

**LOCAL GUIDES EXPERIENCES IN IMPROVING SPEAKING SKILLS  
THROUGH HANDLING TOURISTS AT THE KERIS NUSANTARA  
MUSEUM IN SURAKARTA**

**THESIS**

Submitted as a Partial Requirements

for the Undergraduate Degree in English Education



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*Assalamu'alaikum Wr. Wb.*

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## RATIFICATION

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## **DEDICATION**

This Thesis dedication to:

1. My beloved parents Daliman and Triyani.
2. My beloved brothers Raiza Husna Pambudhi and Aradea Putra Pamungkas.
3. My Almamater UIN Raden Mas Said Surakarta.

**MOTTO**

*Wa ilā rabbika fargab*

*“Dan hanya kepada Tuhanmulah engkau berharap”*

*Al-Insyirah : 8*

## PRONOUNCEMENT

### PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled “Local Guides Experiences in Improving Speaking Skills through Handling Tourists at Keris Nusantara Museum in Surakarta” is my real masterpiece. Citation and referred in the bibliography.

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

Sukoharjo, December 19<sup>th</sup> 2023

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vi

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is usefull for the researcher in particular and the reader in general.

Sukoharjo, December 19<sup>th</sup> 2023

The researcher,



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## TABLE OF CONTENT

ADVISOR’S SHEET .....	ii
RATIFICATION.....	iii
DEDICATION .....	iv
MOTTO.....	v
PRONOUNCEMENT .....	vi
ACKNOWLEDGEMENT .....	vii
TABLE OF CONTENT .....	ix
LIST OF TABLE .....	xii
LIST OF PICTURES .....	xii
ABSTRACT.....	xiv
CHAPTER I .....	1
A. Background .....	1
B. Identification of Problem .....	7
C. Limitation of the Study .....	8
D. Research Question.....	8
E. Objectives of the study.....	8
F. Benefit of the Study .....	9
G. Definition of Key Terms .....	10
CHAPTER II.....	12
A. Theoretical Background.....	12
1. Speaking Skill.....	12
2. Tour Guide.....	24
3. Types of Tour Guide .....	31
4. Requirements Become a Tour Guide .....	34
5. Tour Guide Skills .....	35
6. Tour Guide Learning Style.....	38
7. Experiential Learning Theory.....	40
8. Tour Guiding and Speaking Skill .....	43

9. Handling Tourist .....	45
B. Previous Study .....	45
CHAPTER III.....	48
A. Research Design.....	48
B. Setting of the Research.....	48
1. Place .....	48
2. Time.....	49
C. Subject and Object of the Research .....	50
1. Subject of the Research .....	50
2. The Object of the Research .....	50
D. Technique of Collecting Data .....	51
E. Technique of Analyzing Data .....	51
1. Data reduction .....	52
2. Data display .....	52
3. Data conclusion .....	52
F. Trustworthiness of the Data .....	53
CHAPTER IV .....	55
RESEARCH FINDING AND DISCUSSION .....	55
A. Research Finding.....	55
1. The Descriptions of Tour Guides at Keris Nusantara Museum .....	55
2. Research Process .....	57
3. Description of Keris Nusantara Museum .....	58
4. Local guides experiences improving speaking skills through handling foreign tourist.....	62
a. Experience of Mr. F. ....	67
b. Experience of Mr. A .....	72
c. Experience of Miss. P .....	77
B. Research Discussion.....	82
CHAPTER V.....	87
CONCLUSION AND SUGGESTION .....	87
A. Conclusion.....	87

B. Suggestion.....	88
BIBLIOGRAPHY.....	89
APPENDICS.....	92

## **LIST OF TABLE**

Table 2.1. Related Previous Study .....	47
Table 3.1. Time of Research .....	49
Table 3.2. Table of Coding .....	54
Tabel 4.1. Visitor Report of Foreign Tourists of Keris Nusantara Museum.....	61

## **LIST OF PICTURES**

Picture 2.1. Kolb's Experiential Learning Cycle .....	41
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## LIST OF APPENDICS

Appendics.....	<b>Error! Bookmark not defined.</b>
Interview Guide Of Local Guides Experiences In Improving Speaking Skill Through Handling Tourists .....	93
Interview Trascript .....	94
List Of Foregin Tourist Visitor Document.....	140
Certificate Of Having Carried Out Research At Keris Nusantara Museum .....	141
Documentation .....	142

## ABSTRACT

Fahtoromy Surya Atmaja. 2023. *Local Guides Experiences in Improving Speaking Skills Through Handling Tourists at Keris Nusantara Museum in Surakarta*. Thesis, English Education Department, Culture and Language Faculty.

Advisor: Irwan Rohardiyanto, S.S., M.Hum.

Tour guide is a person who shows tourists about the place they are visiting. Speaking is an essential skill for a tour guide. To handle foreign tourists, tour guides should at least be able to master the ability to speak English as an international language. In addition, this study aims to know of the experience of tour guides, especially in handling foreign tourists, which can improve the English speaking skills of tour guides at Keris Nusantara Museum. One of the learning styles that can be applied by tour guides is experiential learning. According to Kolbs, experiential learning is learning by relying on experience.

The research used a qualitative descriptive design. The research was conducted at Keris Nusantara Museum and used three tour guides as informants. The research used interviews as the main instrument to collect data and used the Miles and Hubberman analysis method. The research used source triangulation to test the validity of the data.

From the research, it is known that the kinesthetic learning style using experience can be used to help improve the English speaking skills of tour guides. The experience helped the tour guides to improve their English language skills from standardized (like a book) to more relaxed, especially in the habit of speaking with native speakers, choosing the right words to explain something according to the audience group, for example children, adults, and older people, increasing vocabulary, pronunciation, recognizing English accents from various countries and also increasing the confidence of the tour guides in speaking English. From the results of the research, it was found that the tour guides also went through the stages of Kolb's experiential learning theory cycle. These stages include: 1) gaining information/experience by handling foreign tourists, 2) making observations about the information gained, 3) forming abstract concepts from the information gained after making observations, 4) applying the new knowledge gained.

**Keywords:** *Experiential learning, Tour guide, Tourist handling, Speaking skill*

# CHAPTER I

## INTRODUCTION

### **A. Background**

In this era of globalization requires everyone to be proficient in communication, especially communicating using English. In this case, the role of English is needed both in mastering communication in interacting orally and in writing. English language skills are required in all professional fields, especially in the tourism industry. English has played an important role in the development of Tourism and has also been widely used for travel, as well as in contact with clients. English for tourism is one of the most interesting areas of English for Specific Purposes (ESP) because after all, we are all tourists in various occasions nowadays (Simion, 2012:152).

English for Specific Purpose (ESP) is the teaching of English for a specific purpose. Hutchinson and Waters (1987:19) define "ESP is an approach to language teaching in which all decisions about content and methods are based on the learner's reasons for learning". From these opinions it can be concluded that ESP is a teaching approach that emphasizes the need to learn English. ESP is described as teaching English for specific purposes that can be specialized. However, other experts explain that ESP is the teaching of English for academic studies or the teaching of English for the purpose of a particular job or for the purpose of a particular profession.

According to Maggi and Padurean (2009:110), globalization has increased competition in the tourism market, and destinations are faced with intense price competition with homogeneous products provided by competitors around the world. Given these challenges and the desire of the local population for Sustainable Tourism Development, Human Resource Development is critical to the success of tourism in many markets.

In the tourism sector, language has an important role for tourism especially English. Tourism is the practice of traveling for recreation (Bobcock in Ery Putriyana, 2017:16). According to Macintosh and Goeldner in Ery Putriyana (2017:16), tourism is the sum of phenomena and relationships arising from the interaction of tourists, business suppliers, host governments and host communications in the process of attracting and accommodating such tourists and other visitors.

In tourism, has a person who shows us about the place visited, they are called tour guide. According to the World Federation of Tourist Guide Association (2003: 1), a tour guide is someone who guides visitors in their preferred language and interprets the cultural and natural heritage of an area for which the person usually has a region-specific qualification that is usually issued and recognized by the appropriate authorities. Others, tour guides work in the travel industry, providing guided tours to groups of visitors. They are experts in Location History and offer interesting or enlightening information to their tour groups about points of interest in natural attractions, historical



sites, museums, scenic locations, and other tourist destinations. Therefore, English is very important for Tour guides, as they can convey their information well to foreigners about the place.

The language plays an important role, since when language is used in such situations, it can be known that it is the key to communication that contains the message. The important idea is that the recipient gets the correct details about what the speaker wants to convey. Nevertheless, the act of communicating can create linguistic and social barriers that can hinder communication. Mastery of English is very important for people who are involved in the world of Indonesian tourism, especially tour guides, because English serves to bridge the differences in the native language owned by tour guides and foreign tourists.

Speaking is one aspect of language skill. Tarigan (in Wendra 2009:3) tries to explain speaking is the ability to pronounce articulated sounds or words to express, as well as convey one's thought, ideas, and feelings. Based on this understanding, it can be said that speaking is an ability to convey the content of thought to others. The more often a person speaks, the more better a person communicates.

In ESP, the learners learn English based on context or usage, not on grammar or language structure. It is obvious that ESP uses English for specific purposes. In this situation, tour guide is an ESP subject. Tour guide

needs speaking skills related to their job as informants to tourist. So, ESP plays an important role in the delivery of informant by the tour guide.

In the learning theory, known a theory of learning called Experiential Learning Theory. Experiential Learning Theory discuss about learning that use experience which plays a central role in the process. Experiential Learning Theory is meant to be a learning process that combines experience, perception, cognition, and behavior. That learning are influenced by personality type, educational specialization, career choices, current job roles and task, and cultural influence (Kolb, 2005). In this way, in communicative jobs such as tour guide, their speaking skills can influence more with the experience they got in their jobs.

Nevertheless, there will be communication problems in the interaction between such foreign tourists and their tour guides who have knowledge of different cultures and languages. Sometimes it is difficult for the tour guide to explain some completely foreign terminology to a foreigner who does not have the same beliefs and culture. Tour guides need to define or explain the terminology so they can understand it. For that reason, researcher is interested to do English speaking skills as the topic of this study because speaking skill is very important for the tour guide, they should have more skills in speaking English to interact with the natives.

Mastering English speaking skills is important for tour guides because it can affect the tour guides. Since tour guides explain and place

representations, they must master and be fluent in English. Finch et al in Sofyan A Gani and Cut Intan (2018: 270) stated that the professionalism of local guides is very important because the better their skills in interacting with their clients, the higher the satisfaction of tourists. Of course, this circumstance will attract more tourists to visit, learn and inform others, so that the world will know about the beautiful objects and the satisfactory service of the guide.

Tourism is a sector that contributes to the domestic product, and it is one of the most important contributors in increasing the national income. The tourism sector is received in every region because it supports some professions that take a place in the public service. Furthermore, International Labor Organization (ILO) states that the tourism industry is one of the important labor creations in the world that needs various levels of skills for the young labor and also women in order to enter the labor market (ILO:2001). The tourism sector represents one of the most important workforce operators in providing new work opportunities; one of them is the tour guide profession. This is considered one of the most essential profession in the tourism sector. Tour guides play an important role as an ambassadors for the states or provinces they are representing. The behaviors and attitudes of the tour guide towards tourists should be representative of the culture and tradition, as it would leave a long lasting impact on tourists. Researcher are interested in choosing a tour guide as an object in this study because tour

guide is one of the professionals who use English skill as important language especially to explain the information about some destination.

There are many previous studies regarding tour guides speaking skill influence by experience. The first is thesis entitled “An Analysis on English Learning Style Used by Tour Guide at Mangkunegaran Palace” by Ery Putriyana (2017). The results of the research, the research found the answer of the research problem. First, from the kinds of the learning style used by the tour guide are visual, auditory, and kinesthetic. And the second is thesis entitled “The Influenced of Tour Guiding on the Guide’s Perceptions Toward Their English Speaking Skill” by Muhazir (2018). Based on the result of this study, tour guides had similar perception toward the influence of guiding experiences on the guides’ English speaking skill, including increasing their confidence, understanding new vocabularies, producing good pronunciation and practicing English speaking directly. From the previous study it was found that learning style and experience affect the speaking ability of tour guides. From both previous the study has similarities with study conducted by researcher, namely on the topic of the speaking ability of tour guides. And have differences in the research location and limitations of the discussion.

One of the tourist attractions in Surakarta Indonesia is The Keris Nusantara Museum. The Museum was established in 2013 and officially opened to the public in 2017. From the data that the researcher found in January to September 2023, the Keris Nusantara Museum is visited by around

18 foreign tourists every month. Like other historical tourist attractions, Keris Nusantara Museum has a guide who will take tourists around. The museum has 6 tour guides consisting of 2 male and 4 female. Because there are not a few foreign tourists who visit, the Keris Nusantara Museum also has an English speaking tour guide. The Keris Nusantara Museum has 6 tour guides, 3 tour guide are often handling foreign tourist consisting of 2 male and 1 female. The first tour guide is Mr. F. He has been a tour guide for 7 years, and is a permanent tour guide at the Keris Nusantara Museum. He also often handles foreign tourists. And than the second tour guide is Mr. A. He has been a tour guide for 6 years and is a permanent tour guide at the Keris Nusantara Museum. He also often handles foreign tourists. And the last tour guide is Miss. P. She has been a tour guide for 4 years, and is a permanent tour guide at the Keris Nusantara Museum. She also often handles foreign tourists. And These 3 tour guides will be the subject of research to examine how they can improve their speaking skills using experiential learning theory.

## **B. Identification of Problem**

1. Basic education of the tour guides is not appropriate with their job.
2. Cultural differences between tour guides and tourists.
3. Rudimentary tour guide speaking skills, such as word selection, pronunciation, and others.

### **C. Limitation of the Study**

The problem limitation of this study focuses on the tour guide's experience, especially in handling tourists, which improves the tour guide's English speaking skills at Museum Keris Nusantara. The research was conducted from June to October 2023. The researcher looked at the experiences of tour guides, when handling tourists, which can increase their knowledge to improve their speaking skills. The researcher looked at these experiences using Kolb's experiential learning theory. Then the researcher identified those experiences into Kolb's experiential learning cycle to get a real learning cycle from a tour guide. Furthermore, the researcher selected 3 tour guides who have English skills and have experience in giving tours to native-speaking tourists as subjects.

### **D. Research Question**

The research question of this research is “What local guides experiences in improving speaking skills through handling tourists at Keris Nusantara Museum in Surakarta?”

### **E. Objectives of the study**

Based on previous discussion, the research questions of this research is “To know local guides experiences in improving speaking skills through handling tourists at Keris Nusantara Museum in Surakarta.”

## **F. Benefit of the Study**

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

### **1. Theoretical Benefit**

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

### **2. Practical Benefit**

#### **a. Tour Guide**

It is the expectation that the findings of this research are expected to contributed 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, it can give benefit for the students to know manner of communication tour guide and also to be more active studying English.

c. Teacher

By doing this research, it can give benefit for the teacher to give reverence in making a simulations activity for conducting experiential learning methode.

d. Other Researcher

Other researcher 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. 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 intend 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 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, museum, amusement park, and etc (Muhajir,2005 : 13)

3. Keris Nusantara Museum

The Keris Nusantara Museum is located in Laweyan District of Surakarta City. The Keris Nusantara Museum stands on the land of the



former Mangunjaya Mental Hospital and is planned to be integrated with green open space (RTH) in the R.Maladi Sriwedari Stadium area. The museum was established by the Ministry of education and culture and is managed by the Surakarta city government. The museum was established in 2013 and inaugurated in 2017 by Indonesian President Mr. Jokowi after receiving recognition from UNESCO. This museum holds about 600 more *keris*, spears, and other heirlooms from all over the archipelago (see appendix 2,IF.27Jun.1.F14, p.120-121).

## **CHAPTER II**

### **REVIEW ON LITERATURE**

#### **A. Theoretical Background**

##### **1. Speaking Skill**

Speaking is part of the essential skills for communicating in English. To define speaking, some linguists have different opinions, because their background is different. However, all opinions have something in common. Torkey in Baihaqi (2016: 10) states that speaking is one of the four language skills, which include reading, writing, listening and speaking. Additionally, speaking is one of the productive English skills that coexists with all language skills. Moreover, Hornby in Baihaqi (2016: 10) states that speaking is about talking or saying something about something; mentioning something, conversing with someone, greeting someone with words, saying something or expressing oneself in a certain language.

According to Hornby (2002: 1289), states that “speak” is talking to someone about something or having a conversation with someone. "Skill is the ability to do something". Furthermore, speaking skills are the ability to talk to others about something. Speaking skills are meant to be the ability of a tour guide to communicate with tourists in guiding and conveying information using a foreign language. Language helps in the effectiveness of communication involving two or more people. Ones communicate with others

to express ideas and learn about the ideas of others as well. Communication has two types, verbal and nonverbal communication.

a. Verbal communication

According to Devito in Nurlaelasari (2019: 7), verbal messages are messages transmitted with words. The word verbal message consists of spoken and written words. Verbal messages do not include laughter; voiced pauses you make while speaking, such as "er", "um", and "ah"; or responses you make to others that are verbal but do not involve words, such as "ha-ha", "aha", and "ugh!". Based on this understanding, verbal communication is a form of education that is delivered through writing and speaking. As for verbal communication examples, such as reading newspapers, reading magazines, and talking. However, in verbal form, verbal communication does not include laughter, or pauses that you make like "um".

b. Nonverbal communication

The definition 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, bring a chair closer to someone, or wear jewelry, touch someone, increase the volume of your voice, or even when you say nothing. There are several elements of nonverbal communication, as follows:

### 1) Body Gestures

Body gestures are nonverbal communication in physical behavior as opposed to words. Examples of body gestures are, emblems (OK sign, peace, come here, leave, and more), illustrators (circular hand movements when speaking circles), regulators (nodding head, pursing lips, adjusting eyes focus), adaptors (involuntary movements that usually go unnoticed), gestures and culture (gesturing with the thumb up would be considered disrespectful in Australia).

### 2) Body Appearance

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

### 3) Facial Communication

According to Devito in Nurlaelasari (2019:11), facial gestures can communicate at least the following eight emotions: happiness, shock, fear, angry, sad, annoyance, fed up, and interest.

### 4) Artifactual Communication

According to Devito in Nurlaelasari (2019:11), artifactual communication consists of messages conveyed by objects made by human hands. Therefore, aesthetics, colors, clothing, jewelry and hairstyles, as well as fragrances such as perfumes, colognes or incense, are all considered artifactual.

Speaking is one of the English language skills that play an important role for humans. A person conveys and receives messages through speaking. In speaking, especially in English, one must have a good pronunciation and master the vocabulary so that the listener understands what the speaker means and conveys his 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 meaning so that others can understand it”.

According to Brown (2001: 267) states that when a person can speak a language means that a person can conduct a conversation reasonably and competently. In addition, he states that the measure of successful language acquisition is almost always the demonstration of the ability to achieve pragmatic goals through interactive discourse with speakers of other languages.

Speaking is utilized for various purposes and each of which requires different skills. For example, when we have a discussion with someone, it may be to express an idea or opinion, to clarify information, or to persuade someone about something. In this case, people will tend to use polite gestures and speak slowly and clearly understood, so that the recipient can understand the message being conveyed. Correspondingly, Bryne (1998: 8) states “oral communication (speaking) is a 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 like knowledge, interests, attitudes, opinions or ideas with others.

From those theories, the authors conclude that speaking is important for communication between guides and tourists and is used as a medium to express ideas, information, opinions, thoughts and feelings to others. As Brown and Yule (1999: 26) emphasize, the primary function of spoken language is to establish, interact with each other, and maintain relationships.

a. The Characteristics of Speaking

**Skill** The first characteristic of the speaking appearance is fluency, which is the main goal of the teacher in teaching speaking skills. Hughes in Lai-Mei Leong (2017: 36), fluency is the ability of learner to speak in an understandable way so that the communication is not interrupted as the listener may lose interest. Hedge in Lai-Mei Leong (2017: 36) reveals that fluency is the ability to answer coherently by connecting words and phrases, pronouncing sounds clearly, and using stress and intonation.

Mazouzi in Lai-Mei Leong (2017: 36), the second characteristic of speaking appearance is accuracy. The learner must be fluent in learning a foreign language. Therefore, the teacher must emphasize rigor in his teaching process. Learners should pay enough attention to the accuracy and completeness of language forms when speaking such as focusing on grammatical structure, vocabulary, and pronunciation.

Thornbury in Lai-Mei Leong (2017: 36), the correct use of grammatical structures by learners requires the length and complexity of

well structured utterances and clauses. To get accuracy in terms of vocabulary means to choose a suitable word in the appropriate context. Learners sometimes apply similar words or expressions in various contexts that do not mean similar things. So the learner must be able to use words and expressions correctly.

Thornbury in Lai-Mei Leong (2017: 36) states that pronunciation is the lowest level of knowledge that learners usually pay attention to. To speak English accurately, learners must master the phonological rules and they must know the various sounds and their pronunciation. The learner must also know the stress, intonation, and tone. All these elements help learners speak English easily and effectively.

#### b. The Function of Speaking

Mastering 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.

##### 1) 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 :

- a) Opening and closing conversations
  - b) Choose topics
  - c) Making small-talk
  - d) Joking
  - e) Recounting personal incidents and experience
  - f) Turn-taking
  - g) Using adjacency-pairs
  - h) Interrupting
  - i) Reacting to others
  - j) Using an appropriate style of speaking
- 2) 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:

- a) Explaining a need or intention
- b) Describing something
- c) Asking questioning



- d) Asking for clarification
  - e) Confirming information
  - f) Justifying an opinion
  - g) Making suggestions
  - h) Clarifying understanding
  - i) Making comparisons
  - j) Agreeing and disagreeing
- 3) 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:

- a) Using an appropriate format
- b) Presenting information in an appropriate sequence
- c) Maintaining audience engagement
- d) Using correct pronunciation and grammar
- e) Creating an effect on the audience
- f) Using appropriate vocabulary
- g) Using appropriate opening and closing

### c. The Factors Affecting Speaking Skill

If teachers want to help learners overcome their difficulties in learning speaking skills, they must identify several factors that affect

their speaking performance. The learner's speaking performance is influenced by factors such as performance conditions, affective factors, listening skills, and feedback during the speaking task (Tuan & Mai, 2015: 8-23).

1) Performance conditions

Students perform speaking activities in different conditions. Performance conditions impact speaking performance and those conditions involve time pressure, planning, quality of performance, and amount of support (Nation & Newton in Lai Mei Leong, 2017: 37).

2) Affective

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

3) Listening ability

Doff in Lai Mei Leong (2017: 37), says that learners cannot improve their speaking skills unless they develop listening skills. Learners must understand what is being said to them in order to have a successful dialogue. Shumin in Lai Mei Leong (2017: 37), represents that when students speak, other students answer through the listening

process. The speaker has the role of listener and speaker. It can be concluded that students cannot answer if they cannot understand what is being told. That is to say, speaking is closely related to listening.

4) Topical knowledge

Bachman and Palmer's topical knowledge in Lai-Mei Leong (2017: 36) defines it as the structure of knowledge in long-term memory. That is, topical knowledge is the speaker's knowledge of related topical information. This allows students to apply the language in relations to the world in which they live. Bachman and Palmer in Lai-Mei Leong (2017: 37) assert that topical knowledge has a great influence on the learner's speaking ability.

5) Feedback during speaking activities

Many learners expect their teachers to give them the feedback necessary for their speaking performance. Harmer in Lai-Mei Leong (2017: 37), the decision taken by instructors on the performance of their learners depends on the stage of the lesson, the task, and the type of mistake they make. Harmer in Lai-Mei Leong (2017: 37) also continues that if the instructor directly corrects the problems of his students, the flow of dialogue and the purpose of the speaking task will be disrupted. Baker and Westrup in Lai Mei Leong (2017: 37), support the statement and say that if learners are always corrected, they will lose motivation and be afraid to speak. It is

recommended that instructors should always correct their learners' mistakes positively and give them more support and persuasion when speaking.

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

. According to Syakur (1987: 5), speaking is a complex skill because it is at least related to the components of grammar, vocabulary, pronunciation, and fluency. On the other hand, some components such as self-confidence also plunge into speaking skills, while in tour guides personality is the most important component to support their performance. Self-confidence is enhanced by practicing regularly as a tour guide. In mastering speaking skills, tour guides must also master the components of these skills. According to Syakur there are at least five components of speaking skills such as, understanding, grammar, vocabulary, pronunciation, and fluency (Syakur, 1987: 3).

1) Comprehension

Comprehension is necessary in oral communication. This is to avoid misunderstandings between the speaker and the listener. This includes understanding the situation, the conditions in which oral communication takes place.

2) Grammar

It is very important for the tour guide to set the correct sentences in speaking. As stated by Heaton (1978:5) that the ability of the tour guide to manipulate the structure and distinguish the appropriate

grammatical form with the appropriate. The usefulness of grammar is also to learn the correct way to acquire expertise in a language in oral and written form.

3) Vocabulary

Tour guides cannot communicate effectively or express their ideas either orally or in writing 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 a group of words known to a person or group of people in communication.

4) Pronunciation

Pronunciation can be said to be a way for tour guides to produce a clearer and easier to understand language when they speak. It deals with phonological processes that refer to the grammatical component that elements is composed of and the principles that determine how variations and patterns of sounds in a language. There are two pronunciation features; phoneme and supra segmental features. Factors in the learner's self that affect pronunciation, below is a list:

- a) Native language
- b) Age
- c) Exposure
- d) Innate phonetic abilities.
- e) Identity and language ego

- f) Motivation and concern for good pronunciation
- 5) Fluency

Fluency can be defined as the ability to speak fluently and accurately in speaking the language. Fluency in speaking is one of the goals for many language learners. It is characterized by a fairly fast pace of speech and only a small even absence of a number of signs such as "emm" and "ers".

## **2. 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, for which the person usually has a regional-specific qualification that is usually issued and/or recognized by the appropriate authorities. It is one of the oldest professions in the world in the tourism industry and the basis of employment for ground handling customers during their stay on the island. (WFTGA in Suardhana, 2013: 1).

Suwarno in Suardhana (2013: 1). says that: "a tour guide is a person who gives explanations and instructions to tourists and other travelers about everything that he will see and see when visiting a particular object, place or tourist area. "

Pond (1993: 17) says that "a tour guide, in his purest definition of the industry, is a" person on a tour "or a person with" broad-based knowledge of a particular statue whose primary job is to inform ".

Tour guides work in the travel industry, providing guided tours to groups of visitors. They are experts in Location History and offer their tour groups interesting or enlightening information about points of interest in natural attractions, historical sites, museums, scenic locations, and other travel destinations. Guides can provide Walking Tours, bus tours, or even lead River tours by boat. Often hired by visitor bureaus or travel companies, tour guides are usually residents of the region where they provide tours.

Another definition, according to the World Federation of Tourist Guide Association 2003, a tour guide is someone who guides visitors in their preferred language and interprets the cultural and natural heritage of an area for which the person usually has the special qualification of an area that is usually issued and recognized by the appropriate authority.

a. Guide preparation

Guiding is the art of service that guides provide to tourists with skillfully, flexibly, and professionally to tourists. In work they are carried out by the rules of conduct. Rules of conduct are a set of rules that are mutually agreed upon to be the norm. In doing his task, a tour guide must pay attention to order. Tour guides in Indonesia are Indonesians who have implemented Pancasila and the 1945 Constitution, so they must participate in developing Indonesian tourism through improving services by:

- 1) Maintaining the good name, profession and company it represents
- 2) Maintaining honesty and trust

3) Acting politely, wisely and responsibly

b. Self preparation

According to Giyoto and Purnomo in Ery Putriyana (2017: 37), based on the rules of a tour guide, the task can be done also if prepared in advance.

The preparation consists of:

1) Psychical preparation

The thinking system begins by asking us questions about: what to do, who to serve and how to serve. The people to be served are tourists. So, we must know that tourists are the most important people because:

a) The tourists give us business.

b) Tourists do not depend on our company, but the company depends on us.

c) The Tourist is not out of our company, but as part of our company.

d) The Tourist has a sense of estimation of human emotions etc.

e) Tourists are not people to argue with because they will always feel right about their reasons. Basically a tour guide is a representative of a company and acts as a salesman who has confidence. Acting as a salesman, the tour guide Must Know Five knowledge, namely:



(1) Knowledge of the product

This means that as a tour guide we must know about what is happening and what can be served to guests.

(2) Knowledge of the market / customer

Knowledge of the company, knowledge of the competitors, and knowledge of the main allies.

(3) When

It is time-related. One thing to note is about the obligation to be on time. Time must be accurately planned.

(4) Where

It is inextricably linked with knowledge of attractions, peoples and territories.

(5) How

It deals with action planning.

c. Personality

That personality can be developed by being trained and shaped. A good personality can be known through the following characteristics:

- 1) Friendliness, happiness, self confidence (knowing self and their skills as well as possible): as a tour guide we must show our good side. This is done to make our guests happy and satisfied with our service.

- 2) Stability (managing problems ourselves): as a tour guide we must be able to organize ourselves. We cannot show our bad feelings towards our guests. It can make our guests dissatisfied with us.
- 3) Sense of humor (skill to laugh it off): as a tour guide we need a sense of humor. This was done to break the atmosphere. It can also be done to get closer to our guests.
- 4) The skill of accepting criticism and learning it: as a tour guide, we must be able to accept all the criticism that comes to us. We must learn from criticism to be better.
- 5) Take the initiative (skill to know something from it): as a tour guide we must take the initiative with the situations and conditions that occur near us.
- 6) The skill of knowing what needs to be done and how to do it: as a tour guide we must be able to stand up for ourselves. We will not always ask our friends to help us. But, we must be able to handle all situations.
- 7) Intelligent (able to solve problems in difficult situations) as a tour guide, we must be able to solve the problems that come to us. For example, if there is a complaint, we must handle it so that our guests are satisfied.
- 8) Optimistic, independent of others: as tour guides, we usually work alone with our guests. You are the tour leader. So you need to be confident and not depend on your friends.

- 9) Be punctual, and be able to work without supervision: as tour guides we must be able to be punctual. Remember that your guests hate when we are late.
- 10) Relates to the skill of completing something that has already been started: completing something that can be completed. Don't wait for another order. Just do it yourself.

d. Physical preparation

Physical appearance that is fresh, energetic, and always looking happy in guiding tourists is the key to success. This condition can be achieved by maintaining physical and psychological health. Physical preparation includes:

- 1) Clothing: a tour guide must be neatly dressed and clean
- 2) Hygiene: a tour guide must keep his body clean (nails, teeth, hair, etc.).
- 3) Face: the face always looks happy and smiling.

e. Language and expression

Language is a tool to communicate with one another. The use of words can affect misunderstanding. Therefore, a tour guide should improve his language by reading a lot, especially books relating to his work.

f. Ethnic Code Of Indonesia Tour Guide

The Tourism Office makes ethnic codes for Indonesian Scouts as follows:

- 1) A scout must be able to promote a good image of the Regent, state, nation, and culture.
- 2) A tour guide must be able to organize himself, be calm, fresh, neat, clean and have a sympathetic performance in the exercise of his profession.
- 3) A tour guide must be able to create a happy and polite atmosphere in accordance with Indonesian norms.
- 4) A tour guide should be able to provide the same service to tourists without asking for tips, selling goods and commissions.
- 5) A tour guide must be able to understand the background of tourists and try to convince them to obey the laws, rules, and norms that are still in force and participate in preserving tourism object.
- 6) Tour guides should be able to avoid stimulating talks and opinions and debate beliefs customs, religious, tribal and socio-political tourist state system.
- 7) A tour guide must be able to provide information properly and correctly. If the tour guide cannot explain something, he should try to get information about it and then explain it to the tourist the next time.
- 8) Tour guides are forbidden to tell their problems to tourists with the intention of being sympathetic by them.
- 9) A tour guide must be able to give a good image to tourists at the time of farewell so that they want to visit again.

g. The Duties and The Responsibilities of Tour Guide :

As stated on 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:

- 1) To accompany and take the tourist, either in group or nit, to have trip by the available transportation
- 2) To explain the tour programs, spot of interest, tour documents, accommodation, transportation, and any other facilities
- 3) To guide and suggest in the spot of interest
- 4) To help in taking care all of the tourist's belongings
- 5) To give the assistance and help to the injuries, sick, losing, etc.

### **3. Types of Tour Guide**

The types of tour guides can be grouped based on different points of view, which can be divided into three, 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 the pick-up of tourists at the airport, port, station or terminal to the hotel or vice versa.
- 2) Road Guide/Tour Guide is a tourist guide in a tour conducted on foot.

- 3) Local Guide/Expert is a tour guide who guides tourists to a particular area of a particular object or tourist attraction, for example museum, agritourism, river rafting, caves, historic buildings, and others.
- 4) The general guide is a guide who can carry out activities either displacement or tourism.
- 5) A guide driver is a driver who also acts as a tour guide. This tour guide is in charge of taking tourists to the desired object or tourist attraction and providing the necessary information.

b. Based on status

- 1) A tour guide is a tour guide who is a permanent employee of a tourist travel company (travel agency) with a fixed salary outside of commissions and tips received from tourists.
- 2) A part-time / Freelance guide is a guide who works for a travel company for a specific activity and is paid for each job done and not bound by a company.
- 3) Members of the association are tour guides who have the status of participants of the association and carry out their activities in accordance with the tasks assigned by the association. For example, members of the Indonesian tourist guide association (HP).
- 4) Government officials are government employees who are in charge of providing information to guests about activities, buildings, or certain areas of course.

- 5) The Company Guide is an employee of a company who is in charge of explaining to guests about the activities or objects of the 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 tourist archipelago or domestic.
- 4) Foreign Tourist Guide is a tour guide that guides tourists overseas.

Furthermore, 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.

#### **4. 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 articles 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.

A professional tour guide is someone who has met the qualifications as evidenced by a certificate of professional competence. This is written in PP. No. 24, year 2023, Article 1, which states that the certificate of competence in the field of tourism is written evidence issued by a licensed professional certification body that states that a person has mastered certain work competencies in accordance with the SKKNI in the field of tourism, international work competency standards, and / or international work competency standards.



## 5. Tour Guide Skills

Al-Maqableh in Muhazir (2018: 12-14), for a tour guide to do his job professionally, he must have some attributes such as confident, enthusiastic, active, energetic, sensitive, observable, sensitive to others. arguments, open to other perspectives, humor, knowledgeable, communication skills, organized, assertive in exceptional and emergency situations, good physical health and attractive.

The guides take care about language skills, including different vocabulary, tone and speed. Interviews and observations of participants show that most tour guides have developed these skills to a high level. Huang in Muhazir (2018: 12-14), defines some aspects for developing tour guide skills are public speaking and narrative skills, adaptation to cultural differences and creating similarities.

### a. Excellent public speaking and narrative skills

Tour guides will generally speak in front of a large group of people on most tours you lead. Groups can be from 10 to 60 people, so you should understand the basic principles of public speaking. It's a good idea to take a toastmaster course or a public speaking course so that you feel more comfortable talking to people in a relaxed and engaging way. The tour guide must learn how to speak clearly, how to project The Voice, How to speak calmly and slowly so that people can understand, and also learn how to regulate breathing so as not to get tired. Narration falls into

this category, as it has to do with speaking to your group, but narration is much more than just public speaking. He knows how to relate a story to a person. Storytelling is one of the key elements in guiding a tourist, especially in a city or area that has an important history where many interesting events have occurred. Narrative is about being enthusiastic, capturing your audience's attention and letting the tourists feel as if they are part of the story.

b. Adaptation to Cultural Differences

Tour guides should understand the cultural background of their guests and be able to work together. The guide must develop excellent tour guide public speaking skills and narrative skills, adapting to cultural differences and creating common ground, unanimously identify the general approach of adapting to the difference between themselves and the tourists, and the difference between the tourists. Some guidelines indicate that this adaptation is not based on knowledge of the role or professional intuition.

Huang, Y. (2008: 147) defines that to successfully adapt it is necessary to have knowledge about cultural differences, which are divided into two aspects: adaptation of styles and interests. Adaptation to cultural styles is influenced to a certain extent by the size of the group, but especially by cultural differences and ways of communicating such as the way of speaking, for example, in the context of a culture proper use of words, and communication style.

In accordance with groups and tourists, some tour guides emphasize the effectiveness of systematically providing familiarization to tourists traveling long distances.

c. Creating Similarities

Huang, Y. (2008: 147) stated one common factor in tour guide strategies is their awareness of the need to create perceived similarities between people of different cultures in order to cross cultural boundaries and engage tourists in communicating. Differentiating and comparing are also effective strategies suggested to help tourists understand the culture. To some extent, this is a way to create similarities between cultures, making it easier for mutual understanding. This mutual understanding is achieved by effective communication between tour guides and tourists.

d. Education and Knowledge of Tour Guides

Haralambos and Holborn in Muhazir (2018: 12-14), education is one of the segments of the socialization process, which consists of the acquisition of knowledge and skills. The importance of education and training in general should be created to achieve Standard Operating Procedures (SOP) to obtain more effective and efficient work results. Coccossis in Muhazir (2018: 12-14), defines that a tour guide is a representative of a destination

who knows the location and culture. Therefore, they must be carefully selected and trained.

e. Good language skills

Being an expert in languages is another great skill that a tour guide must have. Although many companies do not require proficiency in multiple languages, it is something that is becoming increasingly popular today, as international tours are increasing in the United States and around the world. If the tour guide can speak a second language, that could be a better chance of getting hired, and if the tour guide speaks more languages, that's even better.

According To Huang, Y. (2008: 147), tour guides should be aware that they must adapt to cultural differences in order to communicate effectively and appropriately with international guests. Guides take care about language skills, including vocabulary, tone, and different speeds to communicate with diverse travelers. This foundation is shared by students majoring in English who have some basics English in communication and are familiar with vocabulary, tone and speed in speaking interactions.

## **6. Tour Guide Learning Style**

Learning styles are the ways students of all ages are influenced by their immediate environment, their own emotions, sociological needs, physical characteristics, and psychological tendencies 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) explain that learning style as the way a person begins to concentrate, process, internalize, and remember new information and skills.

Learning style describes how students receive, interact, and respond to the learning environment or more simply as a general tendency, voluntary or not, towards the processing of information specifically (Brown in Ery Putriyana, 2017: 27).

There are several learning styles according to several experts. The first is Kolb's model. Kolb considers learning style as a continuum that a person moves through over time, usually favoring, and relying on, one style over another. In this model, Kolb defines learning styles on a two-dimensional scale based on how a person perceives and processes information. How one perceives information is classified as concrete experience or abstract conceptualization, and how one processes information is classified as active experimentation or reflective observation (Lu ard Jia in Ery Putriyana, 2017:28).

Later, Fleming and Mills (1992) also proposed the VARK (Visual, Audio, Read-write, Kinesthetic) learning style.

a. Visual Style

Visual learning style is a learning style that uses more vision (visual) to learn.

b. Audiotory Learning

Audio learning style is a learning style that uses more hearing (audio) to learn.

c. Read-write

Read-write learning style is a learning style that uses a lot of reading and writing elements to learn.

d. Kinesthetic

Kinesthetic learning style is a learning style that uses a lot of experience to learn, such as practice or others.

## **7. Experiential Learning Theory**

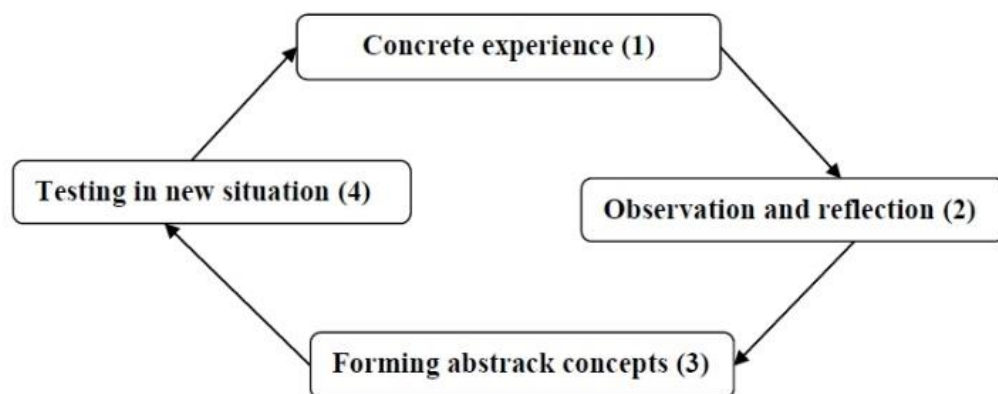
According to David Kolb, the experiential learning model is a holistic learning model in the learning process, meaning that this emphasis activates learners to go through experience directly, and experience has a major role in the learning process (Suyono and Hariyanto, 2014).

Fathurrohman (2015) also argues that Experiential Learning is a learning process, a process of change that uses experience as a medium of learning or learning not just material sourced from books or educators. So it can be said that the theory of experiential learning believes that experience occupies a strategic position in providing learning to someone.

Experiential learning uses direct experience to make someone discover and explore their abilities. This theory also believes that humans will always experience events that will be referred to as experiences and then learn from

those experiences to find solutions in the future. Thus man learns through real experience and responds to new situations and finds a way out of the problems he faces.

In the theory of experiential learning has a cycle that a person will pass in the learning stage. According to Abdul Majid (2013), the learning cycle according to experiential learning starts from a concrete experience that is continued by a process of reflection and observation of the experience. The results of this reflection will be assimilated / accommodated in the cognitive structure (abstract conceptualization), then formulated a new hypothesis to be tested again in the situation (experiment). The results of the experiment will lead the learning back to the stage of concrete experience.



*Picture 2.1. Kolb's Experiential Learning Cycle*

Stages in the theory of experiential learning Kholb (Fathurrohman, 2015):

a. Concrete experience

Learn from specific experiences. Sensitive to the situation.

At this stage, learners get a stimulus that encourages them to do an activity. This activity is usually based on an experience, either formal or informal, or a realistic situation.

b. Observation reflection

Observe before making a decision by observing the environment from different perspectives.

In this stage, learners observe the experience of the activity using their senses or props. In addition, learners reflect on their experience and draw lessons from the results of this reflection. In this case, the reflection process takes place when the learners observe the experience again, see it from a different perspective and learn from the experience.

c. Preparation of abstract concepts

Logical analysis of ideas and action based on understanding of a situation.

After observation and reflection, at the stage of abstract concept formation, the learner begins to look for reasons and interrelationships from the experience gained. In addition, the learner begins to conceptualize a theory or model from the experience and integrates it with the previous experience. At this stage it can be determined whether or not there is a new understanding or learning process in the learner. If there is a learning process, then 1) the learner is able to express general



rules to describe the experience; 2) the learner uses the existing theory to draw conclusions from the experience; and 3) the learner is able to apply the abstracted theory to explain the experience.

d. Testing new situation or application

The ability to carry things out with people and perform actions based on events, including risk taking. The implications that he draws from those concepts serve as his handle in the face of new experiences.

## **8. Tour Guiding and Speaking Skill**

Communication is the process through which messages are transferred. Overall, human communication can be divided into two types: verbal communication and nonverbal communication. Communication that is done by speaking is considered as verbal communication. We need to use words accurately to communicate and provide services to guests. Geva in Muhazir (2018: 24-25), defines that tour guides are responsible for the satisfaction of tourists with the services provided in local destinations.

Each word comes up with different emotions, senses and reactions in people. If a tour guide uses words that fit the context, they will leave the desired impact on the traveler. For this reason, he must be careful to avoid negative words such as "I can't, impossible, never and so on", when facing a new visitor. Tour guides should be aware of the power of words and the effect they can have on others (Yahyai & Tavili in Muhazir, 2018: 12-14).

Verbal communication of the tour guide with tourists is one of the main points that must be considered. According To J. B. Heaton (1989: 100) verbal communication consists of: Accuracy, Fluency and Comprehensibility.

- a. Accuracy (clarity). Basically relying on the recognizable involves us in considering the phonetic characters of conversational English, especially from the point of view of the segmental system (vowels and consonants). Accuracy consists of pronunciation, grammatical, lexical, phonological, and generates confusion.
- b. Eloquence. The very complex notion is mainly concerned with the fluency of continuity in discourse. It includes consideration of how sentences are connected, omitting clement structures, and certain aspects of discourse prose. The components of fluency are pronunciation, vocabulary, and grammar.
- c. Completeness (appropriateness). This refers to the appropriateness of the language to the situation. It also involves the way in which informality is express through the choice of vocabulary, idioms and syntax. A pleasant manner of speaking, high verbal abilities and a desirable and appropriate tone of language allow the tour guide to establish a good relationship with his companion. A tour guide must have sufficient ability with tourists. They should attract tourists and gain their confidence. A tour guide is able to show his skills through mixing and establishing relationships with visitors (Pond in Muhazir, 2018: 24-25).

## **9. Handling Tourist**

According to Oxford dictionary, handling is "to deal with a situation, a person, an area of work or a strong emotion". While the definition of a tourist according to Spillane (2003) is a person who travels from where he lives to visit another place and enjoys the journey of his visit. So, it can be said that tourist handling is an activity of handling people who come to a place with the aim of enjoying the shows on offer. This activity is an activity that produces a lot of interaction between tourists and tour guides.

Social interaction is a relationship between two or more human individuals where the behavior of one individual influences, changes, or improves the behavior of another individual, or vice versa (Gerungan, 2004: 62). In this interaction process, it allows tour guides and tourists to exchange information and experiences. This can be related to experiential learning theory. Tour guides can learn, especially to improve their speaking skills, through their experience of handling tourists. The more interactions the tour guide has with the tourists he guides, the more experience he will gain.

### **B. Previous Study**

There are many researchers who have focused on speaking. Researcher took two theses and one international journal related to this study. The first previous study, conducted by Ery Putriyana (IAIN Surakarta: 2017) entitled "An Analysis on English Learning Style Used by Tor Guide at Mangkunegaran Palace", the second conducted by Muhazir (UIN Ar-Raniry

Banda Aceh: 2018) entitled "The Influence of Tour Guiding On The Guides' Perception Toward Their English Speaking Skill", and the third 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.

Title	Objectives of the Study	Object
Ery Putriyana (IAIN Surakarta: 2017) entitled "An Analysis on English Learning Style Used by Tor Guide at Mangkunegarun Palace"	To analyzed the learning style that used by Tour Guide at Mangkunegaran Palace museum and the problem faced by them when do learning.	Tour Guides learning style to learn English speaking skill.
Muhazir (UIN Ar-Raniry Banda Aceh : 2018) entitled "7The Influence of Tour Guiding On The Guides' Perception Toward Their English Speaking Skill"	To 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 on Himpunan Pariwisata Indonesia Banda Aceh.	Tour Guides' (Himpunan Pariwisata Indonesia Banda Aceh) perceptions about their English speaking skill.
"An Analysis of Factors	To analyze factors affecting on	Learners' English

<p>Influencing Learners English Speaking Skill. International Journal Research in English Education" by Lai-Mei Leong and Seyedeh Masoumch Ahmadi from University Sains Malaysia and University of Guilan, Rasht, Iran.</p>	<p>language learners' English speaking skill.</p>	<p>speaking skill.</p>
<p>Fahtoromy Surya Atmaja, "Local Guides Experiences in Improving Speaking Skills Through Handling Tourists at Keris Nusantara Museum in Surakarta."</p>	<p>To know local guides experiences in improving speaking skills through handling tourists at Keris Nusantara Museum in Surakarta.</p>	<p>The activity that tour guides use to upgrade the tour guides speaking skill</p>

*Table 2.1. Related Previous Study*

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

This research is presented using descriptive techniques and the data used in this research is qualitative data. Therefore, this research uses a qualitative descriptive method. According to Sukmadinata (2007), that qualitative research is inductive research in qualitative research, researcher interpret the problems that arise by not intervening or letting it run, data collection conducted in-depth interviews. Bachri (2010) said that qualitative research has two main objectives, namely describing, exploring, and explaining. Therefore, researcher used descriptive qualitative research to know local guides experiences in improving speaking skills through handling tourists.

#### **B. Setting of the Research**

##### **1. Place**

This research was conducted at the Keris Nusantara Museum. Keris Nusantara Museum is located in Laweyan District, Surakarta City. The museum was built on the land of the former Mangunjaya Mental Hospital and is planned to be integrated with Green Open Space (RTH) in the R.Maladi Sriwedari Stadium area. The researcher tries to know local guides experiences in improving speaking skills through handling tourists.

## 2. Time

This research was conducted at Keris Nusantara Museum. The researcher started the research by conducting pre-research and conducting small interviews with the tour guide of Keris Nusantara Museum to collect data. After completing the thesis seminar, the researcher began to conduct the research.

No.	Activity	Jun 2023	Jul 2023	Aug 2023	Sep 2023	Oct 2023	Nov 2023
1.	Pre-observation						
2.	Thesis Proposal Seminar						
3.	Collecting Data						
5.	Analyzing the Data						
6.	Thesis Examination						

*Table 3.1. Time of Research*

## **C. Subject and Object of the Research**

### **1. Subject of the Research**

The main subjects of this research are tour guides at Museum Keris Nusantara, especially English speaking tour guides. There are 3 tour guides in Keris Nusantara Museum. They have a license for their work and have specialties for tourists who come to Keris Nusantara Museum. The tour guides consist of 2 men and 1 woman. The first tour guide is Mr. Faris. He has been a tour guide for 7 years, and is a permanent tour guide at Keris Nusantara Museum. He also often handles foreign tourists. And the second tour guide is Mr. Anjang. He has been a tour guide for 6 years and is a permanent tour guide at Keris Nusantara Museum. He also often handles foreign tourists. And the last tour guide is Miss. Putri. She has been a tour guide for 4 years and is a permanent tour guide at Keris Nusantara Museum. She also often handles foreign tourists. When interviewing one of the tour guides, Mr. Faris, he explained that all three tour guides can speak English and are experienced in guiding foreign tourists.

### **2. The Object of the Research**

The object of this study is the activities that tour guides use to improve their speaking skills. These activities refer to the experiences of tour guides during their work as tour guides. The object of this research is taken from the research subject.



## **D. Technique of Collecting Data**

In this research, the researcher uses a qualitative technique of data collection. The techniques used is interviews. The description of the technique of collecting the data to be follow:

### **1. Interview**

Esterberg in Sugiono (2015: 317) defines an interview as a meeting of two people to exchange information and ideas through questions and answers, resulting in the construction of meaning in a particular topic. Susan Stainback in Sugiono (2015:318) defines that interviews are a way for researcher to gain a deeper understanding of how participants interpret a situation of a phenomenon than can be obtained through observation. Denzin (1994:26) states that an interview is a conversation with a specific purpose, conducted by two parties, namely the interviewer and the interviewee. Interviews were used to obtain more in-depth data from the responses. Researcher conducted interviews with 3 tour guides. Researcher conducted interviews with tour guides who will become participants in this study.

## **E. Technique of Analyzing Data**

The researcher used a qualitative descriptive method, involving data collection, data reduction, data display, and data conclusion (Miles and Huberman, 1994: 10).

### **1. Data reduction**

Data reduction is a sensitive thinking process that requires high intelligence, breadth and depth of insight. Researcher who is doing data reduction for the first time can discuss with friends or other people who are considered experts. Through these discussions, the researcher insight will develop, to reduce data that has significant findings and theoretical development value. (Sugiono, 2015: 339).

### **2. Data display**

Miles and Huberman in Sugiono (2015: 341) state that the form most often used to display data from qualitative research data in this section is narrative text. By looking at the display, it helps us to understand what is happening and conduct further analysis or pay attention to that understanding.

### **3. Data conclusion**

The last step is concluding. Researcher presents all information from interviews with informants in the form of descriptions. The researcher analyzed the obtained data. Then the researcher draws conclusions and classifies the data. The researcher draws conclusions about the results of the analysis of local guides in improving language skills through dealing with tourists.

## **F. Trustworthiness of the Data**

In qualitative research, there is a trustworthiness to check the data validity. The researcher uses source triangulation. Triangulation is a qualitative cross-validation. There are 3 kinds of triangulation: 1) Source triangulation, is the data validity testing techniques by relying on different sources, 2) Time triangulation, is the data validity testing techniques by relying on changes caused by time, 3) Theoretical triangulation, is the data validity testing techniques by comparing two theories, 4) Researcher triangulation, is the data validity techniques by using the subjectivity of two researchers, the last 5) Data triangulation, is the data validity testing techniques by using more than one data collection technique that will provide data. At the same time, this process is done by checking and rechecking (Bachri, 2010). Researcher used Sources Triangulation methods to test the validity of the data in this study. The sources in this research are three informant there are Mr. F, Mr. A, and Mrs. P and List of Foreign Tourist Document Keris Nusantara Museum. All sources used by the researcher are combined and collaborated into accurate research.

### G. Table of Coding

Coding	Description
I	Interview
F	M. Fariz Al'Hazmi
A	Anjang Pratama S
P	Putri Pamungkas
23Sep, 3Oct, etc	Date of interview
1	The first interview
2	The second interview
F1, A1, P1, etc	Shows the location of answers in the transcripts of each interviewee

*Table 3.2 Table of Coding*

Example of writing and reading coding

Writing example : IF/23sep/2/F13

How to read : Interview with Faris on 23 September, is the second interview, found in the transcript answer Faris 13.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

#### **A. Research Finding**

Researcher conducted research on Tour Guides at Keris Nusantara Museum with interviews and documentation. Research to be conducted from June to October 2023. Keris Nusantara Museum is a keris museum that collects around 600 keris, spears, and other heirlooms from across the archipelago. There are 6 tour guides at Keris Nusantara Museum, 3 of whom are tour guides who often guide foreign tourists. The three tour guides are Mr. F, Mr. A, and Miss.P. All three are experienced in guiding foreign tourists and the 3 tour guides who usually handle domestic tourists are Miss. M, Miss. A, Mr. P.

##### **1. The Descriptions of Tour Guides at Keris Nusantara Museum**

The first tour guide is Mr.F, he has been a tour guide for 7 years, is a permanent tour guide, has a certificate as a tourguide, is years old, is a graduated of English Literature from Brawijaya University. Mr.F lives in Laweyan sub-district of Surakarta city, has a large tall posture, cheerful face, has a friendly personality, humble and humorous, he often handles domestic and foreign tourists, be it ordinary people to foreign government officials.

The second is Mr.A, he has been a tour guide for 6 years, is a permanent tour guide, has a certificate as a tour guide, is years old, is a

graduate of history from Brawijaya University. Mr.A lives in Laweyan sub-district of Surakarta city, has a normal Indonesian posture, has a firm face, has a polite, friendly and humorous personality, he also often handles domestic and foreign tourists, both ordinary people and foreign government officials.

The third is Miss. P, she has been a tour guide for 4 years, is a permanent tour guide, has a certificate as a tour guide, is 37 years old, is a graduate of English Education from Surakarta Muhammadiyah University. Miss. P lives in Sumber village, Banjarsari sub-district, Surakarta city, has an ideal body posture, beautiful face, has a friendly, polite and firm personality, she also often handles domestic and foreign tourists, both ordinary people and foreign government officials.

The fourth Mrs.M, she has been a tour guide for 3 years, is a permanent tour guide, has a certificate as a tour guide, is 34 years old, is a D3 English graduate from ABA St. Pignatelli University Surakarta. Mrs.M lives in Jagalan village, Jebres sub-district, Surakarta city, has a typical Javanese woman's posture, has a Javanese oriental face, has a friendly, polite and humble personality, she also often handles domestic tourists and she is also part of the museum counter staff.

The fifth Miss.A she has been a tour guide for 1 year, is a permanent tour guide, has a certificate as a tour guide, she is 25 years old, graduated from Slamet Riyadi University. Miss.A lives in Randusari, Mojosongo sub-district, Surakarta city. She has a typical

posture of a Javanese woman, has an authentic face, has a friendly, polite and humble personality, she also often handles domestic tourists.

The sixth is Mr. P, has been a tour guide for 1 year, is a permanent tour guide, has a certificate as a tour guide, is 27 years old, graduated from one of the high schools in Surakarta. Mr. P lives in the banjarsari sub-district of Surakarta city, has a tall posture, a firm face, a friendly personality, he is assigned as a tour guide who handles domestic tourists.

## 2. Research Process

On June 27, 2023, the researcher started the research by meeting Mr. F, one of the tour guides at Keris Nusantara Museum, who is one of the resource persons for this research. The interview was conducted in the waiting room of the museum in a quiet atmosphere. This initial interview was conducted to gather preliminary information about Keris Nusantara Museum or as a pre-research activity. The interview was conducted using a semi-structured method. The interview went smoothly and casually.

Then, on September 23, 2023, the researcher interviewed Mr. F again with the intention of digging deeper information about Mr. F in learning to speak English through his activities in handling tourists. The interview was conducted in front of the museum in a relaxed atmosphere. The researcher used a semi-structured interview method, namely by preparing questions in advance, then during the interview

session the questions given did not have to be exactly the same so that the conversation could flow.

After that, the researcher returned to the museum on October 3, 2023 to meet Mr. A, one of the tour guides at Keris Nusantara Museum who would become the second resource person. The interview with Mr. A was conducted in the library room of the museum in a calm and relaxed atmosphere. This interview was conducted to dig deeper information about Mr. A in learning to speak English through activities of handling tourists. The interview with Mr. A was also conducted using a semi-structured interview method.

Then on another day, the researcher met with Miss. P on October 6, 2023. Miss. P is one of the tour guides who will be the third resource person. As before, this interview was conducted to obtain information about Miss. P experience in learning to speak English through activities in handling tourists. The interview was conducted in the waiting room of the museum with a slightly crowded atmosphere. The interview went smoothly and casually. The interview was conducted using semi-structured interview method.

### 3. Description of Keris Nusantara Museum

This museum is a cultural museum that is quite popular among foreign tourists. In an interview on October 3, 2023 with one of the tour guides at Keris Nusantara Museum, Mr. A, he said,



*“Iya, mas. Nah, sebelum pandemi, paling banyak Cina. Karena ada penerbangan langsung dari Cina ke daerah wisata terkenal Indonesia seperti di Bali dan lainnya, ternyata ada juga penerbangan yang ke Solo. Nah, kalau wisatawan Jepang, kemudian wisatawan Eropa, yang berkulit putih dan berbahasa Inggris ini lumayan termasuk banyak mas.” (IA/3Oct/A3)*

*"Yes, sir. Well, before the pandemic, it was mostly China. Because there are direct flights from China to Indonesia's famous tourist areas like Bali and others, there are also flights to Solo. Well, if it's Japanese tourists, then European tourists, who have white skin and speak English, it's quite a lot of people." (IA/3Oct/A3)*

On the same day, in another question, Mr. A also explain that,

*“Okeh mas, yoo 10, 15, yang paling tak eling ini Dubes Australi soalnya sampai jam 6.00 malam....” (IA/3Oct/A4)*

*"Many, 10, 15, the one I remember the most is the Australian Ambassador because it was until 6:00 p.m. ...." (IA/3Oct/A4)*

From Mr. A, found that the Keris Nusantara Museum is one of the museums that gets enough attention from foreign tourists. This

statement is also supported by the Keris Nusantara Museum Visitor Report Document obtained from the secretariat of the Keris Nusantara Museum. Every month, visitors from foreign tourists who come to the Keris Nusantara Museum are around 18 tourists, where these foreign tourists use English as seen from the Keris Nusantara Museum Foreign Tourist Visit Report document.



**PEMERINTAH KOTA SURAKARTA  
DINAS KEBUDAYAAN DAN PARIWISATA  
UPTD MUSEUM**

Jalan Bhayangkara No. 2 Telp/Fax (0271)7463997  
Website : [uptmuseum.surakarta.go.id](http://uptmuseum.surakarta.go.id) Email : [uptdmuseum@gmail.com](mailto:uptdmuseum@gmail.com)  
**SURAKARTA**  
57141

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Provinsi : JAWA TENGAH  
Kab./Kota : Surakarta  
Nama Daya Tarik Wisata : MUSEUM KERIS NUSANTARA  
Alamat : Jl. Bhayangkara No.2 Surakarta  
Nomor Telepon : 0271 – 7463997  
Status Pengelolaan Oleh : Pemerintah UPT Museum Dinas Kebudayaan dan Pariwisata Kota Surakarta

BULAN	PENGUNJUNG		
	WISMAN	WISNUS	JUMLAH
Januari	4	867	871
Februari	35	1.521	1.556
Maret	9	1.351	1.360
April	3	621	624
Mei	14	1.100	1.114
Juni	8	1.751	1.759
Juli	28	1.563	1.591
Agustus	24	1.618	1.642
September	35	1.921	1.956
<b>JUMLAH</b>	160	12.313	12.473

Kepala Tata Usaha UPTD Museum  
Dinas Kebudayaan dan Pariwisata  
Kota Surakarta



# *Jimmy*  
**TRISIDORUS ARIP WISNUGROHO, S.E., M.Si**  
NIP.196904031992031009

*Tabel 4.1. Visitor Report of Foreign Tourists of Keris Nusantara Museum*

4. Local guides experiences improving speaking skills through handling foreign tourist.

For a tour guide, language mastery is very important in carrying out his profession, especially English. As said by one of the tour guides at Museum Keris Nusantara, Mr. F. He said,

*"... (anak kecil) Nggak mau diem dan questionnya itu banyak banget dan kita harus bisa menjawab. Menjawabnya ya, satu dengan cara mendongeng. Nah itu kan butuh skill, butuh khusus. Seperti Jalan, the past, this grease itu kan harus fluent kalau kita masih berpikir-pikir mereka mudah bosan..."* (IF/23sep/2/F13)

*"... (young children) don't want to be quiet and there are so many questions and we have to be able to answer them. One way to answer is by storytelling. Now that requires skill, it requires specialization. Like Street, the past, this grease, you have to be fluent if we still think they get bored easily..."* (IF/23sep/2/F13)

From Mr. F's statement, it can be said that language mastery, especially English, affects the quality of a tour guide in conveying information. The better the mastery of language by a tour guide, the more interested tourists will be in joining the tour given.

There are many learning styles offered by experts to improve foreign language speaking skills, such as through auditory, visual, and

kinesthetic. This was elaborated by Mr. F, who is an English practitioner, in the interview session Mr. F said that,

*“.....saya belajar itu gak lewat apa ya, youtube tutorial itu gak. Lebih banyak itu dari film, film itu saya juga membantu saya. Dari advice dari turis itu terus saya belajar dari film. Mereka juga ngasih saran, kamu coba deh kalau mau belajar bahasa Inggris yang lebih bagus lagi selain dari akademisi saya dari background sastra Inggris coba deh dari film. Itu akan membantu pronunciation ya kalau saya pribadi kan kalau kamu mau bahasa tulis atau literasi kamu bisa belajar dari novel, baca novel....”*  
(IF/23Sep/2/F9)

*"..... I don't learn through what, YouTube tutorials, no. I learn more from movies, movies also help me. More from movies, movies also help me. From advice from tourists, I learned from movies. They also give advice, you try if you want to learn better English other than from my academics from an English literature background, try from movies. It will help with pronunciation, if I personally want written language or literacy you can learn from novels, read novels...." (IF/23Sep/2/F9)*

On another occasion, during an interview session with Mr. A on October 3, 2023, this was also in accordance with Mr. A's explanation, which said that,

*“Nak aku biasanya Aku paling senang belajar bahasa ini dari movie mas, Dokumenter aku paling senang,....” (IA/3Oct/A7)*

*" I usually learn this language best from movies, documentaries I like best, ...." (IA/3Oct/A7)*

At the interview session with Miss. P on 6 October 2023 at Keris Nusantara Museum, she also said the same thing. The statement of Mr. F and Mr.A also strengthened by the statement of Miss. P, she said,

*"Saya biasanya lagu, lagu dan film gitu. Film without subtitle pastinya. Tanpa tulisan itu biasanya. Tapi kadang kalau ragu apa ya, maksudnya saya ragu agak ragu gitu, saya pilih yang ada subtitlenya mas...." (IP/6Oct/P8)*

*"I usually go through songs, songs and movies. Movies without subtitles of course. Without writing it usually. But sometimes when I'm in doubt, I mean I'm a little hesitant, I choose the one with subtitles." (IP/6Oct/P8)*

From the statement of the three tour guides, it can be said that the tour guides has several learning styles to improve their English speaking skills. The tour guides often use movies and music to improve their English speaking skills to handle foreign tourists. Apart from that, one of the tour guides said that he also studied through novels to improve his writing skill.

In addition to the learning styles above, kinesthetic learning style using experience is also a learning style that can be used to help improve Tour Guide's English speaking skill. This was explained by

Mr. F when he was asked about how he learned to speak English through handling tourists,

*“Tentunya mas itu ya kalau kita main presentasi ya presentasi saya terbanyak itu 40% memang dari turis mas 60% dari akademis itu ya dalam presentasi. Tapi 40% itu penting banget, Mas, buat saya. Karena ilmu itu bukan sekedar...Saya buat pribadi ya, itu bukan hanya sekedar, ucapan, tapi mental saya juga.....”* (IF/23Sep/2/F12)

*"Of course, mas, if we are presenting, yes, most of my presentations are 40% from tourists, 60% from academics in presentations. But that 40% is really important, Mas, for me. Because knowledge is not just ... I for me personally yes, it's not just, speech, but also my mentality...."* (IF/23Sep/2/F12)

In another question, Mr. F also states that,

*“...Itu kadang-kadang, nah itu yang jadi pembelajaran buat saya. Mencari bahasa yang mudah dimengerti..”* (IF/23Sep/2/F4)

*"...That sometimes, well that's a lesson for me. Looking for language that is easy to understand..."* (IF/23Sep/2/F4)

The statement of Mr. F above, also strengthened in another explained by Mr.F. he said,

*“...kalau biasanya ya itu tadi kalau ngasih masukan, your English like a book. sudah pernah sekali saya ketemu*

*kayak gitu. Dan yang kedua, paling pronun, pronunciation. .... dan itu menurut saya mengembangkan, mengembangkan skill saya dalam bahasa asing juga.” (IF/23Sep/2/F7)*

*“...if it's usually when giving feedback, your English is like a book. I've met like that once. And the second, most pronun, pronunciation. .... and I think it develops, develops my skills in foreign languages too.” (IF/23Sep/2/F7)*

In another occasions when conducting interview session with Mr.A on 3 October 2023. Mr.A gave a statement that strengthened Mr. F statement. He also explained that,

*“...Jadi mungkin karena terbiasa ya, jadi aku sitik-sitik vocab ku ki bertambah walaupun ora komplit ya....” (IA/3Oct/A10)*

*“...So maybe it's because I'm used to it, so gradually my vocab has increased even though it's not complete....” (IA/3Oct/A10)*

From the statement, it can be stated that experience helps tour guides to improve their English speaking skills, especially in native speaking habits, choosing the right words to explain something according to the audience, increasing vocabulary, pronunciation, recognizing English accents from different countries and also increasing the confidence of tour guides in speaking English.

One of the learning theories that carries the concept of experience into a theory is Experience Learning Theory proposed by



Kolb. From this theory, learners will gain new information, and knowledge from the experiences they have. From the research results, researcher found that during 2023 the three tour guides admitted that they gained a lot of experience while handling foreign tourists. These experiences can improve their English speaking skills. There are the experience that each tour guide have through handling foreign tourists:

a. Experience of Mr. F.

Through the interview conducted with Mr. F, it was found that Mr. F got some information and suggestions from the tourists he handled when he was a tour guide. The information and suggestions can be used as learning so that his English speaking skills are getting better.

1) Concrete Experience of Mr. F

In the interview session, Mr. F admitted that he gained a lot of experience from handling tourists to improve his English speaking skills such as,

*“...kalau kita kan ngomong iron itu salah, yang bener itu iron, “r”nya mati itu salah satu yang saya dapatkan juga...” (IF/23Sep/2/F7)*

*“...if we say iron is wrong, the correct one is iron, the “r” is dead, that's one of the things I get too....” (IF/23Sep/2/F7)*

From the statement of Mr. F, It states that he has received feedback from tourists on the pronunciation of English words. Mr. F to improve the pronunciation in mentioning English words. Correct pronunciation of words will make communication easier.

*“...dibilang, your English like a book gitu itu lah, ya itu yang paling bahaya dan saya juga berusaha bagaimana memberikan pelayanan dengan bahasanya kan harus beda pelayanan serving sama kita ngomong sehari-hari, conversation biasa itu kan berbeda, kadang-kadang mereka juga ngasih tambahan.” (IF/23Sep/2/F8)*

*"...they say, your English is like a book, that's the most dangerous and I also try to provide services with the language, it must be different from serving services and our daily conversation, ordinary conversation is different, sometimes they also give extra." (IF/23Sep/2/F8)*

On another question during the interview, Mr. F. shared another experience he had while leading tours. He explained that,

*“....Bisa dipake yang... Jadi kayak krama inggil, krama inggilnya bahasa Inggris. Nah, karna itulah Karna di... Di Inggris ternyata juga ada... Tingkatan bahasa Tingkatan bahasa ternyata. Ya itu juga kita... Dari situ... Saya juga belajar Penggunaan yang paling simple, dari yang, “Can I help you?” Terus, dapat masukkan dari turis tentang penggunaan kata. Lebih baik menggunakan “would you”. Would you mean if I assist you? Itu kan lebih sopan...” (IF/23Sep/2/F8)*

*"... Can be used that... So it's like krama inggil, the English krama inggil. Well, that's why because in... In England it turns out that there are also... Language level Language level turns out. Yes, that's also our... From there... I also learned the simplest usage, from, "Can I help you?" Then, I got feedback from tourists about word usage. It's better to use "would you". Would you mean if I assist you? That's more polite..." (IF/23Sep/2/F8)*

Mr. F also explained in the interview session that he had received feedback to use more polite English for distinguished guests or the elderly. This could be a lesson for Mr.F, that English also recognizes social levels. Furthermore, he can adjust the language he use to the level of the person he is speaking to.

When handling tourists, Mr. F also learns about language selection, as Mr. F explained in the interview session,

*"...Mencari bahasa yang mudah dimengerti atau communicative languages kepada anak-anak kecil. Terus kalau misal anak muda, anak muda dan orang tua kami biasanya menggunakan bahasa-bahasa yang formal dan mungkin lebih cenderung kesopan ya. Tapi kadang-kadang kalau yang muda itu ya agak-agak non-formal, informal sedikit lah. Kadang-kadang juga ada mixing." (IF/23sep/2/F4)*

*"...Looking for language that is easy to understand or communicative languages to young children. Then if it's young people, young people and adults we usually use formal languages and maybe more polite. But sometimes*

*for the young ones, it's a bit non-formal, a bit informal. Sometimes there is also mixing." (IF/23sep/2/F4)*

From that statement, it can be said that Mr. F learned about choosing the right language that is easy to understand and acceptable to certain groups, such as what words are suitable for children, for parents, and for young people. From the examples above, it can be said that Mr. F experienced the abstract conceptualization stage by bringing together various information he got while handling tourists. These experiences are put together to become knowledge that is ready to be applied.

## 2) Observation Reflection of Mr. F.

In another question, Mr. F explained that there was a lot of feedback about his English being too standard (like a book) so he could use English more casually. Related to this, Mr. F added,

*"Coba deh, tak coba. Grammarku tak rusak. Jadi kan kecampur, jadi harusnya past kalau past kan past terus. Itu tak campur-campur. Gak ada masalah, mereka paham apa aja. Oh, jadi yang penting itu kan bahasa adalah saya dan turis." (IF/23Sep/2/F13)*

*"Try it, I'll try it. I made my grammars broken. So it's mixed up, so it should be past if past is past. I mixed it up. There's no problem, they understand everything. Oh,*

*so the important thing is that the language is me and the tourist." (IF/23Sep/2/F13)*

From the statement above, it can be said that Mr. F observes the knowledge he gets before using it further. Mr. F tries not to pay attention to grammar to see the reaction of his interlocutors (tourists). In Kolb's experiential learning theory cycle, this is the observing stage.

### 3) Abstract Concept of Mr. F.

Mr. F. received several suggestions from tourists that can be used as lessons. These suggestions include that some of Mr. F's words are still inaccurate, the use of language that is still stiff when explaining to teenagers or people his age, and the use or selection of more polite words when talking to older or respected tourists.

Based on these suggestions, Mr. F. then made observations about the information he had just received. One of them is to see if it is true that if you do not pay attention to grammar when talking to native speakers, they can still understand the information conveyed and also not seem stiff. The observation was done to conceptualize the abstract of the information he received before applying it to new knowledge.

#### 4) Application of Mr. F.

After creating the abstract concept, Mr. F. applied his new knowledge. As described by Mr. F., he said

*“Jadi saya itu gini ya mas, dapat masukan-masukan dari turis itu...ini apa...saya aplikasikan, karena apa...masukan dari turis itu berharga banget mas, bisa nambahin sama ningkatin kemampuan kita”*  
(IF/23Sep/2/F16)

*"So for me it's like this, getting advice from tourists ... this is what ... I apply it, because what ... the advice from tourists is really valuable, it can add to and improve our abilities" (IF/23Sep/2/F16).*

From the explanation of Mr. F, he also applies the knowledge he gained from handling foreign tourists. He believes that advice from tourists, which he gets from his activities in handling tourists, can improve his ability to speak English.

#### b. Experience of Mr. A

As a tour guide, Mr. A. also has some experience from dealing with tourists. From the results of the interview with Mr. A, the researcher found that Mr. A got some information and advice from tourists that he could use as learning.

### 1) Concret Experience

Like Mr.F, Mr.A as a tour guide also gained some experience when handling tourists that can improve his ability to speak English. As said by Mr. A,

*"...jadi pede ngomong bahasa Inggris. Jadi pede, jadi pede...."* (IA/3Oct/A9)

*"...so confident in speaking English. So confident, so confident...."* (IA/3Oct/A9)

From the statement of Mr. A above, it can be said that handling tourists affects the confidence of tour guides in speaking English. Mr. A becomes more confident when handling foreign tourists and speaks English.

In another question, Mr.A explain that,

*"...mungkin karena terbiasa ya, jadi aku sitik-sitik vocab ku ki bertambah..."* (IA/3Oct/A10)

*"...maybe it's because I'm used to it, so my vocab has gradually increased..."* (IA/3Oct/A10)

From the statement, it can be said that the experience of handling tourists can increase the vocabulary of the tour guide. Mr. A also said that finding word equivalents for Javanese terms into English was a challenge. With time, Mr. A was able to overcome this. In the interview, Mr. A said,

*“....pamor kulit semongko itu jeneng obyek. Mosok iyo dadi watermelon skin, kan wagu. Terus eneh “luk” awakdw kudu njelaske istilah e curve ngono ben mudeng. Jane kui kan istilah, istilah ndue ciri khas i raisoh dipadakke ngono lo mas..... Jadi untuk menerangkan itu biasanya aku nggawe kata “Javanesse call it ngulit was utah”. Yo kui neng vocabulary ne” (IA/3Oct/A6)*

*"....pamor kulit semongko is the name of the object. How could it be watermelon skin, that's wrong. Then "luk" you have to explain the term curve so that you understand. actually it's a term, the term has characteristics that cannot be equated." ..... So to explain it, I usually use the word "Javanesse call it ngulit was utah". That's the vocabulary" (IA/3Oct/A6)*

From this statement, it can be seen that Mr. A can find other alternatives to explain Javanese terms to foreign tourists In addition, Mr. A also said that through the experience of handling tourists, he also gained knowledge about pronunciation. Mr. A said,

*“ .... , pengucapanku salah dan mereka sekdewene meneng wae, tapi raine mereka i ketok rodo bingung ngono kae mas. Terus wong londo ne rumangsaku mbenerke opo sing tak omongke mau, yo kata-katane podo tapi pengucapane luwih bener timbang aku pas omong mas ha ha, dadi coro-corone lehku ngucapke mau dibenerke mas, terus aku yo oh yes yes ngono mas.” (IA/3Oct/A25)*

*" .... , my pronunciation was wrong and they were silent at first, but their faces looked a bit confused like that*



*mas. Then the foreigner I think confirmed what I said earlier, yes the words were the same but the pronunciation was more correct than me when I said ha ha ha, so like I did the pronunciation they corrected it, then I said oh yes yes like that mas." (IA/3Oct/A25)*

From the statement, same as Mr.F, Mr.A also learn about pronunciation. It can be said that through leading tourists, Mr. A can improve his pronunciation skills.

## 2) Observation Reflection of Mr. A.

From the interview with Mr. A when he gave an explanation of the terms that cannot be changed, Mr. A also gave an explanation of other examples of terms that cannot be changed into English. Mr. A stated that,

*"...Contohnya mangan kebab neng Amerika, padahal kebabnya asli dari Turki, mosok iyo peh neng amerika meh dadi diceluk burger...." (IA/3Oct/A6)*

*"...For example, eating kebabs in America, even though kebabs are originally from Turkey, how come even though they are in America they want to change their name to burgers...." (IA/3Oct/A6)*

From this statement, Mr. A seemed to compare the situation he experienced when explaining terms that use Javanese with other

situations. This indicates that Mr. A also made observations to form new knowledge that could be used appropriately.

### 3) Abstract Concept

From the results of the research through interviews with Mr. A, it was found that Mr. A also went through the Abstract Concept stage. This can be seen from an example of the experience he gained, namely, recognizing the existence of terms that cannot be converted into English. After knowing that some terms could not be translated into English, Mr. A made observations by recalling some of the original terms to be spoken, even though he was using English.

*"...Contohnya mangan kebab neng Amerika, padahal kebabnya asli dari Turki, mosok iyo peh neng amerika meh dadi diceluk burger...." (IA/3Oct/A6)*

*"...For example, eating kebabs in America, even though kebabs are originally from Turkey, how come even though they are in America they want to change their name to burgers...." (IA/3Oct/A6)*

Mr. A gave the example of the food 'kebab' which is pronounced like its real name when using English. This may be an abstract concept of the information he receives before it becomes knowledge.

#### 4) Application

From the interview, Mr. A gave an expression that showed he was applying his knowledge. In the interview, Mr. A said,

*".... Jadi untuk menerangkan itu biasanya aku nggawe kata "Javanese call it ngulit was utah". Yo kui neng vocabulary ne"* (IA/3Oct/A6)

*"....So to explain it, I usually use the word "Javanese call it ngulit was utah". That's the vocabulary"*  
(IA/3Oct/A6)

From this statement, it can be seen that Mr. A also uses the knowledge he has gained from his experience when handling tourists. Mr. A gave a statement on how he uses his knowledge and how he explains to tourists in a way that they can understand.

#### c. Experience of Miss. P

As a tour guide, Miss. P has also gained some experience in handling foreign tourists. When handling foreign tourists, Miss. P gets information and advice from the tourists, which can be used as learning to improve her English speaking skills and insight Miss. P.

### 1) Concret Experience

Miss. P also learned some lessons from her experience when handling tourists that can improve her English speaking skills.

Such as,

*“...Ya mungkin sekali dua kali saya dalam pengucapan itu kurang betul, beliau kemudian membetulkan membenarkan, “ini kamu lebih baik ngucapinnya seperti ini lo” karena itu nanti kalau kamu menyebutnya seperti itu, beda arti...” IP/6Oct/P5)*

*"...Yes maybe once or twice I was not pronouncing it correctly, he then corrected me, "you better pronounce it like this" because if you say it like that, it has a different meaning..." (IP/6Oct/P5)*

From the above statement, Miss. P gets feedback regarding the pronunciation of English words by the tourists she handles. Thus, Miss. P got the same learning as Mr. F and Mr. A about the correct pronunciation of English words.

In addition, in another question Miss. P also explains that she gained knowledge about various English accents in various countries. Miss. P explains that,

*“...karena ketika kita menghadapi native speaker, pasti kalau native speaker itu tadi jadi lebih kaya, lebih luas wawasan kita. Oh ternyata, pengucapan atau mereka karena punya logat masing-masing, jadi dalam pengucapan*

*satu kata ini berbeda dengan negara lain. Jadi, bedanya ini ya, gitu lho..." (IP/6Oct/P10)*

*"...because when we meet native speakers, surely if it's native speakers, it becomes richer, broader our horizons. Oh it turns out, their pronunciation or because they have their own accent, so the pronunciation of this one word is different from other countries. So, the difference is this, like that..." (IP/6Oct/P10)*

From the statements of Miss. P's statements above, it can be seen that Miss. P has gained some experience that can be used as learning. Knowledge such as pronunciation of English words and recognizing different English accents from different countries.

## 2) Observation Reflection

From the interview, Miss. P can also expand her knowledge through experience in handling tourists. Then in another question, Miss. P also explained that,

*"...Nah itu saya tak terima, masukannya. Terus saya minta maaf, untuk kebaikan. Saya berpikirnya itu tadi, bahwa mereka punya logat, bahasa sendiri-sendiri..." (IP/6Oct/P7)*

*"... I accept that, the advice. Then I apologized, for goodness sake. I thought about that, that they have their own accent, their own language..." (IP/6Oct/P7)*

It can be concluded that, after receiving feedback, Miss. P does not just absorb it. She tries to accommodate and rethink the feedback. In Kolb's experiential learning theory cycle, this is in the observation cycle to find out the right way and situation to apply the knowledge.

### 3) Abstract Concept

From the experiences she gained, Miss. P tries to process these experiences into knowledge that is ready to be used. As in the pronunciation of an English word. From her experience in handling tourists, Miss. P knows different accents so she can adjust how she explains and speaks to her audience. She said,

*"...Oh ternyata, pengucapan atau mereka karena punya logat masing-masing, jadi dalam pengucapan satu kata ini berbeda dengan negara lain. Jadi, bedanya ini ya, gitu lho..." (IP/6Oct/P10)*

*"... Oh it turns out, their pronunciation or because they have their own accent, so the pronunciation of this one word is different from other countries. So, the difference is this, like that..." (IP/6Oct/P10)*

From this statement, Miss. P can also easily understand what the tourist is saying with her knowledge of different English accents.

#### 4) Application

After making an abstract concept of the knowledge she had gained, Miss. P also applied the knowledge she gained. This was conveyed by Miss. P in the interview. She said,

*"...Oh ya, oke, tak gituin. Tak benarkan pronunciationnya, tak benarkan vocabnya, temponya. Apa lagi, apa itu, logatnya masing-masing. Saya menyesuaikan. Gitu sih kak." (IP/6Oct/P14)*

*"... Oh ya, oke, I said that. I correct the pronunciation, I correct the vocab, the tempo. What else, what is it, the accent of each. I adjust. That's it, bro." (IP/6Oct/P14)*

From this statement, Miss. P also applied her new knowledge to increase her skills in speaking English. Miss. P also said that during handling tourists she gained a lot of new insights so that it can increase her English speaking ability. As said by Miss. P during the interview session,

*"...Pastinya karena ketika kita menghadapi native speaker, pasti kalau native speaker itu tadi jadi lebih kaya, lebih luas wawasan kita. Oh ternyata, pengucapan atau mereka karena punya logat masing-masing, jadi dalam pengucapan satu kata ini berbeda dengan negara lain. Jadi, bedanya ini ya, gitu lho. Kadang kita, oh ternyata begini ya, gitu lho. Jadi,awasannya makin luas, pengetahuan kita juga bertambah, kan gitu. Awalnya saya nggak tahu,..." (IP/6Oct/P10)*

*"...Definitely because when we meet native speakers, surely if it's native speakers, it becomes richer, broader our horizons. Oh it turns out, their pronunciation or because they have their own accent, so the pronunciation of this one word is different from other countries. So, the difference is this, like that. Sometimes, oh it turns out like this, like that. So, the insight is wider, our knowledge also increases. At first I didn't know, ..."* (IP/6Oct/P10)

From the statement, it can be said that through handling tourists, Miss. P can improve her English language skills, especially in the knowledge of various English accents from various countries.

## **B. Research Discussion**

A tour guide really needs a mastery of language to support his profession. Especially to handle foreign tourists, language skills are needed, especially English as an international language. As researcher found, the language skills of tour guides affect the quality of a tour guide in conveying information.

After conducting the research, the researcher found that tour guides, as English language practitioners, have efforts to improve their English speaking skills. In the world of education, learning styles are known. Learning style describes how students receive, interact, and respond to the



learning environment or more simply as a general tendency, voluntary or not, towards specific information processing (Brown in Ery Putriyana, 2017: 27). There are several learning styles that are often used by tour guides at Keris Nusantara Museum in improving their English skills. Among them are as follows: 1. Audiotory, which is a learning preference by using the sense of hearing more, such as music. 2. Visual, which is a preference for learning by using the sense of sight more, such as watching movies, and 3. Kinesthetic, which is a preference for learning by plunging directly into certain situations, usually occurring in experiential learning (Flemming and Mills, 1992).

Of the three learning styles, experiential learning (Kinesthetic) is the one that plays the most important role in improving tour guides' English speaking skills. From what the researcher found, the experience gained by the tour guides greatly contributed especially in learning the speaking habits of native people, choosing the right words to explain something, increasing vocabulary, and also pronunciation.

Experiential Learning Theory was proposed by Kolb. This theory emphasizes experiential learning. Experiential learning is a process of change that uses experience as a medium of learning, so it comes not only from books or educators (Fahturohman, 2015). The findings of this study are in accordance with Kolb's experiential learning theory. The three tour guides learned by using experience in accordance with Kolb's experiential learning theory. This learning theory places experience as a source of

learning, as experienced by the three tour guides who learned through their experiences while handling foreign tourists. The three tour guides also experienced the learning cycle contained in this theory. From this theory, Kolb also formed a cycle consisting of 4 steps called Kolb's Experiential Learning Cycle. This cycle describes the stages of learning through experience. The steps in the cycle include:

1. Concrete experience

At this stage the tour guide, as a learner, will accept or discover new events as a form of experience. The tour guide will be open to suggestions from foreign tourists. Tour guides are usually sensitive to the situation so that they can absorb the lessons contained in each situation. For example, the first one is from Mr. F who got some lessons from handling tourists. He learned to use more casual English like a native, but he also had to adjust the words he used according to the level of his interlocutors, besides that he also learned to pronounce some English words correctly. Mr. A also learned how to pronounce words correctly. Mr. A also admitted that by handling foreign tourists, his confidence increased. Miss. P also experienced corrections to the pronunciation of words. In addition, she also said that the experience of handling tourists can broaden her horizons, especially regarding various English accents from different countries.

## 2. Observation reflection

At this stage, the tour guide as a learner, will further explore the experience gained. The tour guide will observe the new knowledge he has gained in different situations. For example, from Mr. F, he tried to see how a native would react if he spoke English without paying attention to grammar. Another example is from Mr. A, he found another alternative to explain Javanese terms to foreign tourists. Mr. A observed other situations to give examples of using other terms that cannot be translated into English. Mr. A gave an example of "Kebab" which in Turkey would be pronounced the same as in other countries. Similarly, Javanese terms such as "ngulit was utah" will be mentioned the same when he speaks English. In addition, Miss P also sees that each region has its own characteristics in the pronunciation of words or what is called accent. Therefore, she tries to understand the pronunciation of English words from different regions and remains confident with the accent she uses.

## 3. Preparation of abstract concepts

At this stage, as learners, tour guides begin to gain new knowledge. The knowledge from the experience is ready to be practiced with the right concepts. So that it can be used in the right way and situation. For example from Mr. F, he collects various information that he gets while handling tourists, such as what words

are suitable for children, teenagers/adults, parents, or respected people. He also experimented before actually applying what he learned. Meanwhile, Mr. A discovered the rules in mentioning Javanese terms when speaking in English. He has also previously compared the use of terms that do not change when translated into English. In addition, Miss. P, she also checked before applying the knowledge she had, such as looking at some accents that sounded different from each other so that she realized that the pronunciation of a word in English is also influenced by the accent of the person pronouncing it.

#### 4. Testing new situation or application

At this stage, as learners, tour guides try to practice the new knowledge on other occasions. The tour guide gains new knowledge from his experience handling tourists. For example, Mr. A can increase his vocabulary. Besides Mr. A, Mr. F, and Miss. P can also pronounce words so that they can be understood by natives (tourists). While Mr. F can choose the right language for each level of listeners. Mr. A and Mr. F can also increase their confidence to speak English.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the results of the study, the researcher can conclude that the experience of tour guides in handling foreign tourists greatly contributes to English language skills. The experience can change the way the tour guide speaks from standardized (like a book) to more relaxed. From this experience, tour guides can also determine what kind of language is suitable for each group, such as for children, adults, and teenagers. They can improve their ability to pronounce English words. They gain other knowledge, such as recognizing various accents that make it easier for tour guides to interact with tourists. The tour guide's vocabulary also increases with the amount of experience he gets. Tour guides also learn to explain Javanese terms using English.

In Kolb's experiential learning theory cycle, learning through experience has 4 stages. 1) Concrete Experience. The learner or tour guide will gain new experience. To get new experiences, tour guides must be open to these experiences, such as from advice or from events that can be absorbed as knowledge. For example, the three tour guides openly accept suggestions and information from tourists, such as suggestions not to use standard language when speaking in casual situations, correcting mispronunciations of words, and so on. 2) Observation Reflection. The tour guide will observe the

knowledge if done in a different situation. When the tour guides receive advice and information from tourists, the three tour guides try to observe the information they receive. Each guide has a different way of observing, such as experimenting with the information received in the future, remembering and comparing it with other information, and so on. 3) Abstract Concept. From the second stage, the tour guide will conclude how and what kind of situation is suitable for using the new knowledge, this is the third stage of Kolb's experiential learning theory cycle. 4) Application. Finally, the tour guide starts to use the knowledge as a result of the previous experience to be used in different situations in the future. When the information they receive has become knowledge, the guides begin to apply the new knowledge.

## **B. Suggestion**

Based on the results of the study, the researcher has suggestions for tour guides and readers who want to learn to use experience to be more open and sensitive to the experiences received. From this openness and sensitivity, it is expected that learners can absorb knowledge from the experiences they get. Then, researcher also provide advice to teachers who will use experience as a learning style for their students, so that they can use the right situation engineering in accordance with the objectives to be achieved..

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# APPENDICS

**APPENDIX 1****INTERVIEW GUIDE OF LOCAL GUIDES EXPERIENCES IN  
IMPROVING SPEAKING SKILL THROUGH HANDLING TOURISTS**

1. How many tour guide at the Keris Nusantara Museum?
2. How many tour guide that can speak Engglish and often handling foreign tourist?
3. Name of tour guide?
4. How old is each tour guide?
5. Where is the address of tour guide?
6. How long to become a tour guide?
7. Does the tour guide has a certificate?
8. What is the educational background of the tour guide?
9. Are tour guide used to handling foreign tourist?
10. Is handling tourists can increase the speaking skill?
11. Does the experience of handling tourists have a significant impac on speaking skill of tour guide?
12. Is every handle the foreign tourist you always improvise?
13. While improvising do you often have a difficulty choosing and pronouncing words to describe something?

## APPENDIX 2

### INTERVIEW TRASCRIPT

#### A. Pra research Interview Transcript with Mr.F (IF/ 27Jun/1)

Date : 27 June 2023

Place : Keris Nusantara Museum

Mr. F is permanent tour guide at Keris Nusantara Museum. He has been a tour guide for 7 years and often handling foreign tourist.

R : baik mas faris, untuk pertanyaan yang pertama ini untuk jumlah tour guide ada berapa dan bisa berbahasa Inggris semua atau tidak ya mas?

F1 :ada 6 mas, kalau berbahasa Inggris itu dasar mas tapi ada yang advance juga dan terus berkembang.

R: berarti keseluruhan bisa ya mas? bisa ya mas untuk nama tour guide nya nanti panjenengan kirim sama umur alamat untuk masing-masing itu nanti juga minta lama menjadi tour guidenya mas

F2: oh iya siap nanti experience kita masukin iya

R: itu keseluruhannya itu juga tour guide tetap dimusem atau tidak?

F3: sebenarnya tour guidenya hanya memperbantu yang murni seperti itu ya. Saya kan kurator juga jadi tour guide, menangani koleksi juga turun menangani

membantu ketika tour guide lainnya mendapatkan tamu yang berlebih. Terus saya juga ikut memandu. Jadi hampir semua yang ada di sini punya skill untuk memandu.

R: Pertanyaan selanjutnya, para tour guide ini memiliki sertifikat apa tidak?

F4: Kalau sertifikat semuanya sudah memiliki dari LSP, BNPT, itu sertifikat kompetensi sebagai tour guide dan beberapa juga memiliki sertifikat sebagai educator.

R: oh iya mas, untuk sebelum menjadi tour guide ini pernah pada mengambil kursus gitu?

F5: tentunya kita kursusnya itu materi karena kalau kayak pendidikan biasa dan semua dokumen itu kan suka tidak termakan semua ketika kita ketemu tamu ya. Pada saat itu kan kita belajar public speaking, bagaimana how to serve people, itu ada di situ semua. Selanjutnya juga, kami kebanyakan sih melalui pendidikan non formal misalnya katakanlah ketemu dengan empu, dengan para partisi keris, nah itu untuk menambah materi yang ada dimuseum keris. Sekaligus juga belajar sama yang menyusun.

R: Kalau untuk disini, turis manca negaranya itu sering atau tidak?

F6: Ya, kalau kita bicara waktu Covid-19, pandemi kan memang lockdown. Terus Alhamdulillah ketika pemerintah membebaskan kita melakukan kembali ke Indonesia, turis asing terus meningkat, harapan yang lebih baik. Kalau untuk datanya nanti sama mbak anita.

R: dengan ini langsung terkait dengan pengalaman masnya ini nanti apakah dengan memandu para turus manca negara itu bisa menambah speaking skill nya masnya?

F7: tentu, pernah saya suatu ketika bertemu dengan orang inggris saya dibantu untuk kata ada 1-2 pronunciation saya yang itu bermasalah mereka langsung membenarkan membantu dan mereka di mana juga sudah appreciate dengan kita dengan bagaimana kita serve mereka tapi dia juga memberikan imbal balik yaitu membantu kita dalam skill komunikasi baik dari pronunciationnya terus kadang-kadang ketika kita ada misal strukturnya kacau dia tuh langsung agak aneh dulu, ada sebuah apa ya gesture yang aneh nah itu kita langsung menyadari, berarti struktur kita ada masalahnya jadi penyampaian kita mungkin dia bingung, akhirnya kita jelaskan pelan-pelan dengan mungkin dengan buku language itu kita bisa ajarkan, bisa kita informasikan ke masyarakat, ke turis seperti itu. Jadi banyak pronunciation yang hilang itu langsung dibenerin dan itu terus saya terpaku gitu pronunciation itu terpaku langsung ke otak jadi kayak harusnya seperti ini, ketika saya ngomong mayor mayor kan gitu mayor, jadi kayak ada sebuah kita diajar dan pronunciation itu terus melengkapi

R: oh iya misalnya setiap memandu turis asing itu apakah masnya juga selalu berimprovisasi gitu?

F8: iya tentu, tentu kadang-kadang kan apalagi kayak mungkin saya yang kasa inggrisnya setengah aktif, setengah pasif ya, itu banyak kosakata yang kadang-kadang kita lupa. Kadang-kadang harus mencari padanan kata secepat mungkin agar mereka bisa mengerti apa yang kita omong. Dan juga...Improvisasi selain dari penggunaan kata, body language itu juga semuanya sebuah improvisasi untuk membantu kita komunikasi Karena kan komunikasi itu yang penting adalah kamu paham saya paham Tapi banyak masyarakat tidak terpacu pada structure, Ini kalau di kami, kalau ini dengan listen Kalau dengerin kami membawa Itu akan mungkin bagi orang yang mengenai ini, kenapa kok kaya gini. Tapi kan, kalau secara komunikasi language itu sudah bisa. Karena yang di sini yang dibutuhkan adalah pembimbingan komunikasi language, bukan seperti writing language. Bahkan soalnya gini, pernah kejadian, saya pakai, terlalu pakai writing language atau yang grammar itu, itu...Mereka jadi agak boring Bahkan sampai bilang I'm sorry, I apologize, that your English like a book, Ya, please More simple, more enjoyed We can share together Jadi kan Intinya kaya ngomongnya tuh kaya bodo amat lah grammar. Yang penting, anda paham, saya paham Karena kan dalam tujuan berbahasa kan adalah Poin yang ingin disampaikan disampaikan. Itu sebenarnya yang keinginannya gitu yang keinginannya

R: waktu anda mandu itu panjenengan juga nggunain jokes-jokes nggak?

F9: Satu kali, dua kali Tapi itu terkadang kayak mengalir aja Tapi lebih karena itu karakter ya. Saya juga ingin menyampaikan buka Poin dari keris sebenar-sebenarnya jadi, kan lebih agak serius lebih agak...

R: dan untuk sewaktu masnya berimprovisasi itu kadang terdapat kendala gak sih?

F10: itu tadi sih kendalanya cuma kadang-kadang kosa kata yang hilang tau-tau... tau-tau blank itu katakanlah... untuk... apa ya... untuk perusahaan itu kadang bingung, businessman, itu kadang kita mencari kosa kota ya sekenanya tapi paham, anda paham karena bagi orang Indonesia sendiri ya ini sebenarnya bukan kita menyalahkan keadaan tapi kita kan udah kebebanaan banyak bahasa ya dan mereka juga paham misal Bahasa inggris kita kurang distruktur, itu mereka memaklumi, native loh ya, yang bermasalah adalah orang kita sendiri ketika kita pake bahasa Inggris, grammar langsung begini, begini, begini langsung dihajar, langsung ini ya itu enggak akan membuat maju, yang penting Bahasa ya saya paham kamu juga paham.

R: berarti kalau sama native itu tidak terlalu ditekankan buat grammar nya ya?

F11: Ya, kalau berbicara ya, kita ngomong speaking. Tapi kalau ngomong writing, memang grammar harus. Karena itu untuk membantu mereka, untuk membantu mereka. Tapi kalau ketika sudah komunikasi ini kan ada tonasi, yang ada ekspresi, itu kan membantu mereka memahami apa yang kita omongkan, ya ini nggak nggak berlaku ke semua orang, ya ke orang tertentu. Tamu itu ada yang mau like a book, misal kalau like a book itu, kayak tamu-tamu negara, kami menggunakan bahasa english like a book itu Kita pakai,



terus kami ada yang sopan. Tapi kalau keluarga kita kasih gitu, kasihan ya, Dia kan hanya...Mereka ingin tahu, menikmati Mereka ingin jalan-jalan Itu yang kita fasilitasi Tapi ada beberapa profesor itu juga main kesini, Itu bahasanya mungkin lebih agak berat . Pokoknya lebih berat nanti penggunaan kata ada akses, terus kita jelaskan semua. Tapi kalau untuk...family, jadi kayak... ..keluarga, anak-anak itu.... Kadang-kadang juga ada, Mas. Gini , TK atau SD international. Itu anak-anaknya masih Indonesia. Masih anak orang Indo banget. Masih orang Indo banget. Tapi ketika datang, meminta kami untuk berbahasa Inggris. Nah itu ada sebuah tantangan buat kami untuk menurunkan level bahasa Inggris kita ke anak-anak itu yang sulit sekali. Kalau bahasa Indonesia saja sudah sulit, ngemong anak kan apalagi kita harus ngemong orang anak Indonesia tapi pakai bahasa Inggris, tambah susah lagi. Gitu ada sebuah gap yang...misal saya sama jenengan, misalnya saya sama jenengan pakai bahasa Inggris aja udah ada sebuah gap apa ya? Nggak enak ya, aku harus ngomong bahasa Inggris sama sama orang indonesia, apalagi sama anak kecil kita dituntut harus menggunakan bahasa inggris. Tapi dengan bahasa Inggris yang lebih rendah Pernah kejadian Saya ngomong apa ya? dia nggak paham. Curve, aku bilang. Look. What is curve? Aku langsung mencari padanan kata mengidentifikasi luk itu tadi yaudah wave seperti ombak-ombak. Dia tau ya, itu jadi lebih sulit menangani anak kecil daripada kadang-kadang menangani profesor ataupun tamu negara.

R: Tamu negaranya itu kalau disini...

F12: Kebanyakan sekjen sekretariat general amerika pernah kesini terus kanada australi itu pernah disini china habis kesini gak jadi. Terus juga ada kunjungan ada di luar jam kerja saya. Seinget saya tamu-tamu negara ya itu tadi.

R: ini berarti pas mas, penelitian saya yang dicari dipenelitian saya, inggris berdasarkan experience untuk tujuan spesifik

F13: ya karena kita kalau inggris kan jujur aja mas, kita belajar bahasa inggris itu bukan untuk menulis disini kami lebih ke arah yang penting kamu paham. Nah, kalau nanti keurusan tulisan nanti ini akan dituliskan ya Kita biasanya kan kita ajak kerja sama Biasa nanti UIN Satra Inggris, nanti UNS Satra Inggris atau semua yang punya jurusan bahasa Inggris kita ajak aja langsung ayo kita bakukan, tapi kalau actnya ini yang...dan ini mas kalau untuk anak-anak kecil sebenarnya kita nggak mengentengkan sama sekali, malah sama anak kecil itu kita harus bias menyederhanakan kata mas, itu susah sekali. Apalagi di museum mas jujur aja.

R: Bisa ceritakan sedikit tentang museum ini mas?

F14: Kalau museum ini sendiri dibangun pada 2013 berdasarkan dari pengakuan UNESCO. Bahwa keris Indonesia itu diakui oleh dunia pada tanggal 25 November 2005 terus pemerintah kota surakarta waktu itu, pak wali kota pak jokowi itu ngajuin proposal ke kementrian jadi ada 3 kementrian eh 2 kementrian, kebudayaan sama kementrian PUPR untuk membangun museum keris terus pada 9 Agustus 2017 museum sudah jadi semua dan dibuka pada 9 Agustus. Waktu itu beliau bapak presiden jokowi, awalnya kan musem keris,

waktu beliau meresmikan langsung bilang kita tambahkan Nusantara karena waktu itu keris tidak hanya ada di Jawa, tapi di belahan Nusantara lainnya ada keris jadi konsepnya dari bapak dan beberapa komunitas yang ada di Solo. Museum keris Nusantara ini terletak di Kecamatan Laweyan, Kota Surakarta mas. Museum keris Nusantara ini berdiri di atas lahan bekas Rumah Sakit Jiwa Mangunjaya dulunya dan rencananya akan diintegrasikan dengan ruang terbuka hijau atau RTH di kawasan Stadion R. Maladi Sriwedari. Kemudian dibangunlah museum keris ini disini.

R: Kalau koleksinya ini berasal dari mana sih?

F15: Kebanyakan hibah mas, tapi kita ada sepuluh dari koleksi pinjam, kemudian dari masyarakat juga. Disini ada sekitaran 600 lebih keris, tombak, dan benda pusaka lainnya dari penjuru Nusantara, mas. Kemudian koleksi itu kita poles ornamennya biar nampak segitu indah.

R: Mas faris mungkin segitu aja dulu wawancara kita

F16: Oke, nanti saya kirim aja ya itu nya datanya

R: Baik mas terimakasih

**B. Interview with Mr. F (IF/23Sep/2)**

Date : September, 23 2023

Place : Keris Nusantara Museum

Mr. F is permanent tour guide at Keris Nusantara Museum. He has been a tour guide for 7 years and often handling foreign tourist.

R: baik mas Faris, kita langsung aja ke wawancaranya, kaya yang pernah kita lakukan dulu, setelah pre-observasi untuk mas Faris saya ingin menanyakan, sebagai tour guide disini sudah berapa tahun mas?

F1 : saya hampir 7 tahun ini 7 tahun,

R: baik dari pengalaman secara 7 tahun itu kan anda memiliki banyak pengalaman yang berkaitan dengan memandu wisatawan baik dari domestik maupun mancanegara.

F2: Iya.

R: Di sini saya ingin bertanya mas, mengenai pengalaman memandu anda dalam satu tahun ini, apakah anda ada menangani dengan wisatawan mancanegara?

F3: Di dalam terdekat satu tahun ini saya sudah menangani beberapa wisatawan asing, terutama paling banyak itu dari Eropa dan Amerika.

R: Eropa dan Amerika, itu kira-kira berapa turis?

F3: Kalau yang saya handle kemarin, dalam setahun ini mungkin puluhan.

R: Puluhan, banyak ya mas? Dalam anda menangani itu para turis itu, ini ya mas, apakah anda juga terus mengembangkan kegiatan belajar anda?

F4: Ya tentu. Karena kita harus menyesuaikan dengan umur dari wisatawannya. Jadi kan kita harus mencari pemilihan kata atau vocabulary yang sesuai dengan umur. Jadi takutnya nanti ketinggian atau bahasa-bahasa yang mungkin mudah dipengerti. Misal, kalau kita juga berpatokkan pada rentang usia ya. Kalau wisatawannya kadang-kadang kan ada anak yang TK itu. Kadang-kadang kalau saya anu, dia masih bertanya, What is the meaning of this? Itu kadang-kadang, nah itu yang jadi pembelajaran buat saya. Mencari bahasa yang mudah dimengerti atau communicative languages kepada anak-anak kecil. Terus kalau misal anak muda, anak muda dan orang tua kami biasanya menggunakan bahasa-bahasa yang formal dan mungkin lebih cenderung kesopan ya. Tapi kadang-kadang kalau yang muda itu ya agak-agak non-formal, informal sedikit lah. Kadang-kadang juga ada mixing.

R: Kalau sewaktu anda menangani para turis mancanegara tersebut apakah anda juga pernah mengalami kesulitan dalam menyampaikan?

F5: Tentu kesulitan pertama ya pemilihan kata itu ya. Itu yang paling utama, misal keris untuk kebijaksanaan itu kan kita harus mencari kata-kata yang pas. Dan itu kadang-kadang ya saya harus buka kamus dulu mencari kata yang bagus yang paling tidak, anda mengerti saya juga mengerti.

R: Berarti faktor kebudayaan ini juga menjadi pengaruh?

F6: Apalagi kadang-kadang saya akan ini juga selain di verbal, nonverbal itu seperti tulisan juga saya juga melaksanakan pembuatan caption Itu kan ada kata-kata dari Jawa yang harus saya transfer dulu ke Indonesia baru ke Inggris. Sebenarnya kalau setau saya kan harusnya kan dari Jawa langsung ke Inggris, nah ini kan belum ada jembatan ke sana. Nah, ini kadang-kadang sering rancu mas sering rancu, ini sebagai contoh aja mas, pamor kulit semongko Itu kan watermelon skin, Itu kita harus nyari-nyari yang padanan kata yang bagus, terus kaya beras utah, beras tumpah kita kadang-kadang ganti flaterate rice seperti itu di captionnya kira-kira tidak jauh dari makna aslinya paling tidak mendekati yang kita lakukan dalam captionnya itu storyline di sebuah koleksi

R: Selanjutnya, anda banyak sekali menangani pisatawan mancanegara ya, dalam suatu penanganan apakah anda juga pernah dibenarkan dalam entah itu perihal speaking atau struture gitu dari turis mancanegara?

F7: Kebanyakan sih bukan structure ya, stracter orang-orang turis asing kadang-kadang itu kalau biasanya ya itu tadi kalau ngasih masukan, your English like a book. sudah pernah sekali saya ketemu kayak gitu. Dan yang kedua, paling pronun, pronunciation. Pronunciation itu yang sering kita dapatkan misalnya kata-kata kalau kita kan ngomong iron itu salah, yang bener itu iron, “r”nya mati itu salah satu yang saya dapatkan juga. Contoh-contoh pronunciation yang kadang-kadang kita mungkin jarang kita ucapan itu kan kita malah dapat tambahan ilmu dari native. Terutama yang paling saya ngerasa itu yang paling sering koreksi itu dari Eropa Inggris tepatnya, itu sering banget saya dapat

koreksi dari pronunciation dan itu menurut saya mengembangkan, mengembangkan skill saya dalam bahasa asing juga.

R: kemudian, itu kan satu contoh masalah, contoh yang lain misalnya? Kalau contoh yang dari pengalaman anda?

F8: Pengalaman sih nggak banyak sih mas, kalau structure kan kalau bahasa verbal kan lebih komunikatif, anda paham saya paham dan kalau saya terlalu formal, itu malah, ya itu tadi dibilang, your English like a book gitu itu lah, ya itu yang paling bahaya dan saya juga berusaha bagaimana memberikan pelayanan dengan bahasanya kan harus beda pelayanan serving sama kita ngomong sehari-hari, conversation biasa itu kan berbeda, kadang-kadang mereka juga ngasih tambahan. Ndelalah itu yang nganu tamu saya itu juga pegawai museum. Dan ndelalah waktu itu, dia seorang educator. Dia ngomong... Kalau bisa, Inggrisnya agak... Apa ya... Bisa dipake yang... Jadi kayak krama inggil, krama inggilnya bahasa Inggris. Nah, karna itulah Karena di... Di Inggris ternyata juga ada... Tingkatan bahasa tingkatan bahasa ternyata. Ya itu juga kita... Dari situ... Saya juga belajar penggunaan yang paling simpel, dari yang, "Can I help you?" Terus, dapat masukkan dari turis tentang penggunaan kata. Lebih baik menggunakan "would you". Would you mean if I assist you? Itu kan lebih sopan. Itu juga salah satu buat saya pribadi ternyata selama ini saya melayani ini salah, jadi ada tambahan-tambahan skill seperti itu.

R: Terus kalau pengalaman anda ini paling banyak itu di dapatkan dari setelah anda menangani turis kemudian belajar lebih baiknya atau lebih banyak dari masukan dari turis?

F9: Pertama sih saya ya ini kan kalau kita kan belajar nge-cari mental dulu ya. Tapi mereka udah welcome banget, mas. Sama kayak kita ketika seseorang asing ngomong bahasa Indonesia kan kita kan welcome sekali. Sama halnya seperti itu. Dan mereka kadang-kadang memberikan advice-advice, dah dari advice itu saya belajar. Dari advice itu saya belajar bagaimana menggunakan bahasa inggris yang baik dan benar menurut mereka dan tidak terlalu kayak buku bahkan saya belajar itu gak lewat apa ya, youtube tutorial itu gak lebih banyak itu dari film, film itu saya juga membantu saya dari advice dari turis itu terus saya belajar dari film. Mereka juga ngasih saran, kamu coba deh kalau mau belajar bahasa Inggris yang lebih bagus lagi selain dari akademisi saya dari background sastra Inggris coba deh dari film. Itu akan membantu pronunciation ya kalau saya pribadi kan kalau kamu mau bahasa tulis atau literasi kamu bisa belajar dari novel, baca novel. Tapi kalau pronunciation kan ada listening di situ. Nah itu dari movie. Mereka langsung banyak yang suggest ke movie. Coba kamu movie ini, ini, ini. Malah taker film-film yang bagus gitu. Selain kita belajar tentang keris, saya ngasih ilmu tentang keris, dia ngasih juga suggestion tentang bahasa asing.

R: Tadi kan anda juga bilang bahwa anda juga pernah belajar menggunakan Kamus tadi buka-buka Kamus. Itu anda belajar membuka Kamus itu melihat



Kamus untuk menyesuaikan bahasa itu setelah anda menakukan penanganan kepada turis atau sebelumnya?

F10: Kalau saya pribadi kalau kamus itu berfungsi ketika saya di literal, membuat caption storyline koleksi itu saya lewat kamus. Tapi kadang-kadang juga, saya juga ya itu ketemu anak kecil itu tadi cari padanan kata yang enak, atau yang bisa mereka ngerti. Itu ya, sekarang kadang buka kampus juga. Karena menurut saya kamus online kan, karena sekarang kan banyak kamus online ya di kamus online kan sudah terpaku. Ya misal, apa ya, reading Itu kan cukup membaca ya itu aja, tapi kan ada padan kata yang lain. Nah itu saya cari dari kamus-kamus yang kalau saya sih kan, kalau sastra itu kan dulu diajarin coba buka Oxford nah itu yang kamus yang menurut saya yang cukup lengkap ya, dan disitu saya banyak ketemu padanan kata yang lebih ekspresif karena bahasa indonesia kan agak ya, bukan merendahkan bahasa indonesia bahasa kita sendiri bahasa kita sendiri aja itu kayak terbatas mas tapi di bahasa inggris banyak banget tuh misalnya katakan selanjutnya, selanjutnya kan kalau kita orang awam inggris cuma “next” kalau di bahasa inggris kan bisa ngomong ‘furthermore, moreover dan lain-lain’. Nah, ya itu sebagai contoh aja sih mas, kalau saya sih belajar cari padanan yang enak, menyesuaikan siapa sih yang kita adapi gitu. Apalagi saya pernah kejadian tuh ketemu tamu negara, tamu kota. Tamu kota itu dari, misalnya kota mana di luar negeri main kesini, terus saya nyambut mereka. Itu juga tentunya bahasa Inggris yang kita gunakan juga berbeda. Tidak... Ya itu kalau itu tetap masih kayak like a booknya itu 70 persen. Nah 30 persennya itu kita mencoba mengakrabkan diri, karena

bagaimana pun tugas seorang educator atau seorang guide itu kan menemani dan juga sebagai teman tamu itu sendiri. Nah, kalau kita terlalu like a book kan, masa iya. Ya, gini aja lah sih, kita bahas Indonesia nih. Kalau like a book kan, “izinkan saya berkenalan diri, saya Faris, saya dari ini” kalau, kalau bahasa Indonesia yang enak kan “oh, aku Faris, mas” nah itu kan seperti itu, sering banget dan ini juga saya turunkan ke anak-anak magang di museum ini kalau perkenalan diri, jangan like a book. Dari diberi masukan turis asing ngomong “your english like a book” itu saya turun kan ke kenalan saya, baik itu anak magang padahal itu kalau bahasa Inggrismu advanced, naikin ya itu tadi ya dibuat setidak baku mungkin, gitu kan kita lebih nggak ngomongan sama komputer, tapi ngomongan dengan orang Indonesia kadang-kadang misalnya susah tapi kalau yang udah pro ya udah beda

R: Berarti ini ya mas, pengalaman anda satu tahun ini juga mempengaruhi kenaikan yang signifikan ya?

F11: Tentu, banyak pengaruh, dari saya langsung berhadapan dengan turis, dan ilmu kan bisa bersumber dari mana aja mas, dari tamu sendiri itu kan membantu saya banyak.

R: berarti skill yang anda dapatkan ini sebagian besar itu dapat dari handle turis dan juga belajar persamaan kata yang ada di kamus untuk handle turis-turis yang mungkin lebih muda gitu iya?

F12: Tentunya mas itu ya kalau kita main presentasi ya presentasi saya terbanyak itu 40% memang dari turis mas 60% dari akademis itu ya dalam presentasi.

Tapi 40% itu penting banget, Mas, buat saya. Karena ilmu itu bukan sekedar...Saya buat pribadi ya, itu bukan hanya sekedar, ucapan, tapi mental saya juga. Kadang-kadang kan kita kalau ketemu turis asing, wah takut nih bahasa aku salah. Apalagi di Indonesia, kita kan apa-apa nulis bahasa Inggris aja, grammar kita salah aja, dihujat diabisin habis-habisan. Nah itu yang membuat kadang-kadang kita jadi agak takut. Tapi kalau gak kita lawan gak maju-maju. Nah makanya 40% dari advance itu, advance nya kan membangun, turis itu membangun, membangun kami untuk lebih giat lagi belajar. Beda kalau orang Indonesia ketika coba mas bikin status ,ada yang salah to be aja kan udah di habisin. Itu ya sebenarnya maksudnya baik, tapi dalam penyampainnya kan jatuhnya kayak... ..kayak ngejatuhin nih, Ya, ngehujat ya kan. Padahal saya di awal-awal pertama, mereka no problem lah, mas. Aku, aku wis mikir. Ah, tak, coba nyalah. Aku tak... Gini, coba. Apa ya, pas? Aku kayak...Sebuah reset gitu. Coba deh, tak coba. Grammarku tak rusak. Jadi kan kecampur, jadi harusnya past kalau past kan past terus. Itu tak campur-campur. Gak ada masalah, mereka paham apa aja. Oh, jadi yang penting itu kan bahasa adalah saya dan turis. Jadi alat komunikasi itu bahasa itu sebenarnya ya penting paham loh. Ya, itu yang kita pegang sampai saat ini communicative language. Tapi kalau itu sudah berbeda ketika dengan tamu kota. Itu udah harus, kita harus memang memakai bahasa yang bener-bener bagus. Yang mungkin yang bisa saya baris bawahhi kalau bagi kami pemandu wisata itu adalah penempatan atau ditempatkan pada umur-umurnya itu yang harus bisa.

R: Masnya kan pernah menangani tamu yang katakanlah TK, kemudian dikasih bahasa yang untuk dewasa mereka paham atau tidak.

F13: Ada mas, walaupun dia orang Indonesia, tapi ada kan TK kan sekarang bahasa Inggris semua Ya, boarding Wah itu juga salah satu yang berkata yang benar ya, memberikan kata-kata yang enak. Tapi, ngeciwis mas, kalau anak-anak kecil itu ngeciwis. Nggak mau diem. Nggak mau diem dan questionnya itu banyak banget dan kita harus bisa menjawab. Menjawabnya ya, satu dengan cara mendongeng. Nah itu kan butuh skill, butuh skill khusus. Seperti Jalan, the past, this grease itu kan harus fluent kalau kita masih berpikir-pikir mereka mudah bosan itu kita harus coba cari cara yang bagus, kalau kita masih plega-plegu sama yang old kan biasanya gak apa-apalah sudah umur-umur muda, ke tua itu kan malah kadang-kadang dia bantu kita , misal “what this calling is?” kita ngasih perumpamaan dulu, kaya eksekusi kita tanya “what this mean”, jadi ketika kita ada kesulitan, mereka ini membantu. Enaknya disitu. kebanyakan gitu. Itu waktu saya awal-awal. Kan awal-awal saya disitu. Saya kan cuma bisa kan bahasa tulis. Bahasa ketik ya. Tulis saja kan. Tapi ketika kita dituntut untuk bicara, ya mau gak mau. Kan tentunya kan masih banyak kesalahan teknis, misalnya pengucapannya salah, dibantu kok, dibantu. Karena dia juga butuh jawaban, datang ke museum kan dia ingin tahu. Dan dia juga bisa memfasilitasi ini, itu di awal saya disini.

R: Kemudian setelah Anda dapat Itu tadi dibantu turis berarti anda terus memperbaiki gitu ya?

F14: Iya, kan saya bilang tadi 40% yang sangat-sangat penting dibanding 60% saya tentang Inggris itu, tentang bahasa Inggris. Walaupun presentasinya kecil tapi itu hampir merubah kebiasaan saya di awal-awal saya kenal bahasa Inggris. Sekarang kan udah yang penting enak-enak aja aja, nggak perlu pusing.

R: Kalau untuk yang satu tahun ini, Anda ada experience yang menarik nggak dalam yang berkaitan dengan kemampuan speaking skill?

F15: Ada mas, bahasa asing lainnya yang kita bisa dapat dari bahasa Inggris misal di Inggris dan Perancis itu saya banyak mas, dapat dari Inggris dan Perancis itu, kadang-kadang kita memutus omongan misalnya, itu langsung ngomong mas, jadi diseret omongannya kata-kata misal omong komotalevu itu kan diseret dari komong tu tu itu tu alev vu nah kalau di Inggris itu saya dapet juga gini misal endingnya vokal, terus awalan vokal ketemu, itu langsung di seret. Nah, itu yang bisa menambah juga. Nah, dari bahasa Inggris kita belajar bahasa asing lainnya juga bisa.

R: Baru anda dapatkan dari turis-turis itu ya?

F16: Itu gara-gara bahasa Inggris kan, ya pertama dia di awal-awal sih itu. Saya ngomong bahasa Inggris itu kan diputus-putus. Contohnya apa sih? Saya potong perkataan mas, perkataan ya kayak kita ngomong nih “Kamu sudah makan belum?” Kalau yang bener kan kalau di Inggris kan “Have you eaten?” Ya kan, langsung dia langsung gak ada kayak penjedaan-penjedaan gitu, gak disepasi, jadi langsung ngomong. Nah itu yang saya dapat dari mereka. Dan

dari mereka sih. Apalagi yang asik itu dari Profesor Mas , profesor itu asik profesor itu kebanyakan sih Eropa, dari Belanda atau Swedia Sering-sering. Dan ketika kebanyakan turis, itu udah biasanya stay di Indonesia udah lama. Jadi enak, jadi enak juga itu yang kalau kita dapat turis yang misalkan kan lah. Aku udah, dia cerita saya udah stay di Indonesia sekitar 2 tahun, 6 tahun. itu malah bisa pakai tapi saya paksakan walaupun dia udah pernah stay di Indonesia dalam kurun waktu yang lama saya paksakan juga bagaimanapun dia kan native kita harus,saya jujur aja mas melayani tamu-tamu asing itu bukan perkara tip ya mas tapi lebih ke arah membangun, karena skill mau membahas asingnya penting banget. Kalau kadang-kadang cuma juga kita terima kasih. aku juga terima kasih, karena feedbacknya. Karena menurut saya, daripada saya dikasih tip katakanlah 100 dolar. Betul, gak ada apa-apa yang dibanding saya dibenerin. Karena kalau dibenerin kan, untuk kelanjutannya ada terus. Sejujurnya mas, dari saya belajar itu juga naikin. Ya, belajar bahasa inggris ya. Itu juga menaikkan, oh gini, oke, jadi kayak kenalan mas. Kadang-kadang gini, Faris, September ini saya mau ke Indonesia. Jadi saya dipegang terus, dipegang sama si turisnya. Katakanlah, dulu kan orang udah...Tapi gara-gara bahasa Inggris saya bagus dan saya bisa melayani dengan baik, tamu itu kan sampai satisfied, dia sampai minta kontak. Kontak berarti ada ke selanjutnya, Ya itu, kalau kamu melayani dengan baik dan kamu terus belajar. Dia kan puas kan? Dia kan puas. Ketika dia sudah puas, ketika dia balik lagi ke sini, dia akan cari kamu. Nah itu yang saya dapat yang manfaat dari kita belajar darituris mas. Jadi saya itu giniya mas, dapat masukan-masukan dari turis itu...ini apa...saya

aplikasikan, karena apa...masukan dari turis itu berharga banget mas, bias nambahin sama ningkatin kemampuan kita. Nah itu yang saya dapat. Jadi advice-advice itu, gak hanya membangun dari segi saya lincah, tapi juga dari segi relasi channeling saya itu juga kuat dan yang terakhir itu saya orang Itali mas, orang itali dateng kesini mau buat kerisi bikin media bikin media sih orang tv lah orang tv tapi dari itali dan kenalan saya, itu mengenalin orang TV itu nah ya kan jadi kan nambah. Bukan hanya dari orang yang itu, tapi dari orang lain. Dan aku yakin, setelah layanan dan bahasa yang saya sajikan kepada mereka, nanti akan dia nyari saya lagi. Disini misalnya waktu itu dia pernah kejadian saya tuh, pernah dia bingung malam-malam telpon, karena udah ngasih kontek kan di Solo kemana lagi nih? ini yang jadi tantangan lagi mas, orang saya ngerti Cuma keris ya kan harus belajar batik harus belajar wayang nah itu malah jadi asik juga mas buat saya jadi improve tersendiri, nah itu karena kita sudah mereka satisfying di sini kita bisa memperbaiki pelayanan baik, sekalian aja tak borong lah nih orangnya. Tapi ya di luar jam saja saya di sini, bisa lah di libur saya, kadang-kadang di kontak "Libur nggak? Ya, libur pak. Jadi bahasa Indonesia nya ya ini, Libur". Ya udah, jadi, kita bisa improve kembali.

R: Owh yaa mas, malah dapet benefit banyak sekali ya mas ya. Baik mas faris, mungkin ini cukup dulu untuk bersama Anda, kalau nanti ada lagi saya tanya. terima kasih ya mas ya

F17: Baik mas,

### C. Interview with Mr. A (IA/3Oct)

Date : October, 3 2023

Place : Keris Nusantara Museum

Mr. A is permanent tour guide at Keris Nusantara Museum. He has been a tour guide for 6 years and often handling foreign tourist.

R: Oke, mas langsung saja, karena kemarin saya belum kenal sama anda nama panjenengan Sinten Mas?

A1: Nama saya Anjang Pratama mas saya disini sebagai staf Museum Keris Nusantara menjadi seorang edukator Museum Keris

R: anda sudah berapa lama menjadi tour guide di museum keris?

A2: Museum Keris itu kan diresmikan 2017 ya mas, Agustus 2017 Agustus dan November nya saya masuk di museum diposisikan jadi edukator memang waktu itu museumnya baru, la itu sampai sekarang, jadi sudah 6 tahun. Nah, makanya kebetulan aku bilang, basic ku itu ilmu sejarah. Yang malah jadi beban. Itu pinter cerita aku sih. Itu yang ngisi posisi disuruh aku. Ya, itu mas. Jadi apa ya mas, sebenarnya, ini awal dari yang dikira-kira pengetahuan akumulatif dari banyak-banyak buku, ketemu orang-orang dan kita juga bisa menjadi berharga di masyarakat kita dan untuk skill-skill diluar Bahasa Indonesia ya mas, menggunakan bahasa Inggris ya Alhamdulillah ya mas, Tapi untuk penggunaan bahasa inggris kami juga terkendala.



R: Berarti di sini banyak juga turis dari manca negara ya mas?

A3: Iya, mas. Nah, sebelum pandemi, paling banyak Cina. Karena ada penerbangan langsung dari Cina ke daerah wisata terkenal Indonesia seperti di Bali dan lainnya, ternyata ada juga penerbangan yang ke Solo. Nah, kalau wisatawan Jepang, kemudian wisatawan Eropa, yang berkulit putih dan berbahasa Inggris ini lumayan termasuk banyak mas.

R: untuk pengalaman wisatawan dari mancanegaranya untuk tahun ini itu banyak mas?

A4: okeh mas, yoo 10, 15, yang paling tak eling ini Dubes Australi soalnya sampai jam 6.00 malam. Mereka memang senang, memang senang kan memang senang, mereka penasaran mungkin kok enek peradaban tuo. Dan mereka juga paham karena Australia atau Indonesia, tetangga kan minimal kan mereka ndue wawasan.

R: dari UK atau US gitu?

A5: enek enek enek, seko rusia yo enek, malah awakedw i opo, komunikasi lewat hp nganggo translate. Nek British, English, Insya'Allah itu isolah. Nah, kalau saya... Thailand Vietnam, ya yang paling unik menurut saya soko Suriname kui lucu, karena wong Suriname kui isoh boso jowo, tapi tak jak omg kromo inggil malah bingung, ha ha ha, ngono, tapi nek dijak omg ngoko malah isoh, tapikan ora penak, mosok karo wong tuo nganggo boso ngoko.

R: tadi ini kan mas, tahun ini banyak turis dari eropa yaa, kalau untuk menangani turis tersebut yang berbahasa Inggris, mas Anjang itu biasanya menemukan kesulitan di apanya mas? misal pronun atau di apanya mas?

A6: Kalo kosakata itu apa? Vokabulari , yang terbatas adalah Vokabulari makanya kadang kalau orang Eropa tak jelaske sisan tak bukakke bentuke. Sama saya kasih tau untuk istilah-istilah gitulah biar paham lah, contohnya Pamor, Pamor itu asalnya khas Indonesia Pamor itu apa bingung, Pamor itu kayak Damaskus knife Pattren, trus turis “oh iya iya” Jadi kesulitannya disini tentang istilah, karena apa istilah itu kan tidak bisa dirubah, koyo pamor kulit semongko itu jeneng obyek. Mosok iyo dadi watermelon skin, kan wagu. Terus eneh “luk” awakedw kudu njelake istilah e curve ngono ben mudeng. Jane kui kan istilah, istilah ndue ciri khas i raisoh dipadakke ngono lo mas. Contohnya mangan kebab neng Amerika, padahal kebabnya asli dari Turki, mosok iyo peh neng amerika meh dadi diceluk burger. Jadi untuk menerangkan itu biasanya aku nggawe kata “Javanesse call it ngulit wos utah”. Yo kui neng vocabulary ne.

R: Mas Anjang kalau untuk menyiasati vocabulary nya itu biasanya Mas Anjang belajar dari... Mas Anjang misalnya ini vocabulary nya saya tidak tahu pas hari ini, dikemudian hari lihat kamus atau cari referensi dari movie atau apa gitu?

A7: Nak aku biasanya, aku paling senang belajar bahasa ini dari movie mas, Dokumenter aku paling senang, nek ora aku tekok faris kui sing cah sastra inggris. Kalau aku kan berbasis itu sejarah murni, kalo mau njelaske itu

terbatas di vocab makanya kadang tak tunjakin, tak tunjakin hal-hal yang saya bilang. Kita tunjukkan benda ini. Tuh, mister. You see? The pattern. You see the pattern? Yang penting komunikasinya itu tersampaikan. Koyo “when you see the pattern this is watermelon skin sir” terus mereka “oh iya iya iya”, kan kalo komunikasi itu mosok yo gur omong sitik. Kan kene meh nunjukke pribadine awakedw sing friendly. Terus ada turis dari luar mereka itu bilang foreign jadi aku ikut-ikutan bilang foreign gitu.

R: Berarti Mas Anjang ini kalau buat pengalaman terutamanya yang paling banyak malah dari turis itu sendiri?

A8: Hoo

R: Terus Mas anjang, ini untuk pengalaman satu tahun ini, ketika menangani turis mancanegara itu mendapatkan pengaruh yang signifikan?

A9: Oh iya Mas, jadi pede ngomong bahasa Inggris. Jadi pede, jadi pede. Paling kalau salah kosakata kan paling mereka “what what” gitu, berarti ada yang salah.

R: Jadi mas anjang sudah tidak gugup-gugup gitu ya

A10: Hoo, Jadi mungkin karena terbiasa ya, jadi aku sitik-sitik vocab ku ki bertambah walaupun ora komplit ya dan kadang kudu mikir sek i kadang ya males banget mas, ora di luar pikiran ngono loh istilah-istilah ngono lo.

R: Terus kalau, mas, belajar itu mungkin belajarnya juga yang berkaitan mungkin keseluruhan dengan yang ada dimuseum di sini atau juga belajar vocabnya itu yang berkaitan dengan yang ada di luar untuk menambah improvisasi gitu?

A11: He'e, he'e, mas. Makanya aku senang nonton dokumenter yang ada subtitle-nya yang benar, lho, ya. Kalo yang vice Indonesia, subtitle-nya memang ditoto benar, daripada generate Inggris, kan.

R: berarti panjenengan itu cari-cari untuk improvisi. Kalau dari kamus gitu, enggak?

A12: Apa ya? Soale aku iki wonge males banget moco buku. Ra enek sing menarik. Soyo meneh ndadak nggoleki kosakata terus buka-buka ngono kae. Nah, yang terakhir ini Madu Gila Nepal. Jane aku yo reti sing dibahas opo. Meskipun kita orang-orang yang berbahasa bahasa, bahasa Inggris, bahasa Amerika, bahasa Inggris., Britania? Bahasa Britania itu sama, tapi aku paham. Oh, seperti itu.

R: Berarti kalau misalnya dipresentasikan, panjenengan yang dapat dari pengalaman di sini, kemudian dari melihat film tadi , kira-kira untuk presentasinya berapa yang di dapat? Lebih condong banyak yang dimana?

A13: Mungkin karena aku raseneng moco kali ya mas. Jadi aku luh apa ya? Memang aku kudu pancingane sek, aku malah seko nonton... Nonton apa? Dokumenter aku. Ya aku nonton-nonton apa sing aku senang, yang mengandung apa ada translasi Inggris, aku malah suka.

R: Termasuk juga kalau dokumenter itu ada pronunnya kan juga ada?

A14: hoh, hoooh, hoooh, lah aku suka. Unikannya kan neng kono. Jadi aku saking seneng aku suka. Aku dadi isoh mbedakke endi boso Inggris. Inggrisnya orang British, atau Amerika gitu aku reti. Mungkin saking-saking seneng aku suka. Aksennya barang gitu, podo-podi lagi ngomong bahasa Inggris. Aku reti bedane. Bukan e pie-pie, tapi mungkin karena kebiasaan kali ya. Gimana? Oh sih, bagus sih Mas. Jadi, Nek Nek Seng pakem kan asalannya ada, memang kudu moco kamus bahasa inggris baik dan benar.

R: Kalau bahasa yang Mas Anjang sampaikan ke Turis manca negara itu... Like a book atau kayak bahasa sehari-hari Mas?

A15: Bahasa sehari-hari sih. Hoooh hoooh sih.

R: Berarti gak ada komplain dari Wisatawan Mancanegara kalau Your English like a book itu gak ada ya?

A16: ora i. Malah malah kadang I'm sorry sir my English is not very well. Oh ya. Oh it's okay it's okay it's okay. I'm thank you about you, saying anything about keris. Yo mungkin, mungkin aku kan yo emoh dewe nek enek komplain to mas, kadang neng awal aku yo ws omg nek my english is not very well.

R: Kalau untuk pengalaman unik tahun ini panjenengan mandu wisatawan manca negara ada mas?

A17: Unik yo kui Dubes Australi kui,. Dekne i tekok ngobrol, intine dekne i pengen reti persebaran keris, persebaran keris di Asia Tenggara. Kan kui

kompleks banget to, awale aku njelaske ne i sak sekecekele kosakataku, terus dekne i tertarik mergo aku nyebut keris bugis, keris e wong makassar. Tekok-tekok terus aku Sampai bingung, bingung jawab Soalnya dia ini juga paham, daerah Darwin Utara Australia memang ada kontak kebudayaan Wong aborigin Kalo wong Makasar. Suku asli Australia Kalo wong Makasar. La wonge ni ternyata ya mudeng, terus tekok e langsung ndedes jane pengen ngobrol gayeng koyo adw wong nongkrong. Tapi kono yo bingung, aku bingung. Makanya aku akhirnya nyeluk translator. Ini mas koe rinio wae, jelasno. Soalan aku mikir-mikir sama cerita ini, tentang historiografi ne, saya mikir, saya mikir bahasa juga, saya tidak bisa berpikir apa-apa malahan. Saya berpikir, saya dari pada anu yows, mas-mas reneo. Jadi saya menerangkan nanggo translator, deknen yo excited excited. Soale yo podo reti ne tentang sejarah. Nah, aku dadi sadar bahwa, jadi ketika pengunjung, tidak mengerti uniknya, uniknya Museum keris ini, dadi aku kudu isoh njelaske detail, dadi ora gur njelaske gur, ini keris, ini adalah senjata masyarakat Jawa. Tapi itu aku kudu bisa jelas itu. Apa ya? Hal-hal yang okeh, yang apa ya? Okeh istilahen, dong. Jadi kayak apa ya? vocab itu, tapi memang juga, karena vocabku itu memang harus diperbaiki,diperbaiki ketika aku pengen jelasin, tapi aku terbatas vocab. Soale aku ra terbiasa lan aku wonge lalen. Cobo koe urip neng Singapura, mungkin ini terbiasa dadi Pinter. Pengunjungnya disini juga jarang-jarang ya. Yo jane i aku pengen mengevaluasi diri, ben nek ketemu uwong i, uwonge i paham. Ketika saya berbicara, dia paham. Dan saya berbicara, saya

menyampaikan komunikasi saya. Nah, kadang-kadang kelemahan aku i neng kene, okeh lalen e, vocab e yo jarang.

R: Tapi kalau ketika ada wisatawan mancanegara ke sini, panjenengan langsung, saya aja gitu. Atau dilempar ke orang lain gitu?

A18: Nek, tergantung. Nek kadang enak bocah-bocah magang, tak manfaatké. Soalnya orang-orang yang datang di sini, yang ingin mengerti keris, pasti tekone ndedes, takone detail. Daripada aku ngoko ngomong pating belepotan, Mendingan mau ngejaki cah magang, jadi kalau mau ngomong aku, kelupaan apa? Vocabku , Aku meh ngomong lali, Ya, ngomong kono la iki, Mas. Ya, udah gitu Mas. Terus, ya jane pengen menguasai bahasa Inggris sing baik dan benar.

R: Kalau Mas Anjang juga ikut kursus gitu enggak?

A19: Enggak

R: Berarti full autodidak ya? Mantap berarti

A20: Kosakataku sing tak nggo yo mung kui-kui ae, If you want to see, follow me sir, this is javanese people call it Pamor, yows ngono kui mas. When you going to the Malayan Peninsula, you can see the Malaysian keris, the different and Javanese keris is there. You can see the *sheath*, adahe. Adahe itu yang mengucapkan susah banget. *Sheath* adah malah keleru *shit*. Tapi itu ya mudeng, mergo gerakan tanganku, aku nyekel sarungnya. Ndak bisa bahasa

inggris ha ha ha ha. Yo pie ya mas, ketika ada tamu asing, itu ya tak manfaatkan dadi peraga

R: Biar tersamakan dengan baik?

A21: Hoooh hoooh, dadi wedine yo kui nek gur menyampaikan gur nganggo bahasa i wedine yo kui, artikulasiku wedi luput

R: Mas anjangnya, pelevelan bahasa Inggris panjenengan itu, apa mas?

A22: Waduh level apa ya ini? Beginner lah, beginner mungkin nih ya. Beginner atau malah amateur.

R: Wah kayaknya engga mas udah 6 tahun kok

A23: Ya memang mergo yoan, gimana sih mas ya mergo yo mungkin karena jarang interaksi langsung karena orang Inggrisnya jarang ke guna, akhire ya okeh laline. Jadi bar-bar ketemu, jadi ya bisa mas ngobrol, kono ya paham dan kuno yang ngerasa apa jadi ini aku dewe yang ngerasake, yo mergo ora terbiasa kui dadi okeh laline sih mas, makanne aku ya ngaranine anune kui sih

R: Karena gak ada lawan bicara ya mas

A24: Hoooh mas. "Mr. Javanese People believe when the keris kills someone, this Chris is broke". Rusak. Tapi, pandangan orang jawa bukan rusak seperti itu, spiritualnya hilang, nekakke kutukan, rusak karo kui kan bedo, nah. So this keris sir, when you keep the keris, this keris have curse. Jadi, kadang aku meh omongan i dadi rodo kacau mas.



R: Jadi dari pengalaman akhir-akhir ini panjenengan kemudian bisa improve skill panjenengan gen bisa ngomong biar diterima dengan baik gitu ya?

A25: aslinya ngomong aja makanya kalau saya katakan, bener opo ora tak pikir wong londo mungkin paham sih, aku yo tau mas dadi pengucapanku salah dan mereka sekdewene meneng wae, tapi raine mereka i ketok rodo bingung ngono kae mas. Terus wong londone rumangsaku mbenerke opo sing tak omongke mau, yo kata-katane podo tapi pengucapane luwih bener timbang aku pas omong mas ha ha ha, dadi coro-corone lehku ngucapke mau di benerke mas, terus aku yo oh yes yes ngono mas. Terus wong londo mangsaku fleksibel, sing penting isoh ngekeki kata sing apa ya, isoh menunjukkan, menurutku loh ya. Ben kono genti sing mikir daripada aku sing mikir yoto ha ha ha

R: Kalau orang luar itu juga pernah gak mas tanya-tanya tentang apa gitu sesuatu yang unik di dalam kris gitu juga?

A26: Ya genah mas, Contohnya kayak ya kayak keris i isine opo?

R: Terus berarti kayak orang sini tanya-tanya gitu?

A27: Hooh ya tak jawab, mungkin wong eropa i basis e sains ya, itu ya tak jawab, ini daya Intelegensi yang tertanam gitu. When the people Memurnikan besi kan berarti ini kecerdasan. Ketika kita menggunakan seni kria, detail, ukiran, estetik Berarti ini kecerdasan. Terus, Menanamkan nilai-nilai Filosofi hidup ini Berarti ini kecerdasan Berarti kecerdasan ini Berarti ini kecerdasan ini daya kuasa Tuhan keris sifatnya Spiritual sifatnya. Mergo yo kui mau jadi

simbolisasi dia dengan Tuhan. Membangun ikatan dengan Tuhan. La kono meh menginterpretasi pie monggo

R: Berarti, mas anjang menjelaskan secara religiusnya ya?

A28: Hooh, soalnya aslinya memang konsep spiritualnya mau, Mas. Apa ya? Ya, spiritual kan aslinya itu hal subjektifitas yang rasanya tidak bisa ditakar. Nak sepahamku ya kui . Ora mungkin, Mas, nenek moyangnya ki bakal ngekeki sesuatu yang bakal mencelaka anak cucu i ramungkin. Nah, makannya...Pasti bahwa keris kui yow... Menyimbolkan hubungan dengan tuhannya. Gambaranne ngono kui. Nah, nek interpretasi sing tak temoni seko naskah-naskah kuno lho. Ini naskah-naskah kuno, seko era Singosari, Mojopait. Nganti era keraton-keraton saiki, keris i intine membangun ikatanmu karo tuhan, ws kui tok. Ora enek meneh.

R: Nah kita kan bicara soal keris kan dari zaman singosori dan lain lain, biasanya bahasanya kan rada rada sulit nggih mas, nah disitu panjenengan pas njelaske nggih rada rada sulit mas?

A29: Ora sih mas ora sih, nek nek mata kuliah ku ndisik i luwih neng interpretasi, interpretasi, dadi adw ora kudu moco neng naskah kuno kui mau, maksutku nek aku kon mempelajari bahasa pala, sansekerta, wa yo njeblug aku

R: Terus jelasin ke orang mancanegaranya gimana, Mas?

A30: Ya, ya adw i berbasis literasi. Ya, koyo adw menjelaskan, intinya itu berbeda. Istilahnya itu, kalo aku istilah kui awalan e mesti tak keki, javanese people call it, meaning, the meaning of...

R: Kalau nggak bahasa asli kan di bahasa Inggris nggak diteranlate kan gitu.

A31: Hooh hooh. Nah biasanya ngelakuin the meaning of lagi sebutke istilahe lagi, artinya i makna i apa. Makanya, Nek, Javanese people call it...meaning of... ..mesti ngelakuin ngono-ngono kui ujung-e.

R: Ada kunci sendiri.

A32: Hooh, Ini yang paling di luar pikiran ku. Terus aku rasah mikir kosa kata aku.

R: Berarti kayak jenengan itu... ..ambil kayak kita ngobrol... ..ke temen gitu aja.?

A33: Hooh ws kongono wae. Look it sir, Javanese people believe sir, this pattern Javanese people call it pamor. The meaning a pattern on the blade, and symbolization pray to the god, hope to the god. Nah ngko kono nyauri opo gari ngekeki alesan liyane. Ws bar kui ngalir, sakmono bar kui ngalir, tapi pas awal mbukak mesti ngono ha ha ha. Hooh, yes, my grand father have this because my grand father going to the war in the filipin island. Oh berarti mbah e pernah mengkat perang ketemu kereisnya wong wong Melayu. Nah ws ngono kui, ngko terus ngalir neh, Oh yes sir I can see the picture. Yaws mengalir ngono ae ndanganu.

R: Berarti panjenengan niku bisa lancar mengalir karena pengalaman ya?

A34: Hoo mas, ngko lak yo ws metu-metu dw mas.

R: Berarti kalo untuk yang dulu itu panjenengan itu rada gagu-gagu atau bagaimana mas?

A35: Mungkin wektu kui, wektu kui aku ws kerep ngewangi dulurku neng wisata, operator wisata neng borobudur mas, dadi neng kono kadang ketemu anu aku mung ngrungokke wong ngomong, wong londo ngomong. Biasane nek masalah ngrungokke aku isoh, seko seko film dokumenter. Kadang i pengucapanne i aku rodo raisoh.

R: berarti terkendala pronunnya barang ya

A36: Hoo mas, nggo saiki yo ijek kurang mas aku, jane yo pengen, soale vocabku ijek kurang, salah pengucapan yo okeh e,

R: Oiya mas, sekarang kan ini kan juga ada anak anak TK yang diwajibkan untuk bisa berbahasa inggris kaya boarding school ngono mas, la kan panjenengan pasti juga diminta untuk menjelaskan kosakata dalam bahasa inggris gitu.

A37: Cah SD i malah penak meneh, cah cah SD sing koyo boarding school yang ada bahasa inggris sing dolan rene malah penak meneh, follow me my friend, i will show a ultimate weapon, oh i want to see i want to see. Ok you can touch it Cah cilik nek mbok terangke okeh ramungkin gatur. Malah seneng mbok jak dolanan, nah kui luwih seneng neh, penak e neng kono kui. Nek aku pengalaman neng cah cilik-cilik. Cah cilik nek tak tonton i seko periode TK tekan SMP i pola pikir ijek bermain, dadi mbok jelaske ngasi lambemu muntuk

e ra mungkin gatak ha ha ha. Dadi yo nek kosakatane i aku yo luweh penak.  
This spear is not haunted So you can touch it Don't afraid ws ngono wae.

R: Nek sama wisman panjenengan juga guyonan nggak?

A38: La kui, jane aku pengen, tapi aku wedi ha ha ha. Makane aku luwih neng nggon gimmic sih ro gestur ben ketok nek aku i frendly. Jane i yo pengen, memang tidak dipungkiri komunikasi interaksi i kudi enek hal hal sing nunjukke o bocah iki frendly, ora ora anu, dekne i nunjukke ngancani aku i seneng. Jane yo pengen guyon.

R: Jadi anda i banyak di gestur ya mas untuk menunjukkan

A39: Hooh, yes sir you can see you can see. Dadi i ketok e koyo wong lugu. Soale sing tak pahami mas, ketika koe i pengen menunjukkan kepada dia menunjukkan sebuah informasi, dekne i menghormati koe, nek tak tonton lo. Ketok koe i bersungguh-sungguh memberikan informasi, tak pikir karena ada keterbatasan, deknen i ora gelo ora kecewa.

R: berarti mereka itu ini mau menerima dan malah excited balik gitu iya?

A40: menurutnya malah ketika kita kayak pengen menunjukkan sesuatu penting kita menunjukkan yang kita usaha kita pengen memberi dia menjelaskan, sing tak tonton i ngono kui. Terus neh iki, sir i have a ask for u, la tekok iki, dan kono ketok memaklumi adw selama kui ketok bersungguh-sungguh., dan ra enek koe roso males ngancani dekne kui kono yo seneng

R: berarti dari pengalaman panjenengan yang menjelaskan dengan sungguh-sungguh entah itu dari nanti vocabnya kurang atau pronunnya salah, berarti mereka itu nanti bisa menangkap gitu iya?

A41: mungkin iya soal apa ya ya mungkin, menurut e aku kui bahasa i baku, nek menurute dekne i ora yae, mungkin selama memdekati i kono ijek isoh nompo, oh yes, ngono

R: Tapi pernah nggak mas, wada wisatawan mancanegara gitu yang sekiranya kecil-kecil gitu?

A42: Biasane takon mae, what this is mam?, terus aku menjelaskan, this is for women, in the past javanese people wear the keris in different people. Nah, the small is for the women and the big is for the man. Yows ngono kui tok, yo bahasa bahasa swderhana.

R: Kalo dengan yang dubes Australia, masnya menggunakan bahasa formal atau yg kayak tadi?

A43: Yo nganggo bahasa sing koyo mau mas, bahasa sehari-hari, kono yo maklumi, yo neng awal tak omongi nek my english is not very well, i will accompany you to explore the museum. Nek ra ngko enek translator e. Mbak-mbak artine menghunus i opo ha ha. Nek ra jan detail banget, aku ra ngakon mbak e kon nyampaikke.

R: jadi kalo butuh yang hal detail masnya bilang gitu baruan?

A44: Hal-hal rumit sing memang kui kudu disampaikke secara anu detail.

Contone, ngopo kok keris kui dihidupkan? Ben tertanam nilai-nilai di dalam kehidupan. Soale didalam keris i enek makna-makna kehidupan, biar makna tersebut terpatri di dalam hati, makannya keris itu dijamaso dikimbahi, dlkasih pakaian nah ws ngono kui. Soale tekok e yo ndedes, dadi aku yo kudi ngekeki informasi sing detail. Jan jane wong eropa sing pengen reti i ketok, sing pengen tenan opo sing biasa i ketok, makane nek ketok sing wong tenanan kae i adw yo tenan. Contoh, nek enek wong eropa teko i dikeki wong magang sek, ngko nek tekok e ndedes, nah otomatis nek cah magang untuk materi keris kan ora se detail aku, la terus aku ngancani, dadi koyo diskusi. Yo kui gur nggo ngecek ombak wae, ben reti kui i pengen reti tenanan opo mung viasa-biasa wae. Cah magang nek gur kon jelaske konten permukaan tentang keris we do mudeng kabeh, nek luwih detail koyo wong sing ndue keris ngono lagi ora reti.

R: Ya, mungkin ini sudah semua. Terima kasih atas waktunya. Dan terima kasih atas bantuannya mas

A45: wah sante sante

**D. Interview with Mrs. P (IP/6Oct)**

Date : October, 6 2023

Place : Keris Nusantara Museum

Mrs. P is permanent tour guide at Keris Nusantara Museum. He has been a tour guide for 4 years and often handling foreign tourist.

R: Ini ya kak ya, maaf baik dengan kakak putri kita langsung saja mulai wawancaranya kak ya. Kakak putri di museum ini sudah berapa lama kak?

P1: Hampir empat. Saya masuk di sini awal 2020.

R: Jurusannya?

P2: Pendidikan Bahasa Inggris.

R: Kakak dalam memandu turis itu paling banyak memandu dari turis mana?

P3: Kebanyakan Amerika sih Amerika Ya, macam-macam Kak soalnya Dulu sebelum pandemi itu kita kebanyakan Wistawan Asing dari China Tapi begitu lockdown itu otomatis kan ditutup semua ya. Nah, terus kalau tahun-tahun ini sih kebanyakan dari Eropa, Amerika, kebanyakanya seperti itu. Dari Cina malah jarang.

R: berarti tahun ini banyak ya kak? Dan untuk ini Kak, sewaktu Kakak memandu para turis itu kira-kira ada kesulitan gak, terutama pada tahun-tahun ini?



P4: iya kak banyak, pastinya juga ada kesulitan Kak. Karena untuk beberapa kosakata dalam dunia perkerisan itu terkadang kalau kita artikan dalam bahasa Inggris itu berbeda makna atau berbeda pemahaman dari turisnya sendiri, dari pengunjungnya sendiri. Biasanya saya menjelaskan kadang tidak dengan vocab perkata, tapi saya menjelaskan biasanya dengan seperti kalimat describing. describing sentence gitu loh kak. Jadi kaya menjelaskan ini loh nama bagiannya, kaya gitu kan. Kadang kita menyebutnya ini jejeran, kan gak bisa diteranslate misalnya seperti itu. Tapi kan kalau jejeran bisa disebutkan dengan handle. Contohnya ada yang bisa diteranslate, ada yang tidak. Jadi terkadang kesulitan kita adalah how to make them understand what we say. Itu sih kak, yang menjadikan saya agak kurang pede juga kan otomatis kadang informasi atau materi yang sebenarnya harus saya sampaikan terkadang miss gitu loh. Ya itu kesulitan saya kalau bawa wisman.

R: Pernah gak Wisman itu benerin kayak pronun atau vocabnya kakak dalam waktu setahun ini?

P5: Untuk waktu ini saya bawa itu selalu saya awali dengan mohon maaf karena memang bahasa Inggris saya tidak sebaik native speaker pastinya dan juga, ya saya tapi berusaha untuk membuat mereka memahami apa yang saya ucapkan. Ya mungkin sekali dua kali saya dalam pengucapan itu kurang betul, beliau kemudian membetulkan membenarkan, “ini kamu lebih baik ngucapinnya seperti ini lo” karena itu nanti kalau kamu menyebutnya seperti itu, beda arti kayak gitu-gitu loh kan tapi kamu sudah bagus, pernah ada yang bilang itu turis dari Italy itu mengatakan “bahwa kamu sudah bagus sekali pronuncenya”

ketika saya ngobrol sama orang Indonesia tapi bahasa inggrisnya sudah bagus itu saya justru dibilang bahwa saya itu banyak kurangnya baik pronuncenya nah itu kan relatif ya kak tapi native speaker dari Italy aja ngomong bahwa saya sudah bagus gitu loh mereka paham dengan apa yang saya sampaikan kan berarti yang penting informasi bisa sampai, dan juga mereka paham informasi tentang musim nusantara, tentang keris khususnya. Itu yang penting mereka paham dengan apa yang kita ucap. It's okay. Tak pikir gitu kan. Kalau saya ada kritik saran masukkan seperti itu justru saya, “oh buat evaluasi diri kak biasanya saya, oh iya berarti saya harus lebih baik lagi”. Bukan jadi ini ya maksudnya terus jadi down, tapi justru sebaiknya kalau saya ada orang yang kritik saya, ngasih saran saya, justru saya bersyukur, karena mereka perhatian dengan saya.

R: Waktu kakak ini kan itu ada kesulitan, dibenerin waktu ada masalah.

Kemudian cara kakak untuk memperbaiki ketika ada masukan dari turis tadi gimana kak?

P6: Tetap saya minta maaf, karena senjata utama ketika senjata utama dalam kehidupan ini menurut saya adalah satu ketika kita nggak mampu katakan tolong, ketika kita sudah bisa kemudian sudah dibantu kita ucapkan terimakasih, ketika kita salah kita ucapkan maaf, jadi Cuma Tolong, maaf, terima kasih. Ini adalah tiga senjata utama saya sebenarnya. Dalam setiap hidup apa, ya dalam bersosialisasi dengan siapa pun, kalau saya. Jadi ya, terima kasih saya ucapkan, gitu saya minta maaf. Kalau memang itu kurang tepat, terus sebaiknya seperti apa. Kadang saya malah justru seperti itu. Dia

membetulkan, dia memberikan saran kritik, itu kan berarti, dia mbenerke gitu loh, yang saya tadi agak selencokan, ayo diluruske jalan e, saya emang bersyukur dengan seperti itu. Bukan buat down.

R: Dan juga kalau kakak sewaktu ada masukkan itu, di kemudian hari kakak mencari pembenaran katanya cuma lewat ya. Itu tadi masukkan kayak...Ini harusnya pelafalannya gini atau nanti kakak juga mencari di kamus atau di movie gitu cara pelafalan?

P7: Itu tadi ya kak, relatif ,Orang Jawa, sama sama orang Jawa, tapi Jawa Barat dengan Jawa Timur dengan Jawa Tengah berbeda Bahasa Indonesia,sama - sama Jawa mungkin mengucapkan kata apa gitu ya tapi cengkoknya itu kan beda. Terus apa ya orang Jawa kalau bilang apa nih mas? Ada ciri khas gitu loh. Antara orang Jawa Timur kan sama-sama ngomong selamat datang. Itu kan intonasinya berbeda, otomatis akan beda rasanya, kalau orang Jawa kan selamat datang, beda kan tetap, nah itu ada punya ciri khas masing-masing. Nah kalau menurut saya sama aja dengan orang luar negeri atau orang asing, mereka punya ciri khas masing-masing apa sih namanya mas saya punya cengkok, apa ya kok cengkok, bukan ya. Kalau orang ngomong itu apa sih mas? Kaya punya ciri khas dalam ngomong itu apa namanya ya Allah. Mas, mas. Kalau suku banyak, padat banyak, tapi punya ciri khas. Cara ngomong itu loh, cara bicara itu. Apa sih namanya kan? Ya itu pokoknya itu. Ciri khas dalam berbicara itu yang mungkin dari setiap daerah berbeda. Otomatis dalam, di luar negeri pun dengan menggunakan bahasa Inggris, British sama American English kan berbeda, ya kan? Sama-sama mengucapkan mungkin ya,

mengucapkan Whom. Ada yang whom, ada yang whom. Kan gitu. Nah itu saya tak terima, masukannya. Terus saya minta maaf, untuk kebaikan. Saya berpikirnya itu tadi, bahwa mereka punya logat, bahasa sendiri-sendiri. Terus ketemu masih logat. Maaf ya saya, daripada tegang. Ngobrol seru ya. Terus ada lagi?

R: Ada kak, masih ada lagi dan untuk ini kak, kakak putri meningkatkan kemampuan speaking ini terutama banyaknya itu dari menangani turis atau dari belajar dari mana?

P8: Saya biasanya lagu, lagu dan film gitu. Film without subtitle pastinya. Tanpa tulisan itu biasanya. Tapi kadang kalau ragu apa ya, maksudnya saya ragu agak ragu gitu, saya pilih yang ada subtitlenya mas. Lagi males lah istilahnya lagi males untuk translate sendiri gitu, ya ini mengucapkan ini dengan cara ini. Tapi ya itu tadi karena logatnya yang berbeda mas. Kadang saya, oh ini British, oh ini American. Kadang ada yang beda lagi gitu loh. Bahasa Inggrisnya, bahasa American Inggris, British itu kan udah pakem ya. Orang Cina ngomong bahasa Inggris itu udah beda lagi. Ya nggak? Ya udah. Makanya logat Cina sama orang yang dengan pernah ketemu sama orang zimbabwe, yang Amerika, Afrika, juga logatnya beda. Penekanan-penekanan dalam setiap kata yang dia ucapkan itu kan beda. Ternyata sama-sama kaya kita dalam masalah bahasa.

R: Berarti sebelumnya itu, anda selain dari akademis juga langsung suka nontonin subtitle dari lagu-lagu gitu ya?

P9: Iya, lagu sama... Kalau saya sudah suka sama lagu apa gitu ya, mas tak ulang terus dengan tanpa subtitle kan otomatis kita akan... Oh, ini bener nggak ya bahasanya ini? Tapi kalau tak tulis ini, nanti artinya jadi aneh. Berarti bukan. Jadi pengucapannya itu tadi yang bikin rancu.

R: Kalau ini, seberapa pengaruh sih pengalaman kakak dalam memandu wisman itu untuk meningkatkan speaking skilli? Gak ada, atau?

P10: Seberapa pengaruh? pengaruhnya. Ya banyak sih menurut saya yang masih ada, tetap berpengaruh, dengan ngomongan speaking kayaknya. Pastinya karena ketika kita menghadapi native speaker, pasti kalau native speaker itu tadi jadi lebih kaya, lebih luas wawasan kita. Oh ternyata, pengucapan atau mereka karena punya logat masing-masing, jadi dalam pengucapan satu kata ini berbeda dengan negara lain. Jadi, bedanya ini ya, gitu lho. Kadang kita, oh ternyata begini ya, gitu lho. Jadi, wawasannya makin luas, pengetahuan kita juga bertambah, kan gitu. Awalnya saya nggak tahu, tapi karena begitu menghadapi langsung dengan native speaker dan beliau orang baik, istilahnya mau berbagi ilmu pengetahuan, kadang kan orang nggak mau, males. Iya, bener kan? Ya, gitu lho. Orang pintar itu belum tentu cerdas, tapi orang cerdas itu sudah pasti pintar, kan. Orang pintar itu juga nggak mau berbagi ilmu, dia pakai untuk dirinya sendiri. Tapi orang cerdas itu pasti mau untuk membagikan ilmu. Karena dia beranggapan bahwa ketika dia membagikan ilmunya otomatis akan makin berkembang, ilmu yang dia punya, ilmu yang dia dapat selama ini. Karena kita, ketika kita menutup, menutup untuk berbagi, untuk sharing, menurut saya lo ini ya. Itu akan mematahkan, justru akan menutupi, menjadi

benteng kita untuk memperluas iya, memperluas pengetahuan, memperluas wawasan, mengembangkan sayap kita kan gitu. Karena orang kalau hanya stuck. Aku lulusan inter, lulusan S1, Lulusan bahasa Inggris. Ya gitu, Kita merasa seperti itu ya, weh bubar jalan wae. Apalagi seorang pemandu yang mana modalnya adalah omong, pengetahuan yang berdasarkan data, data riil, berdasarkan literasi, pengalaman. Itu yang juga penting kan, gitu kak. Jadi, ketika nggak hanya melulu dari teori ya kan? Kita banyak menghadapi karakter orang. Ketika kita hanya, oh nanti kalau ngadepi orang ini, nanti begini ya, ngadepi orang ini, ini begini ya, tapi kamu nggak pernah praktek. No. Kamu orang yang selalu baca. Itu akan kalah dengan orang yang sering praktek. Yang langsung terjun. Dia juga udah punya teorinya, dia langsung praktek lapangan. Nah ini cuma baca terus. Nggak mau dengerin masukan orang. Nggak mau dengerin cerita dari orang, nggak mau dengerin pengalaman orang, itu kan otomatis itu tadi akan membentengin dirinya sendiri untuk mengembangkan pengetahuan. Kalau menurut saya itu.

R: Berarti kalau kakak ini ya meningkatkan karena tahu berbagai logat itu ya?

P11: Iya.

R: Baik. Kalau selain itu ada nggak kak, pengalaman menarik kakak ketika memandu Wismana?

P12: Mau diajak ke sana, mau diajak ke negaranya pernah mau diajak juga dia awalnya, dia hanya berlibur memang ke Indonesia tapi dia tertarik untuk membeli keris jadi belum membeli keris itu beliau berkunjung ke museum

keris, kebetulan minta ditemenin sama pemandu akhirnya saya karena saya yang pas longgar. Saya di awal sudah bilang, kak mohon maaf. Saya minta maaf karena bahasa ingin saya masih sangat kurang. Apalagi ini saya harus mengucapkan beberapa kosa kata yang mengenai keris. Jalan saja yang penting, berbicara semampumu. Udah gitu saya enak, kak. Maksudnya sudah minta maaf dulu, minta izin dulu, takutnya sudah jalan kok pemandu museum e abal-abal gitu kan yaa ketok gimana. Permisi dulu lah istilahnya. Terus, asyik kan ngobrol seru gitu. Terus, saya itu sebenarnya mau beli keris. Apa disini menjual? Enggak. Apa kamu bisa menghubungkan saya dengan empu? Bisa, kalau panjenengan memang berminat. Berminat, benar-benar berminat bisa. Nanti dulu saja, saya tak ke Surabaya dulu saja. Dia sama anak perempuan, ayah sama anak perempuannya. Anak perempuannya juga begitu antusias. Omongan mendengarkan penjelasan saya itu, oh ternyata seperti itu ya keris senjata tajam, senjata tradisionalnya orang Indonesia. Udah cerita-cerita, terus ayahnya bilang, saya besok mau ke Surabaya, kamu bisa ikut? Wah ya gak bisa, saya kerja kan gitu. Atau kamu ikut ke Itali aja, ke Itali? Tapi gak bisa, Gabisa ikut gitu. Ikut aja nanti, maksudnya anda ndampingi saya untuk menjelaskan ke masyarakat di sana bahwa keris senjata tradisionalnya Indonesia itu seperti ini loh. Karena kamu begitu menguasai katanya. Kamu seperti begitu menguasai, kamu memahami, dan kamu kayaknya cinta banget dengan yang namanya keris ini. Terus saya bilang belum bisa untuk meninggalkan negara saya kalau kamu mau iya gitu, tak urus, dia bilang gitu, yang gak bisa.

R: Kalau untuk pengalaman baru di tahun ini kemudian kakak terapin gitu ada nggak?

P13: Apa itu?

R: Ya dalam mandu, waktu mandu turisnya gitu ada nggak? Untuk pengalaman yang masih berkaitan dalam speaking skill kakak?

P14: Pengalaman baru yang aku terapin sih ya tadi ya kak yang baru, yang ada salah dalam pengucapan yang sekali dua kali tadi. Oh ya, oke, tak gituin. Tak benarkan pronunciationnya, tak benarkan vocabnya. Apalagi, apa itu, logatnya masing-masing. Saya menyesuaikan. Gitu sih kak.

R: Kalau Wisma di sini, kira-kira satu bulan itu rata-rata berapa?

P15: Kadang banyak, kadang ya nggak bisa di anu kak, nggak bisa kita rata-rata berapa. Banyak sih, ya. ya gak sebanyak makunegaran jangan disamakan kok, jangan disamakan dengan yang lain karena memang, karena kita museum khusus jadi memang masih mending kali dibandingkan dengan yang lain, berat.

R: Baik kak, selanjutnya, kan biasanya di keris itu ada nama khas ya, misal...pamor, nah apakah pamor itu diinggriskan atau tidak?

P16: Ya, kadang pamor tidak bisa. Patternya yang kalau pamor, jajaran, pegangan itu bisa handle. Terus kadang bilahnya itu saya yang harus menyampaikan itu pakai, kosakata apa ya, kalau saya nyari di kamus kan, blade. Tapi ternyata mereka pemahamanya bukan itu. Blade itu adalah pedang. Kusus. Atau apa? kayak samurai iya ada yang berpendapat seperti itu oh, berarti gak boleh



pakein kata itu berarti harus cari padanan kata yang lain iya, itu yang bikin kesulitan saya disitu saya jelasinnya gimana ya, sudah saya jelasin ya, like a sword ya kan, kayak pedang, sejenis pedang, tapi dia punya jenis khas, yang bentuknya enggak lurus. Meskipun bilangannya lemas, tetapi posisi keris itu kan ada beberapa derajat kemiringannya kan. Itu kan juga ada ilmunya. Dapat apa ya, pakemnya ya. Ya saya bisa. Saya sampaikan dengan deskripsi lah istilahnya. Saya enggak bisa, ketika saya kesulitan dalam translate atau menemukan kata yang sama, itu ya sudah saya jelaskan semampu saya. Mungkin maksud kamu ini, gitu. Biasanya gitu. Ya, gitu. Yang turis baik. Kan enggak semua sama. Ya kan? Nggak semua pengunjung Nusantara aja. Kadang berbeda-beda karakter kan. Itu yang membuat kita makin kaya sebenarnya. Pengalaman yang seperti itu menghadapi orang-orang dengan banyak karakter, macem-macem, mengenal otomatis itu yang pada kita menghadap wisman itu yang baik orang baik, ya seperti itu, mau mengeritik dengan cara yang baik juga, itu yang bikin oh ya, ternyata saya dihargai ini, kadang ada-ada yang enggak menghargai pemandu mas, ya tetap namanya manusia kan ya tapi ya, it's ok lah, gitu loh gak apa-apa

R: Oke, kak ini mungkin sudah semua ya. Terimakasih atas waktunya

## APPENDIX 3

## LIST OF FOREGIN TOURIST VISITOR DOCUMENT



**PEMERINTAH KOTA SURAKARTA**  
**DINAS KEBUDAYAAN DAN PARIWISATA**  
**UPTD MUSEUM**  
 Jalan Bhayangkara No. 2 Telp/Fax (0271)7463997  
 Website : [uptmuseum.surakarta.go.id](http://uptmuseum.surakarta.go.id) Email : [uptdmuseum@gmail.com](mailto:uptdmuseum@gmail.com)  
 SURAKARTA  
 57141

Provinsi : JAWA TENGAH  
 Kab./Kota : Surakarta  
 Nama Daya Tarik Wisata : MUSEUM KERIS NUSANTARA  
 Alamat : Jl. Bhayangkara No.2 Surakarta  
 Nomor Telepon : 0271 – 7463997  
 Status Pengelolaan Oleh : Pemerintah UPT Museum Dinas Kebudayaan dan Pariwisata Kota Surakarta

BULAN	PENGUNJUNG		
	WISMAN	WISNUS	JUMLAH
Januari	4	867	871
Februari	35	1.521	1.556
Maret	9	1.351	1.360
April	3	621	624
Mei	14	1.100	1.114
Juni	8	1.751	1.759
Juli	28	1.563	1.591
Agustus	24	1.618	1.642
September	35	1.921	1.956
<b>JUMLAH</b>	<b>160</b>	<b>12.313</b>	<b>12.473</b>

Kepala Tata Usaha UPTD Museum  
 Dinas Kebudayaan dan Pariwisata  
 Kota Surakarta



# *[Signature]*  
**TRISIDORUS ARIP WISNUGROHO, S.E., M.Si**  
 NIP.196904031992031009

## APPENDIX 4

**CERTIFICATE OF HAVING CARRIED OUT RESEARCH AT KERIS  
NUSANTARA MUSEUM**



**PEMERINTAH KOTA SURAKARTA  
DINAS KEBUDAYAAN DAN PARIWISATA  
MUSEUM**

Jalan Bhayangkara No 2 Telp/Fax (0271) 7463997  
E-mail : [uptdmuseum@gmail.com](mailto:uptdmuseum@gmail.com)  
**SURAKARTA**  
57141

**SURAT KETERANGAN**

Nomor : *BD.00/1899/2023*

Yang bertanda tangan dibawah ini :

**N a m a** : TRISIDORUS ARIP WISNUGROHO, S.E., M.Si  
**N I P** : 19690403 199203 1 009  
**Pangkat/Gol. Ruang** : Pembina (IV/a)  
**J a b a t a n** : Kepala Sub Bagian Tata Usaha UPTD Museum  
Dinas Kebudayaan Dan Pariwisata Kota Surakarta  
**A l a m a t** : Jl. Bhayangkara No 2 Surakarta,

Menerangkan bahwa :

**N a m a** : FAHTOROMY SURYA ATMAJA  
**N I M** : 196121087  
**Program Studi** : Pendidikan Bahasa Inggris  
Universitas Islam Negeri Raden Mas Said Surakarta

telah menyelesaikan penelitian dalam rangka penyusunan skripsi nya dengan judul  
"AN ANALYSIS OF TOUR GUIDE'S EXPERIENCE TOWARDS ENGLISH  
SPEAKING SKILL USING BY LOCAL TOUR GUIDE'S AT THE KERIS  
NUSANTARA MUSEUM" di Museum Keris Nusantara Surakarta pada tanggal 27 Juli  
s.d 27 Oktober 2023.

Demikian surat keterangan ini dibuat untuk diketahui dan guna seperlunya.

Surakarta, 30 Oktober 2023  
An. Kepala UPTD Museum  
Dinas Kebudayaan Dan Pariwisata  
Kota Surakarta  
Kepala Sub Bagian Tata Usaha



**TRISIDORUS ARIP WISNUGROHO, S.E., M.Si.**  
Pembina  
NIP. 19690403 199203 1 009

**APPENDIX 5**

**DOCUMENTATION**



Interview with Mr.Faris on 23/09/2023



Interview with Miss Putri on 06/10/2023





Interview with Mr.Anjang on 03/10/2023



Researcher's photo at Keris Nusantara Museum



Researcher take a photo with Mr. Trisidorus Arip Wisnugroho, S.E., M.Si., the Head of Administration Subdivision of UPTD Museum, Disbudpar, Surakarta.





Certificates of Tour Guides

**JADWAL LIBUR PEGAWAI MUSEUM KERIS NUSANTARA SURAKARTA  
BULAN DESEMBER 2023**

NO	NAMA	HARI																																	
		TANGGAL	01/12/2023	02/12/2023	03/12/2023	04/12/2023	05/12/2023	06/12/2023	07/12/2023	08/12/2023	09/12/2023	10/12/2023	11/12/2023	12/12/2023	13/12/2023	14/12/2023	15/12/2023	16/12/2023	17/12/2023	18/12/2023	19/12/2023	20/12/2023	21/12/2023	22/12/2023	23/12/2023	24/12/2023	25/12/2023	26/12/2023	27/12/2023	28/12/2023	29/12/2023	30/12/2023	31/12/2023		
1	M. Faniz Al' Hazmi			L						L	L					L																			
2	Putra Giri Pamungkas	L														L	L																		
3	Putri Pamungkas	L																																	
4	Anita Sari		L	L																															
5	Anjang Pratama.S	L	L								L	L																							
6	Mira Handayani		L																																

**Keterangan:**

- Libur Nasional, cuti bersama, Libur wajib senin
- Libur Wajib dan tukar libur
- tukar libur

Surakarta, 30 November 2023  
Kepala UPT Museum

**BONITA RINTYOWATI,S.S.,M.M**  
NIP. 19750406 200312 2 005

Scadule of tour guides at the museum