Deciphering Tour Guides' English Communicative Competence: Some Evidence from Indonesia

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Article Info	Abstract
	Possessing a well-established English communicative competence (hereafter, ECC) is highly demanding since it can contribute to the production of fluent, accurate, and intelligible communication. Unfortunately, insufficient attention has been addressed to delve into Pangandaran tour guides' English communicative competence. This study aims to delineate the ECC of Pangandaran tour guides in Pangandaran, Indonesia. The data were collected through a focus group discussion consisting of six participants from miscellaneous institutions and were analyzed through Thematic Analysis (Braun and Clarke, 2006). The findings demonstrated that Pangandaran tour guides' ECC were outlined in five descriptions, namely (1) committing recursive grammatical errors while speaking in English, (2) designating insufficient spoken English vocabulary, (3) possessing vast and in-depth prior knowledge about Pangandaran, (4) diagnosing problems and proposing their various solutions and (5) showcasing visionary thoughts towards tourism destination development. Given these facts, ECC enables the tour guides to create sustainable job and business opportunities for themselves, the local people, and the government.

INTRODUCTION

The precipitous growth of tourism and its destinations have dynamically changed based on assorted aspects, such as place, time, fashion, culinary, topography, climate, and land ownership patterns (Gurung, 2012). As an illustration, the renovation of roads, hospitals, public services, and other infrastructural development enable both domestic and international tourists to gain facilitative

access (Harrison, 2001). Besides, the universal distribution of tourism in industrialized and developed countries offers economic and occupational advancements in a plethora of related divisions (e.g. construction, agriculture, and telecommunication) (Gurung, 2012). Moreover, tourism varies social and environmental influences (Cohen & Cohen, 2012; Stylidis & Terzidou, 2007). Likewise, tourism development may alter the indigenous people's perceptions about themselves and their places (Xue et al., 2017). Also, it influences gender relations and ethnic identity (Ishii, 2012). Further, it drives the focus of teaching English as a foreign language as a product of a paradigmatic shift from traditional altruistic to philanthropic perspective. In this case, education is prioritized and regarded as a post-modern commercialized commodity that can be produced, controlled, distributed, and valued (Lavankura, 2013). Given these facts, the use of English for tourism communication is highly demanding in this current age.

One of the most popular countries which possess myriad tourism destinations is Indonesia (Kinseng et al., 2018). Indonesia has plentiful cultural and biological diversity discovered and explored since colonialism met its topmost attainment in tourism development in the 1960s (Hampton & Jeyacheya, 2015) and underwent significant advancement in the 1980s (Booth, 1990). For instance, Bali, Lombok, and Yogyakarta have been Indonesian tourism nuclei for over a few decades. However, such a phenomenon has affected the Indonesian government's policy to concentrate solely on fostering those tourism destinations instead of other regions (Kinseng et al., 2018). As a result, other Indonesian tourism destinations have not been developed optimally (i.e. Pangandaran).

Pangandaran is one of the eminent and strategic tourism destinations located in West Java Province, Indonesia as officially stipulated in the master plan of the National Tourism Development (Pemerintah Republik Indonesia, 2011). Pangandaran destination territories range from the southern coast of Ciamis regency, namely Natural Tourism Park of Pananjung, Pantai Barat, Batu Karas Beach, Cukang Taneuh, Citumang, and other underdeveloped tourism spots. Such tourism destinations are categorized into six administrative regions, such as Kalipucang, Pangandaran, Sidamulih, Parigi, Cijulang, and Cimerak (Sumaryana, 2018). These tourism destinations offer the tourists various attractive beaches and fascinating natural parks so that they may enjoy swimming, fishing, shipping, and other activities (Muntasib et al., 2018). For these reasons, Pangandaran has become a preferred

tourism destination for both domestic and international tourists (UPTD Obyek Wisata Ciamis, 2011).

Empirically speaking, abundant research has been addressed to Pangandaran as a tourism destination. First, Wilkinson & Pratiwi (1995) examined tourism in Pangandaran viewed from a gender perspective. The findings designated that tourism impacts Pangandaran people positively and negatively depending on local, non-local people and among socioeconomic classes. Additionally, little attention had not been devoted to women's life quality. Furthermore, it varied the people's paradigms in terms of gender roles and relations to the social, cultural, and economic development of such a life quality, except raised income.

Second, Dhalyana & Adiwibowo (2015) inspected the influence of Pangandaran national parks on their socioeconomic situation. They claimed that Pangandaran tourism activities have provided valuable contributions, such as job creation, increasing household income of the local community, and a cooperative business atmosphere. Nevertheless, the contradictory effect of such tourism activities shifted societal lifestyle and deviant behaviour.

Likewise, Komariah & Subekti (2016) investigated the role of public relations in developing Pangandaran as an ecotourism destination through its local wisdom. They reported that the Pangandaran government has actualized ecotourism conceptual framework through exploring Pangandaran society's local wisdom, such as body rafting tour in Citumang river, Green Canyon tour, sightseeing in natural-based tourism destinations, and sea tourism. Also, Pangandaran people can live harmoniously with the nature surrounding them.

Furthermore, (Subekti et al., 2017) contended that Kelompok Penggerak Pariwisata (Tourism-driving board) or Kompepar's responsibility was to review and supervise regional tourism potentials whether a tourism spot is appropriate to be visited. Moreover, it assesses the potential and the configuration of working tourism destinations. In a similar vein, it works to resolve societal problems and pros and cons emerging in the community in terms of tourist destination management.

More recently, Muntasib et al. (2018) studied what types of physical and biological hazards threaten visitors' safety to foster visitor safety management. They concluded that rip current, plunging wave, tsunami, earthquake, wave, and tide belong to physical hazards. Besides, jellyfish, sea snakes, sea urchins, lionfish, and

stonefish were categorized as biological hazards. Additionally, long-tailed macaque was classified as a terrestrial biological hazard.

Despite a plethora of previous studies scrutinizing Pangandaran as a tourism destination, there is a call for empirical investigations on how Pangandaran tour guides' English communicative competence is. The significance of communicative competence, notably in English encompasses varied components, such as teamwork, leadership, and interpersonal relationship. Insufficient communicative competence can be one of the influential impediments to obtaining successful international employment and establishing harmonious international relationships (Fan et al., 2017). Derado (2015) adds that "the nature of interactions taking place between native and non-native speakers in the globalized world of business testifies to the fact that the cultural dimension increasingly plays a critical role for successful communication to take place" (p. 100). With this in mind, the current study emphasizes how the English communicative competence of tour guides in Pangandaran tourism destinations is.

LITERATURE REVIEW

Over the last forty years, 'communicative competence' (hereafter, CC) has been a centre of attention and widely deployed in language teaching (e.g. English Language Teaching) (Celce-murcia, 2007; Celce-murcia et al., 2014; Hymes, 1972; Michael Canale, 1980). Historically, this term has emerged as a response to Chomsky's notion emphasizing linguistic competence in which social factors are excluded from the linguistic domain (Chomsky, 1965; Cobley, 2001). Hymes (1972) contended that one necessitates sociolinguistic competence (the rules of employing language contextually) to support language acquisition and language use instead of linguistic competence (the rules of deciphering sound systems and combining it to morphemes and sentences). Given this fact, language structure and language acquisition are considered context-bound (Celce-murcia, 2007).

Although several scholars have proposed their models on CC (e.g.Coperis-Aguilar, 2002; Canale, 1980), the present study relies on the ideas conceptualized by Celce-murcia et al. (1996) outlining CC into five elements, namely linguistic competence, strategic competence, actional competence, sociocultural competence, and discourse competence. The main consideration of highlighting this model is its comprehensiveness and accuracy to facilitate the students in

acquiring linguistic and sociocultural knowledge in a second or foreign language context (Celce-murcia, 2007). In particular, Celce-murcia et al. (1996) argue that linguistic competence (grammatical competence) refers to "the knowledge of the language code (grammatical rules, vocabulary, pronunciation, spelling, etc.)" (p. 7). Moreover, sociolinguistic competence constitutes the awareness of selecting and exerting language based on particular situations, such as setting, the relationship among communicators, communicative purposes, and so forth. Shortly, this type of competence views how language (e.g. linguistic signals) intertwines with its contextual or situational meaning. Besides, discourse competence is defined as the capacity to deploy strategies properly while creating and interpreting texts. Furthermore, strategic competence is the knowledge of verbal and non-verbal communication increasing communication effectiveness and supporting the communicators to cope with communication breakdowns (Celce-Murcia et al., 1996). Likewise, sociocultural competence is defined as the communicators' pragmatic knowledge (e.g. the ability to convey messages properly based on social and cultural elements of communication. Last but not the least, actional competence signifies the ability to understand and create assorted pivotal speech acts and speech act sets(Celce-Murcia, 2007). The schematic overview of these competencies are deciphered in the subsequent figure:
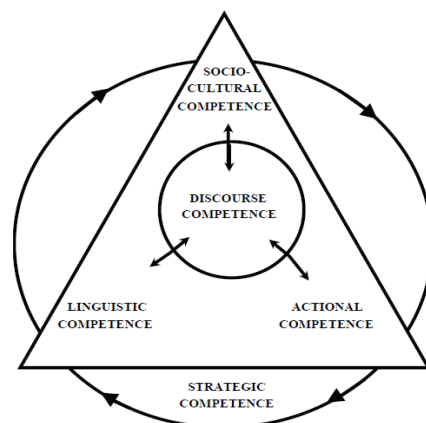

Figure 1. Schematic representation of communicative competence (Celce-murcia et al., 1996, p. 10).

Although the abovementioned concept of CC has provided significant contributions, it remains limitations viewed from pedagogical implementation and students' characteristics. McGroarty (1984) argues that CC potentially indicates diverse meanings based on the target students and the pedagogical objectives in particular milieus. Additionally, in terms of needs analysis and the process of

curriculum development, the model should be adjusted to the students' needs. Further, this proposed model ignores the students' own cultures (Alptekin, 2002). In response to these facts, Byram (1997) suggests Intercultural Communicative Competence (hereafter, ICC) as a medium to mitigate communication breakdowns resulting from the decontextualized and cultural-free language use. Shortly, ICC allows people to communicate successfully although they possess different linguistic and cultural bases (Abdullah & Lulita, 2018; Abdullah & Tandiana, 2019; Baker, 2012).

Research questions

How is the English communicative competence of tour guides in Pangandaran tourism destinations?

METHODS

This study was carried out in Pangandaran tourism destination, West Java, Indonesia. In this case, Pangandaran was selected because of some considerations. First, Pangandaran is one of the eminent and strategic tourism destinations located in West Java Province, Indonesia as officially avowed in the master plan of the National Tourism Development (Pemerintah Republik Indonesia, 2011). Second, although Pangandaran is regarded as the priority zone of national tourism, it has not been significantly fostered as a tourism destination. Third, Pangandaran local government considered Pangandaran as a pivotal economic generator that can develop the people's welfare. Further, Pangandaran local government has been only focusing on building infrastructures (e.g. parks, venues, roads, resorts, markets, parking lots, etc.).

Six participants took part. They originated from miscellaneous institutional backgrounds and professions, such as Kelompok Penggerak Pariwisata (Tourism-driving board), Himpunan Pramuwisata Indonesia (Indonesian Tour Guide Association), Asosiasi Tour dan Travel Agensi Pangandaran (Association Tour and Travel Agency of Pangandaran), and Pengusaha Hotel dan Restoran Indonesia (Indonesian Restaurant and Hotel Entrepreneurs). They were recruited since they agreed to participate in this investigation and signed a consent form for the sake of ethical issues. Their ages ranged from 30 to 60 years old. Generally, they were multilingual and multicultural people because they tended to communicate in local languages (i.e. Sundanese and Javanese), national language (i.e. Bahasa Indonesia), and foreign languages (i.e. English, French and Spanish). However, English is the most frequently used foreign language compared to other foreign

languages. Based on the gender perspective, they were categorized into male (N= 5) and female (N= 1).

The data were collected through focus group discussion (hereafter, FGD). Technically, the participants of this study were guided to discuss a prescribed topic, namely Pangandaran tourism destinations (e.g. tourism problems, inappropriate management system, imbalance local government's programs, inconsistent tourists' visits, and local peoples' awareness on cleanliness maintenance). The discussion was video-recorded by one of the researchers with a Handycam (Samsung HMX F-90). The entire participants' names were renamed into pseudonyms to guarantee the participants' anonymity and research ethics.

Once the data had been gathered, they were analyzed meticulously through thematic analysis. Thematic analysis refers to a data analysis procedure aimed at analyzing, organizing, describing, and reporting themes located in a data set (Braun & Clarke, 2006). In particular, the analytical practices encompassed several stages, namely familiarizing with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report.

RESULTS

Committing recursive grammatical errors while speaking in English

Committing recursive grammatical errors while speaking in English became one of the salient phenomena occurring among the participants during the focus group discussion. For instance, P #1 committed errors while sharing his ideas about Pangandaran tourism destinations. As an example, the utterance "I told them that Pangandaran still on eu.. progress" In this case, he missed putting a grammatical unit functioning as a bridge between the subject 'Pangandaran' and subjective complement 'still on progress.'

Another grammatical error appeared in the utterance "because Pangandaran as will be more famous than Bali." P #1's utterance seems ambiguous due to P #1 articulated both positive and comparative degrees of comparison simultaneously. This is indicated by the adverb 'as' functioning as a positive form of degrees of comparison. At the same time, the phrase "more famous than Bali" demonstrated a comparative form.

Similar to P #1, P #2 produced erroneous grammatical utterances in constructing cohesive utterances. For instance, the utterance "so many complaints from our client usually the tourists from eu front-- so, when we brought to the national

eu.. park or nature reservation yeah so about the price suddenly expensive.' The highlighted utterance denoted that he did not employ 'auxiliary verb be' to link between the word 'the price' and 'expensive'."

The identical phenomenon occurred in the utterance "For the weekday. The price two hundred fifty thousand, one person and then in the weekend about three hundred ten thousand one person." P # 2 did not utilize plural 'auxiliary verb be' (e.g. are) to connect the phrase "The price   two hundred fifty thousand, one person." Another error appeared because of the absence of preposition 'for' functioning to combine the phrase "two hundred fifty-thousand and 'one person." Besides, he committed a comparable error in 'so, around the national park the facilities meaning like the way." Even, he communicated a vague and fragmented clause, such as 'the facilities' and 'meaning like the way.' Thus, P # 2's utterance cannot be comprehended effortlessly because of patchy word production. Further, he also missed putting 'plural –s' to symbolize the amount of money. It was represented in "the price two hundred fifty-thousand and 'then in the weekend about three hundred ten thousand."

Designating Insufficient spoken English vocabulary

Another theme is designating insufficient spoken English vocabulary. P # 3 indicated that he possessed insufficient English vocabulary. This was reflected in his utterance shifting from English into Indonesian. For example, he employed the word fasilitas to refer to the facility. This can be categorized as a code-switching phenomenon because the language user altered his target language (English) to the source language (Indonesian). He performed it as a communication strategy to maintain the flow of communication with his interlocutors.

Another fact of insufficient English vocabulary employment is epitomized in "The complaining from the tourist many ya like you to come to Pangandaran hostage earn from time." P # 4 expressed the word hostage to refer to the word 'host'. Contextually speaking, he intended to delineate that he and his friends as Pangandaran natives positioned themselves as the host welcoming and serving the tourists coming to their hometown, Pangandaran. Unfortunately, he mentioned the word 'hostage' derived from the Latin hostis which means guest. In a similar vein, P # 4 verbalized the word *alasan* to indicate 'a reason'. Similarly, P # 6 remarked the word pelayan to designate a waiter or waitress. Sociolinguistically, he switched his

communicative pattern from English into Indonesian due to several factors. One of them is inadequate English vocabulary.

Possessing vast and in-depth prior knowledge about Pangandaran

Pangandaran tour guides are represented as knowledgable and insightful people possessing vast and in-depth prior knowledge about Pangandaran. P # 6 articulated "I have so much different perspective to tell you about Pangandaran and so many aspects that we would like to develop Pangandaran in the future right?" In this sense, he elaborated on his perspectives towards Pangandaran's development to be one of the best tourism destinations in the world. This parallels with the Pangandaran local government slogan encouraging that Pangandaran should be one of the best tourism destinations in the world.

Further, P # 6 continued to elucidate that there were three predominant aspects to develop Pangandaran, namely accessibility, amenity, and facilities. More specific information was displayed in the following example:

> I think at first, we have to develop the 3 aspects. It is accessibility, how to access it how to access here and the next is about the amenity, the facilities (P # 6).

A closer look at the findings obtained, P # 6 argued that Pangandaran still has a myriad of tourism spots to develop, particularly those which have not been extensively explored. Unfortunately, he claimed that the local government had not devoted its whole attention to discovering, exploring, and developing such underexplored tourism spots. Even, he contended that the government was not responsive to the advancement of those tourism spots. A representative example of such a phenomenon was presented below:

> "...And what attraction we have so much source to discover for but Pangandaran tourism in the future. I have visited about euu when tourism that passion, each has already agreed and set to sell as a tourism spot but eu. I think the government is too slow to discover to eu.. yeaa to respond how to make it happen in the future..." (P # 6)

In this context, P # 6 criticized the Pangandaran government since they merely pay more attention to building infrastructures instead of human resources development.

In a similar vein, P # 6 predicted that Pangandaran would be visited by a large number of tourists three to five years later. His prediction was documented in "I believe one day in the future not more than 3 or 5 years eu tourism eu.. in

Pangandaran will be more visitors come to here." Further, he described that the tourists (visitors) will come to Pangandaran plentifully if the airport is established. He presumed that the airport is an effective strategy to persuade tourists to visit Pangandaran since travelling by plane can save more time effectively compared to other transportation. Specifically, he reported, "What shall we do airport to provide and eu going a flight can take off and landing here that so will be more visitors to come to here to Pangandaran" (P # 6).

Again, P # 6 understood that Pangandaran consists of not only natural resources but also diverse ethnic groups as the added value for its tourism. In this case, he noted that Pangandaran is comprised of Sundanese and Javanese ethnic groups along with their typical cultures. This claim was based on his utterance:

"You know what it's very interesting people here Pangandaran as you know eu--big of Pangandaran lies between West Java and even Central Java. Its community culture between Sundanese and Javanese It's unique for me. It's very unique so it shares about tourism about our culture" (P # 6).

Diagnosing problems and proposing their various solutions

One of the Pangandaran problems as a tourism destination was the tourists' complaints of incongruous expensive prices of entry tickets to the National Park. For instance, he exemplified:

"So many complain from our client usually the tourists from eu front-- so, when we brought to the national eu.. park or nature reservation yeah so about the price suddenly expensive. For the weekday. The price two hundred fifty thousand, one person and then in the weekend about three hundred ten thousand, one person." (P # 2)

Even, the prices can still keep increasing on the weekends. He added that the price for international tourists commonly ranged from two hundred and fifty thousand rupiahs for a visitor. On the weekends, it can turn out to be three hundred ten thousand rupiahs for a visitor. With this in mind, there is a significant increase and it reaches approximately 100 % increasing price from normal situations (non-weekends).

On the other side, P # 4 asserted that the problems of Pangandaran embraced inadequate and unsupportive public facilities, such as bus stations, representative public transportations, well-appointed resorts for international tourists, dysfunctional air conditioners, and unclean places. This is denoted in:

Many complaining about eu.. the lack of eu fast car or public facilities of tourist like bus stop um..go to eum.. destination, like the cave of Tumang there's no western restroom yeah and the air condition..very dirty yeah eu.. other, dirty it's--- everywhere Indonesia I think and now they're also the retreatment of the facilities itself yeah like in Batu Hiu yeah very good place but we found ...a path, a safety path will be on the top (P # 4). Nevertheless, he appreciated the renovation of infrastructures in a few tourism spots (e.g. Batu Hiu) (P # 4).

Another viewpoint related to Pangandaran's problems was expounded by P # 5. In particular, he revealed that Pangandaran is an exquisite tourism spot, particularly from 1996 to 1999. After that period, Pangandaran has been filled up with stalls so that tourists could not enjoy seeing the beaches ubiquitously, as elicited in

> "Okay, so my name P # 5. o euu my experienced euu with the tourist em.. tour guide hem...they will be right here they said a place is a nice place, the beaches really good but the problem it's since 1996 to 1999 certain too many warungs beaches so they cannot see the beach from the road that is a problem" (P # 5).

Showcasing visionary thoughts towards tourism destination development

Dealing with showcasing visionary thoughts towards tourism destination development, P # 6 cogitated that accessibility becomes a vital aspect of tourism development, including in Pangandaran. He verbalized:

> "Also, the access also the same as eu...access from Jakarta into a Pangandaran I hope it so government. Access from Jakarta needs to build a highway to Pangandaran. I hope will soon the government will be at more be the ways eu...(P # 6)."

In other words, building a representative infrastructure (e.g. highway) could be a breakthrough for the local government and people to invite tourists to visit Pangandaran.

Furthermore, he emphasized that Pangandaran's local government and people expected to make Pangandaran one of the best tourist destinations in the world. This is in line with the slogan or catchword of Pangandaran Regency, namely to be one of the upcoming best tourism destinations in the world as represented in

"I have so many different perspectives to tell you about Pangandaran and so many aspects that we would like to develop Pangandaran in the future right? we would like to be one of the best tourism destinations in the world, it is like the slogan for our government in.. in the Pangandaran regency (P # 6)"

Additionally, P # 6 acknowledged that Pangandaran requires star-hotels for welcoming and servicing the tourists. By doing so, the quality of services can be guaranteed, such as in terms of cleanliness, hospitality, facilities, skilled workers, and prestige (P # 6).

DISCUSSION

The present study focuses on how the English communicative competence of tour guides in Pangandaran tourism destinations is. Five predominant investigative issues have emerged. They are committing recursive grammatical errors while speaking in English, designating insufficient spoken English vocabulary, possessing vast and in-depth prior knowledge about Pangandaran, diagnosing problems and proposing their various solutions, and showcasing visionary thoughts towards tourism destination development.

In committing recursive grammatical errors while speaking in English, the participants indicated some grammatical errors while communicating in English orally. A salient reason for this occurrence is due to their status as non-native speakers of English. Commonly, the non-native speakers of English may concern with fluency while communicating. However, they may not be aware of producing inaccurate utterances. Dealing with this empirical evidence, Kennedy (2015) affirmed that non-native speakers of English tended to commit grammatical errors in their output, including in error-free speech. Varonis & Gass (1982) argued a similar notion regarding the grammatical and phonological errors produced in L2 speech. Besides, Henry & Roseberry (2001) contended that grammar error is defined as "one in which there is a violation of a productive rule of language", for example, the omission of an article or demonstrative preceding a singular countable noun in English" (p.176). To sum up, raising the grammatical awareness of the language users (e.g. Pangandaran tour guides) enables them not only to accentuate fluency but also accuracy while communicating in English.

Another issue is dealing with designating Insufficient spoken English vocabulary. Less vocabulary knowledge can inhibit speakers to express their ideas comprehensively. Also, it affects them to have a willingness to communicate. Knežević & Halupka-Rešetar (2015) assume that "willingness to communicate in a foreign language is a construct that is affected by many interrelated variables ranging from the learner's personality and intergroup climate to the situational context"(p. 64).

Possessing vast and in-depth prior knowledge about Pangandaran also needs to have adequate attention since prior knowledge of someone may contribute to their information delivery. Foucault (1975) postulated that knowledge becomes one of the fundamental elements for each profession in this current age. Additionally, tourism based on cultural heritage requires particular knowledge and a prominent tourist guiding standard (Dahles, 2002). Therefore, tour guides commonly play their roles as interlocutors facilitating tourists to recognize the visited tourism destinations, bridging tourists' sources of culture to the target cultures, interpreting, and establishing tangible and intangible cultural components offered to them (Khornjaming, 2017).

Diagnosing problems and proposing their various solutions represents their developing communicative competence in English. Diagnosing a problem and discovering a proper solution is essentially a complicated activity. Jones (1998) pinpoints that "problem-solving is a complex thinking process that involves multiple dimensions or phases" (p. 10). Regarding this, raising plausible solutions, deciding the most appropriate solutions, displaying solutions, and examining problems are categorized into momentous problem-solving skills (Torp and Sage, 1998). Further, people shape their resilient empathy for responding to particular solution-finding tasks or methods framed in their ideation experiences. As an example, some people prefer to apply collective brainstorming tactics to overcome a problem. On the other hand, others may employ independent ideation methods. Regarding this, some people tend to deploy unstructured ideation methods whereas others incline to exert structured ideation heuristics (Van Gundy, 1988). Hence, they probably possess a peculiar strategy to diagnose and solve a problem (e.g. tourism) based on their perspectives.

Eventually, showcasing visionary thoughts towards tourism destination development enables the participants to not only evaluate what has been

established and implemented but also conceptualize the future directions for developing their tourism industries. This is reflected from what they were communicated in FGD and it manifests their improved communicative competence in English. Carleton (2015) notes that visionary thinking drives organizational cultures due to people involved in such an organization's assumption "if the people see they can do more, they will do more" (p. 15). Visionary thinking enlarges people's imagination and prompts innovative acts (Carleton, 2015).

CONCLUSION

The main conclusion of the study should be presented in a short Conclusions section, which should not simply repeat earlier sections. This study provides insightful information on the communicative competence of Pangandaran tour guides. Ideally, holistic communicative competence should encompass not only linguistic competence (grammatical competence) but also sociocultural competence, strategic competence, actional competence, and discourse competence. With this in mind, effective and well-accepted communication could be attained. Also, it enables the tour guides to create sustainable job and business opportunities for themselves, the local people, and the government. Conversely, the gap between idealism and expectation emerges as an inevitable phenomenon, in reality, notably tourism.

Informed by the empirical findings, this study elucidates how the English communicative competence of tour guides in Pangandaran tourism destinations is. More specifically, the English communicative competence of Pangandaran tour guides is delineated into five descriptions, namely (1) committing recursive grammatical errors while speaking in English, (2) designating insufficient spoken English vocabulary, (3) possessing vast and in-depth prior knowledge about Pangandaran, (4) diagnosing problems and proposing their multiperspective solutions and (5) showcasing visionary thoughts towards tourism destination development.

Although this study caters to valuable and enlightening information on the English communicative competence of Pangandaran tour guides in Indonesia, a limitation appears as a direction for further investigations to fill and complete. In particular, the present study merely deployed a single data collection technique (e.g. focus group discussion) so that the dependability and trustworthiness remain

low. Further study should exert various data collection techniques (e.g. interview, observation, or stimulated recall) to triangulate the data and reinforce the claims within the findings.

ACKNOWLEDGEMENTS

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