

**THESIS**

**THE USE OF OJT (ON THE JOB TRAINING) AS ENGLISH TOUR  
GUIDE IN TEACHING SPEAKING ABILITY IN PANG PANG TANJUNG  
PASIR TOUR AT USAHA JASA WISATA DEPARTEMENT STUDENTS  
OF LKP ALOHA TEGALDLIMO IN ACADEMIC YEAR 2020/2021**



**BY**

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FACULTY OF EDUCATION AND TEACHER TRAINING

ISLAMIC INSTITUTE OF DARUSSALAM

BLOKAGUNG BANYUWANGI

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**THESIS**

Presented To The Faculty Of Education And Teacher Training

In A Partial Fulfillment Of The Requirement For The Degree Of Strata 1

In English Education Departement

**BY**

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2021

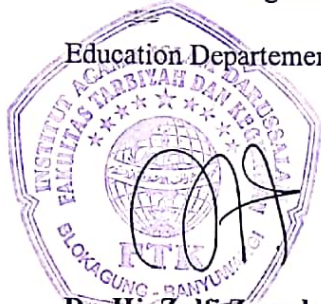
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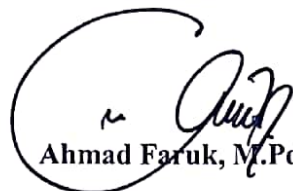
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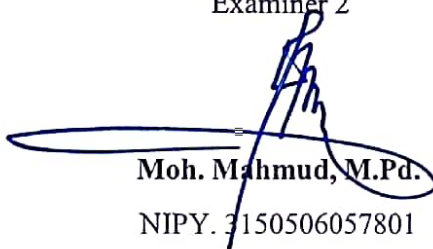
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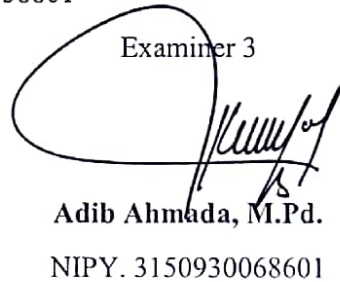
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## **DEDICATION**

***I DEDICATE MY THESIS TO MY BELOVED MOTHER AND  
FATHER (MRS. ISTIQOMAH & MR. MAHFUD AZIZ)  
SOMEONE WHO ALWAYS SUPPORTS ME, ACCOMPANIES  
ME, LOVES ME UNCONDITIONALLY AND WITHOUT TIME  
LIMIT***

MOTTO

***“LIFE IS A JOURNEY TO BE EXPERIENCED, NOT  
A PROBLEM TO BE SOLVED”***

***\_WINNIE THE POOH\_***

***&***

***“EVERYTHING YOU HAVE IS JUST  
TEMPORARY,  
WHICH YOU MUST KEEP NOT TO BREAK “***

***\_KUNNA NANDYA\_***

## DECLARATION OF AUTHORSHIP

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## ABSTRACT

Farida, K.N.F. 2021. *The Use of OJT (On The Job Training) as English Tour Guide in Teaching Speaking Ability in Pang Pang Tanjung Pasir Tour at Usaha Jasa Wisata Departement Students of LKP Aloha Tegaldlimo in Academic Year 2020/2021*

Key Word : On The Job Training, English tour guide, use, speaking skill

This study deals with the use of OJT (On The Job Training) as English tour guide in Teaching Students' Speaking Ability in Pang Pang Tanjung Pasir Tour at Usaha Jasa Wisata Departement Students of LKP ALOHA Tegaldlimo. It was aimed to describe how the use of OJT (On The Job Training) as English Tour Guide is in Teaching Students' Speaking Ability in Pang Pang Tanjung Pasir Tour.

This study was conducted by applying a descriptive qualitative research. The sources of the data were the selected two mentor teachers and two students in the Usaha Jasa Wisata class at LKP Aloha Tegaldlimo. The instrument in this study were documentation, observation sheet, and interview. Data were analyzed using descriptive analysis technique, by describing form of teaching using OJT (On The Job Training) as English Tour Guide in Pang - Pang Tanjung Pasir Tour. This study was conducted from February to March.

Based on the results of the assessment conducted by the teacher, it is known that of the 5 children who participated in OJT (On The Job Training) as an English tour guide, there were 3 students who got very good grades, and 2 students got good grades. This proves that the learning carried out is 100% successful.

The results of this study indicate that the use of OJT as a tour guide is very effective to be applied in teaching students' speaking abilities. During OJT teaching, there are several obstacles in teaching, namely students are less focused and sleepy because of listening to the teacher's explanation, but the problem can be solved properly. In this study, extensive knowledge about the destination is required. Fluency in speaking, and good attitude. And the teacher teaches all those skills well to the students.

## ACKNOWLEDGEMENT

All praise be to Allah the lord of this universe, by the grace of Allah the highest finally the writer is able to finish her 'skripsi' after long effort of writing. Peace, blessing and salutation be upon our great prophet Muhammad, his family, his descendants, and his followers who strived in Islam.

The gratitude and appreciation are addressed to:

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I do expect this thesis gives advantages to the world of education. For improvement this thesis, I welcome warmly for any constructive and suggestion. Hopefully, my God blesses those mentioned above for all their sacrifices and effort that will be valuable and beneficial for them to get successful in the future life. Aamiin.

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## CHAPTER I

### INTRODUCTION

#### A. Background of The Study

English is the most widely spoken international language around the world. According to the number of speakers there are 400 million native speakers and 2 billion people learn it as a second language. This means that there are about 2.4 billion people in the world who speak English, due to developments in the fields of science, work, business between countries and others([https://en.wikipedia.org/wiki/List\\_of\\_languages\\_by\\_total\\_number\\_of\\_speakers](https://en.wikipedia.org/wiki/List_of_languages_by_total_number_of_speakers) Accessed on 05th March 2021 at 12.27 PM). According to Simion (2012), it is the primary language used in international affairs having official status even in nations where it is not the primary spoken language. As an international language, English has become the main language in global trade and commerce and tourism since, therefore most of the tourism authorities or other matters related to the public, foreigners or other countries, the ability to speak English is needed to establish interaction and cooperation.

Basically English consists of four skills. They are listening, speaking, reading, and writing. Speaking skills play an important role in setting up a second language / foreign language as a means of interacting and communicating in everyday life. as O'Malley and Pierce say '(1996: 57) finding that is among the four skills, speaking seems to be an important skill that a learner should acquire since one of the major responsibilities of any teacher working with English language learners is to enable students to communicate effectively through oral language.

Speaking is the type of skill that is the most productive and active among the four other skills. Because with the ability to speak, communication will be well established. While the purpose of the language itself is communication and the purpose of speaking in the scope of language is to increase the efficiency of communication.

This research was conducted at LKP Aloha Educational Center Dr. Wahidin Sudiro Husodo street No.27 Kedung Gebang, Tegaldlimo, Banyuwangi. There are many majors that students can take at LKP Aloha Edu, including English, Japanese, Arabic, Chinese, French, usaha jasa wisata, hotels, hotel accommodation, restaurant. The sample consisted of five students from usaha jasa wisata class.

Researcher takes OJT (On The Job Training Method) as research material because the requirements for graduation in LKP Aloha Edu must do the program OJT first. On-the-job training, also known as OJT, is a form of activity that takes place in a direct work environment ([https://id.wikipedia.org/wiki/Pelatihan\\_kerja\\_lapangan](https://id.wikipedia.org/wiki/Pelatihan_kerja_lapangan) Accessed on 04th March 2021 at 10.29 PM). According to Oemar Hambalik (2001: 21), OJT (on the job training) is a training model that aims to provide the skills needed in certain jobs in accordance with the demands of the abilities of workers. This is very important for students to be able to learn to know and practice directly in the world of work, so that they can adapt well and are ready to enter the world of work, and be in accordance with the demands of the world of work according to their fields. Fieldwork practice is an activity that was previously called with a dual system of education,



namely education and training carried out in schools, practiced in the industrial world, so that there will be a match between the abilities obtained at school with the demands in the industrial world (Minarti and Usaman 2009: 108).

One form of OJT in teaching students' speaking skills is a tour guide. where here students are required to directly interact with foreign tourists. According to the Big Indonesian Dictionary (KBBI), tour guides are tourism officers who are obliged to provide instructions and information needed by tourists. Furthermore, in the Al – Qur'an, it is also explained how important it is to know news or news.

Allah SWT said that in the Al Quran surah al-Hujurat / 49:16, which reads:

قُلْ أَعْلَمُونَ اللَّهَ بِدِينِكُمْ ۖ وَاللَّهُ يَعْلَمُ مَا فِي السَّمٰوٰتِ وَمَا فِي الْأَرْضِ ۗ وَاللَّهُ بِكُلِّ شَيْءٍ عَلِيمٌ

The meaning is : "Are you going to tell Allah about your religion, even though Allah knows what is in the heavens and what is on the earth and Allah knows everything (al-Hujurat / 49:16) (Kementrian Agama, 2017)

In the interpretation of Al Misbah it is explained, O Muhammad, tell them to explain the lies of their confession of faith, "Are you going to explain to Allah about the beliefs of your heart." Whereas only Allah knows what is in the heavens and on earth, and Allah Knows all things (Shihab: 2002).

A tour guide is a person who guides visitors in the language of their choice and interprets the cultural and natural heritage of an area, which person normally possesses an area-specific qualification usually

issued and/or recognized by the appropriate authority. This is one of the world's oldest professions in the tourism industry and the basis for employment for ground handling customers during stay in the island. (WFTGA, 2005). Suwarno (2004: 13) said that: "The tour guide is someone who gives explanations and guidance to tourists and other travelers about everything they were about to see and be seen when they visited an object, place or specific tourist areas". Pond (1993: 17) said that "a tour guide, in its purest industry definition, is "one who conducts the tour" or one with "a -broad-based knowledge of a particular area whose primary duty is to inform".

According to observations and pre-research conducted by researchers. Most students of LKP Aloha Edu who practice as tour guides have several obstacles in choosing a place. that is, they choose a place where there are no foreign tourists, so they practice becoming tour guides using Indonesian. it causes the ability to speak English does not develop. therefore they choose a tourist spot in Pang Pang Tanjung Pasir Tour where there are many foreign tourists.

Pangpang Tanjung Pasir tour is an ecotourism site and mangrove conservation care community established on 18 August 2017 in Krajan, Wringinputih Village. This ecotourism area is managed by a local community named Bahari Setail Sejahtera (BSS). There are various kinds of rides and parts of places that can be visited on the Pang Pang Tanjung Pasir Tour, including: mangrove trekking in three (3) locations through the coastal side, (Cemara Kawang Beach, Papangpang Tanjung Pasir

Beach, Kili Kili panorama). Mangrove tour like in the Amazon through three (3) islands: Blekok Island, Biawak Island, and Mrutu Island. Visit to Blekok Palace and Tongtong Stork Palace (place where you can see many birds of Blekok such as *Ardeola speciosa* and the Tongtong Stork or *Leptoptilos javanicus*), Alas Purwo National Park (the real sunrise of Java), Bay Banyubiru, and the Sembulungan Peninsula. Seeing Bagan (traditional fishing gear), Banjang (environment-friendly fishing gear), Eiffel Tower bamboo, Japanese bunker, Dutch Cannon heritage, Gandrung's grave. Seeing evergreen forest and white sand, snorkeling, and witnessing the cultivation of pearl shells ([http://rrcea.org/wp-content/uploads/201803\\_RRC-EA-Webzine-Issue-5.pdf](http://rrcea.org/wp-content/uploads/201803_RRC-EA-Webzine-Issue-5.pdf) Accessed on 05th March 2021 at 12.44 PM)

Many tourist attractions in Pang Pang Tanjung Pasir Tour, this OJT is carried out on the beach of the Plengkung beach, in this Plengkung beach there are many foreign and local tourists. Because there are many tourist objects that can be done, such as snorkeling, diving, swimming, surfing, boat rides etc. OJT is a fun learning method but can also guarantee students' skills in packaging learning. with this method students can learn and have fun and relax enjoying the beauty of nature Allah SWT said that in the Al Quran surah Al – Luqman / 31:14, which reads:

أَلَمْ تَرَ أَنَّ الْفُلُكَ تَجْرِي فِي الْبَحْرِ بِنِعْمَتِ اللَّهِ لِيُرِيكُمْ مِنْ آيَاتِهِ ۗ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِكُلِّ صَبَّارٍ

شُكُورٍ

The meaning is: “Do you not see that the ships sail ‘smoothly’ through the sea by the grace of Allah so that He may show you some of His signs? Surely in this are signs for whoever is steadfast, grateful.” (Al-Luqman/31:14)

From the explanation above, the researcher will conduct the research entitled: “The Use of OJT (On The Job Training) as English Tour Guide in teaching Students’ Speaking Ability in Pang Pang Tanjung Pasir Tour at Usaha Jasa Wisata Departement Students of LKP ALOHA Tegaldlimo in Academic Year 2020/2021” ” it is strengthened by some researchers’ thesis such as: An Analysis on English Learning Style Used by Tour Guide at Mangkunegaran Palace (A Qualitative Study in the Academic Year 2017/2018 ) by Ery Putriyana, Improving EFL Speaking of Guides at the Aceh Tsunami Musium (Action Research Study) By Cut Intan Damayanti, Sofyan A. Gani, Bukhari Daud. “Improving Speaking Skill of Tourism Vocational High School Students Through Project Based Learning in the Academic Year2018 – 2019 “ by Ruth Olivia Angelina Pakpahan.

## **B. Research Problem**

Due the background of the study above, the researcher formulates the research problem such as how is the use of OJT (On The Job Training) as English tour guide in teaching students’ speaking ability in Pang Pang Tanjung Pasir Tour at Usaha Jasa Wisata Departement Students of LKP ALOHA Tegaldlimo in academic year of 2020/2021.

### **C. Objectives of the Study**

Based on the statement of the problem, the objective of this research is to describe how the use of OJT (On The Job Training) as English tour guide in teaching students' speaking ability in Pang Pang Tanjung Pasir Tour at Usaha Jasa Wisata Departement Students of LKP ALOHA Tegaldlimo in academic year of 2020/2021.

### **D. The Scope and Limitation**

This research would only concern using of OJT (On The Job Training) as English Tour Guide in Teaching Students' speaking ability in Pang Pang Tanjung Pasir Tour at Usaha Jasa Wisata Departement Students of LKP ALOHA Tegaldlimo in academic year of 2020/2021.

### **E. Significance of the Study**

The following are some of the benefits of this research study which are expected to provide input to:

#### 1. Students

These learning outcomes are beneficial for students in teaching their ability to speak using the OJT (On The Job Training) method.

#### 2. Teacher

These learning outcomes provide input to the teacher in learning speaking development using the OJT (On The Job Training) method.

Besides that, it is an alternative technique to enrich each technique.

#### 3. Other researchers

This research study can provide literature and information for future researchers conducting research related to OJT (On The Job Training).

## **F. Definition of Key Terms**

### 1. Using

Involving consumers in assessing service quality : benefits of *using* a qualitative approach (Cambridge Advanced Learner's Dictionary & Thesaurus)

Assessing beliefs about the needs of senior citizens *using* the focus group interview : a qualitative approach (Cambridge Advanced Learner's Dictionary & Thesaurus).

### 2. Teaching

According to Jackson, teaching is a face to face encounters between two or more persons, one of whom (teacher) intends to effect certain changes in the other participants (students) (<https://physicscatalyst.com/graduation/teaching-definition/> Accessed on 15th March 2021 at 18.41).

### 3. Speaking Skill

Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information (Brown, 1994; Burns & Joyce, 1997)

### 4. OJT (On The Job Training)

On-the-job training, also known as OJT, is a hands-on method of teaching the skills, knowledge and competencies employees need to perform specific jobs in the workplace.

## 5. Tour Guide

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

## 6. Pang Pang Tanjung Pasir Tour

Pang Pang Tanjung Pasir bay is famous for having a unique mangrove area, located in Alas Purwo National Park, precisely between Sembulungan Village and Wringinputih Village.

## 7. Plengkung Beach

Plengkung Beach, or better known as G-Land, is a beach located in the Alas Purwo National Park area, Banyuwangi Regency, East Java. ([https://id.wikipedia.org/wiki/Pantai\\_Plengkung/](https://id.wikipedia.org/wiki/Pantai_Plengkung/) Accessed on 28th July 2021 at 08.07 Am)





## CHAPTER II

### THEORITICAL REVIEW

#### A. Previous Related Study

This research also has ever done by several researchers and it is strengthened by their thesis. These are several theses which conducted by some researchers and related to this research below in the previous study as follow:

1. Thesis written by Ery Putriyana, with the title "An Analysis on Speaking English Learning Style Used by Tour Guide at Mangkunegaran Palace in the Academic Year 2017/2018". The objectives of this research were to find out: a) kinds of learning style used by tour guide at Mangkunegaran Palace; and b) the problem faced by tour guide on English Learning Style at Mangkunegaran Palace and the solving. The method used in this research was descriptive qualitative research. The research was carried out in December until July 2016 at Mangkunegaran Palace. The subject of the research was the tour guide of the Mangkunegaran Palace. The instrument to collect the data were interview and questionnaire. The researcher analyzed the data by using descriptive qualitative research. The thrustworthiness of the reseach was methodological triangulation. From the result of the research, the researcher found the answer of the research problem. First, from the kinds of the learning style used by the tour guide there are three tour guide used visual learning style, three tour guide used auditory learning style; and two tour guide used

kinesthetic learning style. Second, there are some problem that they faced during learning English that are a) difficult to used grammar b) do not have motivation to speak English c) pronunciation. In conclusion the most difficult problem is about grammar because they tend to memorize the fifteen tenses.

2. Thesis written by Retno Sukesi, with the title “Designing a Set of English Speaking Materials for Guides and Outbound Instructors in Banyu Sumilir using Communicative language Teaching”. The purpose of designing materials in this study is to help the guides and instructors in Banyu Sumilir to improve their English speaking ability so they can communicate with foreign guests. The methodology used in this study was R & D. The writer conducted two kinds of survey . The first survey was needs analysis. The writer distributed questionnaires and conducted an interview to identify the learners need and the learners study background in order to design suitable materials. The second survey was a survey to evaluate the design materials. The survey was conducted by distributing questionnaire to English lecturers, English teacher and also English instructors to evaluate the materials. The survey also aimed to get suggestions from the respondents in order to revise and improve the materials. The result of the survey showed that the designed materials were acceptable. It can be seen from the average points of agreements of the respondents’. The average point was 4.1 from the scale 5.0.

3. Thesis written by Salma Damayanti, with the title " The Influence of Tour Guide's Experience Toward English Speaking Skill Used by Local Tour Guide at Mangkunegaran Palace ". This research aimed to find out the influence of tour guide's experience toward their English speaking skill. This research used mix qualitative and quantitative method. The subjects of this research were five tour guides in Mangkunegaran Palace. The data is acquired from questionnaire and interview. The researcher analyzed the data by using qualitative and quantitative research. The trustworthiness of the research was methodological triangulation to get the valid data. Based on the achievement of questionnaire, the result of this research can be categorized into five categories. The first category including the tour guide's experience which respectively 14 answers of 80%, the second category including the tour guide's accuracy in speaking skill which respectively 25 answers of 100%, the third category including the tour guide's fluency in speaking skill which respectively 4 answers of 80%, the fourth category including the tour guide's comprehension in speaking skill which respectively 28 answers of 93%, and the fifth category including the tour guide's non-verbal communication in speaking skill which respectively 23 answers of 92%. All these components had already influenced to tour guide's experience toward their English speaking skill.

**Table 2.1**  
**Researcher Processed Data**

No	Title	Similarities	Differences
1	An Analysis on Speaking English Learning Style Used by Tour Guide at Mangkunegaran Palace in the Academic Year 2017/2018	using descriptive qualitative method, using a tour guide as teaching speaking English	The first previous study used data collection techniques using questionnaires and interviews, while in this study using observations, interviews, and documentation
2	Designing a Set of English Speaking Materials for Guides and Outbound Instructors in Banyu Sumilir using Communicative language Teaching	discuss of English speaking skills and using tour guide method	the first previous study used R & D method while in this study used qualitative descriptive method.

3	The Influence of Tour Guide's Experience Toward English Speaking Skill Used by Local Tour Guide at Mangkunegaran Palace	discuss of English speaking skills and using tour guide method	The second previous study used a mix method, while in this study used qualitative descriptive method
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## B. Theoretical Description

### 1. Speaking

#### a. The Definition of Speaking

Speaking skill is one of the basic language skills that has important role rather than other skills due to its significant and its use for communication. So that, the writer explained about the nature of speaking itself in order that gives the obvious information about what speaking is.

Speaking is the productive skill. This is an activity of producing words or sentences orally. By that skill, people can deliver their ideas, thought and opinion about the world. Through speaking, people can communicate with others directly or indirectly. It is like what Brown and Yale (89: 14) state that speaking expresses need-request, information, service, etc.

Chaney (1998: 13) defines speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Mackey (2007: 13) argue that speaking as oral expression that involves not only the use of right patterns of rhythm and intonation but also that of right words order to convey the right meaning. Tupan (1995: 14) also says that language is first spoken. It means that speaking is the basic competence and the most important skill of language. In addition, Harmer (2007) states that speaking is a skill which becomes the important part of daily life that it is the way for people to create social relationship as human being.

From the definitions above, it can be concluded that speaking is language skills that are very important to express ideas, opinions, thoughts, feelings, or feelings to others using articulating words or sounds that are used to, communicate, an information, a thing, persuade, and entertain.

#### b. The Element of Speaking

According Heaton (1990:70) Speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. Either four or five components are generally recognized in analyzing the speech process:

- 1) Pronunciation (including the segmental features – vowels and consonants and the stress and intonation patterns).

As stated by Harmer (2007:343), if students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. The speaker must be able to articulate the words, and create the physical sounds that carry meaning. At the level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the new language that do not exist in languages they already know.

## 2) Grammar

It is very important that to be able to master speaking the language, to be able to see a number of vocabulary and grammar. "Grammar is the sounds and the sound patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences" (Fromkin, Rodman, 1998:14). Therefore, grammar is very important to master, so that the grammar structure can be well ordered.

## 3) Vocabulary

As we know, vocabulary is a basic element in language. "Vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms" (Folse, 2004:2). It is clear that limited vocabulary mastery

makes conversation virtually impossible.

#### 4) Fluency

According to Riddle (2001:118) “In simple terms, fluency is the ability to talk freely without too much stopping or hesitating”. Meanwhile, “fluency can be thought of as ‘the ability to keep going when speaking spontaneously’” (Gower et-al,1995:100). When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.

#### 5) Comprehension

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people getting the information they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

#### c. Points to Consider about Speaking

Speaking is a form of communication, so it is important that you say is conveyed in the most effective way. How you say something can be as important as what you say in getting your meaning across. Jones stated that there are some points to consider about speaking. They are:



### 1) Clarity

The words you speak must be clear if listeners are to understand what you say. This means speaking your words distinctly and separately, not running them together, and slurring them.

### 2) Variety

Speech has its own rhythms and tunes. The voice usually rises, for instance, to indicate a question. Some words in a sentence require more emphasis than others if the meaning is to be clear. Unimportant words tend to be spoken more quickly than important ones. Consider things like pitch, emphasis, speed, variations in volume, pauses.

### 3) Audience and tone

“The way you speak and the tone you use will be affected by the audience to whom you are speaking”  
(Jones,(1989:14)

In short, in speaking, in order to convey the meaning as effectively as possible the speakers pay attention to the three points above.

## 2. Teaching Speaking

### a. The Definition of Teaching Speaking

What is meant by teaching speaking according to Hayriye Kayi in *Activities to Promote Speaking in a Second Language*

([http:// iteslj.org/Technique/Kayi-TeachingSpeaking.html](http://iteslj.org/Technique/Kayi-TeachingSpeaking.html)) is to teach English language learners to:

- 1) Produce the English speech sounds and sound patterns.
- 2) Use word and sentence stress, intonation patterns and the rhythm of the second language.
- 3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- 4) Organize their thoughts in a meaningful and logical sequence.

b. The Problems with Speaking Activities

1) Inhibition.

The students get a lot of inhibition in speaking like shy to say something in a foreign language in the classroom and worry in making mistakes.

2) Nothing to say

Even it is not inhibited but the students are often saying that they are not able to speak or express what they are feeling. They cannot think of what they should be speaking.

3) Low or uneven participation.

It means that only one or two of the students who are talking much in the classroom. She/ he is more dominant than others.

#### 4) Mother-tongue use

It means that if there are many students who are in the same mother tongue, they tend to use this language. It must be more natural. So it is hard to make them using a target language.

#### c. The Characteristics of the successful speaking

##### 1) Learners talk a lot

The students do not fear about the mistake or shy to speak in a foreign language. They are so confident to speak a lot. They also can express their feeling well through speaking in a foreign language.

##### 2) Participation is even

In the classroom discussion almost all the students can speak a lot. No one is dominant because they are all speaking and become talkative.

##### 3) Motivation is high.

When the motivation is high, it means that the students are motivated to speak a lot in a foreign language. They are interested in the foreign language and try to speak as much as they can.

##### 4) Language is an acceptable level.

It means that the students talk in the correct utterances and understandable for the listeners. Their speaking is relevant and also acceptable.

5) Use language as a means of expressing values and judgments.

6) Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

### 3. OJT (On The Job Training)

#### a. The Definition of OJT (On The Job Training)

OJT (on the Job Training) is a learning method that will directly provide knowledge and experience at work. The experience gained while carrying out practical work can help to learn how to get a job, can also learn how to solve problems in the world of work and be able to choose jobs that are relevant to the talents and interests of these students.

OJT (on the Job Training) according to Oemar Hambalik (2001:21) is the practice of field work or at school, often referred to as on the job training, which is a training model that aims to provide the skills needed in certain jobs in accordance with the ability demands of workers. This is very useful for students to be able to adapt and be ready to enter the world of work, so that later work can be in accordance with the demands of the world of work.

Field work practice is an activity that was previously called dual system education, namely education and training carried out in schools, practiced in the industrial world, so that there will

be a match between the abilities gained in schools and demands in the industrial world (Minarti and Usaman 2009: 108).

Wardiman Djojonegoro (1998: 79) OJT is a form of education and vocational skills training that combines systematically and synchronously educational programs in schools and mastery of skills acquired through working in the world of work, aimed at achieving a certain level of professional expertise. In this case there are two parties, namely educational and training institutions, and employment (industry / company / certain institutions) which jointly organize a vocational education and training program. Both parties are seriously involved and responsible from the program planning stage, the implementation stage, to the assessment stage and the determination of student graduation, as well as the marketing efforts of the graduates.

In essence, the application of OJT includes implementation in schools and in the business world or the industrial world (partner institutions). The placement of OJT is based on their respective areas of expertise. Schools equip students with general education material (normative), basic supporting knowledge (adaptive), and theory and basic vocational skills (productive), then the business world or the industrial world is expected to help be responsible for increasing professional expertise through a special program called Field Work Practices.

b. Purpose of OJT (On The Job Training)

Practical field work is intended so that students gain experience working directly in the real world of business or industry. Oemar Hambalik, (2001: 16) argues that, fieldwork practice aims to prepare and foster a workforce, both structural and functional, who have the ability to carry out loyalty, be able to carry out dedication and good disciplined abilities.

The objectives of the Field Work Practice according to Wardiman Djojonegoro (1998: 79-80) are as follows:

- 1) produce a workforce with professional expertise, namely a workforce who has a level of knowledge, skills and work ethic in accordance with the demands of the work field.
- 2) Increase and strengthen the link and match between educational and vocational training institutions and the world of work
- 3) Increasing the efficiency of the provision of education and training for professional quality workforce, by utilizing existing training resources in the world of work.
- 4) Give recognition and appreciation to work experience as part of the educational process.

The objectives of implementing field work practices according to the Directorate of Vocational High School Development (Dikmenjur, 2013), namely:

- 1) Producing a quality workforce, namely workers who have a level of knowledge, skills, and work ethic in accordance with the demands of the job field.
- 2) Obtain a link and match between SMK and the world of work.
- 3) Increase the effectiveness and efficiency of the quality education and job training process.
- 4) Give recognition and appreciation to work experience as part of the educational process.

Based on this opinion, it can be concluded that the field work practice aims to produce graduates who have the knowledge, skills and work ethic in accordance with the demands of the world of work, improve work discipline and give appreciation for work experience. Through the OJT program, students' experiences and insights about the world of work can increase so that students' work readiness becomes better.

c. Benefits of OJT (On The Job Training)

Practical field work is beneficial for students to gain experience in the world of work and foster self-confidence in students. In addition, by participating in street vendors, students can train and support the skills that have been learned in school to be applied in the street vendors, can appreciate and get to know the work environment so that students are ready to work in

the business world and the industrial world after graduating from school.

Oemar Hambalik, (2001: 92-93) argues that, fieldwork practice has benefits as an integral part of training programs, industrial practice needs to even be implemented because it contains certain benefits or uses. The benefits of field work practices include the following:

- 1) Provide opportunities for students to practice management skills in actual field situations. This is important in order to learn to apply previously learned theories, concepts or principles.
- 2) Providing practical experiences to students so that the research results are broader.
- 3) Students have the opportunity to solve various management problems in the field environment by utilizing their abilities.
- 4) Bringing closer and bridging the preparation of students to go into their field of work after taking a practical field work training program.

Based on the description above it can be concluded that field work practice has great benefits, especially for students, which can provide opportunities to practice and strengthen learning outcomes and skills in real conditions, provide practical



experience and students can use all their abilities as a bridge for themselves to enter. working world.

#### 4. Tour Guide

##### a. The Definition of Tour Guide

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

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

#### 5. The Native Speaker

##### a. Definitions of The Native Speaker

Georgia Andreou and Ioannis Galantomos stated that English native speaker is someone who;

1) Was born in an English-speaking country.

- 2) Has learned English during childhood in an English-speaking environment.
- 3) Speaking English as a first language.
- 4) Has a native-like command of English.
- 5) Has the intuition to distinguish correct or wrong forms in English

It means that the native speaker is someone who uses English as his/her first language/mother tongue so the native speaker is quite good in pronunciation, accuracy, and fluency in speaking English.

The native speaker of English changes the pitch and stress of particular parts of utterances, volume, speed, and their feeling (especially in face-to-face interaction).

b. The features of Native Speaker

Lee in Mohammad A. Alseweedsuggested six defining features of a native speaker that some authors such as Kubota, Maumand Medgyessupport and agree with. These are:

- 1) The native speaker is someone who got and learnt the language in early childhood and keeps using that language.
- 2) The native speaker is someone who has intuitive knowledge of language so that she/ he can speak fluent.
- 3) Spontaneous discourse.
- 4) The native speaker is someone who is competent to speak is someone who is competent to communicate well wherever they

stays

5) The native speaker can be identified by a language community

6) The native speaker is someone who does not have a foreign accent.

#### 6. On The Job Training as English Tour Guide in Pang Pang Tanjung Pasir Tour

In job training is an activity at LKP Aloha that must be followed to fulfill student graduation. one of them is a tour guide. Previously the students were directed to various tourist attractions and it turned out that there were no foreign tourists in that place. Therefore, Pang Pang Tanjung Pasir Tourism is the goal to achieve tour guide activities.

Pang Pang Tanjung Pasir Tourism is a tourism agency that has provided various kinds of tour packages and tour guides. so it is certain that this location is often visited by many foreign tourists. As well as one of the places frequently visited by foreign tourists in Pang Pang Tanjung Pasir Tourism, namely Plengkung Beach.

### **C. Conceptual Framework**

In English lessons, speaking is considered the most difficult skill because it covers aspects of English language skills including pronunciation, listening, grammar, and vocabulary all at once. But what is really needed is courage and practice speaking English more. By increasing practice, students will get used to speaking English.

OJT (on the Job Training) is a hands-on practical learning method that will provide knowledge and work experience. Experience gained during practical work can help to learn how to get a job, can also learn how to solve problems in the world of work and can choose jobs that are relevant to the talents and interests of students. There are so many OJT that can be applied to students, one of which is being an English tour guide. As an English tour guide, mastery of speaking is very important to connect communication between tour guides and foreign tourists.

Mastery of English speaking skills is very important for those who are involved in Indonesian tourism because English serves to bridge the difference in the mother tongue of tour guides and tourists from abroad. However, there will be communication problems in the interaction between these foreign tourists and their tour guides. Sometimes it is difficult for the tour guide to say some foreign terms which are completely new to foreigners who do not share the same beliefs and culture. So in this OJT activity, students can practice learning directly with native speakers. How do they pronounce, accent, or something else.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Methods**

In doing this research, the researcher uses the descriptive qualitative research. Denzin and Lincoln (2005: 3) state that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. In other words, qualitative research attempts to broaden or deepen our understanding of how things came to be the way they are in our social world. In this study, the researcher wants to explore how people experience something.

Brumfit and Mitchell (1995: 11) state that descriptive research will aim to provide as accurate an explanation as possible about what current practice is, how students learn, how teachers teach, what classrooms are like, at certain times in certain places. The researcher chose descriptive qualitative research for his research to provide an overview of phenomena that occur randomly without the intervention of an experiment. This study is intended to help the reader understand what is happening in the environment during the observation, what the views of the participants are and what activities are taking place at the research site.

Surakhman in Subroto (1992:5) states that "in descriptive qualitative research, researchers use the techniques of searching, collecting, classifying, analyzing data, interpreting it and finally drawing conclusions". Researchers collect data, and then descriptively report their

findings. The condition of the object of research must be natural, so that research can obtain representative results. The representative results become a source of research conclusions. The data in question appears in words not in numbers. Based on the statement above, the researcher has obtained some information about the use of On The Job Training as a tour guide in teaching students' speaking skills from the Usaha Jasa Wisata class of LKP Aloha Tegaldlimo.

## **B. Research Sites**

Research setting is the physical, social, or experimental context within which research is conducted. In a research paper, describing this setting accurately is crucial since the results and their interpretation may depend heavily on it. (<https://www.editage.com/insights/what-is-meant-by-the-setting-of-the-study> Accessed on 16th March 2021 at 18.40)

This research was conducted at LKP Aloha Educational Center Dr. Wahidin Sudiro Husodo street No.27 Kedung Gebang, Tegaldlimo, Banyuwangi. Here the researcher found how OJT (On The Job Training) as an English Tour Guide in Pang Pang Tanjung Pasir Tour can teach students' speaking abilities.

## **C. Researcher Presence**

The presence of researchers in this matter is very important and main, this is as Moleong said that in qualitative research the presence of the researcher himself or the help of others is the main data collection tool.

In accordance with qualitative research, the presence of researchers in the field is very important and needed optimally. Researchers are the

main key instrument in expressing meaning and at the same time as a data collection tool. Therefore the researcher must also be involved in the lives of the people being studied to a degree of openness between the two parties. Therefore, in this study, researchers went directly to the field to observe and collect the required data.

In this regard, in collecting data the researchers tried to create a good relationship with the informants who were the data sources so that the data obtained were truly valid. In carrying out this research, the researcher was present in the field since permission to conduct research, namely by visiting the research location at certain times, both scheduled and unscheduled.

#### **D. Research Subject**

Subjects in a study are required to get the needed information. Lodico *et.al* (2006: 266) revealed “Depending on the types of questions asked, the researcher will want to select the subjects so that they will be able to provide the key information essential for the study”. It means that in qualitative research, the researchers select their subject based on the subjects’ knowledge which is capable to answer the question.

In this study, the subjects needed were students from the Usaha Jasa Wisata class from LKP Aloha and the supervising teacher

#### **E. Data and Data Source**

Types and sources of data are very important in research and further used by researchers to obtain research data so as to minimize time and costs. Sources of data in this study use primary data sources and secondary

data sources.

### 1. Primary Data Sources

Primary data sources are data obtained by researchers directly from the research location through observation and interviews. In this study, researchers used observational data collection techniques to observe the learning practice of OJT (On The Job Training) as an English Tour Guide at the Students at Usaha Jasa Wisata of LKP Aloha Tegaldlimo. Using interview data collection techniques to interview students of OJT (On The Job Training) as English Tour Guide in Pang - Pang Tanjung Pasir Tour at Usaha Jasa Wisata of LKP ALOHA Tegaldlimo. teachers who guide the course of the learning practice of OJT (On The Job Training) as English Tour Guide in Pang - Pang Tanjung Pasir Tour at Usaha Jasa Wisata of LKP Aloha Tegaldlimo, as well as the persons concerned in this learning practice.

### 2. Secondary Basic Resources

Secondary data sources are data obtained by researchers indirectly both from the research location and from outside the research location in the form of documentation. In this study, researchers used documentation data collection techniques to collect data in the form of: LKP Aloha syllabus, lesson plans, and data on children who took part in OJT (On The Job) Training). In addition, researchers also collected some documentation, such as videos and photos during learning OJT (On The Job) Training) as english tour guide at usaha jasa wisata of LKP Aloha Tegaldlimo.



## **F. Data Collecting Technique**

Data collection techniques are used to collect data according to research procedures in order to obtain the required data. According to Sugiyono (2012: 224), data collection techniques are the most strategic steps in research, because the main purpose of research is to collect data. Data collection techniques in this study using documentation, observation, and interviews.

### **1. Documentation**

Documentation is a method of reviewing and processing data from existing documents and supporting research data. "Documentation is a method used to trace history", (Burhan, 2008:122). Furthermore, Sugiyono (2008:240) states that documentation can be in the form of writing and pictures by someone that can be used to obtain information. In carrying out the documentation method, researchers can provide magazines, books, documents, etc. The function of the documentation method is to make the results of observations or interviews credible. In observing this research, the researcher collected some documentation in the form of photos and videos during the OJT process. as well as several documents such as, syllabus, lesson plan, student data taking OJT.

### **2. Observation**

In the opinion of Sugiyono (2012: 166), observation is a data collection technique to observe human behavior, work processes, and natural phenomena, and respondents. In this study, researchers

conducted direct observations to find facts in the field. Observations can be classified into direct observations (participants) and not participating. Observations are divided into two, namely open observations and closed observations. Observations can also use structured and unstructured techniques. Observations were made to obtain information about the behavior of informants and others, as in the proper circumstances. The purpose of the observation is to describe something that has been studied in this research, the ongoing activities, and the people involved in it. With this method the researcher in the observation is in a reasonable state without any artificial engineering.

### 3. Interview

Interviews in research occur where researchers chat with sources with the aim of digging up information through questions and using certain techniques. "An interview is a conversation with a specific purpose. A conversation between two people, the interviewer as the party who asks the question and the resource person who provides the answer", (Moleong, 2007: 186). Then Creswell (2008:226) also classifies interviews into four types, namely (1) one-time interviews, (2) focus group interviews, (3) telephone interviews, (4) electronic email interviews. Based on the information above, the researcher prefers to use an electronic email interviewer, so the researcher asks questions to the informant using the media considering that it is still in the period of the rise of COVID 19.

Lincoln and Guba (Sugiyono, 2013: 235) suggest that there are seven steps in using interviews to collect data in qualitative research, namely: a. determination of whom the interview will be conducted. b. issues that will be the subject of discussion. c. Initiates or opens the interview flow. d. Carry out the interview flow. e. Confirm summary of interview results and delivery. f. Write down the results of the interview into field notes. g. follow-up interview results that have been obtained. Therefore, the researchers collected data obtained by the sources. The researcher prepared 4 questions for supervisors related to OJT, as well as 3 questions for students.

#### **G. Data Validity Checking Techniques**

To fulfill the validity of the research, five criteria proposed by Anderson cited in Burns (1999:161) are employed. The criteria are as follows,

1. Democratic validity is a process validity related to the extent to which the research is truly collaborative. This study tried to fulfill this criterion by doing such interviews with the students and having discussions with the English teacher in finding and selecting problems to be solved.
2. Outcome validity is related to the notion of action leading to outcomes that are “successful” within the research context. This research was expected to be able to solve more than one problem in the teaching-learning process, for example those which were related with speaking skills, motivation and involvement.

3. Process validity is related to the extent which raises questions about the process of conducting the research. Observing classroom activities, making field notes during the lessons, interviewing students and the teacher, and having discussions with the headmaster in the scheduled time which initiated the process of this study were expected to fulfill the validity.
4. Catalytic validity is related to the extent to which the researcher allowed participants to deepen their understanding of their social realities of the context and their role and the action taken as the result of these changes. In this case, the students and teachers' responses to the changes occurring to themselves were asked to meet validity.
5. Dialogic validity is related to the extent that parallels the process of collaborative enquiry or reflective dialog with "critical friends" or other participants. Asking the teacher to act as an observer who observed and reported the students' reaction during the teaching and learning process fulfilled this criterion.

#### **H. Data Analysis**

After collecting the data, the researcher analyzes the data. Wiersma (1991: 85) stated "Data analysis in qualitative research is a process of categorization, description, and synthesis. Data reduction is necessary for the description and interpretation of the phenomenon under study". In short, data analysis is systematically process to analyze data which have been collected.

To analyze the data, the researcher uses descriptive qualitative to

analyze data. According to Sugiyono (2008: 245), there are three activities to analyze data in descriptive qualitative research. Those activities are data reduction, data display, and conclusion drawing/verification. Based on those statements, the researcher divides the activity in analyzing data into three activities, they are data reduction, data display, and conclusion drawing.

Data reduction means the process of selecting, identifying, classifying and coding data that is considered important. In conducting research, researchers get a lot of data. Therefore, researchers must select data that provide valuable information in the study. So, the researcher must first do the reduction to analyze the data. Based on the concept of data reduction, data reduction in this study was chosen by identifying speaking learning strategies using OJT (On The Job Training) as an English tour guide.

Data display means the process to simply the data in the form of sentence, narrative, or table. Data display refers to show data that have been reduced in the form of patterns. It benefits to help the researcher in understanding the data.

In displaying data, the researcher describes data that have been reduced into sentence form. Sugiyono (2008: 249) stated that in qualitative research, the most frequent form of display data is narrative text. Hence, the researcher arranges the data in good sequence of narrative text in order to be easier to understand.

For the last process is conclusion and verification. In qualitative

research, the characteristic of conclusion is temporary. It can change if the researcher doesn't discover strong evidence to support the next collecting data. However, if the conclusion in the previous data can be evidenced by validity and consistency when the researcher is going back to the field, so the conclusion is credible. In this research, the researcher makes conclusion from the data display.

In short, the steps in analyzing the data are: (1) the researcher collects data through interviews, observation, and documentation. (2) Then the researcher selects, identifies, and focuses the data by referring to the formulation of the research problem. (3) After selecting the data, the researcher displays the data into good sentences. (4) After displaying the data, conclusions are drawn.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. Research Data Description

1. The Objective of Teaching Speaking by using OJT (On The Job Training) as English Tour Guide

In this chapter, the researcher explained that the objective of this research is “how the use of OJT (On The Job Training) as English Tour Guide is in teaching Students' Speaking Ability in Pang Pang Tanjung Pasir Tour at Usaha Jasa Wisata Department Students of LKP ALOHA Tegaldlimo.” Where OJT is one of the graduation requirements at LKP Aloha Tegaldlimo. So students are required to take part in these activities. It is known that OJT is a practical learning method where students go directly to the field.

The OJT conducted by LKP Aloha Tegaldlimo students is a tour guide which is carried out on Plengkung beach. So how can OJT as a tour guide help develop students' abilities? The researcher interviewed one of the supervisors of LKP Aloha named Mas Rizki. He said, “OJT is very helpful for developing students' speaking, the reason is because we go directly to the field, directly practice, without much theory. Then we immediately met native speakers who in fact their speaking was very fluent. Instead of us just taking courses, we are only given material without any practice. So that it can be returned from the definition of speaking itself, speaking is a community tool between individuals with one another. Course is

important. But with practice we can find out where we went wrong”.

Therefore, direct practice through OJT activities as a tour guide can teach the speaking skills of LKP Aloha Tegaldlomo students.

## 2. The Material of Teaching Speaking by Using OJT (On The Job Training) as English Tour Guide

In this chapter, the researcher explains about teaching speaking materials using OJT materials as a tour guide at LKP Aloha Tegaldlomo. The material taught during OJT is the teacher assist student to make well tour guide job description, namely: explain all information about pang - pang area, serve the guest, help and assist guest, entertain the guest, keep good word and attitude.

## 3. The Technique of Teaching Speaking by using OJT (On The Job Training) as English Tour Guide

### a. Technique of teaching speaking by using OJT (On The Job Training) as english tour guide

To develop students' English skills in speaking skills, several kinds of techniques must be carried out by students. English speaking skills are skills that must be realized with practice.

The technique used to develop students' speaking skills by using OJT as a tour guide is to guide students to do many speaking exercises. To teach speaking, teachers teach through the following steps: 1) the teacher explains about Pang - Pang area as the purpose as activity, 2) the teacher explains the steges



of learning activity model in speaking as tour guide about Pang - Pang area, 3) the teacher delivered sample of tour guide to explain about Pang - Pang area, 4) the teacher ordered the student to come forward one by one to explain about Pang - Pang area on the track, 5) saving information of Pang - Pang area for student instructed by the researcher, 6) the teacher assist student to make well tour guide job description, 7) student practice well job description, 8) the teacher delivered feedback and many prizes to motivate student, 9) the activity was scored by the teacher.

- b. Teacher role in teaching speaking by using OJT (On The Job Training) as English tour guide

The teacher's role is very important in the implementation of OJT as a tour guide. During the implementation of OJT activities as a tour guide, the teacher will provide examples in the form of direct practice as a tour guide. The teacher explained about the Pang - Pang area as a place for OJT students. The teacher also explains the activity model that students must use. Besides that, the teacher also helps students in making tour guide job descriptions. And finally, the teacher evaluates the results of the practice carried out by students.

- c. Motivation in teaching speaking by using OJT (On The Job Training) as English tour guide

Motivation becomes its own supporting role in the formation of

students' enthusiasm for learning. As a teacher, not only provides material to students but also provides a stimulus in the form of motivation, whether it is direct motivation from words or actions.

In the OJT process, the teacher teaches directly using English. That way indirectly motivates students to study harder so that their speaking skills become better and fluent. Meanwhile, in the OJT process as a tour guide the teacher also gave a shout before students met with foreign tourists to talk to. Shouting yells makes students more excited and also releases tension within students.

d. Supporting and Responding in teaching speaking by using OJT (On The Job Training) as english tour guide

Support in learning is one of the factors for the creation of student learning success. With the support of learning success, learning can increase and develop significantly. With the support of learning, learning can improve and develop significantly. Without support in teaching, the learning process cannot achieve the set targets. In the OJT program as a tour guide, the factors that support successful learning include:

1) Teacher Facilities

The availability of accommodative teachers/tutors is very helpful for students in accelerating speaking success. Tutors provide all targets in learning, starting

from providing material, implementing practices on the material that has been taught, until students are ready to go directly to the field as tour guides.

## 2) Learning media

Implementation of learning requires learning media in order to achieve what will be taught to students. In its implementation, the OJT program as a tour guide requires a lot of learning media, including: dictionaries, blackboards, markers, whiteboards, learning material books, and others.

## 3) Effective time

Effective timing is related to students' mental readiness and learning, in implementing OJT as a tour guide, students must gather at 08.00 at LKP Aloha to get ready to go to their destination. Around 09.00 they arrived at their destination and got ready for OJT training as tour guides until around 11.00 they finished and continued with having fun.

The supporters above make the OJT program as a very effective tour guide for teaching speaking to students. Apart from supporters, this program also received responses from various parties, including:

### 1) Student

OJT as a tour guide has achieved a level of

popularity among institutions, especially the student response factor, students feel that they have received a big change, students can practice in the field directly with native speakers directly. The experience they get can be one of the considerations for choosing a job.

## 2) Teacher

The teacher gave a positive response by having OJT as this tour guide. Because students can directly interact with native speakers to develop English speaking skills. And can help to provide hands-on work experience.

## 3) Institution

Institutions benefit greatly from OJT's activities as tour guides. This activity can be an effective teaching to be applied to students in English speaking skills as well as an opportunity to promote the institution to the wider community. Because with this activity program, students who graduate from LKP Aloha have work experience as tour guides.

## e. Evaluating in teaching speaking by using OJT (On The Job Training) as english tour guide

Evaluation is the process of learning success in the form or purpose based on certain to determine certain. evaluation can be interpreted as a process of measuring the effectiveness of the strategies used in the effort to achieve learning. Measurement of

student success in learning and programs will continue to increase if the evaluation is effective. In OJT as a tour guide, the evaluation carried out by the teacher to OJT students as a tour guide is carried out after they have completed all the teaching that has been taught by the teacher. The teacher saw from the practice carried out by students as tour guides, then the teacher assessed their pronunciation, grammar, content, vocabulary, and fluency.

4. The Implementation of Teaching Speaking by using OJT (On The Job Training) as English Tour Guide
  - a. First observation

The first step, the researchers headed to Pang – Pang Tanjung Pasir to serve as a place for the implementation of OJT for students from LKP Aloha Tegaldimo. Researchers conducted observations and interviews with one of the staff at Pang – Pang Tanjung Pasir Tour. In this observation, the researcher obtained information that there are many tourist attractions that foreign tourists can explore when traveling through Pang – Pang Tanjung Pasir. In the OJT process, LKP Aloha students had the opportunity to take OJT as a tour guide to Plengkung Beach or better known as G-Land which is still in the Alas Purwo National Park area, Banyuwangi Regency, East Java.

“This OJT really helps students to practice their confidence in

speaking English, it can also help improve their English speaking skills, because they meet directly with native speakers. They can learn firsthand the pronunciation or style of native speakers. Here they can learn directly with other professional guides in this Pang - Pang Tanjung Pasir tour, "said Mr. Ali Saifuddin M.Pd, one of the managers of Pang - Pang Tanjung Pasir Tourism. In interviews and observations conducted by researchers, researchers concluded that OJT was very helpful in developing students' speaking skills.

b. Second observation

The second observation, the researcher observed the learning model carried out by the teacher in learning speaking using the OJT method as an English tour guide. Here the teacher provides material in the form of an explanation about the pang - pang area as the purpose as activity. The material here covers everything about Pang – Pang Tanjung Pasir Tour, such as areas that can be visited, the stories behind existing tourism, and everything that an English tour guide must master. During the explanation of the material there were some students who were less focused, such as fiddling with their cellphones, falling asleep, or talking to their friends. So that the efforts made by the teacher to overcome this problem are, students are encouraged to collect their cellphones to the teacher during the explanation period for the material, students are asked to actively ask

questions or the teacher asks students back. So that way students will focus on the teacher's explanation. Not only monotonous in one room, students are also invited to tour the area in Pang Pang Tanjung Pasir Tour.

The teacher also explained several steps of learning activity model in speaking as English tour guide about Pang – Pang Tanjung Pasir Tour. So that OJT participant students understand what they will do during the OJT in Pang – Pang Tanjung Pasir Tour. Not only providing explanation material, the teacher also provides examples of how to be a good tour guide in explaining the areas visited.

Furthermore, the teacher helps students in making a well tour guide job description. This is used to prepare carefully so that the OJT carried out can run smoothly. After completing the job description, students were asked to practice one by one as an English tour guide explaining about Pang – Pang Tanjung Pasir Tour as taught by the teacher. And finally the teacher provides comments and directions from the practice carried out by students.

c. Third observation

After going through various trainings while on the Pang – Pang Tanjung Pasir Tour, they got the task of becoming a tour guide on Plengkung beach. It is a form of practice that determines student success during learning. Where here students

will become tour guides for several foreign tourists visiting Plengkung beach. Still accompanied by the teacher, students explain what they have learned in the learning that has been carried out. They ask the teacher about vocab, or the meaning of a foreign tourist's question that they don't know clearly. While guiding them, the teacher also evaluates the practice of On The Job Training as their English tour guide. The researcher displays the results of using OJT as a tour guide in teaching students' speaking skills. The following is a table of post-test scores from the observations:

**Table 4.1**

**LKP Aloha Students Speaking Score**

Name	L/P	OBJECTIVE RESULT						Nilai	Description
		Pronunciation	Grammar	Content	Vocab	fluency	Skor		
Bayu	L	4	4	4	4	5	21	84	Tuntas
Andre	L	5	4	5	5	5	24	96	Tuntas
Solihin	L	5	4	5	4	5	23	92	Tuntas
Welly	L	4	3	4	4	5	20	80	Tuntas
Metro	L	5	4	4	4	5	22	88	Tuntas
<b>Jumlah peserta tes</b>		=	<b>5</b>	<b>Jumlah Nilai</b>		=	<b>440</b>		
<b>Jumlah yang tuntas</b>		=	<b>5</b>	<b>Nilai terendah</b>		=	<b>80</b>		
<b>Jumlah yang belum tuntas</b>		=	<b>0</b>	<b>Nilai tertinggi</b>		=	<b>96</b>		
				<b>Nilai rata rata</b>		=	<b>88</b>		

The value table above is the result of the English speaking assessment of students who take OJT as a Tour Guide at the Pang – Pang Tanjung Pasir Tour, which was held at the use of OJT as a Tour Guide in teaching students' speaking skills, it can be seen from the table above. It can be seen that the average students get good grades. In the following provisions, the



predicate values used in the assessment of OJT as an English tour guide are:

**Table 4.2**

**Predikat Interval Score of LKP Aloha EDU Tegaldlimo**

Predikat Interval Score of LKP Aloha EDU Tegaldlimo		
Predikat Interval	Interval	Description
88 – 100	A	very good
74 – 87	B	Good
60 – 73	C	Enough
<60	D	poor

From the table above, it can be seen that there are 2 students who get good grades and 3 students who get very good grades. So it can be seen from the values collected that the percentage of success in getting a very good grade predicate reaches 100%. so the use of OJT as an English tour guide is very helpful in improving students' speaking skills.

**Table 4.3**

**SCORING RUBIC SPEAKING**

NO	PRONUNCIATION	GRAMMAR	VOCABULARY	CONTENT	FLUENCY
	5-10	5-10	5-10	5-10	5-10

This Assessment is Based on the Speaking Rubric by Jeremy Harmer. Where it is independent with various options to assess through the criteria of pronunciation, grammar,

vocabulary, content, and fluency.

d. fourth observation

From a series of observations made by the researcher, the researcher observed that learning OJT as an English tour guide was very helpful in students' speaking, where students who took OJT as a tour guide could speak fluently, although the use of grammar was still lacking. But for vocab, their fluency, comprehension is better than before. They also become more active and confident to speak English, and their speaking accent is also better.

**B. General Findings**

Based on the presentation of several interviews, observations, and documents, the researcher found that the emphasis was on taking the title “THE USE OF OJT (ON THE JOB TRAINING) AS ENGLISH TOUR GUIDE IN TEACHING SPEAKING ABILITY IN PANG PANG TANJUNG PASIR TOUR AT USAHA JASA WISATA DEPARTMENT STUDENTS OF LKP ALOHA TEGALDLIMO IN ACADEMIC YEAR 2020/2021” proves that OJT as a tour guide is very effective in developing students' skills in speaking English. The next finding is that in addition to improving students' English speaking skills, OJT can provide real experience for students in the scope of work as an English tour guide. The selection of tourist attractions that are interesting and also amazing while providing its own entertainment for students. Then the next discovery was proven by after students participated in this activity students could speak

English fluently and more relaxed. This is the benchmark for taking the title by researchers that proving OJT as a tour guide has a very good impact in helping students' ability to speak English well and fluently. By this condition of the results, the use of ojt is succeed to increase student's speaking skill of usaha jasa wisata class at LKP Aloha Tegaldlimo Banyuwangi.

### **C. Discussions**

The researcher's discussion based on the findings that have been described, OJT is very influential in improving English speaking skills for students, especially at the Usaha Jasa Wisata class of LKP Aloha EDU proven effective and efficient in improving the teaching of students' English speaking skills. The proof is more evidenced by the value that has been found, namely from 5 students there are 3 students who get the very good value predicate, and two students get the good value predicate. The indicators are like a researcher in writing a thesis with several OJT indicators as a tour guide, the most important indicators are: 1) High student learning expectations, 2) More practice speaking English, 3) The material taught is very effective and relative, 4) Support and precise and detailed programs, 5) Instructions are clear and focused, 6) Time is very effective, 7) There is a very efficient student development, 8) Can practice to work as a tour guide, 10) High standards of student behavior. 9) Be brave and enthusiast to be a tour guide.

## CHAPTER V

### CONCLUSSION AND SUGGESTION

This chapter presents the conclusion and suggestion that could be viewed, as under:

#### **A. Conclusion**

By using the OJT (On The Job Training) as English tour guide method, the teaching and learning process can be more exciting in learning the introduction of native speakers. In fact, after students are taught using the OJT (On The Job Training) as English tour guide method, they can absorb the learning and practice it well. This learning trains their speaking skills so that they are trained like native speakers.

After the ability in speech recognition for native speakers was improved by the students as well as their intentions. Speaking in an introduction to native speakers is easier for students to understand, Moreover, the components of speaking in an introduction to speaking to native speakers are improved such as (Pronunciation, Grammar, Vocabulary, content and fluency). In short, students have done an introduction to speaking to native speakers in an effective and fast way. This can be seen in the results of the assessment which out of 5 students, there were 3 students who got very good grades, and 2 students got good grades.

Here, the application of the OJT (On The Job Training) as English tour guide method in teaching speaking skills has the following steps: first, the teacher explains the introduction of native speakers as the purpose of

the activity. Second, the teacher explains the steps of the learning activity model in the introduction of speaking to native speakers. Third, the teacher gives an example of introducing native speakers. Fourth, the teacher divides the students into pairs. The fifth. collect native speaker recognition information for students ordered by the teacher. Sixth, students are assisted to create a good and good introduction to native speakers by the teacher. seventh. Students make a good introduction, good and the action has been done. Eighth. Positive feedback and lots of applause were given by the teacher to inspire students and eager to engage in speaking introduction to native speakers. Ninth, the action is evaluated by the teacher.

## **B. Suggestion**

Based on the exposure of the data and the conclusions of the researcher, the researcher would like to give suggestions as following:

### 1. For teachers

Teachers must build students' enthusiasm so that students' mentality remains under control in learning English, teachers must be more creative and innovative in choosing materials that match the level of students' abilities, teachers must be more patient in educating students. And must know how to inspire the students.

### 2. For students

Students should practice speaking English more often with friends so that their self-confidence can increase, has more desire to own the English language so it can cause students speak better.

3. For principle

For the principle, hopefully it will stay strong, build on the principles that have been instilled, and hopefully it can be evaluated according to the expected results.

4. For the readers

The researcher expect that after reading this research, hopefully the readers can be motivated and enthusiastic in developing or taking to develop their English language skills. I hope you can benefit from this research and can be a sourceful reference.

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# APPENDIX

## Appendix 1

### Research Permissions Letter

 **INSTITUT AGAMA ISLAM DARUSSALAM**  
**IAIDA**  
**FAKULTAS TARBİYAH DAN KEGURUAN**  
**TERAKREDITASI**  
**BLOKAGUNG - BANYUWANGI**

Alamat : Pon. Pes. Darussalam Blokagung 02/IV Karangdoro Tegalsari Banyuwangi Jawa Timur - 68491 Telp. (0333) 847459, Fax. (0333) 846221, Hp: 085258405333, Website: www.iaida.ac.id-E-mail: laidablokagung@gmail.com

Nomor : 31.5/211.08/FTK.IAIDA/C.3/IV/2021  
Lamp. : -  
Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:

**Kepala LKP ALOHA EDU TEGALDLIMO BWI**

Di - Tempat

*Assalamu'alaikum warahmatullahi wabarokatuh*

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama : **KUNNA NANDYA AYU FARIDA**  
TTL : **BANYUWANGI, 09/05/1999**  
NIM /NIMKO : **17112210022/ 2017.4.071.0147.1.000049**  
Fakultas : **Tarbiyah dan Keguruan (FTK)**  
Program Studi : **Tadris Bahasa Inggris (TBIG)**  
Alamat : **Dusun Dsn Mojoroto Rt 005 Rw 001 Kel.Tegalsari Kec. Tegalsari Kab. Banyuwangi Prov. Jawa Timur**  
HP : **0859155187288**  
Dosen Pembimbing : **RIDWAN, M.Pd.**


Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi. Adapun judul penelitiannya adalah:

**"THE USE OF OJT (ON THE JOB TRAINING) AS ENGLISH GUIDE IN TEACHING SPEAKING ABILITY IN PANG - PANG TANJUNG PASIR TOUR AT USAHA JASA WISATA DEPARTEMENT STUDENTS OF LKP ALOHA TEGALDLIMO IN ACADEMIC YEAR 2020/2021"**

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.


*Wassalamu'alaikum warahmatullahi wabarokatuh.*

Blokagung, 17 April 2021  
Dekan

  
**Dr. Siti Azzah S.Pd.I., M.Si.**  
NIPY. 3150801058001

## Appendix 2

### Research Application Letter

NIM	17112210022	
NAMA	KUNNA NANDYA AYS FARIDA	
FAKULTAS	TARBIYAH DAN KESURUAN	
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS	
PERIODE	2020/2	
JUDUL	THE USE OF OJT ON THE JOB TRAINING AS ENGLISH GUIDE IN TEACHING SPEAKING ABILITY IN PANGI PANGI TANJUNG PASIR TOUR AT USAHA JASA WISATA DEPARTEMENT STUDENTS OF LKP ALOHA TEGALDUMU IN ACADEMIC YEAR 2020/2021	

No	Periode	Tanggal Mulai	Tanggal Selesai	Urutan Masalah	Berbahan
1	2020/2	01 April 2021	06 Agustus 2021	1. 1 April 2021 : title m2. 8 April 2021 : chapter 1m3. 20 April 2021 : chapter 2m4. 2 may 2021 : chapter 3m5. 18 June 2021 : chapter 4m6. 19 July 2021 : chapter 5m7. 19 July 2021 : final chapter	1. Choosing title m2. Introducing m3. Previous study m4. Research methodology m5. Analysis & finding m6. Conclusion

## Appendix 3

### Research Certificate Letter



LEMBAGA PENDIDIKAN DAN PELATIHAN  
**ALOHA EDUCATIONAL CENTER**

SK:421.9/566.15.Bhs/429.101/2011/NILEK:05102.4.1.0030  
Jln. Wahidin Sudiro 27 Rt.36 Rw.05 Desa Kedunggebang, Kec. Tegaldlimo, Kab. Banyuwangi, Prop. Jawa Timur.  
Website: <http://aloha-educational.blogspot.com/> E-mail: [alohaeducation@yahoo.co.id](mailto:alohaeducation@yahoo.co.id) Hp: 085236443284

#### SURAT KETERANGAN PENELITIAN

Nomor: B-425/LKP ALOHA.13.30.03/KP.00.6/03/2021

Yang bertanda tangan dibawah ini:

Nama : Ridwan, M.Pd  
Alamat : Jl Wahidin Sudiro Husodo 27 RT 36 RW. 05 Desa Kedunggebang  
KecamatanTegaldlimo Kab. Banyuwangi, Prop. Jawa Timur  
Jabatan : Direktur

Menerangkan Bahwa :

Nama : **Kunna Nandya Ayu Farida**  
Nim : **17112210022**  
Fakultas : **Tarbiyah Dan Keguruan (FTK)**  
Prodi : **Tadris Bahasa Inggris**  
Status : **Mahasiswa IAIDA Banyuwangi**

Yang bersangkutan benar-benar telah melakukan penelitian di LKP ALOHA EDUCATIONAL CENTER Tegaldlimo terhitung mulai tanggal **24 Februari 2021s.d 21 Maret 2021** sesuai dengan surat dari IAIDA Banyuwangi No. **31.5/211.04/FTK.IAIDA/C.3/IV/2021**.

Demikian surat ini dibuat dan dapat digunakan sebagaimana mestinya.

Tegaldlimo, 27 Juli 2021

Direktur  
  
Ridwan, M.Pd

## **Appendix 4**

### **Interview Draft**

#### **Interview 1**

#### **Rizqi Maulana Ilmi as a Tutor OJT (On The Job Training) as English tour guide of LKP Aoha**

T : Tutor

R : Researcher

R : assalamualaikum mas Rizki, mohon maaf mengganggu waktunya sebentar

T : iya tidak apa – apa silahkan

R : sebelumnya perkenalkan saya Kunna mahasiswi Institut Agama Islam Darussalam Blokagung, saya sedang menempuh semester akhir dan dalam pengerjaan skripsi. Saya ingin bertanya seputar OJT di Pang – Pang Tanjung Pasir Tour yang menjadi English tour guide di pantai Plengkung

T : oh iya mbak.. saya akan menjawab sebisa saya

R : terimakasih mas, langsung pertanyaan pertama ya

T : iya, silahkan

R : bagaimana teknik mengajar speaking dengan menggunakan metode pembelajaran OJT sebagai tour guide?

T : untuk teknik mengajar speaking untuk tour guide itu lebih ke Role play sebagai tour guide, sebelumnya harus diberi wawasan dulu sebagai tour guide mulai dari sapaan, sikap, bahasa tubuh, sampai perpisahan, lalu pastinya praktik main peran jadi tour guide bisa di dalam kelas maupun luar kelas, atau bahkan langsung ke suatau tempat wisata seperti pantai, pastinya saat praktik bicara tidak tahu bahasa inggris dari beberapa kosakata harus bertanya kepada tutor

R : bagaimana cara mengevaluasi hasil dari anak-anak saat melakukan tour guide?

T : bisa melalui tes lisan dan tulis

R : berapa lama anak – anak dibriefing sebelum bisa mengikuti kegiatan OJT?

T : paling cepat 1 bulan sudah siap mengikuti OJT

R : bagaimana peran guru, atau anda sebagai tutor dalam proses ojt sebagai tour guide?

T : guru sangat berperan penting dalam ojt yaitu sebagai contoh dan pembimbing untuk mengarahkan siswanya sekaligus meluruskan/ membenarkan kalau terjadi kesalahan.

R : oh, terimakasih ya mas atas waktunya

T : oh iya mbak sama – sama

## **Interview 2**

**Wahid Abdul Roraq as a Tutor OJT (On The Job Training) as English tour guide of LKP Aoha**

T : Tutor

R : Researcher

R : assalamualaikum mas Rozaq, mohon maaf mengganggu waktunya sebentar

T : monggo, tidak apa – apa

R : sebelumnya perkenalkan saya Kunna mahasiswi Institut Agama Islam Darussalam Blokagung, saya sedang menempuh semester akhir dan dalam pengerjaan skripsi. Saya ingin bertanya seputar OJT di Pang – Pang Tanjung Pasir Tour yang menjadi English tour guide di pantai Plengkung

T : iya, silahkan semoga saya bisa menjawab dengan baik

R : Menurut mas sebagai tutor, apakah faktor yang paling menghambat kemampuan speaking siswa?

T : Menurut saya faktor yang menghambat itu ada dua, ada faktor eksternal sama internal. Faktor eksternal itu dipengaruhi dari sistem pengajaran guru, ketika Si A itu mau ambil sedikit tapi gurunya ternyata mengajarkan grammar itu nggak nyambung jadi kalau si A atau muridnya itu pengen speaking ya kita harus ajarkan speaking, itu Cuma pendukung aja. Yang selanjutnya yaitu faktor internal dari diri dari diri sendiri itu faktor-faktor yang sangat mempengaruhi dari kemampuan speaking siswa, contoh yaitu faktor semangat atau rasa percaya diri,

ketika seorang siswa itu memiliki rasa kepercayaan diri tinggi dan rasa semangat ingin bisa maka itu akan menjadi nilai plus untuk belajar siswa tersebut atau lebih cepat belajar speaking dari siswa tersebut. Tapi kalau sebaliknya, maka dia tidak akan pernah bisa itu jawaban nomor satu menurut saya

R : Apakah On The Job Training sebagai tour guide dapat membantu mengembangkan kemampuan speaking siswa? Dan mengapa?

T : ya, sangat membantu sekali. Alasannya itu sederhana sekali kita langsung terjun ke lapangan langsung praktek tanpa banyak teori, kemudian kita langsung ketemu sama penutur asli sama bule yang notabennya dia speaking bahasa Inggrisnya itu fluent banget dari pada kita Cuma kursus kita Cuma diberi materi, materi, materi tanpa adanya praktek. Ya kita kembalikan lagi dari definisi speaking. Apa sih itu speaking, speaking itu kan alat untuk komunikasi antara satu individu dengan individu lain, ketika kita belajar bahasa Inggris, ya kita perlu belajar di tempat kursus tapi nggak terlalu lama 1 bulan 2 bulan 3 bulan itu cukup, kemudian kita perbanyak prakteknya, praktek ngomongnya langsung. Kenapa? Karena dengan praktek kita bisa tau mana letak kesalahan kita. So.. OJT itu sangat membantu mengembangkan speaking siswa. Dari pada hanya dikursus bergulat dengan materi, ya bisa praktek tapi tidak setiap hari. Dengan OJT kita bisa praktek setiap hari. We have all the time to do practice

R : Apakah ada hambatan dalam proses OJT di Plengkung?

T : pasti ada

R : lalu, bagaimana solusi untuk mengatasi masalah tersebut?



T : Menerima kritik Dan mengevaluasi semua kesalahan. Untuk kendala Bahasa solusi Cuma berani Dan tidak takut Salah, serta terus belajar n belajar Dan jangan lupa untuk berani Dan jangan malu bertanya.

R : terimakasih atas jawaban dan waktunya mas, sangat membantu saya

T : iya sama – sama

### **Interview 3**

#### **Andreas student of LKP Aloha**

S : student

R : researcher

S : selamat siang, boleh meminta waktunya sebentar untuk interview

R : iya silahkan kak

S : menurut kamu apakah kesulitan terbesar dalam praktek speaking?

R : memahami apa yang dikatakan orang asing, soalnya setiap negara mempunyai logat yang berbeda – beda

S : sebagai murid, apakah On The Job Training sebagai tour guide dapat membantu mengembangkan kemampuan speaking anda?

R : sangat membantu

S : mengapa demikian?

R : dikarenakan siswa bisa langsung praktek sama orang asing, dan siswa bisa belajar untuk lebih percaya diri dalam menggunakan kemampuan berbahasa Inggris

S : terimakasih ya, sudah mau meluangkan waktunya

R : iya sama – sama kak

Interview 4

**Welly ferdino as student of LKP Aloha**

S : student

R : researcher

S : selamat siang, boleh meminta waktunya sebentar untuk interview

R : iya silahkan kak

S : menurut kamu apakah kesulitan terbesar dalam praktek speaking?

R : Memikirkan kosa kata dalam bahasa Inggris selanjutnya karena itu menghabiskan waktu untuk berfikir

S : Sebagai murid, apakah On The Job Training sebagai tour guide dapat membantu mengembangkan kemampuan speaking anda?

R : tentu saja

S : apa alasannya?

R : karena semakin terbiasa dengan situasi harus ber bahasa Inggris, itulah yang mempengaruhi saya untuk lancar berbahasa Inggris dan bisa mengatasi di segala situasi

S : terimakasih ya, sudah mau meluangkan waktunya

R : iya sama – sama kak, semoga bisa membantu

## Appendix 5

### Picture of Research

**Picture 1. interaction of students with foreign tourists**



**picture 2. interaction of students with foreign tourists**



**Picture 4. interaction of students with foreign tourists**



**Picture 5. interaction of students with foreign tourists**



**Picture 6. interaction of students with foreigners tourists**



## Appendix 6

### Lesson Plan of Aloha Educational Center

#### LESSON PLAN

Institute : ALOHA EDUCATIONAL CENTER

Program : SURVIVAL ENGLISH

Period : 2020 / 2021

Unit Description : This unit deals with knowledge, skill and attitude needed to introduce and exchange personal information

Basic Competency :

1. Initiating a conversation
2. Introducing oneself
3. Introducing others

Time allocation : 1x 60Minutes

#### A. Indicators :

- 1.1 To state excuse for interrupting
- 1.2 To express greeting
- 2.1 To introduce oneself to another
- 2.2 To introduce oneself to an informal group
- 2.3 To introduce oneself at meeting / forum
- 3.1 To introduce others at informal occasions
- 3.2 To introduce others at formal occasion

## **B. Steps in teaching and learning process**

### **1JP x 60 minutes**

- Students get explanation about excuse for interrupting and expression to express greeting
- Students make some note related to the material
- Student practice making short speech in using greeting and interrupting with partner

### **1 JP X 60 minutes**

- Coach ask some students to try introduce himself / herself
- Coach giving explanation about how to introduce on self to another, in informal group, and at meeting / forum.
- Students practicing to introduce oneself to another, in formal group and at a meeting.
- Coach giving support and correction
- Coach giving a text of interview and students practice it

### **1JP X 60 minutes**

- Coach give explanation about how to introduce others at informal occasions and at a formal occasions
- Students making a note
- Questions and answer related to the material
- Students practice how to introduce others at informal and formal occasions
- Students filling out a passport application forms which is given by coach

### **1JP X 60 Minutes**

- Coach give explanation about exchanging personal information and leave taking
- Student making a note
- Coach give an example
- Students practice the material which given by coach

### **C. SCORING**

1. Speaking : Introducing oneself in informal group, meeting, introduce others at informal and formal occasions.
2. Writing : Filing out a passport
3. Listening : Listening for a personal information
4. Reading : Classifying personal , education, profession.

Banyuwangi, 2 April 2021

Acknowledgment

Teacher

**RIDWAN,M.Pd**

**DANANG PRAYOGO UTOMO**



## Appendix 7

### Scoring Rubric

#### Speaking Rubrics by Dick, Gall and Brog (2003:571)

Range	Fluency	Pronunciation	Accuracy	Vocabulary
10	The speaker very fluently in communication to perform the expected competency	The speaker never makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; all sounds are unambiguous and can be understood.	The speaker never makes any grammatical mistakes; both in basic grammatical structures (like phrases, simple and compound sentences) and in complex structure (like	The speaker uses so many vocabulary variations and makes no mistakes in word choices in performing the expected competency.

			complex sentences)	
9	The speaker speaks fluently in communication to perform the expected competency, but there are natural hesitations.	The speaker almost never makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; a few sounds are ambiguous but can be understood.	The speaker almost never makes any grammatical mistakes but makes very few mistakes in complex structure (like complex sentences), however those mistakes do not impede meaning.	The speaker uses many vocabulary variations and only makes very few mistakes in word choices in performing the expected competency
8	The speaker speaks quite	The speaker rarely makes	The speaker makes	The speaker uses quite

	<p>fluently</p> <p>although there are hesitations which are not quite natural hesitations.</p>	<p>pronunciation</p> <p>mistakes in performing the expected competency; intonation and stress are sometimes not quite appropriate; some sounds are rather ambiguous but can be understood.</p>	<p>grammatical</p> <p>mistakes very rare in basic grammatical structure (like phrases, simple and compound sentences) and makes few mistakes in complex structure (like complex sentences), in performing the expected competency</p>	<p>many</p> <p>vocabulary variations and makes few mistakes in word choices but those are sufficient and do not impede meaning in performing the expected competency.</p>
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			so that they rather impede meaning.	
7	The speaker speaks quite fluently although there are often hesitations which are not quite natural.	The speaker sometimes makes pronunciation mistakes in performing the expected competency; intonation and stress are sometimes not quite appropriate; some sounds are rather ambiguous but can be understood	The speaker rarely makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple and compound sentences) and makes some mistakes in complex structure	The speaker uses few vocabulary variations and uses word choices which are not quite appropriate but sufficient to perform the expected competency, he/ she sometimes has to explain ideas to get the appropriate

			(like complex sentences), so that they rather impede meaning.	words.
6	The speaker speaks does not quite fluently; sometimes he / she is impeded by language problems so that he/ she speaks rather slowly and hesitantly; sometimes those problems disrupt performance.	The speaker often makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; some sounds are rather ambiguous and rather difficult to be understood.	The speaker sometimes makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple and compound sentences) and makes quite a lot	The speaker uses very few vocabulary variations and uses word choices which are not quite appropriate and not quite sufficient to perform the expected competency, he/ she needs

			mistakes in complex structure (like complex sentences), so that they rather impede meaning.	to explain ideas to get the appropriate words.
5	The speaker does not speak quite fluently; speaks slowly and hesitantly; those problems disrupt the performance.	The speaker makes pronunciation mistakes very often in performing the expected competency; intonation and stress are inappropriate; many sounds are ambiguous	The speaker often makes grammatical mistakes in basic grammatical structure (like phrases, simple and compound sentences) and makes	The speaker uses limited vocabulary variations and uses inappropriate word choices, he/she often explains ideas because of the

		and difficult to be understood.	quite a lot mistakes in complex structure (like complex sentences), so that they strongly impede meaning.	insufficient vocabulary.
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## Appendix 8

### Statement of Authenticity

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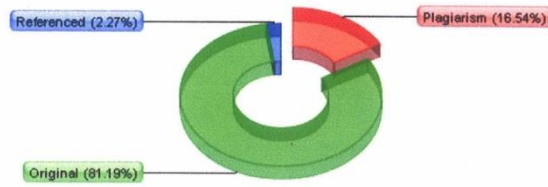
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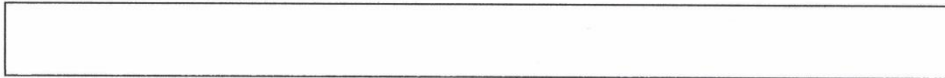
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## Appendix 9

### Curriculum Vitae



#### PERSONAL DATA

Name : Kunna Nandya Ayu Farida  
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TTL : Banyuwangi, 9 of May, 1999  
Gender : female  
Email : kunnanandya@gmail.com

Address : Mojoroto, Tegalsari, Banyuwangi

Religion : islam

#### EDUCATION HISTORY

##### ❖ FORMAL

- MI Al – Fatah Mojoroto
- MTs Al Amiriyyah Blockagung
- MA Al Amiriyyah Blockagung
- IAI Darussalam Blockagung

##### ❖ NON-FORMAL

- Madrasah Diniyah Al-Amiriyyah Blokagung Banyuwang