

**ASSESSING TOUR GUIDES' ENGLISH PROFICIENCY
IN PENGLIPURAN: A COMMUNICATIVE
COMPETENCE PERSPECTIVE**

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ABSTRACT

English skill is an essential skill for those who work in tourism sector, as the tour guides in Penglipuran Village. This study investigated the English language proficiency of tour guides in Penglipuran Village, Bali, with a specific focus on communicative competence. The research was a quantitative study by employing Canale and Swain's model as a framework. The research assessed tour guides' grammatical, sociolinguistic, discourse, and strategic abilities. Data were collected through questionnaires. The questionnaires were distributed to five tour guides. Findings indicate that while the tour guides exhibited a generally good command of English grammar and vocabulary, challenges emerged in areas such as complex sentence construction, idiomatic expressions, and handling unexpected tourist inquiries. Although the tour guides demonstrated a strong ability to adapt to different communication situations, there is room for improvement in terms of expanding vocabulary and enhancing cultural awareness to provide a more enriching tourist experience. The study underscores the importance of ongoing language training programs tailored to the specific needs of tourism professionals.

Keywords: Communicative Competence, English Proficiency, English for Tour Guide

A. INTRODUCTION

Desa Wisata Penglipuran in Bali has garnered international recognition for its unique cultural heritage. The village's distinctive traditions and customs, meticulously preserved for generations, have captivated tourists, leading to a significant influx of visitors. According to Putri (2023), as reported by DetikBali, Penglipuran experienced a remarkable tourist arrival of 608,133 in 2022. This figure comprises a substantial domestic tourism base of 564,000 and a notable international visitor count of 43,749. The high volume of tourists, particularly from overseas, underscores the global appeal of Penglipuran's cultural offerings. Visitors are drawn to the village's well-preserved architectural style, characterized by traditional Balinese houses built with natural materials and arranged in a unique layout. Beyond the architecture, Penglipuran's vibrant cultural practices, including intricate weaving techniques,

traditional dances, and religious ceremonies, offer tourists a glimpse into the authentic Balinese way of life. This confluence of captivating traditions and stunning visuals positions Penglipuran as a premier tourist destination in Bali, attracting not only domestic travelers but also international visitors seeking a deeper cultural immersion.

As a community-based tourism village, the sustainability of Penglipuran's tourism sector relies heavily on active local participation. Sukerti et al. (2023) identified four primary ways in which the local community contributes to tourism: (1) sharing ideas in tourism planning, (2) providing financial support for tourism initiatives, (3) producing and marketing local cultural products, and (4) directly participating in tourism operations by working as tour guides, managing homestays, or operating local businesses. This community engagement not only fosters a sense of shared responsibility but also ensures that the economic benefits of tourism are distributed equitably among residents. Additionally, a study by Agoes et al. (2023) found that 35 community members are part of the core management team of Penglipuran Tourism Village, while other members participate as tourism stakeholders, supporting all tourism activities within the village. Nevertheless, all members of the Penglipuran community are actively involved in preserving their traditions and culture, ensuring their continued appeal to tourists. Local residents of Penglipuran have a strong motivation to protect and preserve their local customs and traditions, driven by a sense of pride that tourists visit to witness firsthand the unique diversity of their cultural heritage (Arismayanti & Suwena, 2022). Consequently, the growth and development of tourism in Penglipuran has contributed to the preservation of its cultural traditions.

One of the key aspects of tourism in Penglipuran is the flexibility in tour guide services. Unlike many tourist destinations, Penglipuran does not include a mandatory guided tour in its entrance fee, allowing visitors to decide whether to hire a guide based on their preferences. Generally, group tourists, especially those participating in package tours organized by travel agencies, tend to have tour guides. These guides are often included in the tour package and are responsible for providing information and guidance throughout the visit. Therefore, although not mandatory, many tourists utilize the services of a guide to gain a deeper and more informative experience of Penglipuran Tourism Village. This option also helps tourists better understand the local history and culture, which may not be easily accessible without a guide. This indicates that tour guides play a significant and pivotal role in the tourism ecosystem, particularly in destination management. Syakier & Hanafiah (2022), in their study titled "Tour Guide Performances, Tourist Satisfaction and Behavioural Intentions: A Study on Tours in Kuala Lumpur City Centre," found that tour guides' explanatory skills significantly influence tourist satisfaction. Given this, it is essential for tour guides to possess strong English language explanation skills to ensure that tourists can comprehend information effectively, thereby enhancing visitor satisfaction. Beyond destination explanation skills, tour guides can also boost tourist satisfaction through the use of humor. Li et al. (2022) discovered that humor employed by tour guides has a positive impact on tourist satisfaction.

Given the crucial role of tour guides in facilitating cultural exchange and enhancing visitor experiences, their ability to communicate effectively in English is crucial, particularly in serving international tourists. Effective communication not only ensures accurate information delivery but also fosters meaningful interactions between visitors and the local community. To achieve this, tour guides must develop strong communicative competence, which extends beyond grammatical accuracy to include broader linguistic and contextual

abilities. One of the most widely recognized models for communicative competence is Canale and Swain's (1980) framework, which outlines four key competencies essential for effective communication. The four components of Canale and Swain's model include: (1) grammatical competence, referring to knowledge of grammar rules; (2) sociolinguistic competence, which encompasses the ability to use language appropriately in various social contexts; (3) discourse competence, which involves the ability to link ideas cohesively to form meaningful texts; and (4) strategic competence, referring to the use of communication strategies to overcome language barriers. This framework provides a comprehensive perspective on the essential language competencies that tour guides must develop to facilitate effective communication with international tourists, as illustrated in the following figure.

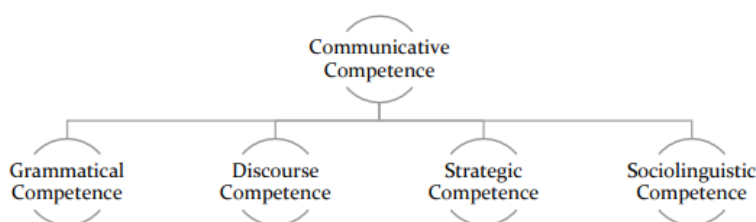


Figure 1. Canale & Swain's Communicative Competence Model (Taş & Khan, 2020)

Several studies have highlighted the significant impact of foreign language competence on the overall quality of tourism services, reinforcing the necessity of enhancing tour guides' English proficiency. This research aligns with the broader findings of Agoes et al. (2023) which emphasize the positive correlation between foreign language competence and the overall quality of tourism services. Despite the growing number of international tourists visiting Penglipuran, a critical gap persists as local tour guides continue to face challenges in English proficiency, which may hinder effective communication and overall visitor experience. In addition, Rahadi et al., (2021) identified significant communication challenges within the context of village tourism. These challenges encompass difficulties in information dissemination, explaining local attractions, and fostering effective interactions between tourists and community members. A particularly noteworthy barrier is the limited English proficiency among residents, which hinders cross-cultural communication and impacts the overall tourist experience. Moreover, Ratminingsih et al., (2018) found that 43.95% of the participants could understand spoken English but struggled with speaking, while 56.05% exhibited overall low English skills. Additionally, 92.5% had never received formal English education, further highlighting the urgent need for language training initiatives. Similarly, Nomnian et al., (2020) studied English use and limitations in two community-based tourism villages in Thailand: Baan Pha-mee and Baan Kong Muang. They gathered data from 29 participants through observations, interviews, and focus group discussions, analyzing it descriptively. The study found four key issues: (1) communication barriers between locals and foreign tourists, (2) reliance on tour guides for communication, (3) the need for locals to improve their English skills, and (4) the impact of sociocultural and linguistic identities on language use. Due to limited English proficiency, local residents faced challenges in communicating with foreign tourists, leading to a reliance on tour guides to bridge the language gap.

Given the identified communication challenges, particularly the lack of English language proficiency, this study aims to assess the English language skills of young people actively involved in tourism within Penglipuran Village. By understanding the current language proficiency levels of this demographic, the study seeks to provide essential data for developing targeted language training programs and improving the overall quality of tourism services in the village.

B. METHOD

This study was conducted in Penglipuran Village, a well-known tourist destination in Bangli District, Bangli Regency, Bali Province. The village is approximately 60 kilometers from Ngurah Rai International Airport, with a travel time of about 90 minutes by car. Due to its elevation of 600-650 meters above sea level, Penglipuran enjoys a cool climate, making it an attractive destination for tourists. This research employed a survey-based quantitative approach to ensure neutrality and objectivity in data collection, leading to clearer findings (Leavy, 2017). The research was involved five tour guides in Penglipuran Village. The study involved five tour guides selected through purposive sampling, as they regularly interact with foreign tourists and could offer valuable insights into their language proficiency and communication experiences. Initially, seven questionnaires were distributed; however, only five were completed and returned, determining the final sample size. While the number of participants is limited, the study serves as an initial exploration rather than an attempt at broad generalization. The respondents demonstrated diverse educational backgrounds, with the majority holding a high school diploma. Notably, two-thirds of the high school graduates were pursuing higher education at a tertiary institution. The detailed educational and employment profiles of the respondents are presented in Table 1.

Table 1. Respondents' Detailed Information

Respondent	Education Background	Age	Generation	Working Status	Main Job
01	Bachelor	23	Gen Y	Side Job	Teacher
02	High School	50	Gen X	Main Job	
03	Bachelor	27	Gen Y	Side Job	Civil Servant
04	High School	19	Gen Z	Side Job	Students
05	High School	19	Gen Z	Side Job	Students

Data were collected through an online questionnaire distributed via Google Forms. The primary instrument used in this study was a structured questionnaire designed to assess the English proficiency of tour guides. The quantitative data were analyzed using descriptive statistical analysis, where measures of central tendency, such as the mean, were calculated to summarize data distribution. Additionally, frequency distributions were examined to identify response patterns. To ensure the reliability and validity of the instrument, statistical tests were conducted using SPSS software. Cronbach's alpha coefficient was employed to assess internal consistency, while the Pearson product-moment correlation was used to evaluate the relationship between questionnaire items and the underlying construct. This methodological approach provided structured, quantifiable insights into the English proficiency of tour guides in Penglipuran while also incorporating elements to capture a deeper understanding of their communication challenges.

In analyzing communicative competence, this study draws on Canale and Swain’s (1980) model, as cited in Taş & Khan (2020). Initially, Canale and Swain proposed three core components of communicative competence: grammatical competence, sociolinguistic competence, and strategic competence. However, in 1983, they expanded their model to include a fourth component—discourse competence—further refining the framework for understanding language proficiency (Campillo, 2008). The revised model consists of (1) grammatical competence, which refers to knowledge of grammar rules and vocabulary; (2) sociolinguistic competence, which involves the ability to use language appropriately in various social contexts; (3) discourse competence, which relates to the ability to produce coherent and cohesive spoken and written texts; and (4) strategic competence, which encompasses the use of communication strategies to overcome language barriers. This model serves as the theoretical foundation for evaluating the English proficiency of tour guides in this study.

The reliability and validity of this data were tested using IBM SPSS Statistics 22 for Windows. A reliability test was conducted to determine the consistency of the data.

Table 2. Reliability Analysis

Cronbach's Alpha	N of Items
.983	25

The validity of the data was assessed using Pearson Product Moment correlation analysis. All items in the questionnaire were found to be valid, as the calculated correlation coefficient (r-calculated) exceeded the critical value (r-table) of 0.444. Therefore, the data collected was deemed valid and reliable. Given the satisfactory results of the validity and reliability tests, the analysis proceeded to the stage of descriptive quantitative analysis. The purpose of this analysis was to determine the mean and frequency of respondents' answers. By examining these descriptive statistics, insights into the overall trends and patterns in the data were obtained.

C. FINDINGS AND DISCUSSION

The framework for evaluating the English language skills of the tour guides in this study was grounded in Canale & Swain's Communicative Competence Model. Following Campillo's (2008) interpretation, this model consists of four fundamental components: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. To measure these components, each was subdivided into specific questions within the questionnaire. The subsequent sections will delve into the analysis of the data collected on the English language proficiency of the tour guides in Penglipuran Village.

1. Grammatical competence

Grammatical competence, as defined by Canale & Swain (1980), encompasses knowledge of lexical items and rules in morphology, syntax, semantics, and phonology. In this study, grammatical competence was operationalized into six specific items which are 1) a good understanding of grammar; 2) the ability to speak using correct grammar; 3) the ability to write using correct grammar; 4) the ability to construct English words correctly; 5) correct pronunciation of English vocabulary; 6) a wide vocabulary in English; and 7) not needing to use Google Translate.

Table 3. Grammatical Competence

Respondent	01	02	03	04	05
I understand English grammar	4	3	4	3	5
I can speak English with correct grammar	4	4	4	4	5
I can write in English with correct grammar	4	3	3	4	5
I understand and can create sentences with grammatically correct English	4	4	4	4	5
I can pronounce English very well	4	4	4	3	5
I have wide English vocabulary mastery	4	4	4	4	5
I don't need Google Translate	3	3	3	3	4

The initial component of grammatical competence assessed in this study was tour guides' understanding of English grammar. The analysis revealed a mean score of 3.8 for this item, indicating a strong grasp of English grammar among the respondents. This suggests that the tour guides possess the foundational knowledge necessary for effective English communication. The ability to construct well-formed English sentences was another aspect examined. Respondents reported a mean score of 4.2 for their ability to arrange words correctly, indicating a high level of proficiency in this area. This suggests that the tour guides can effectively convey their thoughts in English. To further assess grammatical competence, the study examined respondents' speaking skills. The mean score for speaking English with correct grammar was 4.2, demonstrating that the tour guides can effectively communicate orally using standard English.

While speaking skills were strong, writing skills were slightly lower, with a mean score of 3.8. This suggests that while the tour guides are proficient in spoken English, their written English may require further development. The study also evaluated the tour guides' pronunciation. The mean score of 4.0 indicates a good level of pronunciation accuracy. Vocabulary mastery was another critical aspect assessed. The findings align with Jambari et al. (2021), who highlighted the positive correlation between vocabulary size and speaking ability. With a mean score of 4.2, the tour guides demonstrated a robust English vocabulary. Finally, the study explored the use of Google Translate as an aid in communication. While the mean score of 3.2 suggests that the tour guides generally do not rely heavily on translation tools, it also indicates that some participants may use Google Translate to supplement their language skills.

The analysis revealed a moderate to high level of grammatical competence among the tour guides, with an average score of 3.9. While this indicates a generally positive proficiency, the reliance on Google Translate as a communication aid, as evidenced by the average score of 3.2 for the corresponding item, suggests a potential gap in language confidence.

A closer examination of the data revealed that while the tour guides demonstrated a strong grasp of vocabulary related to tourism, their grammatical accuracy varied. This finding aligns with previous research by Gani & Damayanti (2018) and Wahyuningtyas, Sumarno, Asih, Endriana, Windiarti, Mafruudloh (2022), which identified similar challenges among tour guides in different regions. These studies emphasized the discrepancy between vocabulary knowledge and grammatical proficiency, often leading to difficulties in

expressing thoughts clearly and confidently. It is evident that while the tour guides in Penglipuran Village possess a foundational level of English language proficiency, further development is necessary to enhance their communicative competence. Targeted language training programs that focus on grammar, fluency, and confidence-building could significantly improve their ability to interact effectively with foreign tourists.

2. Sociolinguistics competence

Canale & Swain (1980) underscored the significance of sociolinguistic competence in comprehending utterances within specific social contexts, particularly when there's a discrepancy between the literal meaning and the intended meaning.

Table 4. Sociolinguistics competence

Respondent	01	02	03	04	05
I understand what I should say in a given situation	4	3	4	3	5
I adjust my grammar and vocabulary when speaking to different tourists (age, origin, status, etc.)	4	3	3	3	4
I know what information I should provide to tourists	4	4	4	4	5
I carefully consider the vocabulary and topics I will discuss with tourists.	4	4	4	4	5

The first statement pertains to the tour guides' understanding of what to say in various situations. Two respondents expressed moderate agreement, two agreed, and only one strongly agreed with the statement "I understand what I should say in a given situation." Based on these results, it can be inferred that three respondents demonstrated a good understanding of what to communicate to tourists in different contexts. In addition to understanding what to communicate to tourists in specific situations, the study also analyzed the use of different English grammar and vocabulary when interacting with tourists from diverse backgrounds, such as age, origin, profession, and social background. For instance, when speaking to older tourists, a more formal and respectful vocabulary is typically employed. Conversely, when communicating with younger tourists or Gen Z, a more casual vocabulary is often used to enhance comprehension. The data analysis revealed that the tour guides in Penglipuran Village possess a fairly good understanding of this concept, as evidenced by the average response of 3.4. Among the five respondents, three agreed moderately and two agreed with the statement "I use different grammar and vocabulary when speaking to different tourists (age, origin, status, etc.)".

The third item pertaining to sociolinguistic competence is the understanding of the information that should be provided to tourists. This refers to the crucial information that needs to be conveyed to tourists visiting Penglipuran Village. Four respondents agreed and one strongly agreed with the statement "I understand what information I should provide to tourists." Based on the responses provided by the participants, it can be concluded that the tour guides in Penglipuran Village have a good understanding of the information that needs to be communicated to tourists. The final item associated with sociolinguistic competence concerns the tour guides' process of presenting a topic to tourists. In essence, it explores whether the tour guides carefully consider the topics they will discuss with tourists in Penglipuran Village. Four respondents agreed, and one strongly agreed that before presenting a topic while communicating with tourists, they meticulously consider it.

The analysis findings indicate that the sociolinguistic competence of the English tour guides in Penglipuran Village is satisfactory, as demonstrated by the average respondent ratings ranging from 3 to 4. Notably, the elements pertaining to information and topics that need to be delivered to tourists received an average rating within the range of 4 to 4.5. This suggests that the English tour guides in Penglipuran Village possess a good understanding of the village's information that needs to be narrated or conveyed to tourists. Abdullah, Hidayati, Andriani, & Tandiana (2022) also found that tour guides in Pangandaran possess a broad understanding of the tourist destination.

3. Discourse competence

Nešić & Hamidović (2022) posit that discourse competence refers to an individual's ability to establish connections between words to produce utterances or sentences that form a coherent text. This competence is essential for creating coherent texts or discourse that can be clearly understood by all parties involved in communication. In this study, discourse competence was operationalized into four statements or items that the tour guides or respondents were asked to respond to.

Table 5. Discourse competence

Respondent	01	02	03	04	05
I always understand what the tourists say.	4	4	3	4	5
I can deliver long conversation with tourists using English.	4	4	3	3	5
I understand how to create utterances in English to make tourists understand what I say.	4	4	4	4	5
Tourists understand what I say.	4	4	3	3	5

The first item related to discourse competence is "I always understand what tourists say in English." This statement reflects the tour guides' ability to comprehend the information conveyed by foreign tourists in English. The capacity to understand what tourists say significantly influences the quality and accuracy of the information and services provided by the tour guide. Indirectly, this impacts tourist satisfaction with their visit to Penglipuran Village. Data analysis revealed that one respondent "somewhat agreed," three respondents "agreed," and one "strongly agreed." The predominance of "agree" responses indicates that a majority of the tour guides are capable of understanding tourist utterances in English.

The second item related to discourse competence concerns the English tour guides' ability to engage in extended conversations with tourists using English. This skill is directly linked to the communication of information about the tourist destination to visitors. The tour guides' proficiency in this area impacts the accuracy of the information they convey. Two respondents expressed "somewhat agree," two others stated "agree," and one respondent indicated "strongly agree" with the statement "I am capable of holding lengthy conversations in English with tourists." Another competency associated with discourse analysis is the tour guides' ability to effectively sequence English words to generate extended utterances or conversations with tourists. The tour guides' fluency in connecting English words will influence the quality of their speech. Four respondents agreed, and only one strongly agreed with the statement "I understand how to sequence words in English so that what I want to say is conveyed."

The final item is crucial for understanding the discourse competence of English tour guides in Penglipuran Village. This last item pertains to the tourists' comprehension of the utterances and information delivered by the tour guides. The ultimate goal of the communication undertaken by the tour guides is to ensure that tourists understand the information being presented. Two respondents stated "somewhat agree," two others said "agree," and only one indicated "strongly agree." Based on these analysis results, only one respondent strongly believes that tourists grasp all the information conveyed by the tour guides in English. The analysis of these four items provides valuable insights into the discourse competence of the English tour guides in Penglipuran Village. Based on the self-assessment responses provided by the tour guides, the average score falls within the range of 3.95, indicating that the discourse competence of the tour guides in Penglipuran Village lies between good and fairly good. Ratminingsih, Suardana, dan Martin (2018) also found similar results in their study, revealing that tour guides in the vicinity of Ambengan, Buleleng, are capable of understanding conversations in English but encounter challenges when speaking English themselves.

4. Strategic competence

Strategic competence refers to the ability or strategy to address communication challenges arising in new situations (Nešić & Hamidović, 2022). Thabit & Ahmed (2023) further elaborate that strategic competence is associated with the capacity to develop strategies to compensate for limitations in language proficiency, using either verbal or nonverbal cues. Based on these definitions, strategic competence can be understood as the tour guide's ability to navigate difficult situations or problems that may arise during communication due to a lack of English comprehension.

Table 6. Discourse competence

Respondent	01	02	03	04	05
I have experienced miscommunication	3	3	3	3	5
I feel hard to start a conversation with tourists.	4	4	3	4	5
I don't know what to talk about, except the information about destination.	2	2	1	2	3
I know what to say when the miscommunication raises.	4	4	3	3	5

The first item in the questionnaire that relates to strategic competence is connected to misunderstandings in communication between tour guides and tourists, specifically "I have experienced misunderstandings with tourists." Misunderstandings that occur between tour guides and tourists during communication can serve as an indicator of the quality of communication. Four respondents expressed uncertainty, and one respondent strongly agreed with the statement provided. Only one tour guide strongly believed they had encountered misunderstandings with tourists while communicating in English.

The second statement pertaining to strategic competence concerns difficulties in initiating conversations with tourists. This is related to the strategies employed by the tour guides in Penglipuran Village to initiate communication with tourists. One respondent stated "somewhat agree," three respondents indicated "agree," and one respondent expressed "strongly agree" with the statement "I find it difficult to initiate conversations with tourists." The research participants were also asked to respond to the statement "I do not know what to say when talking to tourists about topics other than explaining the destination." This statement gauges the tour guides' ability to discuss topics beyond tourist destination

information, such as personal experiences or other topics inquired by tourists. One respondent indicated "strongly disagree," two respondents stated "disagree," and another respondent expressed "somewhat agree." These responses suggest that the English tour guides in Penglipuran Village are capable of engaging in discussions with tourists on topics besides the tourist destination. This is indicative of more versatile communication.

The final item addressing problems that arise in communication. Respondents were asked to provide their feedback on the statement "I know what to say if there are mistakes during conversations with tourists." Language errors frequently occur during conversations, and these can impact the flow of communication. Therefore, it is crucial for tour guides to possess strategies for managing language-related issues that surface while communicating with tourists. Two respondents expressed "somewhat agree," two other respondents indicated "agree," and one respondent stated "strongly agree." Based on the data analysis results, it can be concluded that the tour guides in Penglipuran Village possess the skills to address problems that arise during communication.

Based on the data analysis of strategic competence conducted in this study, it can be concluded that the English-speaking tour guides in Penglipuran Village possess a good level of strategic competence. Hanan & Sugianto (2021) found in their research that tour guides in Lombok utilize five communication strategies which are (1) paraphrasing utterances to ensure that the message is conveyed clearly, (2) code-switching and code-mixing, as well as literal translation, (3) using aids such as Google Translate, (4) pantomime or gesturing to facilitate understanding, and (5) topic avoidance and message avoidance.

The self-assessment of the English language skills of tour guides in Penglipuran Village, evaluated using Canale & Swain's Communicative Competence Model, which comprises four competencies (grammatical competence, sociolinguistic competence, discourse competence, and strategic competence), revealed that the tour guides' language skills are generally good to very good. The tour guides are capable of using correct English grammar, possess a sufficient English vocabulary, can pronounce English words accurately, and can construct English sentences that are understandable to tourists. Additionally, the tour guides can comprehend utterances and conversations initiated by tourists. They can also discuss topics beyond destination information and are able to resolve language-related issues that may arise during communication. The Chairperson of the Penglipuran Village Youth Organization corroborates these findings, stating that "The tour guides possess adequate skills, as many of them are university graduates, and some are still studying and have participated in provincial and national guiding competitions, winning prizes."

The use of Canale & Swain's Communicative Competence Model to evaluate English language skills was also employed by Eustaquio (2020). In this study, Eustaquio evaluated the English language skills of nursing students in Northern Philippines involving 165 students. Similar results were obtained, indicating that the nursing students possessed extensive knowledge in their field, exhibited a high level of communicative competence, and effectively practiced the professional, technical, and soft skills involved in quality nursing care. However, the study suggested that additional language lessons and activities tailored to clinical and hospital settings could be incorporated into the BSN curriculum to enable nursing students to achieve a higher level of competence.

D. CONCLUSION

This study aimed to assess the English proficiency of tour guides in Penglipuran Village, focusing on their communication abilities, strengths, and challenges when interacting with foreign tourists. The findings revealed that the tour guides were generally confident in their communication skills. They could construct well-formed sentences, understand tourist inquiries, and engage in fluent conversations. Additionally, they effectively conveyed essential information and managed communication issues as they arose. However, several challenges were identified. One major issue was the incomplete mastery of English grammar, which sometimes affected the clarity and accuracy of their messages. Another key challenge was a limited vocabulary, which restricted their ability to provide diverse information or respond to complex tourist questions. These limitations could hinder the overall effectiveness of their communication. Based on these findings, several practical recommendations can be made. First, targeted English training programs should be implemented, focusing on improving grammar accuracy and expanding vocabulary. Interactive learning methods, such as role-playing exercises and situational dialogues, could help enhance their confidence and fluency. Second, access to language resources, including phrasebooks and mobile language-learning applications, should be provided to support continuous learning. Finally, collaborative workshops with experienced tour guides or language instructors could offer practical strategies to overcome communication barriers and improve overall service quality. By addressing these challenges, tour guides in Penglipuran Village can further enhance their English proficiency, ensuring a more engaging and informative experience for international visitors.

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