

**THE INFLUENCE OF TOUR GUIDE'S EXPERIENCE TOWARD
ENGLISH SPEAKING SKILL USED BY LOCAL TOUR GUIDE AT
MANGKUNEGARAN PALACE**

THESIS

Submitted as a Partial Requirements

for Undergraduate Degree in English Education Department



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DEDICATION

This thesis is dedicated to

My beloved parents

“Joko Suwarko and Erni Sukowati”

My beloved siblings

Saarah Damayanti

Radityo Raharjo

My Big Family

All my best friends and myself

My Almamater IAIN Surakarta

MOTTO

**God will raise people who are faithful among you and
People who are given some level of knowledge.**

(QS. Al-Mujadalah : 4)

Learn from yesterday

Live for today

Hope for tomorrow

(Albert Einstein)

PRONOUNCEMENT

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled "*The Influence Of Tour Guide's Experience Toward English Speaking Skill Used By Local Tour Guide At Mangkunegaran Palace*" is my real masterpiece. The things out of my masterpiece in this are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, December 1st 2020

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Bismillahirrohmanirrohim,

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The researcher realizes that this thesis is still far from perfection. The researcher hopes that this thesis is useful for the researcher and the reader in general.

Surakarta, December 1st 2020

The Researcher,

Salma Damayanti

TABLE OF CONTENTS

ADVISOR SHEET	ii
RATIFICATION.....	iii
DEDICATION	iv
MOTTO	v
PRONOUNCEMENT	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS.....	ix
ABSTRACT.....	xiii
LIST OF TABLE	xiv
LIST OF FIGURES	xv
LIST OF APPENDICES	xvi
CHAPTER I.....	1
INTRODUCTION	1
A. The Background of The Study	1
B. Problem Identification.....	7
C. Limitation of the Problem	7
E. The Objectives of the Study	8
G. Definition of Key Terms	10
CHAPTER II.....	11
REVIEW ON LITERATURE.....	11

A. Speaking Skill.....	11
1. Definition of Speaking Skill.....	11
2. The Characteristics of Speaking Skill	15
3. The Function of Speaking	17
4. The Factors Affecting Speaking Skill	19
5. The Aspects of Tour Guiding Influence One’s Speaking Skill.....	21
B. Tour Guide.....	24
1. Definition of Tour Guide.....	24
2. Types of Tour Guide	32
3. Requirements Become a Tour Guide	34
4. Developing of Tour Guide Skills	36
5. Tour Guide Learning Style.....	40
C. Tour Guiding and Speaking Skill	43
D. Mangkunegaran Palace.....	45
1. Introduction of Mangkunegaran Palace	45
2. Brief History and Institutions	46
E. Previous Study.....	47
CHAPTER III	54
RESEARCH METHODOLOGY	54
A. Research Design	54
1. Place	55
2. Time	55
C. Subject and Object of the Research.....	55
1. Subject of the Research	55
2. The Object of the Research	56

D. Data and Source of Data.....	57
1. Research Data.....	57
2. Source of Data.....	57
E. The Instrument of the Research.....	58
F. Technique of Collecting Data.....	58
G. Technique of Analyzing Data.....	64
H. Trustworthiness of the Data.....	68
CHAPTER IV	55
RESEARCH FINDING AND DISCUSSION	55
A. Research Finding	55
1. The tour guide’s experience toward English speaking skill.....	71
2. The tour guide’s accuracy in speaking skill	75
3. The tour guide’s fluency in speaking skill	79
4. The tour guide’s comprehension in speaking skill.....	81
5. The tour guide’s non-vebal communication in speaking skill	85
B. Discussion.....	89
1. The tour guide’s experience toward English speaking skill.....	89
2. The tour guide’s accuracy in speaking skill	91
3. The tour guide's fluency in speaking skill.....	93
4. The tour guide's comprehension in speaking skill	94
5. The tour guide's non-verbal communication in speaking skill.....	96
CHAPTER V	71
CONCLUSION AND SUGGESTION	71
A. Conclusion.....	71

B. Suggestion	101
BIBLIOGRAPHY	102
APPENDIX.....	105

ABSTRACT

Salma Damayanti. 2020. *The Influence Of Tour Guide's Experience Toward English Speaking Skill Used By Local Tour Guide At Mangkunegaran Palace*. Thesis. English Language Education, Cultures and Languages Faculty.

Advisor : Sabariyanto, M.Pd

Key words : Influence, Tour Guide's Experience, English Speaking Skill, Mangkunegaran Palace

This research study about the influence of tour guide's experience toward English speaking skill used by local tour guide at Mangkunegaran palace. This research aimed to find out the influence of tour guide's experience toward their English speaking skill.

This research used mix qualitative and quantitative method. The research was carried out in August until November 2020 at Mangkunegaran Palace. The subjects of this research were five tour guides in Mangkunegaran Palace. The data is acquired from questionnaire and interview. The researcher analyzed the data by using qualitative and quantitative research. The thrustworthiness of the research was methodological triangulation to get the valid data.

Based on the achievement of questionnaire, the result of this research can be categorized into five categories. The first category including the tour guide's experience which respectively 14 answers of 80%, the second category including the tour guide's accuracy in speaking skill which respectively 25 answers of 100%, the third category including the tour guide's fluency in speaking skill which respectively 4 answers of 80%, the fourth category including the tour guide's comprehension in speaking skill which respectively 28 answers of 93%, and the fifth category including the tour guide's non-verbal communication in speaking skill which respectively 23 answers of 92%. All these components had already influenced to tour guide's experience toward their English speaking skill.

LIST OF TABLE

Table 2.1 The Differences Previous Study and This Research	50
Table 3.1 Sample of the Questionnaire Form for Tour Guide	61
Table 3.2 Blueprint of Questionnaire	62
Table 3.3 Sample of Frequency and Central Tendency's Table	67
Table 4.1 Questionnaire result of influence of tour guide's experience toward English speaking skill	71
Table 4.2 Questionnaire result of the tour guide's accuracy in speaking skill ...	75
Table 4.3 Questionnaire result of tour guide's fluency in speaking skill	79
Table 4.4 Questionnaire result of tour guide's comprehension in speaking skill	81
Table 4.5 Questionnaire result of non-verbal communication in speaking skill	85

LIST OF FIGURES

Figure 4.1 The tour guide's experience toward English speaking skill	89
Figure 4.2 The tour guide's accuracy in speaking skill	91
Figure 4.3 The tour guide's fluency in speaking skill	93
Figure 4.4 The tour guide's comprehension in speaking skill	94
Figure 4.5 The tour guide's non-verbal communication in speaking skill ..	96

LIST OF APPENDICES

Appendix A Questionnaire	106
Appendix B Interview with Tour Guide	110
Appendix C Curriculum Vitae of Tour Guide	140
Appendix D Data From Questionnaire	143
Appendix E Data Tabulation	148
Appendix F Central Tendency Distribution	149
Appendix G Charts Of Questionnaire	151
Appendix H Questions Interview With Tour Guide	157

CHAPTER I

INTRODUCTION

A. The Background of The Study

English proficiency is required in all professional areas, but it becomes essential in the tourism industry because of its specific characteristics. The English language has played an important role in the development of tourism and has also been used widely for travel, as well as in client contact. English for tourism is one of the most attractive areas of English for Specific Purposes (ESP) because, after all, all of us are tourists on various occasions nowadays (Simion, 2012: 152).

In this era of globalization requires all to be proficient in communicating, especially communicating using English. In this case, the role of English is needed both in mastering communication and interacting verbally or writing. According to Maggi and Padurean (2009:110), globalization has increased competition in tourism markets, and destinations are exposed to tough price competition with homogenized products provided by rivals worldwide. Given these challenges and the desire by locals for sustainable tourism development, human resource development is critical to the success of tourism in many markets

Now days, people are being challenged by the intensity of communication among people around. At this point, the language shared among them plays an important role, since when language is used in such situation, it can be known that language is the key of communication containing messages. The important idea is that the recipient gets the correct detail of what the speaker intends to inform. Garces in Rini Ekayati and Dynar Saniaty (2018: 756), Windle and Warren mention the use of language in order to communicate and to connect with other people. Nevertheless, the act of communicating may pose linguistic and social barriers which can hinder communication.

The mastery of English becomes very important for those people who are involved in Indonesia's tourism since English serves to bridge the difference of native language owned by the tour guide and the tourist from abroad. Nevertheless, there will communication problems in the interaction between those foreign tourists and their tour guide which have difference knowledge of culture and language. Sometimes it is difficult or the tour guide to tell some unfamiliar terminologies which are totally or the foreigners who do not share the same belief and culture. The guides need to define or describe those terminologies so that they are able to understand.

The researcher interested to conduct the English speaking skill as the topic of this research because the tour guide must to have more skills

in speaking English to interact with a native. Mastering English speaking skill is very important for the tour guide because it can influence the tour guiding. Since the tour guide explains and representation place, they must be master and be fluently in English speaking. Finch et al in Sofyan A Gani and Cut Intan (2018: 270) stated that the professionalism of local guides is absolutely important because the better their skill at interaction with their clients the higher the satisfaction the tourist will obtain. Naturally, this situation will attract more tourists to visit, study, and inform others, and as a result the world will know about the beautiful objects and satisfying guide services of the Surakarta Palace. Being a tour guide is inseparable from the experience that they have. The experience will affect in their English speaking skill in tour guiding. Their educational background, social environment, or social relationship also more affecting in their English speaking skill.

In the tourism sector, language has the important roles for tourism including English. Tourism is the practice of touring, travelling for recreation (Bobcock in Ery Putriyana, 2017: 16). According to Macintosh and Goeldner in Ery Putriyana (2017:16), tourism is the sum of the phenomena and relationship arising from the interaction of tourist, business suppliers, host governments and host communicates in the process of attracting and hosting these tourist and other visitor. In the tourism, tour guide as the person who show us about the place that visited.

English also very important to the Tour Guide, because they can deliver their information well to foreign people about the place.

According to the World Federation of Tourist Guide Association (2003: 1), tourist guide is a person who guides visitors in the language of their choice and interprets the cultural and natural heritage of an area which person normally possesses an area specific qualification usually issued and recognized by the appropriate authority. Another, Tour guides work in the travel industry, giving guided tours to groups of visitors. They are experts on the history of the location and offer their tour groups interesting or enlightening information about points of interest at nature attractions, historic sites, museums, scenic locations, and other travel destinations.

The researcher is interested to conduct research in Mangkunegaran Palace because it is one of the historical kingdoms in Java especially in Surakarta and this place has many histories and cultures about the kingdom of Indonesia. This palace was founded by Raden Mas Said in 1757, when he submitted his army to Pakubuwono III and swore allegiance to the rules of Surakarta. This palace also one of the palaces that the most visiting foreign tourist in Surakarta. In Mangkunegaran Palace, there is a rule that every tourist who visits must accompany by a tour guide, because in addition to tourist destinations and museums, Mangkunegaran palace is also the residence of the Mangkunegaran family. So, the guide must accompany tourists during their visit because there are

several private areas that cannot be entered. There are many histories in this place. From May until August in summer is the crowded season because Europeans spend their days on vacation. The visitor more than 50 paxes per-day, but in this pandemic, the visitor intensity has dropped dramatically up to 2.5% per day.

The researcher is interested in chose a tour guide as an object in this research because a tour guide is important to accompany during the tour, protect and guarantee safety for tourists, give information and explanation as well as possible about a tourist attraction. The tour guide makes an enjoyable trip and educative, and also guides can help to save time during the explanation of the place. The roles of guides are individuals who stand at the forefront and most relate to tourists, the public, and attractions. From the perspective of tourists, guides are seen as helpers and communicators between tourists and tourism objects, tourists with the community, tourists with companies, and tourists with all their needs and complaints. The level of tourist visits to the destination certainly cannot be separated from the role of human resources starting from the government, hotel owners, restaurant, object managers, and tour guide. Tour guides as tourism actors are the front guard because they are directly in contact with tourists. From the tour guide, tourists will get information or an explanation of the object or destination. Therefore, the role of the tour guide is very important. If the tour guide incorrectly provides

information or in providing services not in accordance with SOP (Standard Operational Procedures) then the regional image will be at stake.

The researcher is interested in chose the tour guides from this palace because they have experienced in tourism. Most of them were able to speak a foreign language, for example, English, Japanese, Dutch, Spanish, and France. Based on the researchers' interview the tour guides have a procedure service that is smile and greetings or in *Indonesian* like 3S (*Senyum, Salam, Sapa*). When the foreign tourist has come, the tour guides must be introduced themselves. Then the tour guides beginning guiding starts from introducing the Mangkunegaran palace and of course, the tour guides pack it so not boring according to time and these conditions. Sometimes the tour guides invite the talk about how do you think about these tourist attractions and provide information on tourist destinations in the Solo city, both places of history, entertainment, and culinary. At the end of the guiding, the tour guide would like to thanks and apologizing in guiding if there are any mistakes in the wrong word, language, or service, then say goodbye and prayer to our foreign tourist and also don't forget to promote every event in the palace to foreign tourist that has come in Mangkunegaran palace.

The tour guides from Mangkunegaran Palace also have a license for their job and their specialization for the tourist that come to Mangkunegaran Palace. There are nine English speaking guides at Mangkunegaran Palace. The researcher randomly selected five tour guides

that have experience in tourism more than 10 years. Another, one of the tour guides in Mangkunegaran become the head of HPI (Himpunan Pramuwisata Indonesia) in Solo, he is Mr. Agung and also as the Head of Tour Guide at Mangkunegaran Palace. There are three persons who are graduated from Senior High School and two persons who graduated from the Diploma program.

From the explanation above, the researcher conduct the research entitled: “THE INFLUENCE OF TOUR GUIDE’S EXPERIENCE TOWARD ENGLISH SPEAKING SKILL USED BY LOCAL TOUR GUIDE AT MANGKUNEGARAN PALACE”

B. Problem Identification

1. Basic education of the tour guides is not appropriate with their job.
2. The limit of time to explain the palace with foreign tourist.
3. Repeat the explanation and traveling in the same place.
4. The tour guide can’t handle the foreign tourist who guides can’t speak their language and the tourist difficulty to speak in English.
5. No stable income.

C. Limitation of the Problem

In this study, the researcher identified tour guides’ experience on a job. Hence, the study focused on the English speaking skill of tour guides

at Mangkunegaran Palace. In Mangkunegaran Palace there are five local tour guides that especially English-speaking. To collect the data, the researcher rejected meaningless data, so I got the important points of finding. It is followed by presenting the data systematically and logically, so the meaning of every event is clear. At the end of collecting the data, the researcher tried to verify the data based on reduction and data presentation. After all interviews and questionnaire results, data have been collected in a transcripts, the nature of the field worked is over.

D. Problem Statement

Based on discussion above, the problem statement of this research is how far is the influence of tour guides' experience toward their English speaking skill in Mangkunegaran Palace?

E. The Objectives of the Study

The purpose of writing this research is to find out how far the tour guides' experiences influence English speaking skill in Mangkunegaran Palace.

F. The Benefits of the Study

The researcher expects that, this research can give benefits, both theoretical and practical benefit:

1. Theoretical Benefit

- a. Give enrichment reference about effective communication to mastering speaking English in an autodidact or structured manner related on the condition or ability with the each learning style.
- b. To practice their speaking ability according to their communication.

2. Practical Benefits

a. Tour Guide

It is expected that the finding of this research may give contribution to the Tour Guide. To develop their ability to communication, interaction, and also another language by knowing their English speaking skill..

b. Student

By doing this research, the researcher hope that it can give benefit for the student to know manner of communication tour guide and also to be more active studying English.

c. Other Researcher

Other researchers will get inspiration to do research about tour guide.

G. Definition of Key Terms

1. Speaking skill

Hornby (2002:1289) stated “speak” is to talk to somebody about something or to have a conversation with somebody. While, “skill is the ability to do something” well. Furthermore, speaking skill is the ability to talk to other people about something. Speaking skill is intended the ability of tour guides to communicate with tourist in guiding and delivering information by using foreign language.

2. Local Tour guide

Local Guide or a local tour guide, namely a tour guide that handles a tour for an hour or a few hours at a time a special place, at a tourist attraction or in an area limited, for example historical buildings, museums, amusement parks and etc (Muhajir, 2005 : 13)

3. Mangkunegaran Palace

Puro Mangkunegaran is the palace of Sri Paduka's residence Mangkunagara in Surakarta and was built after 1757 with the following a smaller model palace (Reksa Pustaka in Heri Purnomo, 2011: 17).

CHAPTER II

REVIEW ON LITERATURE

A. Speaking Skill

1. Definition of Speaking Skill

Speaking is a part of the important skills to communication in English. To define speaking, some linguists have different opinions, because their background of study is different. However, all of the opinions have similarities. Torkey in Baihaqi (2016: 10) states that speaking is one of the four language skills (reading, writing, listening and speaking). Besides that, speaking is one of productive skills of English and it goes side by side with all language skills. In addition, Hornby in Baihaqi (2016:10) states that speaking is about something to talk or say something about something; to mention something, to have conversation with somebody, to address somebody in words, to say something or express oneself in a particular language.

According to Hornby (2002:1289) stated “speak” is to talk to somebody about something or to have a conversation with somebody. While, “skill is the ability to do something” well. Furthermore, speaking skill is the ability to talk to other people about something.

Speaking skill is intended the ability of tour guides to communicate with tourist in guiding and delivering information by using foreign language.

Language helps the effectiveness of communication involves two or more people. Ones communicate with others to express the idea and to know others' ideas as well. Communication has two types there are verbal and non-verbal communication.

a. Verbal communication

According to Devito in Nurlaelasari (2019: 7), verbal messages are those sent with words. The word verbal messages consist of both oral and written words. Verbal messages do not include laughter; vocalized pauses you make when you speak, such as “er”, “um”, and “ah”; or responses you make to others that are oral but do not involve words, such as “ha-ha”, “aha”, and “ugh!”. Based on the above definition, verbal communication is a form of education that is convey through writing and oral. As for examples of verbal communication, such as reading newspapers, reading magazines, and talking. However, in verbal form, verbal communication does not include laughing, or pauses that you make such as "um".

b. Non-verbal communication

As for the understanding of nonverbal communication according to Devito in Nurlaelasari (2019: 10) is communication

without words. You can communicate nonverbally when you gesture, smile or frown, widen your eyes, move your chair closer to someone, wear jewelry, touch someone, raise your vocal volume, or even when you say nothing. There are some elements of nonverbal communication, as follow :

1) Body Gestures

Body gesture is a nonverbal communication in physical behaviors as opposed to words. The examples of body gestures are, emblems (OK sign, peace, come here, go away, and many more), illustrator (circular hand movements when talking of a circle), regulators (nod your head, purse your lips, adjust your eye focus), adaptors (unintentional movements that usually go unnoticed), gestures and cultures (gesturing with the thumb up would be rude in Australia).

2) Body Appearance

According to Devito in Nurlaelasari (2019: 11), the body communicates even without movement. For example, others may form impressions of you from your general body build; from your height and weight; and from your skin, eye, and hair color.

3) Facial Communication

According to Devito in Nurlaelasari (2019: 11), facial movements may communicate at least the following eight

emotions: happiness, surprise, fear, anger, sadness, disgust, contempt, and interest.

4) Artifactual Communication

According to Devito in Nurlaelasari (2019: 11), artifactual communication consists of messages conveyed by objects that are made by human hands. Thus, aesthetics, color, clothing, jewelry, and hairstyle, as well as scents such as perfume, cologne, or incense, all are considered artifactual.

Speaking is one of English language skills, which plays an important role for human beings. A person delivers and receives messages through speaking. In speaking especially in English, people must have good pronunciation and master the vocabulary in order to make the listeners understand what the speaker means and delivers his or her ideas. Most people in the world use spoken language rather than written language. Cameron (2001:40) argues, “Speaking is the active use of language to express meanings hence, other people can make sense of them”.

According to Brown (2001: 267) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Speaking is used for many different purposes and each purpose involved the different skills. As an example, when we engage in a discussion with someone, the purpose may be to express the ideas or opinions, to clarify the information, or to persuade someone of something. In this case, people will tend to use polite gestures and speak slowly and comprehensible, so that the recipient understands the message. In line with, Bryne (1998: 8) states “oral communication (speaking) is the two-way process between speaker and interlocutor and involves the productive skill of speaking and the receptive skill of understanding”. Based on the previous four definitions, it can be synthesized that speaking is the process of sharing anything such as knowledge, interest, attitude, opinion or idea with another people.

From those theories, the writer concludes that speaking is important to communicate between guides and tourist and it is used as media to show ideas, information, opinions, thoughts and feeling to other. As stated Brown and Yule (1999: 26), the primary functions of spoken language are to establish, interact each other and to maintain relationship.

2. The Characteristics of Speaking Skill

The first characteristic of speaking performance is fluency and it is the main aim of teachers in teaching speaking skill. Hughes in Lai-Mei Leong (2017: 36), fluency is the learners’ ability to speak in understandable way in order not to break down communication

because listeners may lose their interest. Hedge in Lai-Mei Leong (2017: 36) expressed that fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation.

Mazouzi in Lai-Mei Leong (2017: 36), the second characteristic of speaking performance is accuracy. Learners should be fluent in learning a foreign language. Therefore, teachers should emphasize accuracy in their teaching process. Learners should pay enough attention to the exactness and the completeness of language form when speaking such as focusing on grammatical structures, vocabulary, and pronunciation

Thornbury in Lai-Mei Leong (2017: 36), learners' correct use of grammatical structures requires the length and complexity of the utterances and the well-structured clauses. To gain accuracy in terms of vocabulary means to select suitable words in the suitable contexts. Learners sometimes apply similar words or expressions in various contexts which do not mean similar things. So learners should be able to use words and expressions correctly.

Thornbury in Lai-Mei Leong (2017:36) declared that pronunciation is the lowest level of knowledge learners typically pay attention to it. In order to speak English language accurately, learners should master phonological rules and they should be aware of the various sounds and their pronunciations. Learners should also know the stress, intonation,

and pitch. All of these elements help learners speak the English language easily and effectively.

3. The Function of Speaking

The mastery of speaking skills in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule in Muhazir (2018 : 18) there are three function of speaking; talk as interaction, talks as transaction, and talks as performance.

a. Talk as interaction

In talk as interaction is focus on the conversation and describes interaction which serves a primarily social function like exchange greetings, engage in small talk and chit chat, recount recent experience and can be a friendly to establish a comfortable zone of interaction with others. According to Jack Richards (2009 : 19), there are some of the skills involved in using talk as interaction involve knowing how to do the following things :

- 1) Opening and closing conversations
- 2) Choose topics
- 3) Making small-talk
- 4) Joking
- 5) Recounting personal incidents and experience
- 6) Turn-taking

- 7) Using adjacency-pairs
 - 8) Interrupting
 - 9) Reacting to others
 - 10) Using an appropriate style of speaking
- b. Talk as transaction

In talk as transaction is more focus on what is said or done. The message is the central focus here and making people understand clearly and accurately, rather than the participants and how to interact socially with each other. According to Jack Richards (2009 : 21), there are some of the skills involved in using talk for transactions are :

- 1) Explaining a need or intention
- 2) Describing something
- 3) Asking questioning
- 4) Asking for clarification
- 5) Confirming information
- 6) Justifying an opinion
- 7) Making suggestions
- 8) Clarifying understanding
- 9) Making comparisons
- 10) Agreeing and disagreeing

c. Talk as performance

In this case, speaking activities is more focus on monolog better than dialog. Function of speaking as performance happened at speeches, public announcements, public talks, storytelling, or retell a story. According to Jack Richards (2009: 24), there are some of the skills involved in using talk as performances are:

- 1) Using an appropriate format
- 2) Presenting information in an appropriate sequence
- 3) Maintaining audience engagement
- 4) Using correct pronunciation and grammar
- 5) Creating an effect on the audience
- 6) Using appropriate vocabulary
- 7) Using appropriate opening and closing

4. The Factors Affecting Speaking Skill

If teachers want to help learners overcome their difficulties in learning speaking skill, they should identify some factors that influence their speaking performance. Learners' speaking performance are influenced by factors like performance conditions, affective factors, listening skill, and feedback during speaking tasks (Tuan & Mai, 2015: 8-23).

a. Performance conditions.

Learners carry out a speaking activity under different conditions. Performance conditions impact speaking performance

and these conditions involve time pressure, planning, the quality of performance, and the amount of support (Nation & Newton in Lai Mei Leong, 2017: 37).

b. Affective

Oxford in Lai Mei Leong (2017: 37), said that one of the important factors in learning a language is the affective side of students. According to Krashen in Lai Mei Leong (2017: 37), a lot of affective variables have been connected to second language acquisition and motivation, self-confidence, and anxiety were the three main types that have been investigated by many researchers.

c. Listening ability

Doff in Lai Mei Leong (2017: 37), says that learners cannot improve their speaking ability unless they develop listening ability. Learners should comprehend what is uttered to them in order to have a successful dialogue. Shumin in Lai Mei Leong (2017: 37), represented that when students talk, the other students answer through the listening process. Speakers have the role of both listeners and speakers. It can be concluded that students are not able to reply if they cannot comprehend what is told. That is to say, speaking is very closely related to listening.

d. Topical knowledge

Bachman and Palmer in Lai-Mei Leong (2017: 36) defined it as the knowledge structures in longterm memory. That is, topical

knowledge is the speakers' knowledge of related topical information. It enables students to apply language with respect to the world in which they live. Bachman and Palmer in Lai-Mei Leong (2017: 37) assert that topical knowledge has a great impact on the learners' speaking performance.

e. Feedback during speaking activities.

A lot of learners expect their teachers to give them the necessary feedback on their speaking performance. Harmer in Lai-Mei Leong (2017: 37), the decisions that instructors adopt towards their learners' performance depend on the stages of the lesson, the tasks, and the kinds of mistakes they make. Harmer in Lai-Mei Leong (2017: 37) also continued that if instructors directly correct their students' problems, the flow of the dialogue and the aim of the speaking task will be spoiled. Baker and Westrup in Lai Mei Leong (2017: 37), supported the above statement and said that if learners are always corrected, they will demotivate and be afraid of talking. It has been suggested that instructors should always correct their learners' mistakes positively and give them more support and persuasion while speaking.

5. The Aspects of Tour Guiding Influence One's Speaking Skill

The component is what aspect influencing how well people speak English. According to Syakur (1987: 5), speaking is a complex skill because at least it is concerned with components of grammar,

vocabulary, pronunciation, and fluency. In other side, some components such as confidence also plunge into skill of speaking, whereas in personality of tour guide it is the most important component in order to support theirs performance. Confidence was improved by practicing regularly such as being a tour guide.

In acquiring the speaking skill, the tour guide also should master the components of that skill. According to Syakur there are at least five components of speaking skill such as, comprehension, grammar, vocabulary, pronunciation, and fluency (Syakur, 1987: 3).

a. Comprehension

Comprehension is needed in oral communication. It is to avoid the misunderstanding among the speaker and the listener. It includes comprehend the situation, the condition in where the oral communication take place.

b. Grammar

It is very important for tour guide to arrange a correct sentence in speaking. As like what suggested by Heaton (1978:5) that tour guide's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

c. Vocabulary

The tour guide cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed (Willid in Muhazir, 2018: 21). So, vocabulary is the group of words that a person or group of people knows how to use in communication.

d. Pronunciation

Pronunciation can state as the way for tour guide' to produce clearer and comprehensible language when they speak. It is dealing with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental feature. The factors within learners that affect pronunciation, below are the list:

- 1) Native language
- 2) Age
- 3) Exposure
- 4) Innate phonetic ability.
- 5) Identity and language ego
- 6) Motivation and concern for good pronunciation

e. Fluency

Fluency can be defined as the ability to speak fluently and accurately in speaking such language. Fluency in speaking is one of the aims for many language learners. It is signed by a reasonably fast speed of speak and only small even there is no number of sign like “emm” and “ers”.

B. Tour Guide

1. Definition of Tour Guide

A tour guide is a person who guides visitors in the language of their choice and interprets the cultural and natural heritage of an area, which person normally possesses an area-specific qualification usually issued and/or recognized by the appropriate authority. This is one of the world’s oldest professions in the tourism industry and the basis for employment for ground handling customers during stay in the island. (WFTGA in Suardhana, 2013: 1).

Suwarno in in Suardhana (2013: 1).said that: "The tour guide is someone who gives explanations and guidance to tourists and other travelers about everything they were about to see and be seen when they visited an object, place or specific tourist areas".

Pond (1993: 17) said that “a tour guide, in its purest industry definition, is “one who conducts the tour” or one with “a-broad-based knowledge of a particular area whose primary duty is to inform”.

Tour guides work in the travel industry, giving guided tours to groups of visitors. They are experts on the history of the location and offer their tour groups interesting or enlightening information about points of interest at nature attractions, historic sites, museums, scenic locations, and other travel destinations. Guides may give walking tours, bus tours, or even lead river tours on a boat. Often hired by visitors' bureaus or travel companies, tour guides are typically residents of the region in which they give tours.

Another definition, according to the World Federation of Tourist Guide Association 2003, tourist guide is a person who guides visitors in the language of their choice and interprets the cultural and natural heritage of an area which person normally possesses an area specific qualification usually issued and recognized by the appropriate authority.

a. Guiding Preparation

Guiding is an art of service conducted by tour guide skillfully, flexibly, and professionally to the tourists. In their working they conducted by the rule of conduct. Rules of conduct are the rules collection agreed together to be used as a norm. In doing his. Her duty, a tour guide has to pay attention to the rules of conduct. The tour guide, in Indonesia, is an Indonesian who has implements "Pancasila" and Undang-undang Dasar 1945, so that he/she has to

take a part in developing the Indonesia tourism through increasing the service by:

- 1) Keeping the good name, profession and the company represented
- 2) Keeping honest and trust
- 3) Acting politely, wisely and responsibly

b. Self-Preparation

According to Giyoto and Purnomo in Ery Putriyana (2017: 37), basing on the rules of conduct of a tour guide, the duty can be done as well if it is being prepared previously. The preparation consists of :

1) The psychical preparation

The thinking system started by asking questions to us about: what will be done, who will be served and who will be serving. The persons will be served are the tourist. So, we have to know that the tourists are the most important persons because:

- a) The tourists give us business.
- b) The tourist does not depend on our company, but the company depends on us.
- c) The tourist is not out of our company, but as a part of our company

d) The tourist has sense of human being, emotion, estimation, etc.

e) The tourists are not the persons who need debating because they will always feel true by their reasons. Basically a tour guide is a representative of a company and acts as a salesman who has self-confidence. Acting as a salesman, the tour guide has to know the five knowledge, i.e.:

(1) Knowledge of products

It means that as the tour guide we have to know about what is happening and what can be serving to the guest.

(2) Knowledge of market/customers

Knowledge of his company, knowledge about the competitor, and knowledge about the principal friends.

(3) When

It relates to the time. One thing needs attention is about the obligation to be punctual. The time must be planned accurately.

(4) Where

It relates closely to the knowledge of tourism object, society, and region.

(5) How

It relates to the planning of action.

c. Personality

The personality it can be developed trained and formed. The good personality can be known through the following characteristics:

- 1) Friendliness, happiness, self-belief (knowing self-skills and them as good as possible): as the tour guide we have to show our good side. It is done to makes our guest happy and satisfied with our service.
- 2) Stability (managing self-problems): as the tour guide we have to able manage our self. We cannot show our bad feeling toward our guest. It can make our guest unsatisfied with us.
- 3) Sense of humors (skill to laugh for him): as the tour guide we need sense of humor. It is done to melt down the atmosphere. It also can be done to be closer with our guest.
- 4) Skill to get criticism and learn it: as the tour guide, we have to able to receive all of the critic that comes to us. We have to able to learn from the critic to be better.
- 5) Be initiative (skill to know something by him): as the tour guide we have to be initiative with the situation and the condition that happened near us.
- 6) Skills to know what is needed to be done and how to do it: as the tour guide we have to be able to stand alone. We will not

always ask our friends to help us. But, we have to be able to handle all of the situation.

- 7) Smart (be able to solve problems in a difficult situation): as the tour guide, we have to be able to solve problem that come to us. For example if there are complaints we have to handle it to make our guest satisfied.
- 8) Optimistic, not depend on the other persons: as the tour guide, we usually work alone with our guest. You are the leader of the tour. So, you have to be confident and not depend on your friends.
- 9) Punctual, and able to work without supervision: as the tour guide we have to be able to be punctual. Remember that your guest is hate when we are late.
- 10) Concerned with the skills to finish something already been started: finish something that it is can be finished. Don't wait another order. Just do it by yourself.

d. Physical Preparation

The self-performance that is fresh, energetic, and always looks happy in guiding the tourist is a success key. We can reach the condition by keeping the physical and psychical health well. The physical preparation includes:

- 1) Clothes: a tour guide has to dress neatly and cleanly
- 2) Cleanliness: a tour guide has to keep his cleanliness of the body (nail, teeth, hair, etc.)

3) Face: the face always looks happy and smiles

e. Language and Expression

Language is a tool to communicate one to others. The mistakes to choose and use the words may affect the misunderstanding. Therefore, a tour guide has to improve his/her language by much reading, especially the books related to his job.

f. Ethnic Codes of an Indonesian Tour Guide

The government office of tourism made ethnic codes for the Indonesian Tour Guide as follows:

- 1) A tour guide must be able to promote a good image of the regent, country, nation, and culture.
- 2) A tour guide must be able to manage himself, be calm, fresh, tidy, clean and has sympathetic performance in doing his profession.
- 3) A tour guide must be able to create a happy atmosphere and be polite according to the Indonesian norm.
- 4) A tour guide must be able to give the same services to the tourists without asking for tips, selling goods, and commission.
- 5) A tour guide must be able to understand the background of the tourist and try to convince them to obey the law, rules, and norms which still valid and take a part to preserve the tourism objects.

- 6) A tour guide must be able to avoid the talk and opinion that stimulate and debate about belief, customs, religion, ethnic and social-political system of the tourists' country.
- 7) A tour guide must be able to give the information well and truly. If the tour guide cannot explain something, he must try to get the information about it and then explains it to the tourists in the next time.
- 8) A tour guide guides forbidden to tell his problems to the tourist with the purpose to have pity from them.
- 9) A tour guide must be able to give a good image to the tourists when the farewell in order that they want to visit again.

g. The Duties and The Responsibilities of Tour Guide

As stated on the decree of tourism, post and telecommunication minister no. KM.82/PW.102/MPPT 88 dated on September 17, 1998; the duties and the responsibilities of tour guide are:

- a) To accompany and take the tourist, either in group or nit, to have trip by the available transportation
- b) To explain the tour programs, spot of interest, tour documents, accommodation, transportation, and any other facilities
- c) To guide and suggest in the spot of interest
- d) To help in taking care all of the tourist's belongings
- e) To give the assistance and help to the injured, sick, losing, etc.

2. Types of Tour Guide

Types of tour guides can be grouped based on different points of view divided into three, namely based on activities and tourist characteristics (Udoyono in Bagea Siti Aulia Rukhyat, 2012: 6).

a. Based on the scope of activities

- 1) Transfer guide is picking up tourists at airports, ports, station or terminal to the hotel or vice versa.
- 2) Walking guide / Tour Guide is what guides tourists in a tours carried out by foot,
- 3) Local / expert guides are tour guides guiding tourists to a certain area certain tourist objects or attractions, for example museums, agro tourism, rivers rafting, caves, historical buildings, and others.
- 4) Common guide is a guide who can do good activities transfers or tours.
- 5) Driver guide is the driver who also acts as tour guide. This tour guide is tasked with escorting tourists to the desired tourist objects or attractions as well as providing the necessary information.

b. Based on status

- 1) Payroll guide is a tour guide who is a permanent employee travel company (travel agent) with a fixed salary at aside from commissions and tips received from tourists.

- 2) Part timer / Free lance guide is a guide who works on an travel company for certain activities and paid for each work performed, and is not bound by a company.
 - 3) Member of guide association is a tour guide with status as participants from an association and carry out their activities according to their duties given by the association. For example, members of the association Indonesian tour guide (HPI).
 - 4) Government officials are government employees who are tasked with provide information to guests about activities, buildings, or something territory of course.
 - 5) Company guide is an employee of a company on duty provide explanations to guests about activities or objects company.
- c. Based on the characteristics of tourists being guided
- 1) Individual Tourist Guide is a special tour guide individual traveler.
 - 2) Group Tour Guide Group is a special tour guide group tourists.
 - 3) Domestic Tourist Guide is a tour guide that guides tourists archipelago or domestic.
 - 4) Foreign Tourist Guide is a tour guide that guides tourists overseas.

According to Muhajir in Bagea Siti Aulia Rukhyat (2012: 9), the types of tour guides are divided by place carry out their duties, divided

into Local Guide and City Guide, furthermore it will explain as follows:

- a. Local Guide or a local tour guide, namely a tour guide that handles a tour for an hour or a few hours at a time a special place, at a tourist attraction or in an area limited, for example historical buildings, museums, amusement parks and etc.
- b. City Guide is a tour guide in charge of carrying tourists and provide tourist information about the objects main tours in a city, usually carried out on a bus or other vehicles.

3. Requirements Become a Tour Guide

Formally to become a tour guide according to a decree Menparpostel No. KM 82 / P.102 / MPPT - 88 dated 17 September 1988, especially in article 8 chapter III the requirements to become a guide are determined as follows:

- a. To become a tour guide and tour organizer, you are required to have certificates as a result of taking courses and exams, and given a mark identifier as an operational permit.
- b. Examination materials, certificate forms, and tour guide identification are determined by the Director General of Tourism.
- c. Certificate and identification of guide issued by the governor head of level I region or appointed official.
- d. Tour regulator certificates and identification are issued by the director tourism generals or appointed officials.

Requirements to become a tour guide :

- a. Indonesian citizens
- b. Minimum age 25 years
- c. Mastering Indonesian and one of the foreign languages with smooth
- d. Mastering knowledge and skills in leading and arrange tour trips.
- e. Have a certificate and tour guide identification (permit operational)
- f. Be able to explain well to tourists about DTW (Tourist Destination Area) visited.
- g. Good behavior, physically and mentally healthy

Requirements to become a Young Tour Guide :

- a. Indonesian citizens
- b. Minimum age 18 years
- c. Mastering Indonesian and one of the foreign languages with smooth
- d. Mastering knowledge and able to explain science well tourism, people, government, history and culture the second level area where the young tour guide is domiciled depth and level I areas in general
- e. The lowest education is equivalent to middle school top level.
- f. Passing the youth guide exam organized by local government.

Requirements to become an Intermediate Guide :

- a. Indonesian citizens

- b. Minimum age is 22 years
- c. Mastering Indonesian and one of the foreign languages with smooth
- d. Have skills in leading the group
- e. Mastering skills and able to explain well regarding the geography of tourism, population, governance, history and culture level I place guide is domiciled in depth and in general about Indonesia.
- f. Has a certificate of young and experienced guides for 3 years
- g. At least the equivalent of high school top level
- h. Pass the intermediate guide exam organized by local government level I local.

4. Developing of Tour Guide Skills

Al-Maqableh in Muhazir (2018: 12-14), for a tour guide to be able perform his work professionally, he has to possess several attributes such as being confident, enthusiastic, active, energetic, sensitive, observable, sensitive to others' arguments, open to other perspectives, humor, knowledgeable, communication skills, organized, decisive in exceptional and emergency situations, good physical health and being at tractive

Guides are careful about language skills, including different vocabulary, tones and speed. Interviews and participant observations indicate that most tour guides have developed these skills to a high degree. Huang in Muhazir (2018: 12-14), defines some aspects to

develop tour guide skill are excellent public speaking and narration skills, adaptation to cultural difference and creating similarities.

a. Excellent Public Speaking and Narrative Skills

Tour guide will generally be speaking in front of a huge group of people on most of the tours you lead. Groups can have anywhere from 10 to 60 people, so you have to understand the basic principles of public speaking. It is a great idea to do a Toastmaster's course or public speaking course so that you get more comfortable with addressing people in a relaxing and engaging way. Tour guide should learn how to speak clearly, how to project the voice, how to talk calmly and slowly so that people can understand, and also learn how to control the breathing so that don't get tired. Narration falls into this category somewhat, because it has to do with speaking to your group, but narration is far more than just public speaking. It knows how to relate a story to someone. Story telling is one of the key elements of guiding tours, especially in historically significant towns or areas where lots of interesting events have taken place. Narration is all about being enthusiastic, capturing your audience's attention and allowing the tourists to feel as though they are part of the story.

b. Adaptation of Cultural Differences

Tour guides have to understand any cultural backgrounds of their guest and could work together. Guides would have to

unanimously identify a common approach adaptation to the differences between themselves and the tourists, and the differences among the tourists. Several guides indicated that this adaptation was not based on knowledge of professional roles or intuition.

Huang, Y. (2008: 147) defines that to adapt successfully requires knowledge of cultural differences, which is divided into two aspects: adaptation to style and to interests. Adaptation to cultural styles is influenced to some extent by group size, but mainly by cultural differences and ways of communicating such as ways of talking, e.g. the appropriate use of words, and the style of communication. In accordance with the group and tourists, some tour guides emphasized the effectiveness of giving systematic introductions to tourists who are travelling long-distances.

c. Creating Similarities

Huang, Y. (2008 : 147) states one common factor in tour guides' strategies is their awareness of the need to create perceived similarities between people from different cultures in order to cross cultural boundaries and to engage tourists in communicating. To contrast and compare is also a suggested effective strategy to help tourists understand the culture. To some extent, it is a way to create similarities between cultures, making it easier for mutual

understanding. This mutual understanding is achieved by effective communication between the tour guide and the tourists.

d. Education and Knowledge of Tourist Guide

Haralambos and Holborn in Muhazir (2018: 12-14), education is one of the segments of the socialization process, which comprises acquisition of knowledge and skill. Importance of education and training should be generally created to achieve Standard Operating Procedures (SOP) to obtain more effective and efficient work. Coccossis in Muhazir (2018: 12-14), defines that tour guides are representatives of a destination that recognize the location and culture. Thus, they should be carefully selected and trained.

e. Good Language Skills

Being good at languages is another great skill that tour guides should have. While not required to speak another language at many companies, it is something that is becoming more and more popular nowadays, as international tours are increasing in the United States and around the world. If the tour guide can speak a second language, it can be a better chance of being hired, and if the tour guide speak more languages, then that is even better.

According to Huang, Y. (2008: 147), tour guide should be aware that they have to adapt to cultural differences in order to

have effective and appropriate communication with international guests. The guides are careful about language skills, including different vocabulary, tones and speed to communicate with varied tourists. This basic are belong to student of English department who has some English basic in communication and familiar with vocabulary, tones and speed in speaking interaction.

5. Tour Guide Learning Style

Learning style is the way that the students of every age are affected by their immediate environment, own emotionality, sociological needs, physical characteristics and psychological inclinations when concentrating and trying to master and remember new or difficult information or skills (Dunn in Ery Putriyana, 2017: 27). Dunn and Griggs in Ery Putriyana (2017: 27) describe that learning style as the way an individual begins to concentrate on, process, internalize, and remember new information and skills. There are several factors that include individual's reaction : (1) The environment, such as room temperature or lighting, (2) Emotions, such as motivation and persistence, (3) Sociological factors, such as individual or group learning, and (4) Physiological factors, such as sensory preferences and variable energy levels.

Learning style is describes how the students accept, interact, and respond to the learning environment or more simply as a general

predisposition, voluntary or not, toward processing information in particular way (Brown in Ery Putriyana, 2017: 27).

There are several learning style according to several expert. The first is Kolb's model. Kolb thought of these learning styles as a continuum that one moves through over time, usually people come to prefer, and rely on, one style above the others. In this model, Kolb Defined learning style on two-dimensional scale based on how a person perceived and processed information. How a person perceived information was clasified as concrete experience or abstract conceptualization, and how a person processed information was classified as active experimentation or reflective observation (Lu and Jia in Ery Putriyana, 2017: 28). There are 4 types of learners according to Kolb (1986: 38) :

a. Concrete experience

A receptive experience based approach to learning that relies for a large part on judgments based on feeling. They are not primaly 29 interested in theory; instead they like to treat each case as unique and learn best from specific examples.

b. Reflective observation

They rely on careful observation of others and/or like to develop observation about their own experience. They like lecture format learning so they can be impartial objective observers.

c. Abstract conceptualisation

These learners are oriented to things rather than to people.

They learn best from authority-directed learning situation that emphasize theory. They don't benefit from unstructured type learning approaches.

d. Active experimentation These learners learn best when they can engage in projects, homework, small group discussion. They don't like lectures, and tend to be extroverts.

Kolb (1974: 76) explains that different people naturally prefer a certain single different learning style. Various factors influence a person's preferred style: notably in his experiential learning theory model (ELT) Kolb defined three stages of a person's development, and suggests that our propensity to reconcile and successfully integrate the four different learning styles improves as we mature through our development stages.

According to Kolb (1974: 76), various factors influence a person's preferred style. For example, social environment, educational experiences, or the basic cognitive structure of the individual.

The development stages that Kolb identified are:

- a. Acquisition - birth to adolescence - development of basic abilities and 'cognitive structures'
- b. Specialisation - schooling, early work and personal experiences of adulthood - the development of a particular 'specialised learning

style' shaped by 'social, educational, and organisational socialisation'

- c. Integration - mid-career through to later life - expression of non-dominant learning style in work and personal life.

Tour guide from Mangkunegaran Palace have different major of education. There are five tour guides at Mangkunegaran Palace, three person graduated from Senior High School, and two person graduated from Diploma program. They have their own way to studying English. They are never learning English at the formal institute. They are studying English by their self. They often chatted with the foreigner to increase their English skill. Most of them like to watch movies, to increase their English ability. The tour guides at the Mangkunegaran Palace have various kind of learning style. When they like to watched videos or movies, listening western music, and they practice and also communicated directly with the other or by native speaker. When they learning English, no matter what the style they used the important thing are that they can mastering English well and they can give the information very well to their foreign tourist at Mangkunegaran Palace.

C. Tour Guiding and Speaking Skill

Communication is a process through which a message is transferred.

Overall, human communication can be divided into two types: verbal

communication and nonverbal communication. Communication done with speaking is considered as a verbal communication. We should use the words accurately in order communicating and providing services to the guest. Geva in Muhazir (2018: 24-25), defined that tour guides are responsible for tourist satisfaction with services provided in local destinations.

Every word arises with different emotions, senses and reactions in people. If a tour guide uses the words, which are contextually appropriate, they will leave a desirable impact on tourists. In order to do so, he/she should be careful to avoid negative words such as “I cannot, it is impossible, never and so on”, when facing new visitors. Tour guide should be aware of the power of words and the effect that they can have to others (Yahyai & Tavili in Muhazir, 2018: 12-14).

The tour guide’s verbal communication with the tourists is one of the main points, which should be considered. According to J. B. Heaton (1989:100) Verbal communication consists of; Accuracy, Fluency and Comprehensibility.

1. Accuracy (intelligibility). Essentially depend on the recognizably involves us in considering the phonetic character of conversational English, particularly from the point of view of its segmental (vowel and consonant) system. Accuracy consists of pronunciation, grammatical, lexical, phonological, and causing confusion.

2. Fluency. Highly complex notion relate mainly to the smoothness of continuity in discourse. It includes consideration of how sentences are connected, omit the element of structure, and the certain aspect of the prosily of discourse. The components of fluency are pronunciation, vocabulary, and grammar.
3. Comprehensibility (appropriateness). It refers to the suitability of language to the situation. It is also about the way in which informality is express by choice of vocabulary, idiom, and syntax. A pleasant way of speaking, high verbal abilities, and desirable and suitable tone of language allows the tour guide to establish a good relationship with their companions.

A tour guide should have a considerable capability with tourists. They should attract the tourists and gain theirs confidence. A tour guide is able to show his skills through mixing and establishing relations with visitors (Pond in Muhazir, 2018: 24-25).

D. Mangkunegaran Palace

1. Introduction of Mangkunegaran Palace

Puro Mangkunegaran is the palace of Sri Paduka's residence Mangkunagara in Surakarta and was built after 1757 with the following a smaller model palace. Architecturally, this building has different characteristics the same as the palace, namely the pamedan,

pendopo, pringgitan, dalem, and kaputran, which is entirely surrounded by a solid wall. Pura Mangkunegaran keeps noble arts and culture, treasures and a very beautiful and priceless collection, most of it comes from Majapahit (1293 - 1478) and Mataram (1586 - 1755) imperial era, dance classical masks, wayang orang (drama dances), clothing, shadow puppets, and puppets wood, religious statues, jewelery and antiques and heirlooms of invaluable value.

Pura Mangkunegaran is located in the middle of Surakarta city, in the region Keprabon RT 27, Banjarsari District, Municipality of Surakarta, Central Java Province. Pura Mangkunegaran sits on a land area of 93.396 m square with the southern boundary of Ronggowarsito road, west of the road Kartini, east of Teuku Umar road and north of Jalan RM. Said. The main building of Mangkunegaran Palace is the shaped Pendapa Ageng joglo, then Dalem Ageng in the form of limasan, and Paringgitan which in the form of a floating curse (Reksa Pustaka in Heri Purnomo, 2011: 17)

2. Brief History and Institutions

Pura Mangkunegaran was founded on the 5th of Jumadilahir, the year of Alip 1683, windu sancaya or 1757 AD. Pura Mangkunegaran stood up as the result of a struggle with great sacrifice, a struggle against injustice and fighting the VOC lasted for 16 years (1741-1757). The struggle was led by Raden Mas Said since he was 16 years old (is son of Prince Mangkunagoro Kartosuro who was exiled by the Dutch

to Sailon /Sri Lanka). RM. Said who is also known as Pangeran Sambernyowo, Raden Mas Ngabehi Suryokusumo, and also Sultan Adiprakosa Senopati Ingalogo Lelono Joyomiseso Prawiro Adiningrat, then reigned as Kanjeng Gusti Pangeran Adipati Ario (KGPAA) Mangkunagoro I (Reksa Pustaka in Heri Purnomo, 2011: 17)

Purwadi in Heri Purnomo (2011: 17) describes the history of the establishment of temples Mangkunegaran as follows:

“Pura Mangkunegaran was built after the Salatiga Agreement initiated the establishment of Praja Mangkunegaran and two years after the implementation of the Giyanti Agreement, which divides the government Java became the Sultanate of Yogyakarta and Kasunanan Surakarta by the VOC in 1755. The kingdom of Surakarta separated after Pangeran Raden Mas Said continued to rebel against the VOC and with the support of the sunan founded kingdom itself in 1757. Raden Mas Said used the title Mangkunegoro I and built his territory in the west the banks of the Pepe River in the center of what is now Solo”.

E. Previous Study

There are many researches focusing on speaking. There researcher takes two thesis and two journal International related to this research.

The first previous study, conducted by Ery Putriyana (IAIN Surakarta: 2017) entitled “*An Analysis on English Learning Style Used by*

Tour Guide at Mangkunegaran Palace". In this research, the researcher uses Dunn and Griggs theory. She analyzed the learning style that used by Tour Guide at Mangkunegaran Palace. Here, she discussed about what kinds of the learning style that they used. Also, the problem that faced by them when learning it. At Mangkunegaran, there are 8 Tour Guides. Subject learned here refers to speaking.

The second previous study conducted by Muhazir (UIN Ar-Raniry Banda Aceh : 2018) entitled "*The Influence of Tour Guiding On The Guides' Perception Toward Their English Speaking Skill*". In this research investigated the perception of tour guides toward their English speaking skill including increasing their confidence, understanding new vocabularies, producing good pronunciation and practicing English speaking directly. The participants of this study were the guides in Himpunan Pramuwisata Indonesia Banda Aceh.

The third previous study is an International Journal entitled "*Becoming A Tour Guide: Analyzing The Motivations. Journal of Tourism, Number 9.*" by Monika Prakash from Indian Institute of Tourism and Travel Management, Gwalior, MP, India . The purpose of this study is to identify the motivation that led to choosing tour guide as a profession and career. There appears to be a significant difference in such motivation in different regions of the country. A comparison in motivations in two regions was made. Based on primary data collection paper attempts to discuss what has motivated the youth to take up tour guiding profession

whether such motivation is positive or negative. In either case policy makers may decide what type of support programs need to be introduced by the state and other agencies like educational, rearing and counseling, financial support, social security, or any other type of interventions.

The last previous study is an International Journal entitled “*An Analysis of Factors Influencing Learners’ English Speaking Skill. International Journal Research in English Education*” by Lai-Mei Leong and Seyedeh Masoumeh Ahmadi from University Sains Malaysia and University of Guilan, Rasht, Iran. This study aims at establishing the need to focus on the factors affecting on language learners’ English speaking skill. This review paper traces out the body of research concerning the term speaking, the importance of speaking, characteristics of speaking performance, speaking problems, and factors affecting speaking performance. According to the review of literature, appropriate speaking instruction was found to be the learners’ priority and a field in which they need more attention. This study can be useful to teachers and researchers to consider their language learners’ speaking needs in English language teaching and learning context.

Table 2.1**The Differences Previous Study and This Research**

No	Title	The differences	Similarities
1	<i>An Analysis On English Learning Style Used By Tour Guide At Mangkunegaran Palace</i>	<p>The differences are in setting, subject and object of the research.</p> <p>Another difference in this previous is the researcher analyzed the learning style that used by Tour Guide at Mangkunegaran Palace. Here, the researcher discussed about what kinds of the learning style that they used. Also, the problem that faced by them when learning it. At Mangkunegaran, there are 8 Tour Guide. Subject learned here</p>	Theory of Tour Guide used, and qualitative research.

		refers to speaking.	
2	<i>“The Influence of Tour Guiding On The Guides’ Perception Toward Their English Speaking Skill”.</i>	The differences with the previous are about setting. Here, the researcher investigated the perception of tour guides toward their English speaking skill including increasing theirs confidence, understanding new vocabularies, producing good pronunciation and practicing English speaking directly. The participants of this study were the guides in Himpunan Pramuwisata Indonesia Banda Aceh.	The similarities of this research is subject and object, and theory of tour guiding.

3	<i>Becoming A Tour Guide: Analyzing The Motivations.</i>	This study is to identify the motivation that led to choosing tour guide as a profession and career. There appears to be a significant difference in such motivation in different regions of the country.	Discussed the same topic with the researcher topic that is tour guide.
4	<i>An Analysis of Factors Influencing Learners' English Speaking Skill. International Journal Research in English Education.</i>	This study aims at establishing the need to focus on the factors affecting on language learners' English speaking skill. This review paper traces out the body of research concerning the term speaking, the importance of speaking, characteristics of speaking performance,	Discussed the same topic with the researcher topic that is English speaking skill.

		speaking problems, and factors affecting speaking performance.	
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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In doing this research, the researcher applied the qualitative and quantitative research. This method is called mixed method. Mixed methods, according to Fraenkel (2015: 554), involve the use of both qualitative and quantitative methods in a single study. Creswell (2012: 45) stated that mixed methods research is an approach to inquiry that combines or associated both qualitative quantitative forms of research. A Mixed methods design is useful when either the quantitative or qualitative approach by itself is inadequate to best understand a research problem or the strengths of both quantitative and qualitative research can provide the best understanding.

Based on the previous statement, the researcher investigated a process of variables are influenced, on this particular issue that is the influence of tour guides' English speaking skill and experiences contribute to tour guide performance.

B. Setting of the Research

1. Place

This research conducted in Mangkunegaran Palace . It is located on Jalan Ranggwasito, Solo, Central Java. Here, the researcher try to find out the influence of English speaking skill used by the tour guide at Mangkunegaran Palace. It is of the historical place in Solo city.

2. Time

This research conducted in 2020, and started in August until November 2020. The researcher started the research by did the pre-research and conducted the small interview with the Tour guide of Mangkunegaran Palace to collect the data. After finishing the thesis seminar the researcher start to conduct the research by giving the research letter to Mangkunegaran Palace's staff. After got the permission the researcher began the research.

C. Subject and Object of the Research

1. Subject of the Research

The main subject of this research is the Tour Guide in Mangkunegaran Palace who especially for English speaking guide. There are five tour guides in Mangkunegaran palace. They have a license for

their job and their specialization for tourists that come to Mangkunegaran Palace.

The first is Mr. Agung Setyodinoto as the head of HPI (Himpunan Pramuwisata Indonesia) in Solo and also as the Head of Tour Guide at Mangkunegaran Palace. He was graduated from Tourism Industry Vocational High School. He has been a tour guide since years 1996 until now. The second tour guide is Mr. Aji Dharma Sakti. He was graduated from Tourism of Diploma at Sebelas Maret University. He has been a tour guide for years 2009 until now. From 2012 to 2015 he was a Dutch language teacher at Regina Pacis Senior High School and now he is a Dutch language tutor. The third tour guide is Mrs. Susi. She has been a tour guide since years 1996 until now. She was graduated from Tourism Senior High School. The fourth tour guide is Mrs. Endang Widi Astuti. She was graduated from the English Language Education of Surakarta Muhammadiyah University in the Diploma program. She has been a tour guide since years 1990 until now. The last tour guide is Mr. Joko Pramodyo. He has been a tour guide for about 30 years. He graduated from Muhammadiyah 3 Gondangrejo Senior High School.

2. The Object of the Research

The researcher focused on investigates a process of variables are influenced, on this particular issue that is the influence of tour guides' English speaking skill and experiences contribute to tour guide performance.

D. Data and Source of Data

1. Research Data

The data of this research were analyzed using mixed method, a combination between descriptive qualitative research and quantitative research method. The purpose of mix method was to get explanation from the subject itself. A descriptive qualitative research is expected to be able to analyze the influence of tour guide's experience toward English speaking skill, while quantitative research method used to get the counting result of English speaking skill. The purpose of this study, the data were obtained directly from research respondents and were in the interview transcripts.

2. Source of Data

According to Lofland in Moleong (2004:122) stated that the main sources of data in qualitative research are words and actions, and other things are as the additional data such as document and others. The source of data in this research is informant. Informant is a person who provides in the information or answer from the interview. The researcher has the tour guides as "the key of informant". In this research, the informant refers the tour guides of Mangkunegaran Palace. The informant of questionnaire and interview is five tour guides of Mangkunegaran Palace.

E. The Instrument of the Research

The main instrument or key instrument of this research is the researcher itself. The researcher should be more active to do the research, because the researcher is the main instrument to get the data for this research. In this research, the researcher used non test to get the data. The instrument of the non-test that used of the researcher was questionnaire with the Mangkunegaran Palace's Tour Guide. From questionnaire, I categorized them according to the components or categories in the blue print of the following questionnaire covering the theories that contained in Chapter II.

F. Technique of Collecting Data

In this research, the researcher used qualitative and quantitative technique of collecting the data. The techniques of collecting the data in qualitative and quantitative research are interview and questionnaire. The description of technique of collecting the data is as follow :

1. Questionnaire

The questionnaire is used to know the influence of English speaking skills by the tour guide at Mangkunegaran Palace. The researcher using a questionnaire from Google form to support data from the interview. According to Genesee and Upshur (1996:128) questionnaire can be used to collect information about input factors that might influence instructional planning including, for example, information about incoming students' social, cultural, and personal backgrounds, their previous

educational and languages experiences, their current language skills, their second language needs, and goals, and so on. There are two kinds of questionnaires that are open-questionnaire and also closed questionnaire. In this research, the researcher used a closed questionnaire. Al-Nouh (2015: 68) stated that the close questionnaire was divided into three levels, there are; low mean rank, medium mean rank, and high mean rank. The low mean appertains to a low agreement according to the Likert Scale is the class of low mean rank is 1.00 to 2.33, medium means are the medium agreement which ranges from 3.34 to 3.66, and high mean appertains to a high agreement which ranged from 3.67 to 5.00 means ranges.

The researcher used a questionnaire to support data from the interview. The researcher shares the questionnaire by Google form to the Tour guide in Mangkunegaran palace. The questionnaire used for this study is consisting of 21 closed typed. First part (Part A) consists about the tour guide's experience, the second (Part B) consist about the tour guide's accuracy in speaking skill, the third (Part C) consist about the tour guide's fluency in speaking skill, the fourth (Part D) consists about the tour guide's comprehension in speaking skill, and the last (Part E) consist about the tour guide's non-verbal communication in speaking skill. The researcher translated it into Indonesian to help participants fill the questionnaire easily.

The questionnaire is in the form of a Likert Scale. Ary et al (2002: 224) stated that a Likert Scale assesses attitudes toward a topic by

presenting a set of statements about the topic and asking respondents to indicate whether that strongly agree, agree undecided, disagree, and strongly disagree. This scale is used to measure the tour guide's experience toward English speaking skills used by the tour guide at Mangkunegaran Palace. The English speaking skill measured whether the respondents are :

5 = Always (A), 4 = Often (O), 3 = Sometimes (S), 2 = Almost Never (AN), and 1 = Never (N) with the given statement (Sugiono, 2015 : 135).

The researcher chose this questionnaire because it can quickly answer without any deep thinking. Also, the question is short and easy to understand. The tour guiding activity which influences the guides' English speaking is found out through questionnaire the research participants as a part of the data collection effort for the research. The question designs as a structured questionnaire, which involves three contents related to tour guiding such as build accuracy, fluency, and comprehension. Then the researcher adds the contents about non-verbal communication because it still any relation for speaking to the tour guides. The purpose of this questionnaire is to know the influence of the tour guide's experience through the English speaking skill that they have.

Table 3.1**Sample of the Questionnaire Form for Tour Guide**

5 = always; 4 = often; 3 = sometimes; 2 = almost never; 1 = never

No	Statements	Alternative answer				
		5	4	3	2	1
1.	You make the social environment a tool that influence your English language skills.					
2.	You make education experience and length of training a tool that influence in your English speaking.					

Table 3.2
Blueprint of Questionnaire

No	Components	Theory Concept	Indicator	Number Item	Total items/ questi onnair e
1	Learning Style and Experiential Learning	1. Acquisition 2. Specializati on 3. Integration Kolb (1974)	a. School experiences b. Work experiences c. Socialization d. Social relationship	2 4 1 3	4
2	The English Speaking Skills	1. Accuracy 2. Fluency 3. Comprehens ibility J.B Heaton (1989)	a. Pronunciation b. Grammatical c. Vocabulary d. Lexical phonological e. Causing confusion f. Speaking with a fairly wide range of expression g. Easy to understand words h. Jokes in talking	5 6 7 8 9 10 11 12	12

			i. Verbal skills	13	
			j. Use tone language	14	
			k. Build relationship	15	
			l. Use tricks	16	
3	Non Verbal Communication	1. Body Gestures 2. Body Appearance 3. Facial Communication 4. Artifactual Communication Devito (2013)	a. Gestures and postures b. Appearance c. Eye contact d. Politeness e. Facial expressions	19 20 18 21 17	5

2. Interview

Esterberg in Sugiono (2015:317) defines interview as a meeting of two persons to exchange information and ideas through questions and responses, resulting in communication and joint construction of meaning about a particular topic.

Susan Stainback in Sugiono (2015: 318) defines that interviewing provide the researcher a means to gain a deeper understanding of how the participant interpret a situation of phenomenon than can be gained through observation.

Denzin (1994: 26) states that interview is a conversation with certain purposes which is done by two sides as the interviewer and the interviewee. The interview was used to get the deeper data of responses. The researcher holds the interview with five tour guides at Mangkunegaran Palace. The researcher had to make an interview with tour guides who were being the participants of this research. The interview is only in having a daily conversation related to the theory of guiding and the researcher could be got the data.

G. Technique of Analyzing Data

The researcher used a qualitative and quantitative method, involving data collection, data reduction, data display, and data conclusion (Miles and Huberman, 1994: 10). In reducing data, the researcher rejected meaningless data, so I got the important points of finding. It is followed by presenting the data systematically and logically, so the meaning of every event is clear. At the end of collecting the data, the researcher tried to verify the data based on reduction and data presentation. After all the interview and questionnaire results, data have been collected in a transcripts, the nature of field worked is over. The researcher analyzed the data collected as the following:

1. Data reduction

Data reduction is a process of sensitive thinking that requires intelligence, breadth, and a high depth of insight. For researchers who are new to data reduction, can discuss with friends or others who are

considered experts. Through this discussion, the researchers' insights will develop, to reduce data that has significant value findings and theoretical development. (Sugiono, 2015: 339)

Here, the researcher reduces the data from the interview and the questionnaire to support the thesis. In this research, the data reduction did summarize the raw data that we got from the questionnaire and interview. The data will analyze after all questionnaires are extended and interviews are conducted. The researcher also chose the appropriate theory that supports the thesis. For questionnaire analysis, the first step is all read the answer in the questionnaires, then the researcher made the classification of the same answer for each statement. After all of the answers were classified, the answer was calculated into the percentage. Then, the results were put on the table and the results were discussed based on the categories in the questionnaire blueprint. The researcher used this formula:

$$\frac{\sum x}{\sum n} \times 100\%$$

$\sum x$: Total respondents who choose the same degree of agreement

$\sum n$: Total all of the respondents

For the interview analysis, the researcher makes the transcripts of the interviews. It will make to strengthen the results of the questionnaire.

2. Data display

Miles and Huberman in Sugiono (2015: 341) states that the most frequent form of display data of qualitative research data in the past has been narrative text. Looking at the displays help us to understand what is happening and to do something-further analysis or caution on that understanding.

Data display was providing an organized, compressed assembly of information that allowed conclusion drawing. A display could be in the form of texts, graphs, diagrams, charts, matrices, or other graphical formats. Presenting the data means describing the data in the form of description or narration. As the second component in analyzing the data, this technique is used in arranging the information, description, or narration to conclude. By presenting the data, the researcher considered what we should do, we can analyze or take the other action based on her understanding. For the questionnaire data, the researcher analyzed and counting all of the answers, the data of the result made in the table, and discussed based on the frequency. Then the data will be described and summarized by using descriptive analysis, for example, the measured central tendency. The function of the central tendency is to find out of the respondents toward the statement presented. The scores of the questionnaire will be calculated using descriptive statistics to the source of variance. The source of variance is consists of four things, there are several cases, mean, median, and, mode. The mean of a data set is the sum

of all values divided by the total number of values. The median of a data set is the value that's exactly in the middle when it is ordered from low to high. The mode is the most frequently occurring value in the data set. For calculating the mean of a sample, the researcher used this formula:

$$\bar{x} = \sum x/n$$

\bar{x} : Sample mean

$\sum x$: Sum of all values in the sample data set

n : Number of values in the sample data set

The frequency and central tendency could be recorded in the table as follow :

Table 3.3

Sample of Frequency and Central Tendency's Table

Statement	Central Tendency				Level
	N	Mean	Median	Mode	Interpretation

N : Number of values in the sample data set

Mean : Indicators of central tendency of the set of scores

Median : Middle point of the set of scores

Mode : Score that occurs most frequency in the set of scores

For the interview data, after the researcher transcripts by listening to the recorder, the researcher concluded the important points of the interview which supported the research.

3. Data conclusion

The last step is concluding. Here, the researcher will present all of the information from the interview and questionnaire data after analysis having summed up and classified the data have obtained, and the researcher will present all of the information from questionnaires and interviews in the form of description. Then, the researcher draws a conclusion about the result finding of the influence of tour guides' experience toward their English speaking skill.

H. Trustworthiness of the Data

In qualitative inquiry, there is trustworthiness to check data validity. Here, the researcher uses data triangulation. Triangulation is a qualitative cross-validation. It calculates the sufficiency of the data according to the merging of multiple data sources or multiple data collection procedures (Wiersma in Sugiyono, 2009: 372).

According to Sugiyono (2006: 372), "Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures". Triangulation

is often used to indicate that two (or more) methods are used in a study in order to check the results. "The concept of triangulation is borrowed from navigational and land surveying techniques that determine a single point in space with the convergence of measurements taken from two other distinct points.

In this research, the data were taken from interviews and questionnaires by the tour guide. This research employs the source of triangulation to check the trustworthiness of data. The researcher also applied data triangulation to analyze this research. It is a triangulation that used many sources of data to validate it. The data taken from the informant was compared to the data from the other informant. This triangulation directs the researcher to use various data. It means the same data or alike, the validity would be deeper if extractive from some different source data. Thus what is obtained from one source, it could be verified with similar data obtained from different sources, both groups of similar sources or sources of different kinds (Sutopo, 2006:93). In this research, the data triangulation used by the research is the tour guide of the Mankunegaran palace. The researcher takes the data from the tour guide than the researcher compared it with a questionnaire and interview in accordance with the theory from J.B Heaton (1989:100). So, in this case, intends to use the triangulation method to test the credibility of the data.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

To answer the problem statement as stated in Chapter I, the researcher conducted an interview and share the questionnaire. Based on both collecting data the researcher obtained some information from the participants related to the research questions.

As it is described in Chapter III, the questionnaire was distributed to the five participants of the tour guide at Mangkunegaran Palace. The questionnaire is divided into five parts. The first part is about the the tour guide's experience, the second is about the tour guide's accuracy in speaking skill, the third is about the tour guide's fluency in speaking skill, the fourth is about the tour guide's comprehension in speaking skill, and the last is about the tour guide's non-verbal communication in speaking skill.

1. The tour guide's experience toward English speaking skill

Table 4.1

**Questionnaire result of tour guide's experience toward their
English speaking skill**

No	Statement	Always	Often	Sometimes	Almost never	Never
1.	You make the social environment a tool that influences your English language skills.	1 (20%)	2 (40%)	2 (40%)	0 (0%)	0 (0%)
2.	You make an education experience and length of training a tool that influence in your English speaking.	3 (60%)	2 (40%)	0 (0%)	0 (0%)	0 (0%)
3.	You make a social relationship a tool that influence in your English speaking.	1 (20%)	1 (20%)	3 (60%)	0 (0%)	0 (0%)

4.	You make the length of work a tool that influence in your English speaking.	4 (80%)	1 (20%)	0 (0%)	0 (0%)	0 (0%)
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Table 4.1 showed the result of four statements to find out the influence of tour guide experience toward their English speaking skill. The first statement showed that one person (20%) chose “always”, two persons (40%) chose “often”, two persons (40%) chose “sometimes” and nothing (0%) chose “almost never” and “never”. It means that the tour guides often and sometimes into the social environment is the instrument that influences their English speaking skill. The second statement showed that three persons (60%) chose “always”, two persons (40%) chose “often”, and nothing (0%) chose “sometimes”, “almost never” and “never”. It means that the tour guide always into the education experience as the instrument that influences their English speaking skill. The third statement shows that one person (20%) chose “always”, three persons (60%) chose “sometimes”, one person (20%) chose “often” and nothing (0%) chose “sometimes”, “almost never” and “never”. It means that the tour guide always uses the social relationship as the instrument that influences their English speaking skill. The fourth statement showed that four persons (80%) chose “always”, one person (20%) chose “often”, and nothing (0%) chose “sometimes”, “almost never” and “never”.

From the result above, it was supported by an interview conducted by the researcher, the respondents agree that experience can influence their English speaking skills. It proven by Mr. Joko Pramodyo as the tour guide said to supported questionnaire number four, he said that

“Work experience is an influence. Because of what, facing people like that is a challenge. We need an appearance then our style / style in speaking, in clothing, especially later in the mental field, if we are used to facing guests we will not be nervous. What do you want someone to be smart like? If you are not used to it, you will definitely feel inferior about what you want to say so you don't remember. That's why experience is needed ”.

Another statement stated by Mr. Agung Setyodinoto as the tour guide said to supported questionnaire number two, he stated that

“Education experience certainly has an effect, huh. If we go to school at a higher level, the knowledge and preferences we get are more variants, yes, but sometimes people who study at school are generally we study, people outside of that school outside the field have different results to take the world of education It is pragmatic, theoretical, yes, but in the meantime, if people who do not enjoy the world of education that are not at a further level but have more experience in outdoor activities, this could be superior too ”.

Another statement stated by Mrs. Endang as the tour guide said to supported questionnaire number two, he stated that

“If the education experience is yes, but if you meet directly with people sometimes you don't need grammar for all kinds of things, that's not really necessary, you know. But if we speak English, we can also learn by ourselves, maybe from the song, we can just stay active and want to learn or not. So it doesn't have to be education, because for self-taught language too. If we experience work sometimes, for example, we are more experienced, right? People who graduate in English are not necessarily able to beat people with more experience. In my opinion, the environment has no effect, but it depends on us. For example, if we are active, or want to learn on our own, it depends on our abilities, our own skills. In my opinion, the environment does not really affect me because my environment is also an ordinary village environment, automatically the term is only how many people understand it, if for example you want to practice you can't.”

From the explanation above, it means that the education experience and length of work very influence in their English speaking skill.

2. The tour guide's accuracy in speaking skill

Table 4.2

Questionnaire result of the tour guide's accuracy in speaking skill

No	Statement	Always	Often	Sometimes	Almost never	Never
5.	You pay attention to pronunciation when you talk to foreign tourists.	3 (60%)	2 (40%)	0 (0%)	0 (0%)	0 (0%)
6.	You pay attention to grammar when talking to foreign tourists.	1 (20%)	4 (80%)	0 (0%)	0 (0%)	0 (0%)
7.	You pay attention to vocabulary when talking to foreign tourists.	4 (80%)	1 (20%)	0 (0%)	0 (0%)	0 (0%)
8.	You pay attention to the articulation of English in talking to foreign tourists.	4 (80%)	1 (20%)	0 (0%)	0 (0%)	0 (0%)

9.	You are careful in speaking so as not to cause misunderstanding of foreign tourists.	5 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
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Table 4.2 showed the result of five statements to find out the tour guide's accuracy in speaking skills. Statement number five showed that one three persons (60%) chose "always", two persons (40%) chose "often", and nothing (0%) chose "sometimes", "almost never" and "never". It means that the tour guide always and often to pay attention to the pronunciation when speaking with foreign tourist. Statement number six showed that one person (20%) chose "always", four persons (80%) chose "often", and nothing (0%) chose "sometimes", "almost never" and "never". It means that the tour guide often to pay attention to the grammatical when they speak with foreign tourist. Statement number seven showed that four persons (80%) chose "always", one person (20%) chose "often", and nothing (0%) chose "sometimes", "almost never" and "never". It means that the tour guide always pays attention to the vocabulary when speaking with foreign tourists. Statement number eight showed that four persons (80%) chose "always", one person (20%) chose "often", and nothing (0%) chose "sometimes", "almost never" and "never". It means that the tour guide always pays attention to the articulation English language when speaking with foreign tourists.

Statement number nine showed that five persons (100%) chose “always” and nothing (0%) chose “often”, “sometimes”, “almost never” and “never”.

From the result above, it was supported by an interview conducted by the researcher, the respondents need accuracy to improve their English speaking skills. It proven by Mr. Joko Pramodyo as the tour guide said to supported questionnaire number six about grammar, he said that

“Language is one unit. Actually, understanding for a tour guide is the most important thing for communication to understand and understand. But it would be great if grammar and so on could be mastered so that the language could be even better, so it was not just "you understand, I understand" but there is an order. Language can be coherent, can be good, so that guests can appreciate a guide more.

Another statement stated by Mr. Aji dharma Sakti as the tour guide said to supported questionnaire number seven about vocabulary, he stated that

"Vocabulary is perhaps more important in my opinion. Why? Because not all countries can speak English fluently. Example: European countries that can speak English fluently other than English are Germany, the Netherlands, why? Because it is still the same family. But for example, like Spain, France, Italy, they are a little less fluent in English because their roots come from Latin.

Likewise, Asians, Chinese, Japanese, Koreans, they have a hard time speaking English because they are very nationalistic in their country's language. So no matter how good the pronunciation is, the grammar might still be confused with our conversation. So in my opinion vocabulary is more important. It depends on the situation, the guest and which country we handle ”.

The different statement by Mr. Agung Setyodinoto as the tour guide said to supported questionnaire number nine, he stated that

“So for good speakers or speakers, it is to be a good listener, to be professional announcer, to be professional informer is to be a good listener. So that we don't misunderstand or misunderstand automatically, explain first, so being a good listener becomes a good speaker. Because the question is definitely not far from what we saw and heard, the more things we learn, that is where our abilities are sharpened ”.

The different statement by Mrs. Endang as the tour guide said to supported questionnaire number nine, she stated that

“I think vocabulary is the most important. Sometimes it's not used as grammar. Mastery of the language might be combined, the important thing is that the guest knows what we are talking about, because the guest also understands that it is not our language, so if we are wrong, he will understand unless it is our language. For

example, we forgot the vocab, because here it is monotonous, sis, so what we see is that, we use a demonstration, use sign language, maybe while remembering the language, we use another language that we understand and the guests also know that You know, for example, sometimes if we forget the English language is red, then we point to objects or other clues that are red.”

From the explanation above, it means that the accuracy very influence in their English speaking skill.

3. The tour guide’s fluency in speaking skill

Table 4.3

Questionnaire result of the tour guide’s fluency in speaking skill

No	Statement	Always	Often	Sometimes	Almost never	Never
10.	You use facial expressions when talking to foreign tourists.	3 (60%)	1 (20%)	1 (20%)	0 (0%)	0 (0%)

Table 4.3 showed the result of one statement to find out the tour guide’s fluency in speaking skills. Statement number 10 showed that three

persons (60%) chose “always”, one person (20%) chose “often”, and one person (20%) chose “sometimes” and nothing (0%) chose “almost never” and “never”.

From the result above, it was supported by an interview conducted by the researcher, the respondents need the fluency to improve their English speaking skills. It proven by Mr. Joko Pramodyo as the tour guide said to supported questionnaire number 10, he stated that

"I think that expression is really needed, right? Because it can clarify what we explain to tourists. It is also impossible for us to explain but his face is flat, so we should try to be as friendly as possible to visiting tourists. If the problem is smooth or not, it must be smooth, because every day you explain it automatically you already memorize. For example, forgetting or usually say emm, that's how it is because we are trying to remember. The important thing is what we tell them, they understand ”.

From the explanation above, it means the fluency very influence in their English speaking skill.

4. The tour guide's comprehension in speaking skill

Table 4.4
Questionnaire result of the tour guide's comprehension in
speaking skill

No	Statement	Always	Often	Sometimes	Almost never	Never
11.	You use easy-to-understand words to make it easier for foreign tourists to understand.	3 (60%)	2 (40%)	0 (0%)	0 (0%)	0 (0%)
12.	You use jokes in talking to foreign tourists.	2 (40%)	3 (60%)	0 (0%)	0 (0%)	0 (0%)
13.	You use your verbal skills in talking to foreign tourists.	3 (60%)	1 (20%)	1 (20%)	0 (0%)	0 (0%)

14.	You use tone of the language to prefer when talking to foreign tourists.	1 (20%)	3 (60%)	1 (20%)	0 (0%)	0 (0%)
15.	You build good relationships with foreign tourists.	2 (40%)	3 (60%)	0 (0%)	0 (0%)	0 (0%)
16.	You use tricks to attract visiting foreign tourists.	2 (40%)	3 (60%)	0 (0%)	0 (0%)	0 (0%)

Table 4.4 showed the result of six statements to find out the tour guide's comprehension in speaking skill. The statement number eleven showed that three persons (60%) chose "always", two persons (20%) chose "often", and nothing (0%) chose "sometimes", "almost never" and "never". It means that the tour guide always use easy-to-understand words to make it easier for foreign tourist to understand. The statement number twelve showed that two persons (40%) chose "always", three persons (60%) chose "often", and nothing (0%) chose "sometimes", "almost never" and "never". It means that the tour guide often used the jokes when

speaking with foreign tourists. The statement number thirteen showed that three persons (60%) chose “always”, one person (20%) chose “often”, one person (20%) chose “sometimes” and nothing (0%) chose “almost never” and “never”. It means that the tour guide always used the verbal ability to speak with foreign tourists. The statement number fourteen showed that one person (20%) chose “always”, three persons (60%) chose “often”, one person (20%) chose “sometimes” and nothing (0%) chose “almost never” and “never”. It means that the tour guide used the tone of language they want to speak with foreign tourists. The statement number fifteen showed that two persons (40%) chose “always”, three persons (60%) chose “often”, and nothing (0%) chose “sometimes”, “almost never” and “never”. It means that the tour guide often builds a good relationship with foreign tourists. The statement number sixteen showed that two persons (40%) chose “always”, three persons (60%) chose “often” and nothing (0%) chose “sometimes”, “almost never” and “never”.

From the result above, it was supported by an interview conducted by the researcher, the respondents' answer about the one component in comprehension that is used to communicate with foreign tourists. It was proven by Mrs. Endang Widi Astuti as the tour guide said to support questionnaire number 12, she stated that

"Sometimes we use jokes. We also see the guest, about whether the guest is happy or not, for example, being joked like that, for example, if we are joking, it's fitting or not, we have to also see the

character of the guest, where do the guests come from, for example officials or whether we should be more direct, don't have to say anything. For example, sometimes to get rid of boredom, the problem is not everyone is happy to be discriminated against, that's why we have to see the character of the person in the past ".

The different statement by Mr. Aji Dharma sakti as the tour guide also supported questionnaire number 11 about the one of component in comprehension that is use easy words, he stated that

"We try to use simple language, choosing words that make it easy for guests to understand. But for me personally now, with the advancement of technology, if you find it difficult, I can use google translate ".

From the explanation above, it means that the comprehension very influence in their English speaking skill.

5. The tour guide's non-verbal communication in speaking skill

Table 4.5

Questionnaire result of the tour guide's non-verbal communication in speaking skill

No	Statement	Always	Often	Sometimes	Almost never	Never
17.	You use facial movement in speaking English	3 (60%)	1 (20%)	1 (20%)	0 (0%)	0 (0%)
18.	You pay attention to eye contact when talking to foreign tourists.	3 (60%)	1 (20%)	1 (20%)	0 (0%)	0 (0%)
19.	You use gestures and postures when talking to foreign tourists.	3 (60%)	2 (40%)	0 (0%)	0 (0%)	0 (0%)
20.	You pay attention to your appearance when going on a guiding tour.	4 (80%)	1 (20%)	0 (0%)	0 (0%)	0 (0%)
21.	You pay attention politeness when talking	4	1	0	0	0

	to foreign tourists.	(80%)	(20%)	(0%)	(0%)	(0%)
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Figure 4.5 showed the result of six statements to find out the tour guide's non-verbal communication in speaking skills. Statement number seventeen showed that three persons (60%) choose "always", one person (20%) chose "often", one person (20%) chose "sometimes" and nothing (0%) chose "almost never" and "never". It means that the tour guide always uses facial movements when speaking with foreign tourists. Statement number eighteen showed that three persons (80%) chose "always", one person (20%) chose "often", and nothing (0%) chose "sometimes", "almost never" and "never". It means that the tour guide always uses eye contact when speaking with foreign tourists. Statement number nineteen showed that three persons (60%) chose "always", two persons (40%) chose "often", and nothing (0%) chose "sometimes", "almost never" and "never". It means that the tour guide always uses body gestures when speaking with foreign tourists. Statement number twenty showed that four persons (80%) chose "always", one person (20%) chose "often", and nothing (0%) chose "sometimes", "almost never" and "never". It means that the tour guide always pays attention to appearance when going on tour guiding. Statement number twenty one showed that four persons (80%) chose "always", one person (20%) chose "often", and nothing (0%) chose "sometimes", "almost never" and "never".

From the result above, it was supported by an interview conducted by the researcher, the respondents answer about non-verbal communication to interact with foreign tourists. It proven by Mrs. Endang Widi Astuti as the tour guide said to supported questionnaire number 19 to 21, she said that

"Yes, you still have to pay attention to gesture, appearance and others. Because one of them is for a guide like that, we have to call it attitude, personality, behavior, it's also judged by guests too. For example, if our appearance has been pleasing to the guest, the guest will automatically enjoy it, seeing that it feels happy, not physically or what it is or not, but the way we respect him is like that".

The different statement stated by Mr. Joko Pramodyo as the tour guide said to supported questionnaire number 18, he stated that

"Everything must pay attention to. In fact, eye contact requires eye contact, so you have to adapt personally, for example what I face is a man or a woman, this is from the Netherlands, Australia, America because of their different characters. So indeed a guide must be observant, the first thing we receive is character. Many times, guests come here angry even though they have no problem with us, finally we handle it the smartest. Finally, after there is interaction, we provide information slowly adjusting to the wishes or character of the guest, finally it melts too. The guide must be

good at entertaining, the guest must feel happy, satisfied so that later he can have a desire to come back at least be able to tell his friends in their country ".

From the explanation above, it means that the non-verbal communication very influence in their English speaking skill..

Based on the finding above, the researcher finds the result measure of the questionnaire that is the central tendency showed that the mean score of the respondents was four-point forty four (4.44) to count the mean score, the researcher counted the average score from all of the respondents and then divided the score by the total number of the respondents. For the median score, the result was five point zero (5.00). Furthermore, the mode was five point zero (5.00) and there were five respondents. The researcher also counted the average score based on the categories of the questions. As stated in the questionnaire blueprint, there were five categories in this questionnaire. The first one category was based on the tour guide's experience, the second one was about the tour guide's accuracy in speaking skill, the third was about the tour guide's fluency in speaking skill, the fourth was about the tour guide's comprehension in speaking skill, and the last one was about the tour guide's non-verbal communication in speaking skill.

B. Discussion

From the 21 questions listed in the questionnaire, there were five categories as stated in the questionnaire answer. The researcher counted the average score of each category based on the chosen options. Most of the respondents agree that the tour guide's experience can influence to their English speaking skill. It was shown from the most majority options were "always" and "sometimes". To be detailed, the researcher presented the result of the average score. The first category was based on the tour guide's experience toward English speaking skill.

1. The tour guide's experience toward English speaking skill

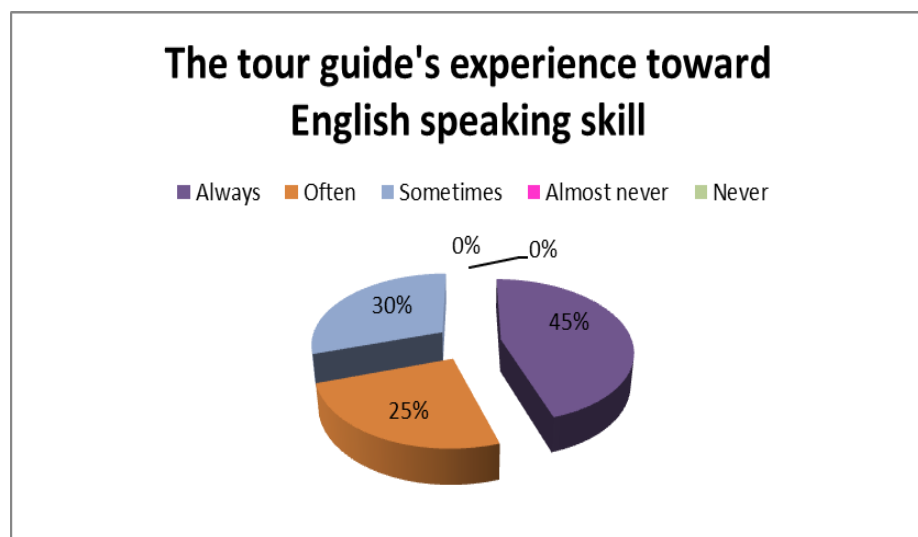


Figure 4.1 The tour guide's experience toward English speaking skill

Figure 4.1 described that the most of respondents agree that the tour guide's experience can influence to their English speaking skill. It was shown by the part of the purple that specified nine answers (45%) chose "always", five answers (25%) chose "often", six answers (30%) chose "sometimes", and nothing (0%) chose "almost never" and "never". It was proven by the purple and blue. The category consisted of four questions.

From the chart above, based on Al-Nouh (2015: 68) stated that the close questionnaire was divided into three levels, there are; low mean rank, medium mean rank, and high mean rank. The low mean appertains to low agreement according to Likert Scale is the class of low mean rank is 1.00 to 2.33, medium means are the medium agreement which range from 3.34 to 3.66, and high mean appertains to high agreement which ranged from 3.67 to 5.00 means ranges. In this topic of blueprint, the researcher gained 4.2 of mean value. It means that, this statement is categorized as high rank and of course the respondents agree with this statement.

In this category, the respondents agree with Dewey and Vygotsky, stated that unlike the common use of the term as referring to participation in events or activities and, in the process, having certain feelings. Instead, experience is a category of thinking, a minimal unit of analysis that includes people (their intellectual, affective, and practical characteristics), their material and social environment, their transactional relations (mutual

effects on each other), and affect can influence to their English speaking skill.

According to a decree Menparpostel No. KM 82 / P.102 / MPPT - 88 dated 17 September 1988, especially in article 8 chapter III the requirements to become a guide must has an experience guides for 3 years. All the tour guide in Mangkunegaran Palace , they has been experience in tourism more than 10 years. It means that, the tour guide from this palace have experienced in that field.

So, based on the data above, the researcher can concluded that the Mangkunegaran Palace's tour guide is competent guide and agree about experience can influence to their English speaking skill.

2. The tour guide's accuracy in speaking skill

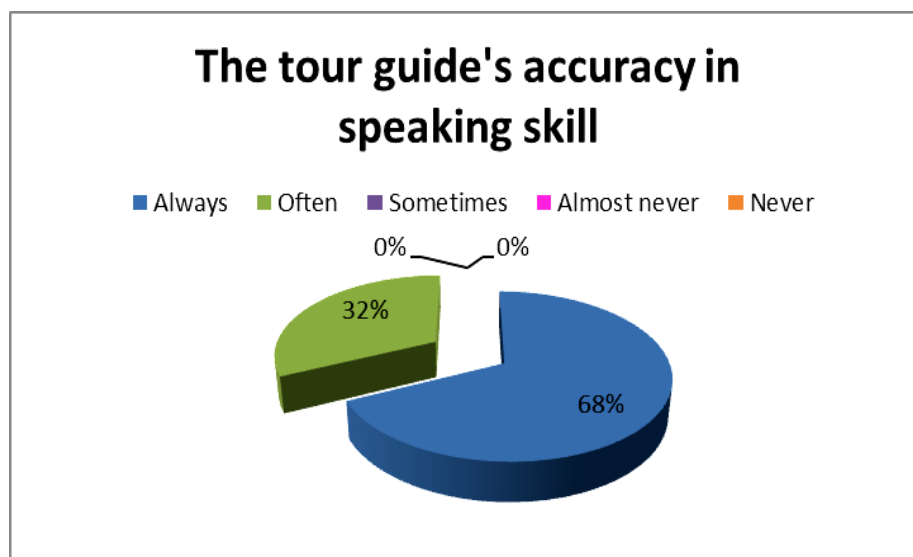


Figure 4.2 The tour guide's accuracy in speaking skill

The second was about the tour guide's accuracy in speaking skill. Figure 4.2 described that the most of respondents need the accuracy in their speaking. It was shown by the part of blue that specified 17 answers (68%) chose "always", eight answers (32%) chose "often", and nothing (0%) chose "sometimes", "almost never" and "never". It was proven by the blue and green.

From the chart above, based on Al-Nouh (2015: 68) stated that the close questionnaire was divided into three levels, there are; low mean rank, medium mean rank, and high mean rank. The low mean appertains to low agreement according to Likert Scale is the class of low mean rank is 1.00 to 2.33, medium means are the medium agreement which range from 3.34 to 3.66, and high mean appertains to high agreement which ranged from 3.67 to 5.00 means ranges. In this topic of blueprint, the researcher gained 4.6 of mean value. It means that, this statement is categorized as high rank and of course the respondents agree with this statement.

According to J. B. Heaton (1989:100) accuracy consists of pronunciation, grammatical, lexical, phonological, and causing confusion. In personality of tour guide it is the most important component in order to support their performance toward accuracy in speaking skill. Pronunciation is a very important aspect in learning English for non-native speakers, especially for local guides when they are interacting with foreigners to ensure that no miscommunication of ideas would happen that

would unconsciously lead to misunderstanding. So, based on data above the tour guide need the accuracy to improve their English speaking skill.

3. The tour guide's fluency in speaking skill

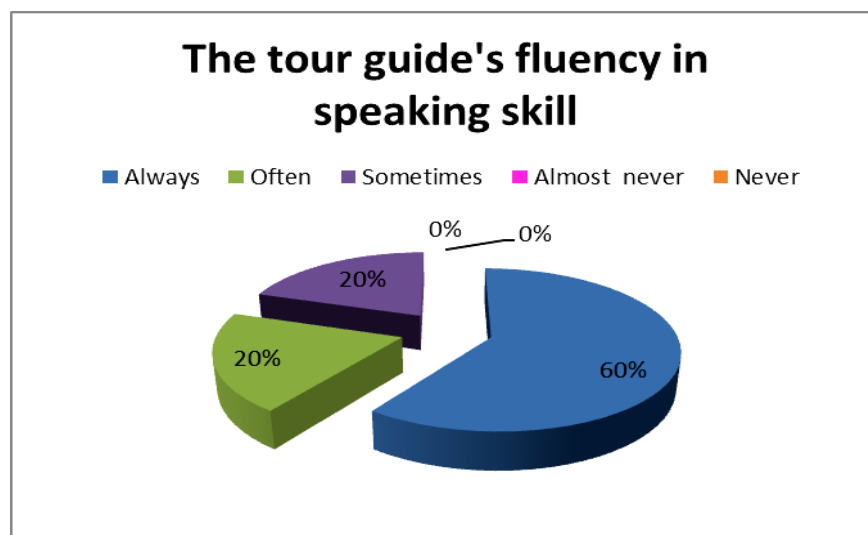


Figure 4.3 The tour guide's fluency in speaking skill

Figure 4.3 described that the most of the respondents need the fluency in their speaking skill. There were three answers (60%) chose “always”, one answer (20%) chose “often”, one answer (20%) chose “sometimes” and no one (0%) chose “almost never” and “never”. According to J. B. Heaton (1989:100) fluency is speaking with a fairly wide range of expression. Hedge (2000: 56) expressed that fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation. In this category was about they use the expression or not when they speak with

foreign tourist. The most of them chose “always” and “often”. It was supported by the questions from questionnaire number 10.

From the chart above, based on Al-Nouh (2015: 68) stated that the close questionnaire was divided into three levels, there are; low mean rank, medium mean rank, and high mean rank. The low mean appertains to low agreement according to Likert Scale is the class of low mean rank is 1.00 to 2.33, medium means are the medium agreement which range from 3.34 to 3.66, and high mean appertains to high agreement which ranged from 3.67 to 5.00 means ranges. In this topic of blueprint, the researcher gained 4.4 of mean value. It means that, this statement is categorized as high rank and of course the respondents agree with this statement. So, based on the explain above the tour guide need the fluency to help explain or representation the palace to foreign tourist.

4. The tour guide's comprehension in speaking skill

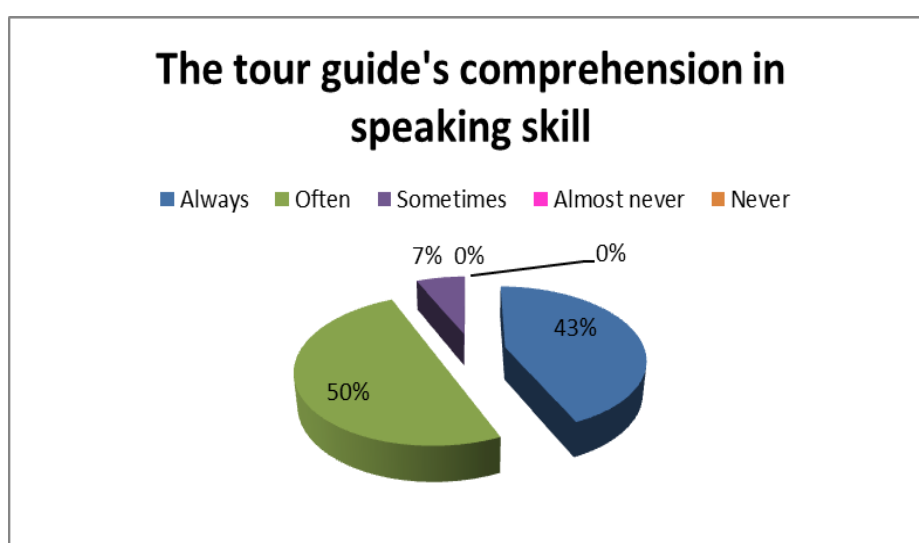


Figure 4.4 The tour guide's comprehension in speaking skill

Figure 4.4 described that the most of them need the comprehension in their speaking skill. It was shown by the part of blue that specified 13 answers (43%) chose “always”, part of green got 15 answers (50%) chose “often”, part of purple got two answers (7%) chose “sometimes”, and nothing (0%) chose “almost never” and “never”.

From the chart above, based on Al-Nouh (2015: 68) stated that the close questionnaire was divided into three levels, there are; low mean rank, medium mean rank, and high mean rank. The low mean appertains to low agreement according to Likert Scale is the class of low mean rank is 1.00 to 2.33, medium means are the medium agreement which range from 3.34 to 3.66, and high mean appertains to high agreement which ranged from 3.67 to 5.00 means ranges. In this topic of blueprint, the researcher gained 4.4 of mean value. It means that, this statement is categorized as high rank and of course the respondents agree with this statement.

In this category, the respondents agree with J.B. Heaton (1989:100) who stated comprehension easy for the listener to understand the speaker’s intention. According to (Syakur, 1987: 3) comprehension is needed in oral communication. It is to avoid the misunderstanding among the speaker and the listener. It included comprehend the situation, the condition in where the oral communication take place. The component of comprehension was about using a simple word to make easier for foreign tourist to understand, using a jokes in speak with foreign tourist, using a verbal ability, using language tone, build a good relationship with foreign tourist, and using a

tricks to attract visiting foreign tourist. And the tour guide chose “always”, “often”, and “sometimes”. It was supported by the questions from the questionnaire number 11 to 16. So, the tour guides need comprehension to help improve their English speaking skill.

5. The tour guide's non-verbal communication in speaking skill

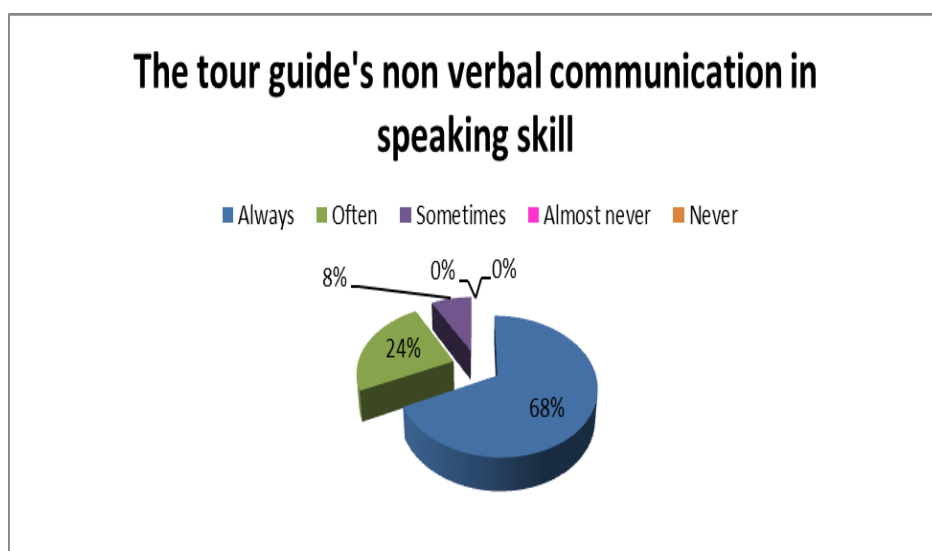


Figure 4.5 The tour guide's non-verbal communication in speaking skill

Figure 4.5 described that most of them need comprehension in their speaking skill. It was shown by the part of blue that specified 17 answers (68%) chose “always”, part of green got six answers (24%) chose “often”, part of purple got two answers (8%) chose “sometimes”, and nothing (0%) chose “almost never” and “never”.

The chart above, based on Al-Nouh (2015: 68) stated that the close questionnaire was divided into three levels, there are; low mean rank, medium mean rank, and high mean rank. The low mean appertains to a low agreement according to the Likert Scale is the class of low mean rank is 1.00 to 2.33, medium means are the medium agreement which ranges from 3.34 to 3.66, and high mean appertains to a high agreement which ranged from 3.67 to 5.00 means ranges. In this topic of the blueprint, the researcher gained 4.6 of the mean value. It means that this statement is categorized as high rank and of course the respondents agree with this statement.

In this category, the respondents agree that non-verbal communication can help the tour guide to improve their English speaking skills. According to Devito (2013: 138), non-verbal communication includes gesture, smile or frown, widen your eyes, move your chair closer to someone, wear jewelry, touch someone, raise your vocal volume, or even when you say nothing. This data showed that most of them the respondents agree with the statement of non-verbal communication need to help their speaking when doing the guiding.

Overall from the result data above, the researcher categorized the data based on the indicator stated in the questionnaire blueprint. After that, the researcher makes data tabulation to make the calculation easier. Then, from the calculated data, the researcher found out that all of the respondents always agree that the influence of the tour guide's experience

toward English speaking skills used by the tour guide at Mangkunegaran palace. It was supported by the data that showed the minimum score was three-point sixty (3.60) and the maximum score was five points zero (5.00). The central tendency data showed that the most frequent score was five points zero (5.00), and the number of this group was five respondents.

The data also showed that the respondents improve a lot of things that can increase their English speaking skills. They suggested that the tour guide should have a lot of practice inside or outside their profession to improve their English speaking skill. Moreover, they could learn some additional ways to be a professional guide from their guest. For example, improving vocabulary or pronunciation, and sharing the idea or information, by knowing these strategies, their performance would be better such as speaking skill was improved. Every tour guide had a lot and different experiences such as job experience, long working experience, education experience that can enhance their knowledge, acquisition, build a new connection with tourists around the world, and many other things that are related in the field of tourism. So, it is the reason that the tour guides agree with that.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher comes to the conclusion of the research. Based on the research finding and the discussion, the researcher finds that the tour guide at Mangkunegaran palace have their own experience that influence to their English speaking skill

As stated in this chapter I, this study was aimed to find out the influence of the tour guide's experience toward their English speaking skill. From the interview and questionnaire by Google form, the researcher found out that the tour guide has the various experience to enhance their English speaking skill. Additionally, there are some statements from the tour guide's participants about the influence of the tour guide's experience toward English speaking skills. They are: need the job experience to confront tourists around the world, need the education experience as the basis to speak with foreign tourists.

They emphasized that being a tour guide will impact in improving their English speaking skill because tour-guiding activity makes the guide or English learner interact directly with the foreigner. The profession requires more acts than a theory that affect some aspect in communication,

that is increased accuracy, fluency, comprehension using non-verbal communication, and as a direct practice for English learners or guides in each performance, which is thoughtfulness with the tourist as the first liaison in guiding. Besides, the guide has prepared many strategies to make the tourist enjoy the trip such as updating the information about the phenomenon around the destination, bringing the dictionary, and practicing English every day. The tour guide always happy and enjoy being a guide because it can know the character every foreign tourist and they can expand and change the knowledge with foreign tourist.

The result of the questionnaire and the interviews which used to answer the problem statement showed that all of the tour guides' experience of the English speaking skill used by the local tour guide at Mangkunegaran palace chose always or agree. Based on the achievement of the questionnaire, the result of this research can be categorized into five categories. The first category including the tour guide's experience which respectively 14 answers of 80%, the second category including the tour guide's accuracy in speaking skill which respectively 25 answers of 100%, the third category including the tour guide's fluency in speaking skill which respectively 4 answers of 80%, the fourth category including the tour guide's comprehension in speaking skill which respectively 28 answers of 93%, and the fifth category including the tour guide's non-verbal communication in speaking skill which respectively 23 answers of 92%. As seen in the result, the researcher concluded that all these

components had already influenced to tour guide's experience toward their English speaking skill.

B. Suggestion

After analyzing the data and making the conclusion, the researcher has some suggestion for the tour guide, students, and also another researcher.

1. To the tour guide

As we know many the kinds of speaking skill that they have in each tour guide. The researcher hope that it will help the tour guide to improve the English speaking skill based on the experience that they have. The tour guide can more creative to explain or representation the palace because it can be easier the foreign tourist understand.

2. To the students

After conduct this research, the researcher hope that it will inspiring the student to be more active and brave to practice English.

3. To the other researcher

For the other researcher, it is suggested to conduct another research in the same field as the researcher done. The purpose is to find another experience to improve English speaking skill, which are supposed to help in speaking English. The last, hopefully this research will very useful as a reference for the other researcher who carry out and develop a similiar study.

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APPENDICES

APPENDIX A

QUESTIONNAIRE

5 = selalu; 4 = sering; 3 = kadang-kadang; 2 = hampir tidak pernah;

1 = tidak pernah

No	Pernyataan	Alternatif Jawaban				
		5	4	3	2	1
1.	Anda menjadikan lingkungan sosial sebagai alat yang berpengaruh pada English speaking anda.					
2.	Anda menjadikan pengalaman pendidikan dan lamanya training sebagai alat yang berpengaruh pada English speaking anda.					
3	Anda menjadikan hubungan sosial sebagai alat yang berpengaruh pada English speaking anda.					
4	Anda menjadikan lamanya					

	bekerja sebagai alat yang berpengaruh pada English speaking anda.					
5	Anda memperhatikan pelafalan kata (pronunciation) ketika berbicara kepada turis asing.					
6	Anda memperhatikan tata bahasa (grammar) ketika berbicara kepada turis asing.					
7	Anda memperhatikan kosa kata (vocabulary) saat berbicara dengan turis asing.					
8	Anda memperhatikan artikulasi bahasa inggris dalam berbicara dengan turis asing.					
9	Anda berhati-hati dalam berbicara agar tidak menimbulkan kesalahpahaman terhadap					

	turis asing.					
10	Anda menggunakan ekspresi saat berbicara dengan turis asing.					
11	Anda menggunakan kata yang mudah dipahami agar mempermudah pemahaman turis asing.					
12	Anda menggunakan candaan dalam berbicara dengan turis asing.					
13	Anda menggunakan kemampuan verbal anda dalam berbicara dengan turis asing.					
14	Anda menggunakan nada bahasa yang anda inginkan ketika berbicara dengan turis asing.					
15	Anda membangun hubungan					

	yang baik dengan turis asing.					
16	Anda menggunakan trik untuk menarik turis asing yang berkunjung.					
17	Anda menggunakan ekspresi wajah dalam berbicara bahasa inggris					
18	Anda memperhatikan eye contact/ kontak mata dalam berbicara dengan turis asing.					
19	Anda menggunakan gesture dan postur tubuh dalam berbicara dengan turis asing.					
20	Anda memperhatikan penampilan ketika akan melakukan tour guiding.					
21	Anda memperhatikan sopan santun dalam berbicara dengan turis asing.					

APPENDIX B**INTERVIEW WITH TOUR GUIDE****Informant 1****Name : Ibu Susi**

Researcher : Assalamu'alaikum wr.wb. Perkenalkan saya Salma Damayanti dari IAIN Surakarta. Apakah benar ini tour guide Mangkunegaran??

Bu Susi : Wa'alaikumsalaam.Nggih leres

Researcher : Mohon maaf sebelumnya, disini saya bermaksud untuk penelitian guna menyelesaikan skripsi saya yang berkaitan dengan tour guide. Apakah saya boleh melakukan interview bu??

Bu Susi : Monggo

Researcher : Sudah berapa lama anda menjadi seorang Tour guide di Mangkunegaran??

Bu Susi : Dari tahun 1996

Researcher : Sebelumnya maaf bu, apakah saya boleh melakukan interview melalui whatsapp?? Berhubung tidak memungkinkan untuk bertemu..

Bu Susi : Monggo

Researcher : Apakah anda pernah menjadi Tour guide di tempat lain?

Bu Susi : Tidak

Researcher : Kenapa memilih menjadi Tour guide di Mangkunegaran dan tidak memilih di tempat lain bu??

Bu Susi : Dekat rumah

Researcher : Apakah dari dulu anda sudah berkeinginan menjadi Tour guide?

Bu Susi : Iya

Researcher : Selain menjadi Tour guide, anda bekerja sebagai apa?

Bu Susi : Ibu rumah tangga

Researcher : Adakah bahasa yang dikuasai selain bahasa Inggris?

Bu Susi : Ada, bahasa Prancis

Researcher : Kenapa anda tertarik menjadi seorang Tour guide?

Bu Susi : Senang dengan bahasa asing

- Researcher : Bagaimana suka duka selama anda menjadi Tour guide?
- Bu Susi : Bertemu dengan banyak karakter, jadi harus sabar menghadapi mereka dan bisa berbagi pengalaman dalam segala hal
- Researcher : Bagaimana prosedur pemanduan wisatanya bu??
- Bu Susi : Prosedur gimana ya maksudnya?
- Researcher : Sistem pemanduan wisatanya seperti apa bu??
- Bu Susi : Ya menunggu tamu-tamu masuk dari travel atau non travel, kemudian handle sesuai bahasa
- Researcher : Kalau boleh tau ada berapa tempat yang harus di jelaskan bu??
- Bu Susi : 3 ruang utama.taman dan ruang makan
- Researcher : Itu durasinya berapa lama bu??
- Bu Susi : 45 menit sampai 1 jam
- Researcher : Lalu, apakah anda pernah menjadi Tour guide for travel
- Bu Susi : Tidak
- Researcher : Bagaimana cara anda mengatasi kejenuhan selama tour guiding berlangsung?
- Bu Susi : Selalu disisipkan humor

Researcher : Menurut anda, apakah pengalaman pendidikan itu berpengaruh pada English speaking anda?

Bu Susi : Iya

Researcher : Oh iyaa bu, kan dalam speaking itu ada beberapa komponen seperti pronunciation, grammar, vocabulary, nah menurut anda mana yang paling penting dalam pemanduan wisata??

Bu Susi : Semua penting

Researcher : Bu kalau boleh tau basic pendidikannya dimana yaa??

Bu Susi : Pariwisata

Researcher : Mohon maaf sebelumnya pertanyaan ini agak sensitif.. Kalau untuk income/pendapatan seorang tour guide apakah bergantung pada jumlah turis yang menyewa tour guide atau bagaimana bu??

Bu Susi : Iya

Researcher : Oh iyaa bu kalau ini SMA atau kuliahnya bu yang pariwisata??

Bu Susi : SMA

Researcher : Mungkin cukup sekian interview nya bu. Terima kasih sudah membantu saya. Kalau lain waktu saya ingin bertanya lagi apakah boleh bu??

Bu Susi : Nggih, monggo,sami-sami

Informant 2**Name : Bapak Aji Dharma Sakti**

Researcher : Assalamu'alaikum wr.wb. Perkenalkan saya Salma Damayanti dari IAIN Surakarta. Apakah benar ini tour guide Mangkunegaran??

Pak Aji : Nggih mbak, saya guide MN. Pripun ada yg bisa dibantu?

Researcher : Mohon maaf sebelumnya, disini saya bermaksud untuk penelitian guna menyelesaikan skripsi saya yang berkaitan dengan tour guide. Apakah saya boleh melakukan interview pak??

Pak Aji : Interview mengenai apa klo boleh tau...

Researcher : Mengenai tour guide pak..

Pak Aji : Boleh² aja mbak. Mbak bisa saja datang ke Mangkunegaran langsung gapapa.

Researcher : Kalau saya melakukan interview melalui whatsapp apakah bersedia pak?? Berhubung tidak memungkinkan untuk bertemu

Pak Aji : Bisa² saja.

Researcher : Sudah berapa lama anda menjadi seorang Tour guide di Mangkunegaran??

Pak Aji : Saya masuk pertama di akhir tahun 2009. Setelah menyelesaikan kuliah dr UNS D3 Pariwisata saya berawal training dahulu di MN. Dari tahun ke tahun saya diminta untuk mengisi posisi sebagai lokal guide di MN divisi Pariwisata.

Researcher : Trainning nya brp lama kalau boleh tau??

Pak Aji : Awalnya 3 bulan aja. Tapi lama² diperbantukan untuk membantu rekan (senior²) disana.

Researcher : Apakah anda pernah menjadi Tour guide di tempat lain?

Pak Aji : Buat saya pribadi sementara saya lebih dominan stand by di MN. Walaupun kadang² saya jg ambil freelance handle grup dr kantor tour travel.

Researcher : Kenapa memilih menjadi Tour guide di Mangkunegaran dan tidak memilih di tempat lain pak??

Pak Aji : Saya pribadi pilih MN karna :

1. MN menjadi destinasi wisata di Solo yg jumlah pengunjung wisata asingnya bisa dibilang sangat banyak. Selalu jadi rekomendasi destinasi untuk wisatawan² asing.

Disitu saya merasa dgn background pendidikan pariwisata sekaligus bisa mempraktikan kemampuan bahasa inggris saya. Kesempatannya sangat besar untuk guide dengan bahasa inggris.

2. Dengan berjalannya waktu makin tambah pengalaman yang didapatkan bisa guiding tamu dari berbagai negara. Akhirnya bisa merasakan kesempatan menambah bahasa asing (non inggris) yaitu bahasa Belanda..

Researcher : Apakah dari dulu anda sudah berkeinginan menjadi Tour guide?

Pak Aji : Awalnya lebih ingin tour planner sih mbak. Tapi setelah masuk di MN coba dunia guiding akhirnya jadi menikmati aja...

Researcher : Selain menjadi Tour guide, anda bekerja sebagai apa?

Pak Aji : Dulu 2012-2015 sempat jadi guru di SMA Regina Pacis mengajar bahasa Belanda. Tapi untuk saat ini kerja sampingan saya juga ngisi les bahasa Belanda.

Researcher : Kenapa anda tertarik menjadi seorang Tour guide?

Pak Aji : Bertemu dengan banyak orang dengan karakter yg beda, beda budaya, beda negara, beda tradisi, beda bahasa. Disitu

kita bisa menambah pengalaman & wawasan yg luas. Lebih open mind.

Researcher : Bagaimana suka duka selama anda menjadi Tour guide?

Pak Aji : Suka nya bisa bertemu orang banyak yang kemungkinan kita bisa punya relasi dengan mereka & belajar kebudayaan mereka.. Dukanya adalah bekerja di bidang jasa, ketika kita tidak bisa memberikan kepuasan kepada tamu disitulah kita akan mendapatkan predikat jelek. Jadi sebagai tour guide harus dituntut untuk bisa memberikan kesan & memberikan pengalaman yang menarik.. Supaya tamu bisa berkunjung kembali

Researcher : Kalau boleh tau prosedur pemanduan wisatanya seperti apa pak??

Pak Aji : Di Puro MN memang ada peraturan setiap wisatawan yang berkunjung harus didampingi oleh pemandu. Karena selain tempat destinasi wisata & museum Puro MN juga sebagai tempat tinggal keluarga Mangkunegaran. Jadi guide harus mendampingi tamu selama berkunjung karena di dalam masih ada beberapa private area yang tidak bisa di masuki. Untuk guide nya sendiri bertugas disesuaikan melalui absen kedatangan. Jika ada wisatawan asing berkunjung, dan dimana asal negara mereka disitu kita memiliki spesialisasi

bahasa negara tersebut. Maka diprioritaskan guide yang memiliki spesialisasi bahasa tersebut untuk handle tamu tersebut.

Researcher : Kalau boleh tau bahasa yang tersedia disana apa saja yaa pak??

Pak Aji : Belanda, Perancis, Jepang, Spanyol.

Researcher : Dan Inggris juga ya pak tentunya??

Pak Aji : Inggris sudah jadi pegangan dasar pastinya

Researcher : Berarti semua tour guide di Mangkunegaran bisa berbahasa Inggris yaa pak??

Pak Aji : Bisa dibilang seperti itu, karna banyak wisatawan mancanegara yang berkunjung ke MN

Researcher : Biasanya bagaimana cara anda mengatasi kejenuhan selama tour guiding berlangsung??

Pak Aji : Berusaha menghindari namanya jenuh. Karna kita bekerja di bidang jasa tetap fokus memberi pelayanan yang terbaik kepada pengunjung. Entah bagaimana karakternya kita coba beri pelayanan yang maksimal

Researcher : Oh iyaa pak, kan dalam speaking itu ada beberapa komponen seperti pronunciation, grammar, vocabulary, nah

menurut anda mana yang paling penting dalam pemanduan wisata??

Pak Aji : Vocabulary mungkin menurut saya yang lebih penting. Kenapa? Karna tidak semua negara fasih bisa berbicara bahasa inggris. Contoh : negara eropa yang fasih bisa bahasa inggris selain negara Inggris adalah Jerman, Belanda, kenapa? Karena masih satu rumpun yang sama. Tapi misal seperti Spanyol, Perancis, Italia mereka sedikit tidak begitu fasih berbahasa inggris karena akar rumpun mereka dari Latin. Begitu juga orang Asia, Cina, Jepang, Korea mereka kesulitan sekali berbahasa inggris karena mereka sangat nasionalis dengan bahasa negara mereka. Jadi se bagus apapun pronunciation, grammarnya bisa saja mereka tetap masih bingung dengan percakapan kita. Jadi vocabulary menurut saya lebih penting. Tergantung situasinya ya tamu dan negara mana yang kita handle.

Researcher : Menurut anda, apakah pengalaman pendidikan, faktor lingkungan, dan pengalaman bekerja itu berpengaruh pada English speaking anda??

Pak Aji : Pengaruhnya cukup besar menurut saya

Researcher : Kalau boleh tau apakah ada kendala selama menjadi tour guide??

- Pak Aji : Kendala yang sering kita rasakan adalah ketika kita handle tamu yang kita tidak bisa berbicara bahasa negara mereka dan mereka kesulitan berbahasa inggris
- Researcher : Kalau seperti itu bagaimana cara mengatasinya pak??
- Pak Aji : Kita coba gunakan bahasa yang sederhana, pemilihan kata yang membuat tamu mudah paham. Tapi buat saya pribadi sekarang dengan adanya kemajuan teknologi jika merasa kesulitan saya bisa gunakan google translate.
- Researcher : Mohon maaf sebelumnya pertanyaan ini agak sensitif.. Kalau untuk income/pendapatan seorang tour guide apakah bergantung pada jumlah turis yang menyewa tour guide atau bagaimana pak??
- Pak Aji : Semua tour guide dimanapun mereka mendapatkan pendapatannya rata² jelas pemasukan dari jumlah tamu.
- Researcher : Berarti pendapatannya tidak stabil yaa pak??
- Pak Aji : Betul.. Karna juga ada musimnya kan orang berwisata
- Researcher : Kalau masa pandemi ini apakah masih banyak turis yang datang ke Mangkunegaran pak??
- Pak Aji : Jelas kondisi berubah 180°. Kondisi serba terbatas. Mulai ada peraturan ketat soal protokol kesehatan. Kondisi yang

belum kondusif masih membuat orang-orang merasa khawatir untuk bepergian

Researcher : Paling banyak pengunjungnya itu di bulan apa pak??

Pak Aji : Ada high season dimana orang² eropa liburan musim panas. Mulai Mei-Agustus

Researcher : Kalau masa pandemi ini intensitas pengunjungnya turun berapa persen pak??

Pak Aji : Drastis sekali, misal dr musim biasa per hari bisa 50 pax. Di masa pandemi hanya 3 - 5 pax

Researcher : Wahh drastis sekali yaa pak..

Pak Aji : Puooolll

Researcher : Biasanya kegiatan apa yang dilakukan sambil menunggu turis datang pak??

Pak Aji : Lebih suka ngobrol² sama rekan kerja

Researcher : Bapak belajar bahasa inggrisnya darimana pak??

Pak Aji : Dari SMA sudah suka bahasa inggris sih, Jadi makanya saya kuliah yang bisa membuat bahasa inggris saya kepike dan pariwisata ada peluang untuk itu.

Researcher : Ohh iyaa pak.. Mungkin untuk kejelasannya saya akan tanyakan waktu saya berkunjung ke Mangkunegaran nanti.. Saya kira cukup sekian untuk interview nya pak.. Terima kasih sudah membantu saya. Kalau lain waktu saya ingin bertanya lagi apakah boleh pak??

Pak Aji : Iya mbak sama².

Informant 3**Name : Bapak Agung Setyodinoto**

Researcher : Assalamu'alaikum wr.wb. Perkenalkan saya Salma Damayanti dari IAIN Surakarta. Apakah benar ini tour guide Mangkunegaran??

Bapak Agung : Walaikumsalaam, Iya ada yang bisa di bantu ?

Researcher : Mohon maaf sebelumnya, disini saya bermaksud untuk penelitian guna menyelesaikan skripsi saya yang berkaitan dengan tour guide. Apakah saya boleh melakukan interview??

Bapak Agung : Iya silahkan mbak

Researcher : Sudah berapa lama anda menjadi seorang Tour guide di Mangkunegaran??

Bapak Agung : Saya mengabdikan sebagai abdi dalam untuk pemandu itu lebih kurang baru 21 tahun. Saya sejak 1996 akhir

Researcher : Kenapa memilih menjadi Tour guide di Mangkunegaran dan tidak memilih di tempat lain??

Bapak Agung : Karena sebelumnya saya bekerja sebagai petugas atas staff di biro perjalanan namanya Madira tour and travel terus

seiring berjalannya waktu saya pengen sesuatu yang berbeda diluar dari kebiasaan yaitu kerja dibalik meja didalam kantor yang notabene yang masih dalam konteks pelayanan dibidang pariwisata. Seiring berjalannya waktu mungkin saya mengalami sebuah kebosanan atau sesuatu yang tidak nyaman, lalu saya migrasiitu pindah dari posisi pelayanan didalam kantor dibalik meja tapi setelah di Mangkunegaran saya bisa lebih berekspresi dan saya menikmati.

Researcher : Selain menjadi Tour guide, anda bekerja sebagai apa??

Bapak Agung : Saya selain sebagai tour guide, disini saya juga sebagai guide freelance. Jadi guide yang bekerja diluar dari istana yaitu atas sebuah form yang kami terima dari user, mungkin disini seperti biro perjalanan yang akan wisata atau hotel yang membutuhkan jasa seorang guide atau mungkin event organizer dan lain sebagainya. Yang intinya menggunakan jasa guide sebagai bagian pelayanan yang dibutuhkan oleh si pengguna tadi.

Researcher : Adakah bahasa yang dikuasai selain bahasa Inggris??

Bapak Agung : Kebetulan untuk saya sampai detik ini masih menyukai yaitu untuk pelayanan dibidang bahasa Spanyol. Bahasa Inggris sebagai basic pondasi utama, temen-temen yang

mengabdikan di istana Mangkunegaran tapi juga ada bahasa lain yaitu bahasa Spanyol.

Researcher : Kalau boleh tau basic pendidikan nya dimana yaa pak??

Bapak Agung : Saya kebetulan lulus dari sekolah berbasic pariwisata, namanya sekolah menengah industri pariwisata.

Researcher : Menurut anda, apakah pengalaman pendidikan itu berpengaruh pada English speaking anda?

Bapak Agung : Tentunya berpengaruh ya. Kalau kita sekolah pada tingkatan lebih tinggi kan ilmunya juga profensi ilmu yang kita dapatkan kan lebih varian ya, tetapi kadang orang yang belajar dibangku sekolah yang sifatnya umum kita belajar, orang yang diluar dari itu yang sekolah di luar lapangan hasilnya juga berbeda untuk menempuh didunia pendidikan sifatnya kan pragmatis teoritis ya tapi sementara kalau orang yang tidak mengenyang dunia pendidikan yang tidak ditingkat yang lebih jauh tapi jam terbang pengalaman yang untuk kegiatan diluar lebih banyak ini bisa jadi lebih unggul juga gitu.

Researcher : Kalau untuk pengalaman bekerja apakah dapat berpengaruh pada English speaking skill anda??

Bapak Agung : Kalau saya kan kebetulan tidak sampai kejenjang yang perguruan tinggi ya, kalau ini saya bicara dalam bentuk konteks pribadi. Nah ini karena saya suka belajar sehingga walaupun ditingkat SMK , hubungan dengan dunia pariwisata saya tidak kalah. Nyatanya saya juga bisa dipercaya menduduki sebagai ketua guide asosiasi seluruh wilayah Surakarta. Saya juga menjadi gaian daripada Badan Promosi Pariwisata Daerah Surakarta, jadi kan saya berada diantara tokoh-tokoh top yang diambil dari teknisi, organisasi, praktisi, mereka ketua ada dari contohnya yang akademisi itu dari dosen UNS yang notabene pendidikannya lebih jauh dari saya, lalu GM daripada hotel the sunan, GM daripada Garuda, GM daripada SoloPos, saya berada diantara orang-orang yang luar biasa, tetapi karena kemampuan dan background literature saya sudah lebih duluan atau banyak sehingga saya pun mendapatkan kesempatan untuk berada diantara orang-orang yang hebat tadi walaupun tingkat sekolah pendidikan yang saya tempuh hanya SMK.

Researcher : Menurut bapak, factor lingkungan itu berpengaruh tidak terhadap English speaking bapak?

Bapak Agung : Pasti ya. Kalau ditempat destinasi dari sebuah obyek wisata yang menjadi unggulan, otomatis kemampuan atau

ability kita dalam mengaplikasi daripada keilmuan dalam linguistic bahasa khususnya ini berpengaruh. Sementara Mangkunegaran memang menjadi jujukan bagi temen-temen atau pelaku pariwisata khususnya biro travel, atau travel agent yang membuat suatu produk knowledge nya program wisata di kota Solo pasti tidak lupa mencantumkan atau menjual memberikan suatu tawaran kepada customer atau client yaitu Mangkunegaran sebagai destinasi di kota Solo sampai hari ini. Dengan sendirinya bahasa yang kita punyai akan terasah karena seringnya dipakai. Bisa itu karena biasa, professional karena profesi yang ditekuni yang konsistensinya masih ada.

Researcher : Dalam speaking itu kan ada beberapa komponen seperti pronunciation, grammar, vocabulary, nah menurut anda mana yang paling penting dalam pemanduan wisata?

Bapak Agung : Yang paling penting adalah karena kaitannya dengan destinasi wisata kecenderungan bahasa yang kita gunakan yaitu bahasa yang sifatnya ada English tourism bukan tehnik tourism, bukan linguistic yang lepas dari destinasi itu sendiri. Jadi otomatis English tourism yang dipakai, karena yang akan kita sampaikan, yang kita akan infokan kepada si tamu adalah yang berkaitan dengan apa yang kita lihat, kita dengar.

Researcher : Kalau dalam pelaksanaan guiding itu apakah bapak memperhatikan gesture, kontak mata seperti itu pak?

Bapak Agung : Jadi untuk penutur atau pembicara yang baik adalah menjadi seorang pendengar yang baik, to be professional announcer, to be professional informer adalah kita menjadi good listener. Supaya kita tidak salah paham atau misunderstanding otomatis maka jelaskan dulu, jadi menjadi pendengar yang baik baru menjadi pembicara yang baik. Karena pertanyaannya pasti tidak jauh dari apa yang dilihat dan didengar, semakin banyak hal-hal yang kita pelajari disitulah kemampuan ability kita diasah.

Researcher : Mungkin cukup sekian untuk wawancaranya pak. Dan terima kasih atas jawabannya semoga bisa membantu saya.

Bapak Agung : Oke, yaa sama-sama.

Informant 4**Name : Ibu Endang Widiastuti**

Researcher : Sudah berapa lama anda menjadi seorang Tour guide di Mangkunegaran??

Ibu Endang : Dari tahun 1990

Researcher : Kenapa tertarik menjadi seorang Tour guide?

Ibu Endang : Karena permasalahannya kan dulu cita-citanya pengennya itu yang menyebarkan ilmu lah ke orang lain, karena guru gak bisa, makanya saya itu pengennya kerjanya yang berhubungan sama orang. Kebetulan dulu disini juga ada lowongan terus saya mencoba masuk kesini.

Researcher : Selain menjadi Tour guide, anda bekerja sebagai apa??

Ibu Endang : Tidak ada, hanya ibu rumah tangga.

Researcher : Adakah bahasa yang dikuasai selain bahasa Inggris??

Ibu Endang : Ya gak begitu menguasai, tapi saya bisa bahasa Jepang.

Researcher : Kalau boleh tau basic pendidikan nya dimana yaa bu??

Ibu Endang : Saya dulu di UMS D3 Pendidikan bahasa Inggris

Researcher : Menurut anda, apakah pengalaman pendidikan itu berpengaruh pada English speaking anda?

Ibu Endang : kalau pengalaman pendidikan itu iya, tapi kalau ketemu langsung sama orang kan kadang-kadang juga gak perlu grammar segala macam itu kan gak diperlukan banget gitu lho. Tapi kan kalo bahasa Inggris kan kita juga bisa belajar sendiri mbak, mungkin dari lagu nah kita tinggal aktifnya aja mau belajar apa nggak. Jadi tidak harus pendidikan, Karena kalau untuk bahasa kan otodidak juga bisa.

Researcher : Kalau untuk pengalaman bekerja apakah dapat berpengaruh pada English speaking skill anda??

Ibu Endang : Iya. Karena kalau kita misalkan ngadepin turis kan kita juga paling tidak tau karakternya lah, itukan salah satu kemampuan kita, ketreampilan kita. Kalau pengalaman bekerja kadang-kadang misalnya kita lebih berpengalaman kan orang yang lulusan bahasa Inggris belum tentu bisa mengalahkan orang yang lebih berpengalaman.

Researcher : Menurut ibu, factor lingkungan itu berpengaruh tidak terhadap English speaking anda?

Ibu Endang : Nggak juga, kalau menurut saya nggak karena itu tergantung kita sendiri. Kalau misalkan kita aktif, atau mau belajar sendiri itukan tergantung kemampuan kita, skill kita sendiri. Kalau menurut saya lingkungan gak begitu pengaruh karena lingkungan saya kan juga lingkungan

kampung biasa, otomatis istilahnya kan Cuma berapa orang yang ngerti kan, kalau misalkan mau praktek gak bisa.

Researcher : Dalam speaking itu kan ada beberapa komponen seperti pronunciation, grammar, vocabulary, nah menurut anda mana yang paling penting dalam pemanduan wisata?

Ibu Endang : Ya vocab nya. Kalau grammar kan kadang-kadang gak begitu dipakai. Penguasaan bahasanya mungkin bisa digabungkan, yang penting tamu tau apa yang kita omongkan, karena tamu kan juga paham kalau itu bukan bahasa kita, jadi kalau misalkan kita salah, dia nya maklum kecuali kalau itu memang bahasa kita. Semisal kita lupa vocab nya, karena disini kan sifatnya monoton yaa mbak, jadi yang dilihat itu-itu aja, kita pakai peragaan mbak, pakai bahasa isyarat mungkin sambil mengingat-ingat bahasanya, kan kita pakai bahasa lain yang kita ngerti dan tamu juga tahu gitu lho, misalkan kadang kalau kita lupa bahasa Inggrisnya warna merah yaa kita nunjuk benda atau petunjuk lain yang berwarna merah nah gitu.

Researcher : Kalau dalam pelaksanaan guiding itu apakah ibu memperhatikan gesture, kontak mata, penampilan seperti itu bu?

Ibu Endang : Iya tetep, harus. Karena kan salah satunya untuk pemandu kan seperti itu kita harus istilahnya sikap, kepribadian,

tingkah laku, kan juga dinilai sama tamu juga. Kalau misalkan kita penampilannya sudah menyenangkan tamu kan otomatis tamu juga enjoy, itu melihat rasanya seneng bukan secara postur atau apa itu nggak tapi cara kita menghormati dia lah gitu.

Researcher : Apakah ibu memakai candaan dalam tour guiding?

Ibu Endang : Iya kadang. Kita juga melihat tamunya, kirakira tamunya ini senang apa nggak misalkan dicandaain seperti itu, misalkan kita bercanda itu pas apa nggak, kan kita harus melihat juga karakter tamunya, terus tamunya darimana, misalkan pejabat atau apa kan kita juga harus lebih mengarah lah, nggak harus sembarang ngomong. Misalnya kadang untuk ngilangin jenuh kan soalnya gak semua orang kadang seneng dibecandain, makanya harus melihat karakter orangnya seperti apa dulu.

Researcher : Mungkin cukup sekian untuk wawancaranya bu. Dan terima kasih atas jawabannya semoga bisa membantu saya.

Ibu Endang : Iya sama-sama mbak.

Informant 5**Name : Bapak Joko Pramodyo**

Researcher : Sudah berapa lama anda menjadi seorang Tour guide di Mangkunegaran??

Bapak Joko : Baru kurang lebih 30 tahun

Researcher : Selain menjadi Tour guide, anda bekerja sebagai apa??

Bapak Joko : Sebagai karyawan pemerintah yang ditugaskan untuk mengawasi yang terkait dengan bidang cagar budaya khususnya itu Puro Mangkunegaran secara umum di kota Surakarta.

Researcher : Adakah bahasa yang dikuasai selain bahasa Inggris??

Bapak Joko : Bahasa jawa. Kalau bahasa asingnya hanya bahasa Inggris.

Researcher : Kalau boleh tau basic pendidikan nya dimana yaa pak??

Bapak Joko : Sebenarnya kalau untuk seorang tour guide itu basic pendidikan itu nomor 2 yaa, yang penting itu keterampilan bahasa, skill, pengalaman. Banyak guide-guide itu istilahnya hanya tingkat SLTA, D3 walaupun ada S1 juga kebanyakan itu hanya butuh suatu keterampilan dalam

bidang bahasa dan pengalaman ya, karena guiding tehnik itu merupakan disiplin ilmu yang fleksibel. Jadi yang penting itu diri kita sendiri itu ada keinginan, kemauan, kemudian didukung dengan suatu mau belajar, kemudian punya pengalaman karena bidang kepariwisataan itu dinamis yang diceritakan juga selalu menyesuaikan dengan kondisi baik yang dulu, sekarang maupun nanti yang akan datang kita bisa mampu mengemasnya dalam suatu informasi.

Researcher : Kalau boleh tau basic pendidikannya dimana pak?

Bapak Joko : Untuk tingkat perguruan tinggi dulu saya di Universitas Terbuka (UT) sama STIE Wijaya Mulya. Untuk jurusannya tata Negara, kemudian management, kalau IT saya dibidang non formal jadi kaitannya dengan kursus-kursus dan sebagainya mulai bahasa, IT computer.

Researcher : Menurut anda, apakah pengalaman pendidikan itu berpengaruh pada English speaking anda?

Bapak Joko : Pengalaman pendidikan juga pengaruh. Pendidikan hukum dengan pendidikan bahasa Inggris tentunya akan berbeda. Seperti yang pernah saya alami dari peserta yang magang disini itu dari SMK, perguruan tinggi, STIE, tadi

malam saya dapat reservation dari UMS untuk magang disini berjumlah 81 orang jurusan sastra Inggris. Kalau sastra Inggris diajarkan sekali dua kali udah paham, beda sama yang anak SMK. Ya memang jenjang pendidikan itu sangat pengaruh walaupun sama-sama pengalaman tapi lebih bagus yang jenjang pendidikannya lebih tinggi.

Researcher : Kalau untuk pengalaman bekerja apakah dapat berpengaruh pada English speaking skill anda??

Bapak Joko : Oh pengaruh, pengalaman kerja itu pengaruh. Karena apa, menghadapi orang-orang seperti itu suatu tantangan. Kita itu butuh suatu penampilan kemudian style/gaya kita dalam berbicara, dalam berbusana, terutama nanti dalam bidang mental, kalau terbiasa menghadapi tamu itu kita gak akan grogi. Mau seseorang itu pinternya kayak apa kalau gak biasa yaa pasti minder apa yang mau diucapkan akhirnya jadi tidak teringat. Makanya pengalaman sangat dibutuhkan.

Researcher : Menurut bapak, factor lingkungan itu berpengaruh tidak terhadap English speaking bapak?

Bapak Joko : Pengaruh banget. Jadi disini pernah ada anak SMP belum lulus itu belajar bahasa Jepang disini akhirnya karena sering komunikasi dengan orang-orang asing, orang-orang Jepang

khususnya yang dipelajari akhirnya jadi fasih, jadi bagus. Setelah lulus SMP ikut membantu disini kemudian saya sarankan untuk diperbolehkan membantu disini. Lalu setelah lulus sekolah dia pergi ke Bali dan sukses disana. Bahasa itu kadang kalau tidak bakat itu sulit, tapi dengan kemauan yang keras dibantu dengan adanya lingkungan yang langsung bisa diterapkan.

Researcher : Dalam speaking itu kan ada beberapa komponen seperti pronunciation, grammar, vocabulary, nah menurut anda mana yang paling penting dalam pemanduan wisata?

Bapak Joko : Kalau bahasa itu satu kesatuan. Sebenarnya pengertian bagi seorang pemandu wisata itu yang penting komunikasi itu paham dan mengerti. Tetapi alangkah lebih bagusnya kalau grammar dan sebagainya itu mampu dikuasai sehingga bahasa itu bisa lebih bagus lagi, jadi tidak hanya sekedar “kamu ngerti, aku ngerti” tapi ada tatanan. Bahasa bisa runtut, bisa bagus, sehingga tamu bisa lebih menghargai seorang pemandu.

Researcher : Kalau dalam pelaksanaan guiding itu apakah bapak memperhatikan gesture, kontak mata, penampilan seperti itu pak?

Bapak Joko : Semuanya harus diperhatikan, justru kalau ketemu kan memang harus kontak mata, jadi harus adaptasi secara

pribadi, misalkan yang saya hadapi ini laki-laki atau perempuan, ini dari Negara Belanda, Australi, Amerika karena karakter mereka berbeda-beda. Jadi memang seorang pemandu itu harus jeli, pertama yang kita terima itu karakter. Banyak suatu ketika itu tamu datang kesini marah-marah padahal mereka tidak ada persoalan dengan kita, akhirnya pinter-pinternya kita yang handle kan ya. Akhirnya setelah ada interaksi, kita memberikan informasi secara pelan-pelan menyesuaikan dengan keinginan atau karakter tamu, akhirnya ya cair/luluh juga. Guide itu memang harus pinter menghibur, tamu itu harus merasa senang, merasa puas sehingga nanti bisa mempunyai suatu keinginan untuk datang kembali minimal bisa menceritakan kepada temen-temennya di negaranya mereka.

Researcher : Kalau untuk ekspresi dan kelancaran dalam menjelaskan menurut bapak dibutuhkan atau tidak?

Bapak Joko : “Menurut saya ya ekspresi itu sangat dibutuhkan ya. Karena bisa memperjelas apa yang kita jelaskan kepada turis. Tidak mungkin juga kita menjelaskan tapi raut wajahnya datar, sebaiknya ya kita mencoba seramah mungkin kepada turis yang berkunjung. Kalau masalah lancar atau tidaknya ya pasti lancar, karena kan tiap hari menjelaskan itu otomatis sudah hafal. Kalau misalkan lupa

atau biasanya kan ngomong emm, gitu ya maklum karena kita mencoba untuk mengingat. Yang penting tu apa yang kita sampaikan kepada mereka, mereka paham”.

Researcher : Mungkin cukup sekian untuk wawancara nya pak. Dan terima kasih atas jawabannya semoga bisa membantu saya.

Bapak Joko : Iya sama-sama.

APPENDIX C**CURRICULUM VITAE OF TOUR GUIDE****1. Bapak Joko Pramodyo**

(Data Pribadi)

Nama : Joko Pramodyo

Tempat, tanggal lahir : Sragen, 11 April 1969

Agama : Islam

Alamat : Jagalan Rt.04 Rw.04 No.04, Jebres,
Surakarta

(Data Pendidikan)

(Formal)

Sekolah Dasar : SDN Kalijambe 1

Sekolah Menengah Pertama : SMP Pemda Kalijambe Sragen

Sekolah Menengah Atas : SMA Muhammadiyah 3
Gondangrejo Karanganyar

Perguruan Tinggi : -

(Non-formal)

-

(Pengalaman Pekerjaan)

1. Abdidalem Pariwisata Puro Mangkunegaran

2. PNS di BPCB Jawa Tengah

2. Bapak Aji Dharma Sakti

(Data Pribadi)

Nama : Aji Dharma Sakti

Tempat, tanggal lahir : Surabaya, 4 Agustus 1988

Agama : Islam

Alamat : Jl. Walisongo No.5 RT 01/RW 01
Kel. Kalibening, Kec. Tingkir,
Salatiga

(Data Pendidikan)

(Formal)

Sekolah Dasar : SDN Gedongan 2 Salatiga

Sekolah Menengah Pertama : SMPN 3 Salatiga

Sekolah Menengah Atas : MAN 1 Salatiga

Perguruan Tinggi : D3 Pariwisata Universitas Sebelas
Maret Surakarta (UNS)

(Non-formal)

1. Lembaga bahasa Belanda Kartapustaka

(Pengalaman Pekerjaan)

1. 2012 – 2015 pengampu bahasa Belanda SMA Ursulin Regina Pacis
2. 2009 - sekarang menjadi tour guide di Pura Mangkunegaran

APPENDIX D

DATA FROM QUESTIONNAIRE

No	Statement	Always	Often	Someti mes	Almost Never	Never
1.	Anda menjadikan lingkungan sosial sebagai alat yang berpengaruh pada English speaking anda.	1 (20%)	2 (40%)	2 (40%)	0 (0%)	0 (0%)
2.	Anda menjadikan pengalaman pendidikan dan lamanya training sebagai alat yang berpengaruh pada English speaking anda.	3 (60%)	1 (20%)	1 (20%)	0 (0%)	0 (0%)
3.	Anda menjadikan hubungan sosial sebagai alat yang berpengaruh pada English speaking anda.	1 (20%)	1 (20%)	3 (60%)	0 (0%)	0 (0%)
4.	Anda menjadikan lamanya bekerja sebagai alat yang berpengaruh pada English	4 (80%)	1 (20%)	0 (0%)	0 (20%)	0 (20%)

	speaking anda.					
5.	Anda memperhatikan pelafalan kata (pronunciation) ketika berbicara kepada turis asing.	3 (40%)	2 (40%)	0 (0%)	0 (0%)	0 (0%)
6.	Anda memperhatikan tata bahasa (grammar) ketika berbicara kepada turis asing.	1 (20%)	4 (80%)	0 (0%)	0 (0%)	0 (0%)
7.	Anda memperhatikan kosa kata (vocabulary) saat berbicara dengan turis asing.	4 (80%)	1 (20%)	0 (0%)	0 (0%)	0 (0%)
8.	Anda memperhatikan artikulasi bahasa inggris dalam berbicara dengan turis asing.	4 (80%)	1 (20%)	0 (0%)	0 (0%)	0 (0%)
9.	Anda berhati-hati dalam berbicara agar tidak	5 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

	menimbulkan kesalahpahaman terhadap turis asing.					
10.	Anda menggunakan gerak wajah saat berbicara dengan turis asing.	3 (60%)	1 (20%)	1 (20%)	0 (0%)	0 (0%)
11.	Anda menggunakan kata yang mudah dipahami agar mempermudah pemahaman turis asing.	3 (60%)	2 (40%)	0 (0%)	0 (0%)	0 (0%)
12.	Anda menggunakan candaan dalam berbicara dengan turis asing.	2 (40%)	3 (60%)	0 (0%)	0 (0%)	0 (0%)
13.	Anda menggunakan kemampuan verbal anda dalam berbicara dengan turis asing.	3 (60%)	1 (20%)	1 (20%)	0 (0%)	0 (0%)
14.	Anda menggunakan nada bahasa yang anda inginkan ketika berbicara dengan turis asing.	1 (20%)	3 (60%)	1 (20%)	0 (0%)	0 (0%)

15.	Anda membangun hubungan yang baik dengan turis asing.	2 (40%)	3 (60%)	0 (0%)	0 (0%)	0 (0%)
16.	Anda menggunakan trik untuk menarik turis asing yang berkunjung.	2 (40%)	3 (60%)	0 (0%)	0 (0%)	0 (0%)
17.	Anda menggunakan gerak wajah dalam berbicara bahasa inggris	3 (60%)	1 (20%)	1 (20%)	0 (0%)	0 (0%)
18.	Anda memperhatikan eye contact/ kontak mata dalam berbicara dengan turis asing.	3 (60%)	1 (20%)	1 (20%)	0 (0%)	0 (0%)
19.	Anda menggunakan gesture dan postur tubuh dalam berbicara dengan turis asing.	3 (60%)	2 (40%)	0 (0%)	0 (0%)	0 (0%)
20.	Anda memperhatikan penampilan ketika akan melakukan tour guiding.	4 (80%)	1 (20%)	0 (0%)	0 (0%)	0 (0%)

21.	Anda memperhatikan sopan santun dalam berbicara dengan turis asing.	4 (80%)	1 (20%)	0 (0%)	0 (0%)	0 (0%)
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APPENDIX E

DATA TABULATION

1	2	3	4	5	6	7	8	9	10	11
3	5	5	5	4	4	4	5	5	5	4
4	5	4	5	5	4	5	5	5	3	5
4	4	3	5	4	4	4	4	5	4	4
5	5	3	5	5	5	5	5	5	5	5
3	4	3	4	5	4	5	5	5	5	5
3.8	4.6	3.6	4.8	4.6	4.2	4.6	4.8	5	4.4	4.6

12	13	14	15	16	17	18	19	20	21
5	5	4	5	5	5	5	5	4	4
4	3	4	4	3	3	3	4	5	5
4	4	4	4	4	4	4	4	4	5
5	5	3	5	5	5	5	5	5	5
4	5	5	4	5	5	5	5	5	5
4.4	4.4	4	4.4	4.4	4.4	4.4	4.6	4.6	4.8

APPENDIX F

CENTRAL TENDENCY DISTRIBUTION

No	Questionnaire Score				Level Interpretation
	N	Mean	Median	Mode	
1	5	3.8	4	3	High
2	5	4.6	5	5	High
3	5	3.6	3	3	Medium
4	5	4.8	5	5	High
5	5	4.6	5	5	High
6	5	4.2	4	4	High
7	5	4.6	5	5	High
8	5	4.8	5	5	High
9	5	5	5	5	High
10	5	4.4	5	5	High
11	5	4.6	5	5	High
12	5	4.4	4	4	High

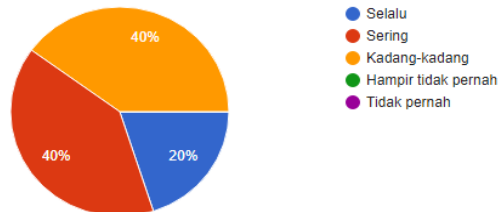
13	5	4.4	5	5	High
14	5	4	4	4	High
15	5	4.4	4	4	High
16	5	4.4	5	5	High
17	5	4.4	5	5	High
18	5	4.4	5	5	High
19	5	4.6	5	5	High
20	5	4.6	5	5	High
21	5	4.8	5	5	High

APPENDIX G

CHARTS OF QUESTIONNAIRE

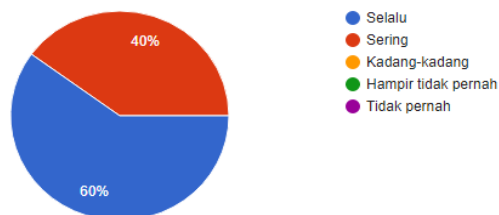
Anda menjadikan lingkungan sosial sebagai alat yang berpengaruh pada English speaking anda.

5 tanggapan



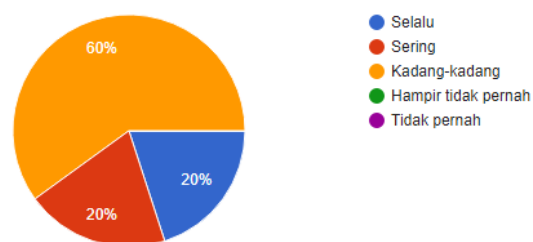
Anda menjadikan pengalaman pendidikan dan lamanya training sebagai alat yang berpengaruh

5 tanggapan



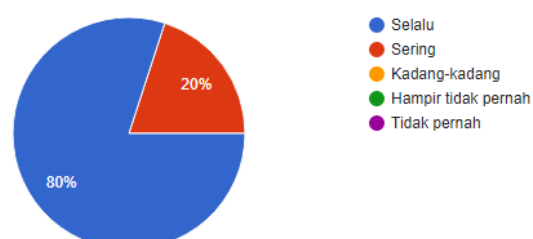
Anda menjadikan hubungan sosial sebagai alat yang berpengaruh pada English speaking anda.

5 tanggapan



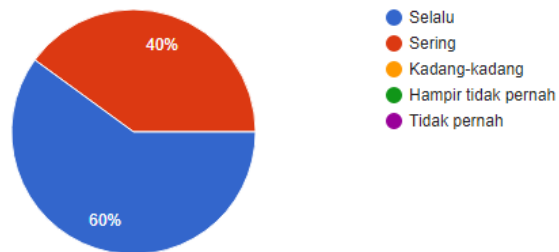
Anda menjadikan lamanya bekerja sebagai alat yang berpengaruh pada English speaking anda.

5 tanggapan



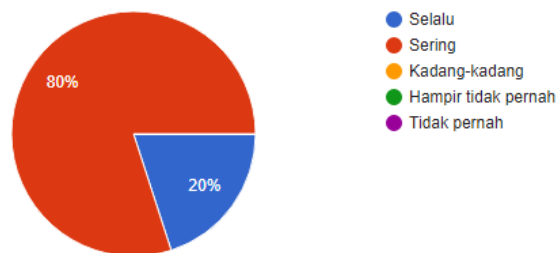
Anda memperhatikan pelafalan kata (pronunciation) ketika berbicara kepada turis asing.

5 tanggapan



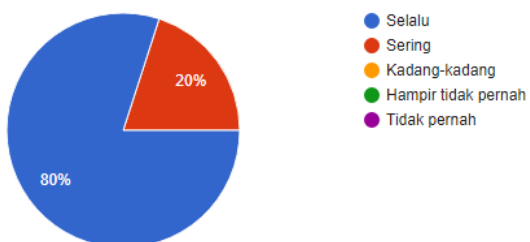
Anda memperhatikan tata bahasa (grammar) ketika berbicara kepada turis asing.

5 tanggapan



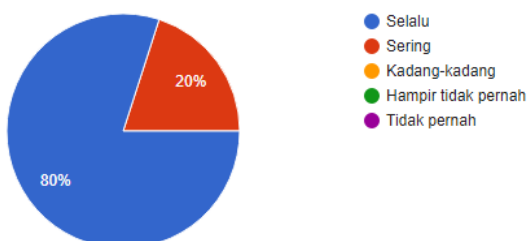
Anda memperhatikan kosa kata (vocabulary) saat berbicara dengan turis asing.

5 tanggapan



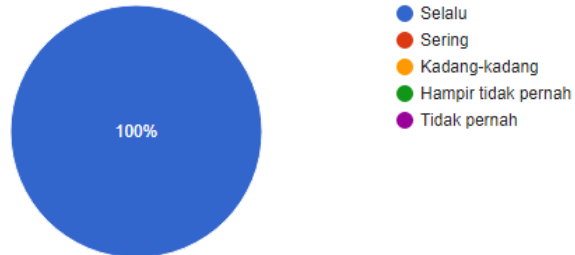
Anda memperhatikan artikulasi bahasa inggris dalam berbicara dengan turis asing.

5 tanggapan



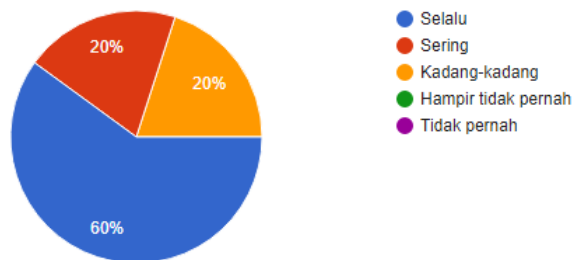
Anda berhati-hati dalam berbicara agar tidak menimbulkan kesalahpahaman terhadap turis asing.

5 tanggapan



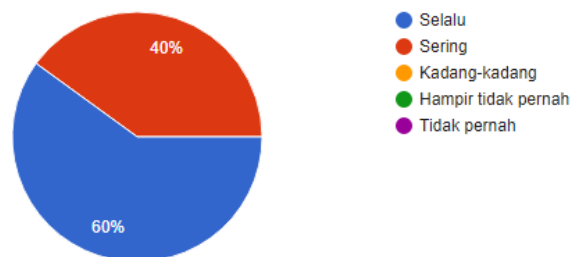
Anda menggunakan ekspresi saat berbicara dengan turis asing.

5 tanggapan



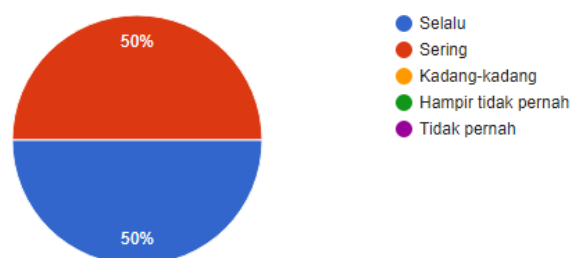
Anda menggunakan kata yang mudah dipahami agar mempermudah pemahaman turis asing.

5 tanggapan



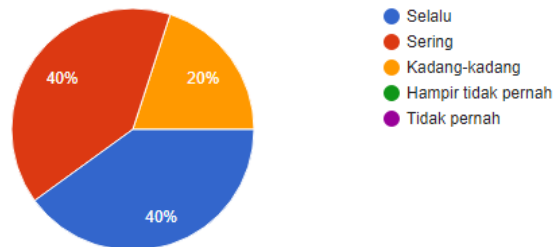
Anda menggunakan candaan dalam berbicara dengan turis asing.

4 tanggapan



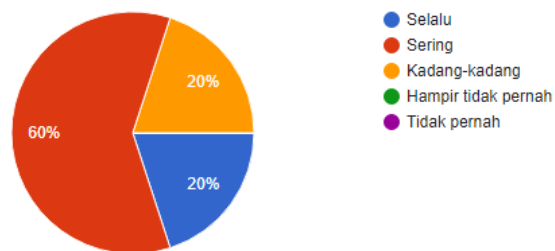
Anda menggunakan kemampuan verbal anda dalam berbicara dengan turis asing.

5 tanggapan



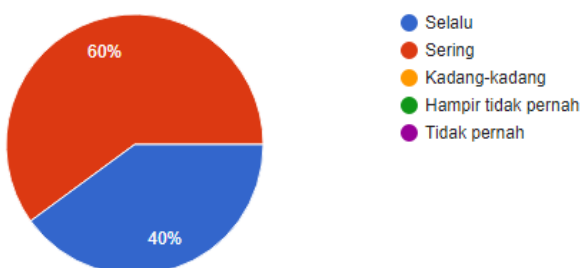
Anda menggunakan nada bahasa yang anda inginkan ketika berbicara dengan turis asing.

5 tanggapan



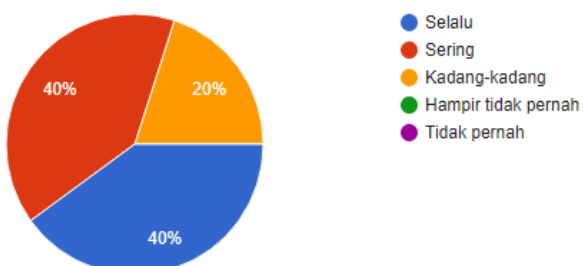
Anda membangun hubungan yang baik dengan turis asing.

5 tanggapan



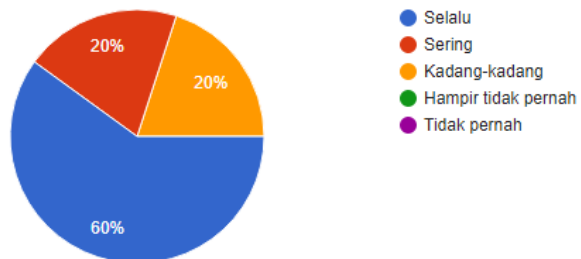
Anda menggunakan trik untuk menarik turis asing yang berkunjung.

5 tanggapan



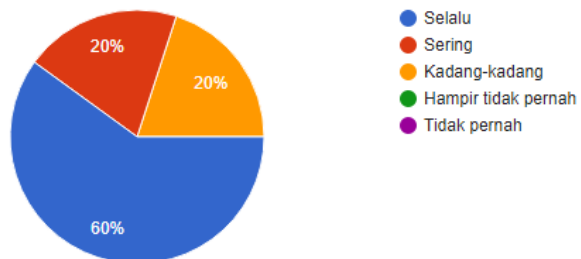
Anda menggunakan ekspresi wajah dalam berbicara bahasa Inggris

5 tanggapan



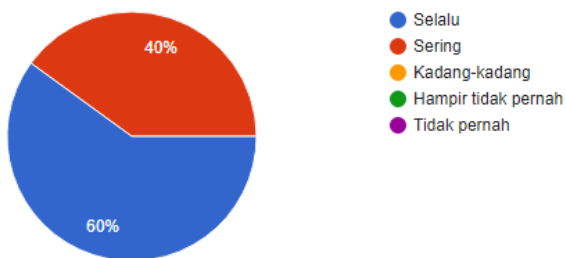
Anda memperhatikan eye contact/ kontak mata dalam berbicara dengan turis asing.

5 tanggapan



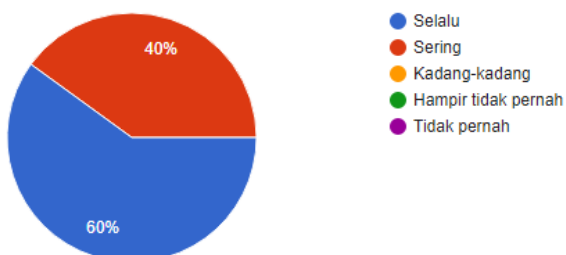
Anda menggunakan gesture dan postur tubuh dalam berbicara dengan turis asing.

5 tanggapan



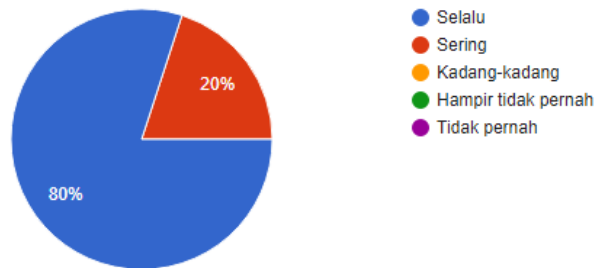
Anda memperhatikan penampilan ketika akan melakukan tour guiding.

5 tanggapan



Anda memperhatikan sopan santun dalam berbicara dengan turis asing.

5 tanggapan



APPENDIX I**QUESTIONS INTERVIEW FOR TOUR GUIDE**

1. Sudah berapa lama anda menjadi seorang Tour guide di Keraton Surakarta?
2. Apakah anda pernah menjadi Tour guide di tempat lain?
3. Kenapa memilih menjadi Tour guide di Keraton Surakarta dan tidak memilih di tempat lain?
4. Apakah dari dulu anda sudah berkeinginan menjadi Tour guide?
5. Selain menjadi Tour guide, anda bekerja sebagai apa?
6. Adakah bahasa yang dikuasai selain bahasa Inggris?
7. Kenapa anda tertarik menjadi seorang Tour guide?
8. Menurut anda, apakah pengalaman pendidikan itu berpengaruh pada English speaking anda?
9. Menurut anda, apakah faktor lingkungan dapat berpengaruh pada English speaking anda?
10. Menurut anda, apakah pengalaman bekerja dapat berpengaruh pada English speaking skill anda?
11. Dalam speaking itu kan ada beberapa komponen seperti pronunciation, grammar, vocabulary, nah menurut anda mana yang paling penting dalam pemanduan wisata?