CHAPTER II

LITERATURE REVIEW

This chapter consists of Competence; Communicative Skills; and Theoretical Framework. The explanation of each part along with the sub points is presented below.

2.1. Competence

Communicative competence is the concept of knowledge of linguistics and sociolinguistics conventions (Widdowson, 1983 cited in Bagaric and Djigonovic, 2007). In addition, communicativecompetence as a synthesis of an underlying system of knowledge and skill needed for communication (Canale, 1983 cited in Bagaric and Djigonovic, 2007). Knowledge refers to the either conscious or unconscious knowledge of an individual about languageand about other aspects of language use while skill refers to how an individual can use the knowledge in actual communication (Canale, 1983 cited in Bagaric and Djigonovic, 2007). Communicative competence is not only as an inherent grammatical competence but also as the ability to use grammatical competencein a variety of communicative situations (Hymes, 1972 cited in Bagaric and Djigonovic 2007). Communicative competence asthe ability to function in a truly communicative setting – that is, in a dynamic exchangein which linguistic competence must adapt itself to the total informationalinput,

both linguistic and paralinguistic, of one or more interlocutors (Savignon, 1972).

Government of Republic of Indonesia has several definitions about competence in a form of rules. The definition of competence is being reviewed year by year until the latest definition about competence that "*Kompetensi adalah seperangkat sikap, pengetahuan, dan keterampilan yang harus dimiliki, dihayati, dan dikuasai oleh Peserta Didik setelah mempelajari suatu muatan pembelajaran, menamatkan suatu program, atau menyelesaikan satuan pendidikan tertentu*" (PP no.32/2013). Other definitions are proposed in UU RI as "*kompetesi kerja adalah kemampuan kerja setiap individu yang mencakup aspek pengetahuan, keterampilan dan sikap kerja yang sesuai dengan standar yang ditetapkan* (uu no.13/2003) and *kompetensi diartikan sebagai kemampuan seseorang yang dapat terobservasi mencakup atas pengetahuan, keterampilan dan sikap kerja dalam menyelesaikan suatu pekerjaan atau tugas sesuai dengan standar performa yang ditetapkan*" (Standar kompetensi Kerja Nasional Indonesia). The main point of those statements is students will be a competent graduator after he/she has an attitude, knowledge, and skills related to the job in the future. This point showed the different that before government stipulated a rule through a Ministry of National Education about competence is "*kompetensi adalah seperangkat tindakan cerdas, penuh tanggung jawab yang dimiliki seseorang sebagai syarat untuk dianggap mampu oleh masyarakat dalam melaksanakan tugas - tugas di bidang pekerjaan tertentu*" (Kepmendiknas 45/2002). Therefore, the different is that the government only

focused on the cognitive sides before while now the government is focused on three main points: attitude, knowledge, and skills.

2. 2. Competences of Tour Guiding

A tour guide must have some competences as written in PP no. 52/2012 *Kompetensi adalah seperangkat pengetahuan, keterampilan, dan perilaku yang harus dimiliki, dihayati, dan dikuasai oleh pekerja pariwisata untuk mengembangkan profesionalitas kerja,* either in written or spoken languages. A tour guide needs to communicate in a way of stimulation (a commentary should motivate the tour group); clarity (a commentary should be clear), continuity (a commentary should continue what had been delivered; in order to make the commentary continually); preview, view, and review process. Preview is to give early information when arriving in a place of interest, view is to give the information about the place of interest, and review is to give the feedback about the place of interest when leaving the place of interest (Rachman et al, 2012). Beside, Rachman et al adds a tour guide needs to prepare a tour document, an itinerary, a suppliers data form, a General tour report form, a daily tour report form, a time sheet form, a copied confirmation form, an expenses report form, a rooming list form, a passenger list form, an optional tour list form, a passenger questionnaire form, and an emergency report form.

Another competence that a tour guide should be covered is; to read, understand, digest, and utilize standard reference material to high level of sophistication; to write, compose and originate substantial documents and

correspondence relating to the tourism and hospitality industries; to solve problems for customers, colleagues, and contacts; to perform managerial tasks of organization through the medium of English; to respond sensitively, both in writing and speech, to difficult situations; to persuade and lead other through the medium of English, both written and spoken; to converse easily with contacts and customers, using tact and initiative to overcome awkward situations or misunderstanding; to acquire and summarize information from other people's dialogue; and to speak with authority and clarity to an audience on topics related to tourism and hospitality (Institute for Tourism Studies, 2010)

2.3. Communicative Skills

The act of communicating includes verbal, nonverbal, and paraverbal components Windle and Waren (1999). The verbal component refers to the content of our message, the choice and arrangement of our words. The nonverbal component refers to the message we send through our body language. The paraverbal component refers to how we say what we say - the tone, pacing and volume of our voices. A good tour guide must deliver his/her messages, information, warns, instructions, etcthrough; verbal language in a way of brief explanation, free of jargon and avoiding resistance to the tourists;non verbal language by using his/her body language, facial expression, and postures and gestures in delivering his/her message to the tourists; and also paraverbal language by considering the tone of his/her voice.

Manktelow& Carlson (2012) from MindTool proposed a stage of the communication process (which consists of sender, message, channel, receiver, feedbackandcontext – see the diagram below) that could have the potential to create misunderstanding and confusion.

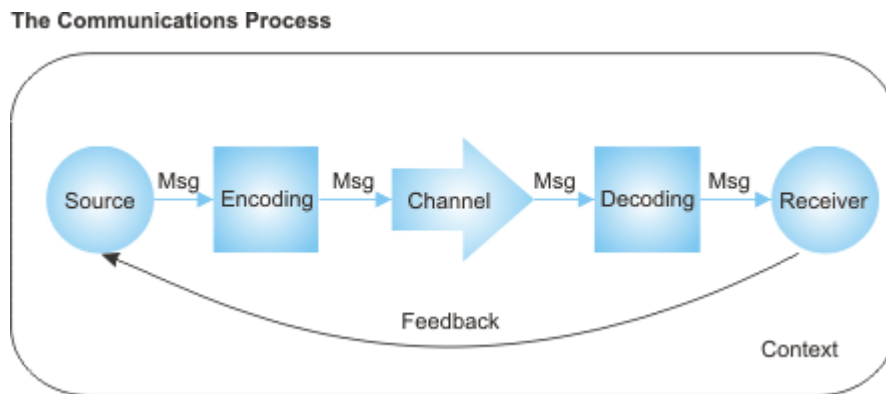**The Communications Process**

Figure 2.1

To be a tour guide and to get the point across without misunderstanding and confusion, the goal should be to lessen the frequency of these barriers at each stage of this process with clear, concise, accurate, and well-planned communications.

A tour guide belongs to the source of the messages;a tour guide needs to be clear about why they are communicating, and what they want to communicate. They also need to be confident that the information is useful and accurate; the message is the information that a tour guide wants to communicate; Encoding is the process of transferring the information a tour guide wants to communicate into a form that can be sent and correctly decoded at the other end; Messages are conveyed through channels, with verbal

including face-to-face meetings, telephone and videoconferencing; and written including letters, emails, memos, and reports; Decoding just as successful encoding is a skill, so is successful decoding (involving, for example, taking the time to read a message carefully, or listen actively to it.) Just as confusion can arise from errors in encoding, it can also arise from decoding errors. This is particularly the case if the decoder doesn't have enough knowledge to understand the message; receiver is the tourist; Feedback is the reactions to the message. A tour guide must pay close attention to this feedback, as it is the only thing that allows a tour guide to be confident that the tourist has understood the message. If there has been a misunderstanding, at least a tour guide has the opportunity to send the message a second time; Context is the situation in which your message is delivered. This may include the surrounding environment or broader culture (corporate culture, international cultures, and so on).

Since a tour guide is a specific job that needs communication skills, it cannot be separated with linguistic. With language, functional language is modeled through meta functions into ideational, interpersonal and textual. Ideational concerned on representation, interpersonal concerned on interaction, and textual concerned on information flow. In social context, genre is set up above and beyond meta functions to account for relations among social processes in more linguistic terms, with a special focus on the stages through which most texts unfolds (Martin, 1997)

2.3.1. Genre

Genre is a social process that emphasizing the purpose of the character of different genres and the stages that language is systematically linked to context (Hayland Ken, 2004). The term 'genre' was first used by Swales (1981) that a more or less standardized communicative event with a goal or set of goals mutually understood by the participants in that event and occurring within a functional rather than a personal or social setting (cited inRobinson, 1991, pp. 11-12). Genres is functioned for the teachers to provide students with clear options for writing, both within and beyond the sentence, to help them create texts that seem well-formed and appropriate to readers (Hayland, Ken, 2004).

Martin (1997) proposed that Macro genre involves texts into recount, report, explanation, exposition, etc. Genres have been defined as staged, goal-oriented processes, a definition which flags the way in which most genres take more than a single phase to unfold, the sense of frustration or incompletion that is felt when phases don't unfold as expected or planned, and the fact that genres are addressed, whether or not the intended audience is immediately present to respond (Martin, 1987).

Genres is concerned with systems of social process, where the principles for relaxing social process to each other have to do with the texture-the ways in which field, mode, tenor variables are phased together in a text (Martin, 1997). A genre, therefore, is a relativelystable class of linguistic and rhetorical

"events" which members of adiscourse community have classified in order to respond to and achieveshared communicative goals.

Genre analysis is the study of situated linguistic behavior in institutionalized academic or professional settings (Bhatia, cited in Mehdi 2008). Meanwhile, genre analysis refers to the focus of text analysis on the regularities of structures that distinguish one type of text from another and the results always focus on the differences between text types, or genres (Dudley-Evans, 1998).It is also encouraged to make the relevant connection between the use of language on the one hand and the purpose of communication on the other, always aware of the question, why do members of the specialist discourse community use the language in this way? (Bhatia as cited in Mehdi, 2008)

All genres control a set of communicative purpose within certain social situations and that each genre has its own structural quality according to those communicative purposes (Swales, 1990 and Martin, 1994) as cited in Kay and Dudley-Evans (1998) cited in Rahman, 2011)). Furthermore, most ESP practitioners view genre as action, as staged, purposeful, communicative events (Flowerdew, 2011). As Flowerdew (2011) insists the consideration of content in genre analysis is essential. He claims the most complete system of analyzing content——from a linguistic perspective— is that of Martin and Rose (2003), who incorporates a level they refer to as discourse semantics, into their model of genre.This model has four dimensions to do with content, rather than the individual sentence or utterance; Ideation: deals with the activities and how the

participants in these activities aredescribed. It realizes the field or content of the text; Conjunction: considers the interconnection between the activities. It is concernedwith logicalrelations which form temporal, causal and other kinds of connectivity; Identification**:** is concerned with how participants are tracked through the discourse,with introducing people, places and things and keeping track of them; Periodicity**:** focuses on the rhythm of discourse, how the discourse predicts what is tocome next and how what has already occurred is combined (cited in Flowerdew,2011, p. 521)

2.4. Theoretical Framework

In order to formulate the competences of tour guiding, this study used the terms of genre proposed by Martin. This study will only focus on the analysis of the students' needs and the classification of the genres used of vocational school majoring tourism in order to find the appropriate learning materials in vocational school majoring tourism based on the government policy. To make it clear, in this study will be divided into a set of competences based on the government policy including attitude, knowledge, and skills complete with the concept of macro genre (descriptive, report, recount, etc) proposed by Martin in a text type.