



Original Research Article

Pragmatic competence and learning needs of English for students of Tourism Vocational Schools in Nusa Tenggara Barat Province

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This research is intended to investigate the gender-based pragmatic competence of students in Tourism Vocational Schools and their learning needs of English in West Nusa Tenggara province. The samples of this study were 115 students in three tourism vocational schools in two different regions in the province. This research employed a mixed-method design. To collect the data, three instruments were used: a Multiple Choice Discourse Completion Test (MDCT), a questionnaire, and interview. The findings show that as a whole, students' pragmatic competence, in both receptive and productive skills, is still low (with the average score of 44.6 and 24.81 respectively). There is a significant difference between male and female students' performance in the test of English pragmatics. Students prioritize speaking and listening skills in their learning of English. Students list vocabulary and grammar as the most inhibiting factors in expressing themselves pragmatically.

Key words: Gender, differences, pragmatic competence, tourism vocational school.

INTRODUCTION

Unemployment makes a stumbling stone for our economic growth. On the national level, unemployment derived from Vocational school graduates rank the highest (14.59%) (BPS, 2009). The same trend applies also for Nusa Tenggara Barat (NTB) province, Indonesia. Out of the total 12.91% unemployment, the vocational graduates represent the highest (Lombok News.Com, 2013). In relation to these, the provincial government targets the decrease of unemployment figure to 5-6% by the end of 2014 (Work force planning of NTB 2010-2013). The increase of unemployment (vocational graduates) would undeniably impact on the slowing down of economic growth.

The main factor of the vocational graduate unemployment is caused by the mismatch between the vocational graduate's academic competence and the work force requirement (DESK INFORMASI the secretary of the ministry of RI, 2012). There have been no materials related to practical pragmatics available for the students of tourism vocational. Even worse, Mirzaei dan Rezaei (2012)

found that the teaching-learning of English do not supply sufficient information and practices on pragmatic competences.

Based on the analysis of vocational curriculum design, there is no sufficient proportion oriented toward pragmatic competence. In the curriculum of Tourism vocational school in Bali (the most developed tourism area in Indonesia), there are only 2 credits dedicated to Cross cultural understanding, English language gets 8 credit units, and English for business receives 4 credit units, while the subjects related to Pragmatics and sociolinguistics are left untouched (STP Bali). In Bali-NT scope, there are 54 vocational schools available in NTB province, some 94 in Bali and 42 in NTT. Out of the 54 vocational schools in NTB, the proportion of skill competences in Accommodation and Hotel is 16, it occupies the second position after Tata Busana (Fashion) which makes the total 18 competences (PPPPTK, 2007). Vocational Tourism schools must be able to compete other Tourism and English education in the

corridor. Otherwise, this would impact on the increase of unemployment of vocational graduates.

According to the theme of Economic Corridor development (EC), Bali and Nusa Tenggara constitute the gate for tourism and the national FOOD suppliers. Therefore, hotels play an important role in supporting accommodation services. Hotel staff are expected to have high pragmatic performances, related to behavior, cross-cultural understanding, and contextual mastery of language. One of the problems raised by the visitors is pragmatic understanding of tourism-related employees of clients' utterances.

Research on the importance of communication in Tourism have been conducted by, among others, Ottenbacher, et al (2009), Widyasari (2008), Sulistiono (2010) and Iriani (2012). However, those researches do not focus on the attempt towards the developing of pragmatic competence of the vocational graduates on the basis of gender, which constitutes the novelty of this proposed research. Developing the pragmatic sensitivity of the hotel staff recruited from vocational schools will play a crucial role in the development of economic contribution of tourism. The limitation on pragmatic competence impacts on the output of human resources lacking the ability to promote tourism.

Based on the research conducted by Widyasari (2008), it is found that in order to improve the quality of hotel services and performances, it is compulsory for the hotel staff to improve their skills and courtesy with regard to the hotel's visitors or customers. Otherwise, bankruptcy is imminent and unavoidable. If this happens, the impacts would not only affect the hotel itself, but also the society and the hotel staff who rely their economic lives on tourism and hotel industries. According to the central bureau of statistics (BPS) NTB (the board on human resources planning of West Nusa Tenggara Province year 2010-2013), in 2010 the number of people working in hotels, restaurant, and commerce constituted 372.560 people. The number ranks the 2nd after those working in farming.

In relation to the potentials of employment in tourism related industry, this research meets the theme required by National Strategic Grants, that is human empowerment and nation competitiveness which includes employment, unemployment, work productivity, professionalism, tightening and narrowing the income gap among employees and between skills trained in the educational institution and Job opportunity, social issues, as well as the issues of gender equality in human resources.

Problem Description (formulation)

Several studies (such as by Poynton (1989), Crawford (1997), and Mulac et al (2001)) have proven the interrelation between language competence and gender. However, there has been no research conducted so far focusing on vocational school students' pragmatic competence on the basis of gender and teaching-learning materials which meet the students' needs.

Surely, it is not expected that vocational schools will only produce unprepared work force and, even, will contribute to more unemployment, which in turn will definitely impact on the economic growth. On a nation-wide level, the number of unemployment contribution of Vocational school ranks the highest (14.59%) (BPS, 2009).

Based on the background above, the research focused on the followings:

- a. How is the level of vocational school students' mastery of the pragmatic aspect of English?
- b. Is there any significant distinction in the pragmatic competence between male and female students of vocational schools?
- c. What is the profile of students' needs of English in tourism vocational schools in NTB?
- d. What are the factors that contribute to the male-female tourism vocational school student's failure in acquiring pragmatic meaning?
- e. What are the problems faced by the students of vocational schools in understanding the pragmatic meaning?

Theoretical review

In relation to language use, Khai-Huai (2008) restricts the scope by stating that pragmatics refers to the use of language according to the contexts (of use). Srisuruk (2011) also defines pragmatic competence as the knowledge and skill in using English according to contexts. Levinson (2011) explains that pragmatics is concerned with implied meaning. According to Luka (2007), pragmatic competence in relation to those working in tourism sector includes *contextual lexis, language functionality, constructions for turn-taking* and *continuity of communication*. In communicating with the visitors (guests), a hotel staff needs a well-developed pragmatic competence. The conversation using functional (pragmatic) language involves interpersonal and transactional conversations/exchanges. The main purpose of using interpersonal and transactional exchanges is to set up polite communication and to avoid misunderstanding. One factor which contributes to service quality in hotel service relies on communication (Widyasari, 2008).

Business interaction in many instances is frequently influenced by lack of sociolinguistic pragmatic awareness (Ruiz-Gariddo and Ibora, 2006; Vandermerreen, 2005). It is highly important for hotel staff and tourism industry personnel in general to be equipped with language training and communication skills (Sebakijje, 2013).

Understanding and mastering the pragmatic aspect of communication are the key access to achieve satisfaction on the part of the visitors. The oral and written skills become the main skills to be prioritized by the supplier (institution) of hotel service for hotel staff (employee) of various position and level of position or duties (Kostic and Grzinic, 2011). One thing for sure is that we need to ensure that the hotel staff satisfy the visitors' (clients') needs.

In business, English is a main factor for economic success

(Vandermeeren, 2005) and pragmatic competence, as part of linguistic skills, is very important for hotel business and tourism in general (Sirikhan and Prapphal, 2011). It is equally important for hotel staff to have an effective English skill in dealing with his/her job as hotel staff (Blue and Harun, 2003). This is due to the fact that the language performance is the key factor for visitors' satisfaction. Thus, sustainable training is crucial to ensure the improvement of hotel staff's competency (Junita, 2011). This way, the institution responsible for tourism education needs to improve the hotel staff competency in order to ensure the success of hotel management (Wangpaichitr, 2007).

Related and relevant research

Vocational school graduate unemployment

In spite of Government's claim that vocational school is the key point for decreasing unemployment, the fact shows that the highest number of job seekers are derived from vocational school graduates. The highest number of unemployment derives from the vocational graduates (with 17.26%), This number is followed by senior high school graduates (14.31%), University graduates (12.59%), diploma program (11.21%), junior highs (9.39%) and elementary schools graduates (4.57%) (Kuswari, 2009).

The unemployment figure above remains stable. In 2013, the unemployment rate from vocational school graduates was still high. Based on BPS report, there were 7.4 million unemployees dated up to August 2013 and of this number vocational graduates were on the top with 11.19%, followed by Senior high school graduates 9.74%, diploma 6.01%, university graduates 5.50% and elementary school graduates 3.51% (ACDP Indonesia, 2013). In relation to Human Empowerment Index, NTB scores 64.12, which is the second from lowest achievement (Business and Tourism, 2007). The low achievement in the human empowerment index might have led to other problems such as poor quality of education, as what happens in the case of vocational school graduates.

With regards to the Human Development Index (IPM) which turns out to be low, the then minister of Tourism and creative economy, Mari Pangestu suggests that we should increase the quality of tourism-related human resources of the country, especially in the upcoming ASEAN Economic Community in 2015 (Pangestu, 2014). Yazbir (n.d.) stated that although Jogjakarta (one of the main tourism spots in Indonesia) is grouped as popular tourist destinations in the country, it still lacks qualified human resources. This makes the number of tourist visits to the region stagnant. The Director of International Admissions EASB, Ang (2013), claimed that human resources in hotel management and tourism in Indoenasia need upgrading both in quantity and quality. Hotel industry and tourism keeps developing. That is the reason why qualified human resources are absolutely required in order to keep up with this industry. The same statement was expressed by Noviendi (2013) who stated that the improvement of Human resources in Indonesian

tourism is a must to accommodate the growth of Indonesian visit.

English Curriculum at Tourism Training Institution

In the curriculum of the Balinese International high school of Tourism (department of tourism) there are only 2 creditd units available for cross-cultural understanding, English has 8 credit units (of 4 subjects) and English for Business makes about 4 credit units (2 subjects), but unfortunately there is no subject/course specifically designed for sociolinguistic and pragmatics (<http://www.stpbali-int.ac.id/in/kurikulum-manajemen-kepariwisataan.html>).

A research conducted by Udin and Arifuddin (1999) found that Learning materials and teaching learning activities related to English for Tourism in many Institution of High Education in Lombok need improvement. The research conducted by the same researcher (2002) also indicated that 49% of students of FKIP of Mataran University do not intend to be teachers, the majority favor tourism related jobs. Another research conducted by Mahyuni, et.al (1999) also recommended the English teaching materials improvement and adjustment with regard to the graduates' needs and preparation for job competition. About 41.49% of the students claim that the teaching materials of English Program do not meet Students' and stakeholders need (Dirgayasa et al., 2007).

A researched conducted in the Netherlands shows that the majority of hotel staff lack effective ability in communicating in English. The things related to appropriateness with values and cultural context need to be considered as part of Tourism training curriculum (Tuijl, 2013). The success of school based training (SMK) would rely much on the linking and matching between the skills trained with the needs of the stakeholders/ market needs (Biavashi et al., 2013).

Pragmatics and Gender

Some studies have indicated the role of gender in pragmatic competence: gender plays a role in foreign language performance (Thijittag and Le, 2009), the influence of gender on inferential/pragmatic ability (Barati and Biria, 2011; Karjo, 2011; Cohen 2012 and Farashayian and Hua 2012), the influence of gender on the mastery of auditory discourse (John et al., 2003), the influence of gender on language understanding (Paynea and Lynnb, 2010), the influence of gender toward the ability to identify associated English word topic (Arifuddin, 2005), the influence of gender on hemispheric capacity in making sentential inference and conversation (Arifuddin dan Sujana, 2010), and the influence of gender on understanding pragmatic implicature (Arifuddin, 2013). Using *Discourse Completion Test* (DCT), Ning et al. (2010), Pishghadam and Sharafadini (2011), Gharaghani et al. (2011); Guodong and Jing (2005) and Allami (2006) also found the influence of gender on pragmatic skills. The research findings of those studies

focused on the relationship between pragmatic and gender understanding and competence based on various aspects of language use in society. However, among those studies none has been oriented towards pragmatic competence profiles of Tourism vocational school students on the basis of gender. Such things are expected to be the starting point for planning the pragmatic learning materials which help the graduates in dealing with their (future) jobs. In this case, those studies are found to be of high relevance to this proposed research project.

METHODOLOGY

Populations and Samples

There are 54 tourism vocational schools in NTB province. Out of the 54 schools, some three tourism schools were taken as samples of this study. Samples constitute SMKN Pariwisata Batu Layar (Jl. Raya Senggigi-Batulayar, West Lombok regency), SMKN Lingsar (Jl. Gora-Batu Kumbang, Lingsar Lombok Regency), SMKN 1 (Tourism) Praya (Jl. Pejanggik No. 7 Central Praya Central Lombok Regency).

Instrument of Data Gathering

- a) Multiple Choice Discourse Completion Test (MCDT)
- b) Interview Protocol
- c) Questionnaires (Needs Analysis)

Data Analysis

In analyzing the data gathered, the following instruments were used. To map the ability and differences in pragmatics understandings a *t-test* was used, while to analyse the learning needs we used quantitative analysis (by considering the percentage of event frequency). To analyze students' difficulty in understanding pragmatics, qualitative analysis such as the one developed by Yin ((2011) was applied.

RESULTS

The Analysis of Students' pragmatic understanding of three vocational schools in 3 sample schools

As was described previously, the tests related to students' pragmatic understanding were divided into two types: the test for measuring students' ability to recognize pragmatic utterances (receptive skill) and the test to measure their ability to produce pragmatic utterances (productive skill). This type of data was analyzed quantitatively, that is by considering the number of questions they answered correctly. Because there are 15 questions available, the scoring calculation was executed using the following formulation:

$$\text{Scores} = \frac{\text{Number of correct answer}}{\text{Number of test items}} \times 100$$

The result of data analysis on students' ability to recognize and understand pragmatic utterance as shown in Table 1, whereas the data on students' ability to produce pragmatic utterance as is presented in Table 2.

Table 1 indicates that in general the students ability in understanding pragmatic utterances is still low, it just makes about 44.6 (out of 0-100 score range). The range of average score per school from low to the highest 14 point. This means that SMK students' pragmatic understanding in one school compared with other schools is not much different.

On gender base perspective, the three sample schools indicate similar trends in which male students get higher average scores than those of female, 46.53 and 42.40 each. This means that in relation to ability to understanding pragmatic expressions, male students seem to perform better.

Students' ability for self-expression pragmatically doesn't show a big difference from their ability to understand pragmatic utterance, both of which is still low. As it is shown in Table 2, the average score is 24.5. Compared with students' ability in understanding pragmatic utterances, the average scores of self-pragmatic expression is even lower (44.6:24.8). Compared to average ability of students in understanding pragmatic utterances, viewed in terms of gender perspective, the data show that female students' ability for self expression is better with 27.1 compared to that of female students' with 22.6.

In order to statistically figure out if the students' differences in pragmatic achievement are significant or not, we used a t-test. T-test applied in this case was two directional independent t-test as the results analysed derive from two different groups, and the direction of difference is not predetermined. Based on the t-test, it was found the results for the two pragmatic skills tested: the ability to recognize and understand pragmatic utterances and their ability for self expression pragmatically were the same.

The result of t-test for students' ability to recognize and understand pragmatic expression shows the following:

$$t_{(115)} = 2.71, P > .05$$

With table score $t=1.960$, we can see that the t value is higher than t score in the table. It means that there exists a difference in the ability between male and female students in recognizing and understanding pragmatic expressions. This also applies to the result of self pragmatic expression. The following is the result of t-test:

$$t_{(115)} = -2.71, P > .05$$

By referring to the independent t-test table value with $df 115=1.960$, we can see that the t-value is also higher than the t-value on the table. This means that the difference in student score of pragmatic self expression is also

Table 1. Students' Knowledge and ability in recognizing pragmatic utterance

School	Pragmatic Test Ability (MC)		Average male female
	male	female	
SMK I	50.5	48.9	50.2
SMK II	50.4	45.0	47.7
SMK III	38.7	33.3	36.0
Means per gender	46.53	42.4	
Means of students' overall pragmatic ability			44.6

Table 2. Students ability in self-expression pragmatically

School	Productive pragmatic test		Male-Female average
	Male	Female	
SMK I	23.6	28.1	25.85
SMK II	26.9	27.1	27.00
SMK III	17.2	26.0	21.6
Means per gender	22.6	27.1	
Means of students' productive pragmatic ability			24.81

statistically significant.

Needs Analysis

In order to determine tourism SMK students' needs, questionnaires were distributed to all sample students and interviewed 5 students in each sample school. Students' answers to the questionnaires were analysed quantitatively.

Based on the result of data analysis, the per-item analysis indicates that the skills highly needed by students is speaking ability (constituting 92.2%). The next skill concerns listening which makes 34.5%, and then reading and writing rank the last (19.8% each).

With regard to student needs for functional English, there surface two functions of language. They are *general conversation* and *giving information* with 56% and 34%. It is followed by *answering questions and solving problems* and *offering help* each of which constitutes 34.48% and 19.83% respectively.

Students' answers to the question related the problems they experience when communicating with the foreign visitors reach an average percentage over 25%. Out of the four choices, as in the questionnaires 3 items, it turns out that the biggest problems the students face relate to their ability in understanding vocabulary which makes 37.93%, followed by the way the foreigners' pace of speaking (*Foreign tourists speak too fast*) about 31.90%. Two next problems concern the lack of access to English listening as well as the problems related to the visitors' accent which reach up to 27.6% and 25.8%.

In relation to the questions about the type of English really needed for specific job, almost two third of the students chose English for hotel (73.28%), while two other

jobs are guiding and travel agent which comprise about one fifth of student priority (20.7%). There are only 10,3% of the students consider English for aviation important. The column available for other jobs are only responded by six students (5.17%), and of this number, there are only two of them who specifically mentioned cruise ship and public relation.

With regard to the difficulties for communicating in English, more than half of the students (56.03%) face problems in grammar, followed by the difficulties in understanding informal expression such as slang/colloquial (28.45%), ability to distinguish sound (25%) and to understand the implied meaning (24%). For the other choice type, only 7 students who responded (5%) and this is related to their difficulty to understand visitors' expression and pronunciation which they consider to be very fast (beyond their comprehension). The last questions in the questionnaire which require the student to choose the topic they feel they have learned and practice, the students responses favor 3 topics over 30%. The three topic concern *greeting* and *leave taking* (79.31%), *welcoming clients* (36.21%) and *using telephone language* (33.62%), while other topics are chosen by less than 20%. Topics, such topics about *expressing regret*, *showing understanding*, *dealing with complaints*, *making appointments*, *expressing agreement/disagreement*, *expressing cultural differences*, and *explaining obligations and necessity* are favored by less than 10% of the total students.

Viewed per gender base, in general there is no difference in priority given by male and female students. This also applies to the interview data analysis with 15 students in three sample schools. The data gathering with interview which seeks to confirm data from questionnaires indicates a synchronized result, as described in the finding section

above.

DISCUSSION

This discussion is focused on two different parts. The first part relates to pragmatic English ability and the second is concerned with the result of analysis about SMK student learning needs.

Pragmatic English Ability of SMK Students

The results of test on students' ability to recognize and understand pragmatic speech with a means of 44.6% indicate that their ability in this aspect of English is still low. Armed with such low competence, the students are highly predicted to experience difficulties in understanding foreign speakers, especially due to the fact that the pragmatic aspect of English plays a very crucial role (Thijittang and Le, 2009). Pragmatic competence will help students understand the intended meaning (illocutionary force, the meaning frequently different from literal meaning (locutionary) force. If such situation is left untouched and treated and the SMK graduates are left entering real work with such minimum language capability, it will badly impact on the visitors' satisfaction, and finally they would not be able to deal with their jobs effectively. Although the previous research indicates the relation between gender and understanding of pragmatics (Barati dan Bria, 2011; Karjo, 2011; Cohen, 2012; and Farashayian and Hua, 2012), in this research the differences are found to be insignificant in amount. In a more specific manner, it can be stated that in term of ability to recognize and understand pragmatic speech, although there exist differences in the means between the result and performance of male and female students (46.53:42.40), the difference is very little (only 4.13 point). This also happens to their ability for self-expression pragmatically, inspite of the difference, in which the performance of female students is better than the male ones (27.1:22.6) the difference is also not much (about 4.5 point). The analysis then concludes that both male and female students need further efforts to improve their English pragmatic ability. Otherwise SMK graduates will remain the major contributors for unemployment (Kuswari, 2009).

Need Analysis of Tourism SMK Learning Needs

In relation to students' need of learning English, in terms of language skills, they expect to improve their speaking ability, and listening ability. This makes sense because the two skills are closely interrelated. Holding position as serving visitors, they expect to be skillful in giving information, via speaking skill, which is supported by their listening ability in understanding their addressees. The same problem faced by students during communication also relates to their ability to enrich their vocabulary and to keep up with the native speakers' (foreign visitors') rapid

speech. The problem of vocabulary accords Wilkins (1972 as quoted in Watkins, 2005:34) who states "[t]he fact is that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed". As for the impression on visitor's rapid speech, if viewed from language acquisition theory the main problem lies not on the pace of speech itself but rather on their lack of ability to understand the speaker's natural speech. The students, in this case, surely need more exposure to natural speech, in addition to the need of learning process which is focused on *speaking* and *listening* such as *individual sounds, word and sentence stress, connected speech* and *intonation*.

The three jobs prioritized by students need special attention. Their choice of job as hotel and travel agent staff and tourist guides indicates their strong preference to those jobs. Therefore, the knowledge and skills required in the three positions mentioned should be given priority. Their preference to those positions is supported by the high access for employment available in those positions. The difficulty the students face on grammar could be related to demand for *accuracy*, and the lack of *fluency* which in turn makes them too much preoccupied with grammatical error, which could give special barriers/filters during communication. In addition to this, what they claim to be difficulty in understanding *slang* and colloquial English, could be the results of too much attention on written English (bookish English) and less on daily spoken English.

The answer to the last questions in the questionnaire relating to the materials/topic the students feel they have learned is very interesting. Among the topics in the syllabus, which are also the main components of communication, only one (*greeting* and *leave taking*) which scores higher than 60 (79.31%), and two (*welcoming clients* dan *using telephone language*) score over 30 (36.10% and 33.62% respectively) whereas the rest makes only a total of between 5-19%. This indicates that students are only familiar with the part of *greeting* and *leave taking* component of communication. Based on the results, it is not surprising to see the low level achievement of students' pragmatic competence, as it is described in Sections 4.1 and 4.2.1 above. It can be concluded that with such low pragmatic competence the students will definitely experience a lot of difficulties in understanding visitors' English speech.

Conclusion

Based on the result of data analysis described above, we can derive conclusions in relation to pragmatic competence of SMK students and the need analysis of their learning needs

1. The ability of tourism SMK students in recognizing and understanding pragmatic English is very low, it is proven by their achievement of 44.6 out of 0-100 scale in recognizing and understanding pragmatic English for both male and female students.
2. The difference in performance of male is better

than female student in recognizing and understanding pragmatic speech is significant. The t-test result shows $t_{(155)} = 2.61, P > .05$.

3. With the same value range (0-100), the tourism SMK ability in expressing themselves using pragmatic English is very low as the overall average score constitutes 24.81.

4. There is a significant difference in students' ability to recognize and understand pragmatic utterances, with the average ability of female students slightly better than that of the males, although the difference is very little (4.5 point).

5. Just like students' ability in understanding and recognizing pragmatic speech, there is also a significant difference in the ability of male and female students in expressing themselves pragmatically ($t_{(155)} = -2.71, P > 0.05$).

6. The students give *speaking ability* the top priority (92.2%), followed by preference to *listening* (34.5%), and finally *reading* and *writing* which makes 19.8%.

7. The functional English they need most is English for *general conversation* and *answering questions* and *giving solutions*, while the next function is *giving information* and *offering help, providing services* and *asking for cooperation*.

8. As to the problems faced, the majority (37%) places *vocabulary* the highest, followed by *difficulty in understanding foreign tourist with rapid speech, unfamiliar accent*, and *less access for communication with foreigners* (English natives).

9. The English learning materials appropriate for the students in relation to intended job are *English for hotel* and *English for guiding and travel agent*, with *English for Aviation* ranking the last.

10. The most difficult problem for students to master relates to *appropriate use of Grammar, the use of slang/colloquial*, and *the understanding of implied meaning*.

11. In addition to the topics on *greeting* and *leave taking, welcoming clients, using telephone language* dan *expressing thanks*, the students still lack familiarity with and understanding of other functions of language such as *expressing regrets/offering apologies, dealing with complaints*, and *making confirmation*.

Suggestions and recommendations

There are some suggestions proposed as implication of the research:

1. The ability of students of tourism schools on pragmatic English is still very low and unless it is improved there will be more and more unemployment produced from this department.

2. Improvement on students' pragmatic ability can potentially contribute to a better communicative ability which further impacts on the improvement of tourism development in West Nusa Tenggara Province and Indonesia in general.

3. As a concrete implication of this research, there is an urgent need to design a syllabus and learning materials,

as well as evaluate the process and assessment of learning of English in tourism vocational schools, which will contribute to better mastery of pragmatic English to prepare them to enter career in tourism industry.

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Conflict of interests

The authors declare that they have no conflict of interests

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