Employing the Role of English Language in the Mode of Thought and Action for Guides Professional Function: The Case of Mentawai Tourism

Elfiondri Elfiondri[1], Amran Rasli[2], Diana Kartika[3], and Zaitul[4]

[134]Universitas Bung Hatta, Indonesia
[2]INTI International University, Malaysia
*Corresponding Author: elfiondri@bunghatta.ac.id

Abstract

Globalization in tourism has penetrated remote indigenous villages of Mentawai, in which English language plays an important role in tourism. Tour guides employ the English language role in the mode of thought and action in performing their professional functions in serving foreign tourists. In Mentawai tourism, guides play important role due to that local people can not speak in English. Study on the English role in relation to the guide professional function is importantly examined to formulate the English roles employed by guides in performing their task (function) as guide in indigenous culture-based tourism, Mentawai. Unfortunately, the role of English language in the language modes for the guides professional function is not examined in Mentawai tourism. The study examines the role of English language in relation to guides professional function in Mentawai tourism. The purpose is to formulate the roles of English language in the mode of thought and action employed by guides in performing their jobs as guide. The study applied qualitative and quantitative methods. Findings are that the English language is employed by guides in three roles. in the mode of thought, English language plays as interactive and communicative role, while in the mode of action (social mode), English language plays as social role. In the social role, English language is employed in various forms of phatic utterance (small talk) with various functions. Guides emloy the social role to build and maintain social relationship with foreign tourists. In the mode of thought, English language is employed to interact verbally with tourists, and to convey tourism-related information to tourists. In conclusion, English language play an importand role socially, interactively, and communicatively in the guide professional function.

Introduction

In cultural tourism activities with which tour guides and foreign tourists get involved, the role of English is indispensable for tour guides' professional function (task). Tour guides as leaders in tourism activity assume functions such as maintaining tourism schedules, finding information on travel and habits of road use, interacting with tourists (group), keeping good mood with them (Tsaur, 2019), mediating the group, local people, and destination (Scherle & Nonnenmann, 2008), understanding local culture (Yu, Weiler, & Ham, 2002) and introducing local environment (Tsaur & Lin, 2014). In the context of Mentawai tourism activity, in serving foreign tourists, guides perform their professional function in which they employ English language. English language are so essential for the development and sustainablity of cultural tourism in Mentawai that it is importantly examined. Unfortunately, the employment of English language by guides in doing their job (professional function) is not examined in Mentawai tourism.

The study examines the role of English language in the language modes in relation to their professional function in Mentawai tourism, Indonesia. The purpose is to find out the roles of English language in both language modes employed by guides in performing their jobs as guide. The role of English language in this study deals with function of English language as means of communication in tourism - what English language is employed for. Language mode refers to the function of language according to Malinowski (1923) then explained by Saftoiu (2012), Jin (2018), and Wolf (1989). Based on the scholars, speakers of language employ language in two modes. Language in the social mood is as itself a purposeful activity by which individuals establish a relationship among themselves. Language in the social mode is the way individuals use language for their social relationship with other people. The language function by Malinowski called as phatic communion is a type of speech in which ties of union are built. Language in the mode of thought is language which has function as a means of transmission of thought.

In tourism industry, English language has played an important role (Brutt-Griffler, 2002). English is a force that drives the development of the tourism industry (Prachanant, 2012; (Richards, 2018; Al-Tarawneh, 2019). Foreign tourists have developed as consumers and become increasingly sophisticated in their needs and preferences due to an emerging tourism culture (Robinson and Novelli, 2007). In tourism activity where tourists are foreigners and local people do not speak English, English language plays important role as means of communication. The case happens to local people of Mentawai. They have poor English skills (Mandasari, 2021). Due to the case, guides professional functions are crucial in Mentawai tourism. Guides act as the mediators who mediate tourists and hosts, travel agencies, and hotels (Dahles, 2002). By means of English, they perform their professional function as the mediator between foreign tourists and local people of Mentawai. It shows that English language and guides play a role in Mentawai tourism. English role is essential for tourism development in Mentawai. English becomes a driving force for the developments of tourism (Al-Khatib, 2005; Al-Saadi, 2015). Therefore the English roles in relation to guides professional functions in Mentawai tourism are worth examining.

Literary review so far shows that study on the English role in relation to guides professional function is neglected. There have been various studies on English language and guide/tour in tourism, among which for example are guide/tour leader related-studies by Mackenzie (2020), Tsaur (2019), Weiler (2014), Ümit (2020), Li (2020), Weng, 2020), and Carrillo (2020). None of the studies deals with English role in relation to guides professional function in tourism. Similarly, there have also been no previous

studies on the English language role and the guides taks in Mentawai tourism. Scholars such as Towner (2016a, 2016b), Ponting (2005), Napitupulu (2015), Mafrudoh (2018), Kusbiantoro (2016), Elfiondri (2019b, 2020, 2021), Pristiwasa (2017), Ramadhan, (2017), and Mandasari (2021) have done Mentawai tourism-related studies, but their studies do not include the role of English for guides' professional role function. Thus, there is no yet a study on the English role and guides' professional functions. This study fills the gap in the literature of English role and guide professional function in tourism.

Guides perform the activities based on their professional functions as stated by the following scholars. Tsaur & Teng (2017) stated that tour guides act as information providers, cultural messengers, and environmental interpreters. For example, they provide some information on travel and service (Hollowa, 1981), destination and accommodation (Wang, Hsieh, & Human, 2000), explain local cultural customs (Yu, Weiler, & Ham, 2002), introduce local environment (Tsaur & Lin, 2014), and introduce local attractions (Luoh & Tsaur, 2014). Cohen (1985) classified guides professional functions into four roles - instrumental, social, interactive, and communicative role. Furthermore, Cohen (1985) explained that the instrumental role is the role in which guides perform the jobs related to the equipment of the tourism, such as providing schedule and transportation. The social role is where guides build and keep social relationships with tourists, such as creating a harmonious relationship with tourists. The interactive role in which guides interact with tourism. The last role is the communicative role, where guides transfer some information to tourists.

Method

The qualitatively collected data were analyzed qualitatively following Chang's qualitative analysis (2010), which involves transcribing, coding (conceptualizing), propositionalizing, graphing, and theorizing. Hand phone-recorded data were transcribed, then coded through which we searched and identified English language employed by guides in performing their professional functions. The codes were ranked in a tiered form with which a level of English role can be seen. The next was identifying themes that emerge from the data set; then continued with graphing to test whether the themes were appropriate to describe findings. The last analysis was theorizing, which was finding theoretical evidence to support or revise the existing theories.

The second step was developing the existing concepts (the existing theories). The concepts were developed by way of experts' opinions applying the quantitative method. The experts were tourism and English tourism experts. Data of the experts' opinions were collected through a self-report survey with an instrument of the questionnaire. The questionnaires in google form contained questions with 24 variables concerning English role in relation to guides professional function, respondents' demographics involving name, sex, education, and age. The items were all measured using the five-Likert scale of strongly agree, agree, neutral, disagree, and strongly disagree. Completed questionnaires were received from 31 respondents.

The questionnaire-collected data were analyzed statistically in factor analysis. It is an analysis to condense or to reduce the data of 24 variables into just a few variables (to be one or more "super-variables"). It is so-called dimension reduction. The analysis applied Mann-Whitney U to seek the degree of the experts' agreement on the role of English.The next step was to analyze interrelationships among 24 variables and to explain the variables in terms of their common underlying dimensions applying exploratory factor analysis based on Hair (2009). Fidle (2009) quoted by Lin (2012)

stated that factory analysis is a technique to reduce a large set of variables to a smaller, manageable set of underlying dimensions.

Referred to the technique, 24 variables concerning the role of English are reduced to a smaller, manageable set of underlying dimensions to be several "super-variables." A measure of Bartlett test and Kaiser-Meyer-Olkin index are used to examine the appropriateness of factor analysis. Bartlett test is a measure to test correlations among the variables. A significant result of the Bartlett test is that correlations exist among the variables – at least some of the variables. Kaiser-Meyer-Olkin (KMO) index is used to quantify the level of inter-correlations among the variables. The value of the KMO index ranges from zero to one. A value of one is reached when each variable is predicted perfectly, and a value above 0.8 is meritorious (Hair et al., 1998). The analysis was to formulate the English role in relation to guides professional function.

Results and Discussion

Findings of the research are that guides in performing their professional function in Mentawai tourism employ 13 roles of the English language as a means of communication. In the language mode, the roles can be classified into interactive and communicative role as the mode of thought, and as social role in the mode of sociability. In the mode of thought, English language is employed to deliver tourism-related information to tourists. English language in social role is emloyed to build and maintain social relationship with foreign tourists. Guides employ various forms of phatic utterance (small talk) of English language with various functions. The findings of 13-role of English are formulated by way of analyzing data qualitatively and quantitavely.

The 13 roles are reduced from 24 roles through several steps of statistic tests. Data (24 roles of English language) collected through interview from guides as informants are processed to be questionaires. The questionaires are sent to English experts (as informants) through google form. Data collected using the questionaires are tested statitically as presented in the following discussion. The interview-collected data are firstly tested through experts' agreement (Table 1).

Table 1

Results of Experts' Agreement

Variable	Mann-Whitney U test Asym. Sig for expert category	Mann-Whitney U test Asym. Sig for sex category	Mann-Whitney U test Asym. Sig for education category	Mann-Whitney U test Asym. Sig. for inst category	Kruska-Wallis test Asym. Sig. for age category
Edprf-1	0.092*	0.232	0.373	0.336	0.891
Edprf-2	0.922	0.830	0.567	0.625	0.118
Edprf-3	0.518	0.830	0.170	0.984	0.246
Edprf-4	0.984	0.682	0.828	0.570	0.970
Edprf-5	0.769	0.922	0.275	0.769	0.414
Edprf-6	0.570	0.423	0.708	0.984	0.704
Edprf-7	0.518	0.830	0.890	0.570	0.902
Edprf-8	0.336	0.984	0.417	0.710	0.586
Edprf-9	0.922	0.247	0.489	0.653	0.913
Edprf-10	0.036**	0.892	0.489	0.421	0.878
Edprf-11	0.399	0.572	0.540	0.399	0.579
Edprf-12	0.710	0.861	0.798	0.316	0.599
Edprf-13	0.336	0.232	0.417	0.336	0.241
Edprf-14	0.891	0.654	0.679	0.891	0.983

Edprf-15	0.830	0.423	0.489	0.739	0.913
Edprf-16	0.653	0.953	0.650	0.891	0.611
Edprf-17	0.710	0.140	0.828	0.230	0.744
Edprf-18	0.769	0.247	0.540	0.377	0.440
Edprf-19	0.806	0.281	0.226	0.399	0.324
Edprf-20	0.953	0.446	0.737	0.953	0.879
Edprf-21	0.128	0.358	0.196	0.493	0.350
Edprf-22	0.262	0.446	0.352	0.597	0.301
Edprf-23	0.336	0.953	0.441	0.399	0.328
Edprf-24	0.953	0.423	0.540	0.597	0.695

Note. **, * indicate significant at 5% and 10%

The experts agree 22 variables as the role of English (2 roles are reduced). In order to discover the factor structure of a measure and to examine its internal reliability, the 22 variables are analyzed in exploratory factor analysis.

Exploratory factor analysis

The analysis held on Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and anti-image correlation results in that KMO value is 0.77 (much higher than 0.5) for sampling adequacy, and below 0.05 for Bartlett's Test of Sphericity (Table 2). The results are meritorious. Table 3 presents the variables of which the values are above 0.5 (in bold print) in anti-image correlation. The variables are significant for the English roles.

Tabel 2
Sampling adequacy

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.77
Bartlett's Test of Sphericity	Approx. Chi-Square	372.70
	Df	78
	Sig.	0.00

KMO value is above 0,5 and Bartlett test below 0,05

Tabel 3
Anti-image correlation

Edprf-3	**0.65**											
Edprf-5	-0.56	**0.74**										
Edprf-8	-0.28	-0.15	**0.85**									
Edprf-11	0.75	-0.40	-0.27	**0.71**								
Edprf-14	-0.54	0.16	0.10	-0.45	**0.81**							
Edprf-15	-0.03	-0.19	0.14	-0.24	-0,42	**0.82**						
Edprf-16	-0.28	0.46	-0.35	-0.32	0,32	-0.31	**0.74**					
Edprf-17	-0.01	-0.44	0.36	0.15	0,06	-0.14	-0.23	**0.82**				
Edprf-18	-0.27	0.40	0.03	-0.60	-0,08	0.44	0.09	-0.56	**0.64**			
Edprf-19	-0.05	-0.14	-0.08	-0.04	0,22	-0.19	0.08	0.16	-0.29	**0.92**		
Edprf-21	-0.01	0.07	-0.27	0.01	0,12	-0.13	0.17	-0.36	-0.02	-0.33	**0.92**	
Edprf-22	-0.76	0.45	0.30	-0.84	0,23	0.35	0.17	-0.15	0.60	-0.22	-0.16	**0.66**

Edprf-13	0.35	-0.36	-0.11	0.18	-0,50	0.20	-0.49	0.07	-0.05	0.05	-0.03	-0.18	**0.79**

Anti-image correlation (Table 3) results in that there are 13 variables that are reliable (valid) as English roles employed in guide professional function. In line with Cohen's guide professional function (1985) and based on Malinowski's language mode (1923), the 13 English roles can be classified into social role (Table 4), interactive role (Table 5), and communicative role (Table 6).

Tabel 4
English social role in guide professional function

English Roles	Purposeful activities	Role Code	
English plays a role to fulfill tourists' needs and solve their problems in touring.	Helping tourists	Edprf1-1	sr1
English plays a to help tourists know local transportation means when arriving in cultural tourism villages	Helping tourists	Edprf1-7	sr2
English plays a role to keep the itinerary of hunting, fishing, making tattoo and poisonous arrow, dancing, magicians, and traditional canoes.	Satisfying tourists	Edprf-18	sr3
English plays a role to create a memorable tourism experience	Satisfying tourists	Edprf-19	sr4
English plays a role to maintain a harmonious relationship within the group – phatic communion (small talk), local fun, etc.	Maintaining a social relationship with tourists	Edprf-21	sr5
English plays a role to socialize with the tour member	Building social relationship with tourists	Edprf-22	sr6

As indicated by Table 4, English language roles employed by guides in their professional function contain purposeful activities by which the guides establish and maintain a social relationship with foreign tourists. Guides' activity of fulfilling tourists' needs and solving problems (sr-1) and helping tourists (sr-2) are purposeful activities of helping tourists. Guides help tourists verbally employing English by way of giving them explanation, description, and example how to fulfill needs and solve the problem they have. The English role (sr-3) contains the purposeful activities of satisfying tourists (sr-3). Guides keep the itinerary of tourism by reminding tourists destination, activity, time, etc. Reminding is activity to make tourist satisfied with tourism service.

The English role (sr-4) is creating a memorable tourism experience (MTE). The experience is a tourism experience with which tourists get involved, not only watch. They feel so very satisfied with the experience due to the satisfying attractions, facilities, services, foods, local people, and destination. The experience is memorable for them. They intend to revisit the destination in the future, and recommend their family, relative, and friends to visit the destination (Elfiondri, 2021). Guides creat the experience by giving tourists a verbally satisfying tourism service. Tourists get a clear and detailed information in English on attractions, facilities, foods, local people, and destination. Guides' activity of giving the tourism information in English is the activity of creating MTE of which the purpose is to satisfy tourists.

The acitivities in English role sr-5 and sr-6 are those of maintaining a harmonious relationship and socializing with tourits. They are clearly purposeful activities of

maintaining and building relationship tourists. Guides empower English to maintain social relationship with tourists and to build relationship through socialization. They employ phatic utterence (small talk) of English to build and maintain the relationship. They utter a number of phatic utterance with various functions. For example they address tourists by saying *"how are you?", "nice to meet you", "long not to see you", "I miss you", "have a nice tour"*, etc. They sometimes employ Indonesian culture-coloured phatic utterances (eq. w*here are you going?, where are you from?, are you maried?, how many children do you have*), which may not be accepted by foreign tourists as phatic utterances. They utter "*nice to meet you"* to welcome to tourists they meet for the first time, *"long not to see you", "I miss you"* to welcome tourists they have ever met. Table 4 shows the social role of English in which guides employ English phatic utterances, small talk of which the function to build and maintain social relationship with foreign tourists. The phatic utterances have various forms, functions, and topics as pictures in Table 5.

Tabel 5
Social role of English with phatic communion

Examples of utterance	Function	Topic
How are you?	Addressing	Health
Nice to meet you	Welcoming	Feeling
I miss you	Welcoming	Feeling
Have a nice trip!	Farewel	Wishes
Thank you	Accepting	Thanking
*Are you married?**	Paying attention	Marriage
*Where are you going?**	Addresing	Destination
*How many children you have?**	Paying attention	Family
*You look handsome**	Complementing	Performance
Good morning	Addressing	Safety

*/not accepted as phatic utterance in English

The social roles with phatic utterance Table 5 are purposeful activities of tieing relationship. According to Malinowski (1923) and Wolf (1989), it is a empowerment of language in the social mode. Cohen (1985) also stated that the activities such as managing tourists' needs, keeping tourism itenary, creating memorable tourism experience, maintaining harmonius relationship, and socializing with tourists in their professional function are the activities of guides social role function. Based on the scholars, the English roles in Table 4 are English social roles in guide professional function.

The next role English takes on is interactive role (Table 6). Interactive activities are activities that apply two-way communication in favor of getting tourists involved and engaged with tourism-related activity. In performing their tasks, guides perform the interactive role in Mentawai tourism in giving explanation on local culture of Mentawai. As stated by Luoh & Tsaur (2014) and Tsaur & Lin (2014), the activity of guiding tourists to understand local attractions when interacting with them. Yu (2002) explained that it take place in two-way communication between guides and tourists. Similarly, Scherle & Nonnenmann (2008) also stated that the act of mediating culture and tourists is example of interactive communication. Thus, the activities in Table 6 are activities of employing English in interactive way, so that, they play interactive role.

Tabel 6
English interactive roles in guide professional function

English Roles	Interactive role	Code	
English plays a role to give deep insights into cultural	Giving deep	edprf8	ir1

tourism villages of Madobag, Muntei, and Matotonan	insights into cultural tourism villages		
English plays a role to guide tourists who require an intimate knowledge of Mentawai culture	Guiding tourists	edprf13	ir2
English plays a role to mediate Mentawai indigenous culture and foreign tourists	Mediating tourists	edprf14	ir3
English plays a role to help tourists understand Mentawai tourism attractions - hunting, fishing, making tattoos and poisonous arrows, dancing, magicians, and traditional canoes.	Giving explanation in two-way communication	edprf16	ir4

The last role of English found in this research is communicative role presented in Table 7. Communicative role refer to verbal acts which are intended to convey information to others. According to Cohen (1985), the activity of transferring information performed by tour guides is the act of communicative role function. By empowering English, guides perform the activities of giving information about tourists and Mentawai people and introducing Mentawai cultural elements: hunting, fishing, making tattoos and poisonous arrows, dancing, magicians, medicines, myth/legends, foods, canoes, and Mentawai people. Based on Cohen (1985), the guides' activities contain communicative role. Leclerc & Martin (2004) supported by (Tsaur & Lin, 2014) pointed out that it is the guides' responsibility to give information and introduce tourists and local people to each other. Act of interpreting the local environment of Mentawai – forests, rivers, beaches, and people is performing communicative role (Tsaur & Lin, 2014).

Tabel 7
English communicative roles in guide professional function

English Discourse Roles	communicative roles	Codes	
English plays a role to give information concerning the tourists and Mentawai people	Conveying information on tourists and local people	edprf3	cr1
English plays a role to introduce hunting, fishing, making tattoos and poisonous arrows, dancing, magicians, medicines, myth/legends, foods, canoes, and people at tourism villages of Mentawai	Introducing cultural heritage	edprf5	cr2
English plays a role to interpret the local environment of Mentawai – forests, rivers, beaches, and people	Interpreting local envronment	edprf15	cr3

Conclusion

The results of the research show that there are three kinds of English role by which guides can perform their professional taks as guide in tourism activity. The three kinds of English role involve social role, communicative role, and interactive role. By employing the English language roles, guides can implement three roles of guide professional function for which they are professionally responsible in tourism activity. The first guide professional role function which be implemented by employing English role is to build and maintain social relationship with foreign tourists. The first professional function of guide can be performed by the social role of English language. The English social role is realized through the social mode of the English phatic utterance (small talk). Guides employ phatic utterances / small talk of English to establish and maintain friendship and

relationship with foreign tourists. The phatic utterance / small talk can make tourists feel respected, close, happy, and friendly. The feeling can creat and preserve relationship and friendship with tourists. The social role of English is important role in guide professional function.

The second role of English which is also important in guide professional function is communicative role. Communicative role is verbal acts intended to convey information to others. The communicative role in tourism can help guides bring tourists to memorable tourism experince which is very important for tourism sustainbility. The third role of English which is also employed by guides to perform their professional function is integrative role by which guides and tourists can have a two-way communication in favor of getting tourists involved and engaged with tourism-related activity. The three roles of English are very essential not only for guides but for any tourism-related parties. The roles are tool which can satisfy tourists and build their memorable tourism experience, that in turn can drive tourists to revisit and recommend their family, relatives, and friends to visit the destination in the future. The study can serve as the background for the similar research fields and contribute to the enrichment of ESP research in Indonesia and other countries.

Acknowledgement

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