment or Conflict with Previous Research Alignment

These findings support the study by Nugroho & Negara (2022), which found that using local language in village tourism promotion increases tourist engagement. Conflict: However, this differs from the study by Susanti (2021), which emphasized that the use of foreign languages dominates tourism. This research shows that a bilingual combination (local–English) is more effective for culture-based tourism.

4.7. Interpretation

Local languages not only strengthen cultural identity but also serve as an empowerment strategy. Tourists experience authenticity, while the community gains economic opportunities. Thus, Mbak Mar Coffee successfully balances aspects of cultural authenticity and global accessibility.

5. Conclusion

This research confirms that language, particularly English, plays a strategic role in supporting the development of coffee-based cultural tourism. The main principle that can be concluded is that foreign language skills are not only a tool for communication, but also an instrument for empowering local communities to improve the quality of cross-cultural interactions and strengthen the appeal of tourist destinations globally. Nevertheless, there are exceptions, such as limitations in formal education levels, low self-confidence, and diverse language abilities among the managers, which could hinder the generalization of the results of this study to all tourism villages. This condition highlights the need for a phased and locally contextualized approach in designing language training programs. The Empowerment Strategy Thru Tourism Context-Based Language Training is formulated by positioning language as a means of storytelling to convey cultural narratives. Training participants were instructed to use simple English to tell the history of Kulon Progo coffee, the philosophy of coffee in community life, and local cultural values (hospitality, mutual cooperation, and Menoreh local wisdom). This increases tourist engagement while strengthening cultural identity in cross-cultural interactions, which can boost the managers' confidence, improve communication quality with foreign tourists, and enhance the competitiveness of Kopi Mbak Mar as a coffee-based cultural tourism destination with a global orientation. The theoretical implication of this research is its contribution to strengthening the study of Community-Based Tourism (CBT) by emphasizing language as one dimension of empowerment. Meanwhile, the practical implication is the need to integrate context-based language training programs for tourism into village tourism development strategies, so that managers can be more confident in serving foreign tourists without losing their local cultural identity. In conclusion, language has proven to be an important bridge in cultural tourism. The main recommendations of this research are the need for sustainable and contextual language training programs, collaboration with academics and tourism practitioners, and strengthening international promotion networks so that Mbak Mar Coffee and tourist villages in the Menoreh area can compete as global cultural coffee destinations.

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