THESIS

THE USING OF ENGLISH TOUR GUIDE PRACTICE IN TEACHING SPEAKING SKILL AT LKP ALOHA EDU TEGALDLIMO BANYUWANGI

BY

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Presented to the Faculty of Education and Teacher Training
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in English Education Department

BY

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APPROVAL SHEET

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ABSTRACT

Rizqiyah, Isfirotul. 2021. *The Using Of English Tour Guide Practice In Teaching Speaking skill At LKP Aloha Edu Tegaldlimo Banyuwangi*

Keyword: English Tour Guide, Speaking Skill.

By speaking, everyone can express what they think or feel by using a language either directly. Besides, speaking is one of the most important skill in the English language that students must master at school, while the usaha jasa wisata students of LKP Aloha Edu Tegaldlimo Banyuwangi still had problems in speaking, especially in speaking with foreigner, most of them were difficult to explore their ideas and to design their sentences. Besides they were also less vocabulary in speaking. So this aim of research is to describe the process of the using of English tour guide practice in teaching speaking skill at usaha jasa wisata students of LKP Aloha Edu Tegaldlimo Banyuwangi.

This research method used Mixed Method as design, and this study consists of two phases which each cycle consists of two meetings. In addition, this research implemented based on Classroom Action Research procedures, as follows: Preliminary study,identification, planning, implementation, observatin result and reflection. And this method involved four students at usaha jasa wisata students of LKP Aloha Edu Tegaldlimo Banywangi as participants. There were one female student and three male students. In addition, the researcher used a qualitative approach, there were data collection techniques used to collect data such as the interview, observation, and tests. And the researcher analyzes the data by using score rubric and microsoft excel as technique. There were several aspects of speaking that student's increased in speaking skill such as (vocabs, grammar, fluency, pronunciation). Furthermore, Students were also more enthusiastic and enjoy being taught by using english tour guide practice in teaching speaking skill.

According to analyzed data, it showed that there was improvement of students' scores in teaching speaking skill, from the preliminary study until the cycle II. By applying the score of criteria success (SKM) 73,6 % of students passed from the score of criteria success (SKM) in preliminary study, and then it was improved in the cycle I, there were 76% of students passed from the score of criteria success (SKM). Finally, students got an improvement in the cycle II. 92 % of students passed from the score of criteria success (SKM). from these results the researcher concluded that the using english tour guuide practice in teaching speaking skill at LKP Aloha Edu Tegalimo Banyuwangi. Therefore, the using english tour guide practice to improve speaking skill by following few steps such as: 1). The teacher introduces tour guide practice model as the purpose of activity. 2). The teacher explains the step of using English tour guide practice. 3). Students are showed some videos or pictures to watch English tour guide practice to sample from that video or pictures. 3). Students are given a theme to make a narrative and then present it in front of their friends. 4). Students are invited to a tourist destination where there are foreigners where students can practice directly with foreigners with satisfaction. 5). Students take a national level exam at one of the best course institutions in Banyuwangi called Desi Education where the tests tested consist of error analysis, speaking by describing a tourist place image.

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CHAPTER I

INTRODUCTION

This chapter presents an Introduction such as: The Background of the research, The formulation of research problem, The objective of the research, The scope of the research, The Significance of the research, and the definition of key terms.

A. Background of the research

English becomes the most essential language in the world. Almost every people in the world use English language to communicate. English holds the key of position as an international language. According to the Department of Pendidikan Nasional (2003;43) English is a tool of communication among people of the world to get trade, social culture, science, and technology goals. more over English competence is important in career development, therefore students need to understand.

English is the tool for every human to communicate in the world, all people need to make communication one another. They do language as the way to transfer their thinking or what they want. Sometime they will use language to give information. all of country stand with their own language, such as Arabic, Japanese, Thailand, China, Australia and many others. The language differences among people will really make difficulties in communicating. It will make misunderstanding. so the way to control it by English language for communication. Based on (Tarigan 2015 : 2)

In this globalization era, since English is used almost in all aspects of international business or study, young learners need to master it well because when they want to apply for a job or to expand their business to go to international. English nowadays has been used in a lot of aspects, such as: education, business, politic, tourism and still more. The English language consists of several skills such as: Listening, Speaking, Reading, and Writing. From those skills, speaking skill is very important and useful for everyone in the world, according to Henry sweet "Language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts''. Speaking is one of those skills in language. It was really famous skill to learn. many people learn it as they purpose. such as job vacation, engineering, tourism context, and many kinds of it. when they do English as those component, of course they need to learn more in speaking skill.

Based on Byrne (1984) speaking is oral communication. There are two ways process between speaker and listener and involve productive and receptive skill of understanding. From that theory, the author thinks all people who learn English speaking, they have to ambitious in practicing the language, it can from conversation, debating, discussion, and so on. The important thing to carry is obligated them to always speak habitually. Getting students to speak in class can sometimes be extremely easy. In a good class atmosphere, students who get on with each other, and whose. English is at an appropriate level, will often participate freely and enthusiastically if we give them suitable topic and task.

Many techniques can be applied to solve the problems above including English tour guide to improve speaking skill. This thesis investigates language style to improve speaking skill by used the tour guide and tourists in LKP Aloha Edu Tegaldlimo Banyuwangi regency. Tour guide is one of the important component system trade in tourism services which is very influential toward the quality of the tourism as a whole. Tour guide is someone who provides services to guide tourists to provide guidance, directions and explanations about a tourist attraction.

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*).*

LKP Aloha Edu is one of the LKP in Banyuwangi, it is located in Jalan DRWS Husodo Kedunggebang village Tegaldlimo district, exactly in Banyuwangi regency which has many majors, including: English language, Japanese language, Mandarin language, hotel accommodation, tourist service businesses, and restaurants. LKP Aloha Edu has good facilities, good staff, and students who always support this research. In short, this school is very supportive to be conducted research studies, it makes the researcher has the intention to conduct research studies in that LKP. this LKP is very support to be conducted research studies.

When researcher takes PPL in February 2021, researcher takes for the usaha jasa wisata class at LKP Aloha Edu and the researcher finds that there are 2 students still has problem in their speaking. They still have lack vocabulary, the students feel not only less vocabulary, but also lack an idea, and the biggest problem they have is a lack of confidence in themselves, moreover the biggest problem is the student to be able not to achieve the criteria maximum of the score (SKM) of LKP Aloha Edu. It shows that there are many students get under criteria maximum of the score, whereas the minimal completeness criteria of success (SKM) is 75, in contradiction, there is student who get 50, it means students are not reached yet, those happens were proven when the researcher conducts a preliminary research. Mostly, they are worried when they are going to speak. In short, students need much motivation and practice in speaking.

Due to the problems above, the most appropriate way must be implemented by the teacher. and make conversation with tourist directly is one of the way that expected to solve student speaking problem. So that's why the researcher chooses speaking English with tourist directly. There are some reasons by using it, for the first, students can get many information from the interviewer (tourist) to make easy to apply their vocabulary and also make they are more confidence, for the second, the students are more confident to speak in front of man people exactly in front of the tourist. The third, the two students are expected to be interested in digging more information related to foreign cultures. The main purpose of this research is

identifying how if using English tour guide to improve speaking skill at usaha jasa wisata department student of LKP Aloha Edu Tegaldlimo.

According to the school problem condition above. The researcher has the intention to conduct research study which entitled **“ The Using Of English Tour Guide Practice In Teaching Speaking Skill At LKP Aloha Edu Tegaldlimo Banyuwangi ”** it is compiled and strengthened by many researcher’s thesis, such us*:* The influence of tour guiding on the guides perception toward their English speaking skill (*Qualitative method involving 4 participants in Himpunan Pramuwisata Indonesia Banda Aceh* in academic year 2018/2019) by Muhazir. Language style used by the tour guide and tourists in Bali (*Qualtative method to identify how tour guides and tourists use language styles on Monkey Forest tours in the Ubud area of Bali in academic year 2018/2019*) by Ahsanul Khaliq. THE CAMBRIDGE LANGUAGE ASSESSMENT SERIES *Series editors*: J. Charles Alderson and Lyle F. Bachman, by Sari Luoma. (*Implementing Lee-Min Ho’s lifestyle video to improve students’ writing skills in writing Biography text at the Tenth grade students of Madrasah Aliyah Negeri 3 Banyuwangi in the Academic year 2019/2020)*. By M. sunyoto thesis

B. The Formulation of Research Problem

Based on the background of the study above, this study undertaken to answer the following questions:

1. How is the English tour guide practice implemented in teaching speaking skill at LKP Aloha Edu Tegaldlimo Banyuwangi ?

2. How is the effect of using English tour guide practice to improve speaking skill at LKP Aloha Edu Tegaldlimo Banyuwangi ?

C. The Objectives of The Research

Based on the formulation of the research, the researcher has a purpose based on the problem research above that study has several objectives that broadly want to find out how effective the learning of using English tour guide practice, we strive to provide this method of speaking for students to advance learning increases and so that this method can make more insights on students or instructors in pursuing English. With this method students will think more about how they feel the impact of this method.

D. The Scope of The Research

This research study is limited to the process of Implementing at LKP Aloha Edu Tegaldlimo Banyuwangi, one of the English courses at BANYUWANGI. Subjects and locations that are convenient to use in research, will focus on fluency and arrangement of speaking English. This can be seen from members who learn four language skills, namely writing, speaking, reading, and listening. This fact allows researchers to measure a certain skill. Researchers chose speaking skills for further research to produce new findings that can contribute to the development of language teaching methods, so that the target in learning English is better. This study focuses on two components in language, namely fluency and grammar which will be influenced by students' speaking techniques in teaching English speaking

skills. We limit the specifications for fluency aspects to pronunciation, vocabulary and grammatical aspects are tenses (simple present, present progressive, present perfect). article, (a, an, the) and subject verb approval. The main data in this study is limited to students who have low grades. Then the student supporting data was taken using instruments including questionnaires, observations and interviews to support the main data.

This study involved one speaking class from 4 students of tourism services business at LKP Aloha Edu Tegaldlimo Banuwangi. The class studied is a speaking lesson. The research focus is targeting students who get low scores. Pre-test scores and students' speaking scores that have been obtained by the teacher previously. The time of the research was carried out on the even-numbered exam, which is the last one month before graduation.

E. The Significant of The Research

According to the researcher, there are many benefits of this research study, they are :

1. Student

   This result of the study gives benefits to students to improve their ability in speaking skill.

2. Teacher

   This result of the study gives an input to the teacher in teaching speaking using English tour guide with tourist directly. And for teachers, there are certainly many obstacles in the classroom process especially in speaking skills, this research can be a reference to

improve or improve their skills in using students' speech and be useful for English teachers.

3. The researcher

This research study can give information and also new experience about her experiment.

4. LKP Aloha Edu Tegaldlimo Banyuwangi

LKP Aloha Edu Tegaldlimo Banuwangi can take the creativity of this method concept in the application of student learning in the future. It will also be useful to help with cursor curriculum concepts. Theoretically: The results of this study are information in obtaining English, and informs that there are many methods in teaching speaking skills to readers Practically.

F. The Definition of The Key Term

1. Speaking Skill

There are two ways process between speaker and listener and involve productive and receptive skill of understanding (Byrne :1984) . Speaking is used by someone in communicating in daily life at school, at home or some other places. According to penny (2006 : 120), all of four speaking seems intuitively the most important, people who know a language are referred to as speakers of the language, as if speaking included all other kinds of knowing and many if not most foreign language learners primally interested in learning to speak. So that, researcher will explain about the

nature of speaking itself in other that given the obvious information about what is speaking.

2. English Tour guide

A tour guide is a person who guides visitors in the language of their choice and interprets the cultural and natural heritage of an area, which person normally possesses an area-specific qualification usually issued and/or recognized by the appropriate authority (*WFTGA*, 2005*)*._World federation of tourist guide associations (2005) states that tourist is a person who guides visitor in the language of their choice and interprets the cultural and natural heritage of an area, a person normally processing an area- specific qualification, usually issued and recognized by the appropriate authority.

Thus, the author establishes the key operational term is that a person or group of people who guide tourists to explore places around Banyuwangi, especially tour guides who live in southern Banyuwangi are somehow organized by Banyuwangi Tourism Actors called the English Society Program (ESP).

CHAPTER II

THE REVIEW OF RELATED LITERATURE FRAMEWORK

This chapter explicates the review of theoretical framework that related to: speaking skill, English tour guide, and previous research. Another exchange of student talk is repeating teacher talk and peers talk. Repetition that mostly occurred in the observation is drilling. This occured since this strategy allowed students to process the information and follow teacher's model. (Suherdi, 2009;68). Student talk can be said as student's speech when he imitates his teacher's examples, expresses his idea or gives comment and criticism about something in the classroom, because Prabu (1991: 49) said that learners have effort in the language classroom but teacher's role cannot be separated from their effort. A good classroom climate will support students' hard work.

A. Speaking Skill

1. Definition of Speaking

The ability to speak in foreign language is at the very heart of what it means to be able to use a foreign language, and there are many definitions of speaking. Based on (Alderson, Charles. J. & Bachman, F. Lyle. 2009). Our personality, our self-image, our knowledge of the world and our ability to reason and express our thoughts are real reflected in our spoken performance in a foreign language. Although an ability to read a language is often the limited goal of many learners, it is rare in deed for the teaching of a foreign language not to involve learners and teachers in

using the language in class. Being able to speak to friends, colleagues, visitors, and even strangers, in their language or in a language which both speakers can understand, is surely the goal of very many learners. Yet speaking in a foreign language is very difficult and competence in speaking takes a long time to develop. To speak in a foreign language learner must master the sound system of the language, have almost instant access to appropriate vocabulary and be able to put words together intelligibly with minimal hesitation.

When people hear someone speak, they pay attention to what the speaker sounds like almost automatically. On the basis of what they hear, they make some tentative and possibly subconscious judgments about the speaker's personality, attitudes, home region and native/nonnative speaker status. As speakers, consciously or unconsciously, people use their speech to create an image of themselves to others. By using speed and pausing, and variations in pitch, volume and intonation, they also create a texture for their talk that supports and enhances what they are saying. The sound of people's speech is meaningful, and that is why this is important for assessing speaking.

The conclusion is speaking skill is a skill that is used to communicate directly with the speaker by involving all knowledge aspects such as grammar, an idea, and other components that are created in the correct sentences.

2. The Function of Speaking

Several language experts have attempted to categorize the functions of

speaking in human interaction. According to Brown and Yule (2008, p. 21), the function so speaking are classified into three types; they talk as interaction, talk as transaction and talk as performance. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches.

a. Talk as transaction
b. Talk as interaction
c. Talk as performance

3. Teaching of speaking

How to teach speaking has been written or all teachers of English who wish to improve their knowledge and to develop their classroom in this important area. (Thon burry, Scott. 2005. *how to teach speaking*. New York: Pearson Education Limited). In any aspect, language plays an important role in building communication in the education world, business, tourism, and others. For instance, in the aspect of tourism, there will be different language and culture between tour guide and tourists. So, there is a need to build a bridge that connects them, that is with language that can be understood by each other.

B. English Tour Guide

Tourism is a complex exertion because many activities that related in implementation of tourism. Many tourism activities, such hotel management, travel, and the others. Tourism is a journey from one place to

other place, done by individual or group, as efforts to seek balance or accord and happiness with our life environment in social dimension, culture, nature and science (Kodhyat,1983:4). In the journey of tourism, the role of tour guide that has obligation as coordinator and organize tourism activity.

1. Definition of English 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 the travel destinations. The function of the tour guide is not limited to its title description. Tour guide also provide critical services, particularly to foreign visitors, in terms of organization and managing tourist trip and visits, for example arranging transportation and creating an itinerary. Basically the general tour guides must knowledgeable about the state of the economy, politic, culture, society, and life in general tourism.

Guide is a person who has skill to give guideline to people that need a helping hand or guideline about something case. Tour guiding has been an area of research activity for the past years. Robotic (2010: 214) explains that “the origin and evolution of the role of tour guide was expounded by Cohen (1985), who was a pioneer of making tourists guiding a matter of scientific attention “. Consequently, various attempts have been made to describe tour guides and guiding

professionalism. Tour guides mean different people. Hu (2007) says that tour guides are also known by titles like tour leaders, tour managers, tour escorts, local guides, docents and interpreters. Cruz (1999) adds that other names of a tour guide including tourist guide, local guide, and city guide but for the people outside the tourism industry as tour managers, docents or interpreters.

Specialized guide. It has unique skill or special skill. Like the tour guide who guides adventure tourism, like diving, rafting, or tracking. Specialized guide is also called as step on guides. Freelance guide or part timer is a guide work to travel company, travelling to particular area, and paid every trip and it is free conducting tourism activities according to tourist demand or other company who needs them. Payroll guide is a guide that working on a travel company and usually has fixed salary. Domestic guides are they who guide domestic tourists. Foreign tourist guides are they who guide foreign tourists.

C. Previous Research

There are some previous studies, which related to this research study as follows:

1. Improving students' vocabulary mastery by using charades. (*A classroom Action Research at second Grade of MTs Assyafi'iyah Gondang Tulungagung in the Academic Year of 2015/2016*) By Hayan Ayu Nur Cahyani. Based on Cahyani (2016:17). As mentioned in her result of

research study “Based on the result of this research showed that there was an improvement on students’ vocabulary mastery.

a. The similarity of the previous research

The first Previous research has some similarities with this research study, either this research study or the first previous study used car (classroom action research) as the design of a research study. Besides, both of them used a qualitative approach include the procedure of research such as planning, acting. observing, and reflecting based on the model of Kemmis and Mc Taggart.

b. Differences of the previous research

The first previous research used word guessing as a medium for increasing students' vocabulary, while this study implemented vocabulary as content in improving students' speaking. Although previous research conducted research involving second grade students of Mts Assyafi'iyah as the population, this research was carried out by involving Tourism Service Business students at LKP ALOHA EDU Tegaldlimo Banyuwangi as the participants or research subject.

2. The Use of Video To Improve The students’ Speaking Skill at Class VII of SMPN 2 Patuk in the Academic Year of 2014/2015 (*Action Research Study*) By Sinta Prasetia Tria Sari, the result of research study Sari, (2015:16) “The result of this research showed that using videos in the of speaking was proved to improve the students’ speaking skills in five aspects: vocabulary, pronunciation, grammar, fluency and, comprehension.

a. The similarity of the previous research

The second Previous research has a qualitative method as research methodology so did this research study. Furthermore, both of them implemented a media in teach.

b. Differences of the previous research

The second previous research implemented a video to improve students' speaking skill. On the other hand, this research used a video to improve writing skills, especially in writing text.

3. The Influence Of Tour Guiding On The Guide's Perception Toward Their English Speaking Skill (Qualitative Method) By Muhazir, the result of research study Muhazir, (2018:12) "This research is intended to identify tour guides' performance in speaking skills and factor that is most influential in affecting the skill. Hence, the study would be focused on the speaking skill of tour guides and the factors influencing it."

a. Similarity of previous research

The third previous research has a qualitative method as research methodology so did this research study. Furthermore, both of them implemented tour guide's performance in speaking skill in teach.

b. Differences of previous research

The third previous study focus in speaking skill with tour guide's performance, another hand this research has the most factor in speaking skill that is influential in affecting the skill.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discuss about research design, the time and location of the research, data collection technique, and data analysis technique.

A. Research Design

This research design is mix methods Which procedures for collecting, analysing, and combining quantitative methods in one study or series of studies to understand research problems (Creswell & Clark, 2011). The use of mixed methods research can be used to understand problems and research question better quantitative data is taken from the results of assessment of students English proficiency of each student is assessed by teacher and the assessment of student individually process takes place using the speaking assessment rubric. While qualitative data were obtained from the results of questionnaires, observations, pre-test, post-test and interviews.

This research is a study of *mix methods*, namely a research step by combining two forms of approach in the study, namely qualitative and quantitative. Mixed research is a research approach that combines qualitative research with quantitative research (Creswell, 2010:5). Meanwhile, according to Sugiyono (2011:18) *mix Methods* is a method of research by combining two methods of research at once, qualitative and quantitative in a research activity, so that the data will be obtained more comprehensive, valid, reliable, and objective.

The *mix methods* approach is required to answer the issue problem that has been summarized in chapter I, the first issue of problems can be answered through a qualitative approach and a formulation of problems that can both be answered through a quantitative approach. This is done to find problems in the field that will provide a new understanding in class action as an option for problem solving.

This research uses gradual mixed method. According to Creswell (2010:313), this strategy is a strategy whereby researchers combine data found from a single method with other methods. This strategy can be done with a first *interview* to get qualitative data followed by quantitative data, in this case using an action research**.** This strategy became three parts, namely:

1. Sequential Explanatories strategies. In this strategy the first stage is collecting and analysing quantitative data then followed by the collection and analysing that builds based on qualitative preliminary results. These weights or priorities are given to quantitative data.
2. Sequential Exploratory strategy. This strategy is the opposite of a sequential expressed strategy, in the first phase that researchers collect and analyse qualitative data then gather quantitative data and analyse it at the second stage based on the outcome of the first phase. The main weight of this strategy is on qualitative data.
3. Sequential transformative strategy. on this strategy researcher use a theoretical perspective to form specific procedures in the study. In this model the researcher may choose to use one of the two methods in the first phase, and the weight can be given to one of the two.

As mentioned above, in this study using *sequential mixed methods* a sequential Exploratory strategy is primarily a sequential. So, the first stage of the interview then analyses the qualitative data. That is, knowing the student's perception of learning in the classroom and answering the second problem formulation, there will be a distribution of polls or research instruments and analysing quantitative data to determine the enhancement of student talk learning in speaking skills.

Mixed research or commonly called *mix methods* has several research designs in it. *mix methods* with matching status. This mix method of researchers uses quantitative and qualitative approaches in the appropriate level to understand a phenomenon being studied. Furthermore, there is a mixed method design (*mix methods*) dominant-less dominant in one particular field is sometimes identical to one particular method such as experimental psychology with quantitative and qualitative methods for the study of Anthropological science. Then the third method blends sequentially where researchers implement a qualitative research stage and then implement a separate phase of quantitative research, or instead Creswell calls this design as a two-stage design. (Creswell, 2010:332).

The last is the design of mixed methods (*mix methods*) aligned or concurrent. Qualitative or quantitative Data is collected at the same time and analysed for complementary.

The Research design in this study uses *mix methods* with matching status. Qualitative research to find students ' perception of student talk and

the use of quantitative methods to obtain student-speaking data improvement through the student talk method. Things are done with the commensurate. Not very dominant in one of them.

This Research was conducted in Banyuwangi District. Selection of research places based on strategic location with located in the area of researchers, beside this course is one of the best and one of popular in Banyuwangi regency namely ALOHA EDU Tegaldlimo Banyuwangi Regency. It often evidenced the creation of winners of branches, competitions such as: speech, debate, and others.

B. Time and Location of the Research

The researcher will do the research in ALOHA EDU Tegaldlimo Banyuwangi, one of English course in BANYUWANGI. The subject and location is comfort for using the research, it will focus at the fluency and arrangement of speaking English. This can be seen from the member who learned four language skill, those are writing, speaking, reading, and listening. This fact really allows researcher to measure a certain skill. The researcher chooses speaking skills to be further investigated to produce new findings that can contribute to the development of language teaching methods, so that the target in learning English is better. Moreover, the researcher will do at usaha jasa wisata department student. it will make the research interest.

This research was conducted in the ALOHA EDU Tegaldlimo Banyuwangi East Java. The

class usaha jasa wisata department student with 4 student's participants. This research only focuses on speaking skills using the student talk learning method based on the value of students' speaking skills. When this research was conducted four meetings in one month. The research process is adapted to the student learning schedule in speaking classes that are conducted during one times a week.

To find out students' progress as a teacher can conduct an assessment, besides assessment also can use to evaluate the teacher strategy is effective or not. Based on Brown (2017:412) "If you are a guide and facilitator of students' performance in the on going process of developing a piece of written work, how can you also be the judge? What do you judge?"

Besides, to evaluate students also need a scoring rubric to get feedback from students' writing, according to Brown (2017:414) there are six categories. And each score has different categories. then, it helps the teacher to analyze and focus on the specific student's problem. Furthermore, the teacher can give special attention to them. In afterward to get successful teaching-learning activity it needs to prove by understanding students' scores, in this result the teacher can give them a comment. Based on Brown (2017:414)

According to that concept, there are techniques to determine the students' progress in developing their writing and it is called as Scoring rubric.

NO	ACTIVITY	TARGET	DURATION
1	Preliminary study	13 Apryl 2021	
2	First phase in one cycle	21 Juny 2021	90 minutes
3	First phase in two cycle	28 Juny 2021	90 minutes
4	Second phase in three cycle	05 July 2021	90 minutes
5	Second phase in four cycle	12 July 2021	90 minutes

The subjects of this study were usaha jasa wisata department students in ALOHA EDU. Researchers focus on the final speaking class. The total number of participants involved in the study included 4 students with an average age of 19 years old.

Classes speak Indonesian and English in the learning process in the classroom. This research was taken by considering the low scores of the student in speaking skill. The student's initial speaking proficiency value is taken from the results of the pre-test conducted before giving treatment. In this study participants were identified as students studied by taking from the results of low grades of advance students by 1 student.

NO	NAME	CLASS
1	Moh. Khoirur Rizal	Usaha Jasa Wisata
2	Dicky Francisco	Usaha Jasa Wisata
3	Deni Saputra	Usaha Jasa Wisata
4	Nailil Wafiroh	Usaha Jasa Wisata

C. Data Collection Technique

1. Quantitative Research

In this case the researcher describes how to collect quantitative data which will later be analysed as the result of the research.

a. Pre-Test

Pre-test is done as an instrument to get students' initial data by doing two stages. The first stage the researcher assessed the students' speaking skills in the process of giving opinion activities using the speech assessment rubric which was adopted from O'Malley and Piece (2005). As students interact the teacher chooses one of them to deduce related content from what the teacher has explained. At the end of each learning cycle the teacher gives examples of practice about the style of speculation using English well. Observers, researchers, and teachers assess students' speaking skills using the rubrics assessment of speaking skills during opinion activities and in class. The results of the assessment serve as a reference for getting research results.

b. Post Test

The post-test was conducted at the end of the lesson by assessing the students' speaking ability in the process of speaking directly to foreigners at the end of the cycle. The assessment uses a rubric that is used to assess students' speaking skills at the time of the pre-test. The results of the post-test assessment will be compared with the initial data from the results of the pre-test assessment to see changes and differences in the speaking skills of introverted students who have low scores.

c. Paired simple T-test

The researcher used the Paired Sample T-Test to calculate the significance of the increase in the value of students' speaking skills

individually. In addition to the value obtained by students in each cycle is processed using Microsoft Excel by calculating the average value of each student in each phase. This data processing is done to show the improvement that occurs in the student after being given treatment.

2. Qualitative Research

In this case, the researcher described several functional qualitative data as a way how researchers collect data for analysis.

a. Interview

This interview uses an unstructured model which means free, giving questions and statements that are in line with students' perceptions in giving opinions about this student talk method. Giving questions about anything that related to English tour guide practice materials.

b. Observation

The researcher or teacher observes each cycle to get more information about students' perceptions. The concept of this observation aims to find secondary data as a reference consideration of researchers. Each study of researchers facilitates a tool for recording, which is expected to help researchers see the results of observation and analyse the possible emergence of the influence of this student talk method on students. Observation activities carried out to review the possibility of increasing speaking skills in students who have low speaking scores.

D. Data Analysis Technique

The research data were analysed using quantitative and qualitative methods. Both methods are used to enrich the research results so that readers can better understand the explanations given by the researchers. Quantitative and qualitative data were obtained from the following instruments:

1. Quantitative Data Analysis

Quantitative data can be analysed and presented in various ways. Several ways of presenting quantitative data can be presented by conveying numerical data in percentages, proportions, and graphs (Nunan & Bailey, 2009, p. 372). Quantitative data in this study will be presented using percentages and graphs to show differences and changes in the results of student based on personality ability and speaking values. This quantitative data is presented to support the explanation of research results.

Analysis of the results of the questionnaire was done by calculating the average value on each question item. If the average value on each question item is greater than the overall average value then the result of the item question is considered high (Arikunto, 2014). Conversely, if the average value of a question item is lower than the average value of the whole question item, the result of the question item is considered low.

A. Assessment Rubric

The researcher uses the speech assessment rubric which adopt from Speaking Rubric for Fluency Activities Authentic Assessment for English Language Learners by O'Malley and Pierce (2005). The

rubric was adapted using 4 assessment indicators including: vocabulary pronunciation, grammatical errors, fluency, and student activity in responding. In grammatical aspects of the researchers will observe 12 types of grammatical errors (grammatical errors) including: six tenses, plural / singular nouns, article (article), pronoun (pronoun), correspondence between subject and verb (subject-verb agreement), comparison degree, and sentences.

The Scoring scale starts from the numbers 1 to 4. Researchers formulate a way to assess the proficiency of speaking by giving percentage to each aspect resulting from the calculation of the student's fault value range in each aspect to get the interval. A value of 4 was given to students who deposited an error of < 30%, the value of 3 was given to the student who deposited a mistake of 31-38%, the value of 2 was given to the student who deposited the mistake of 3 9-46% and the value of 1 was given to the student who deposited the error of 47>%. The student's value in each cycle is done by calculating the mistakes that the students are addressing in each aspect of the mistake in reciting the vocabulary *(pronounciation), grammatical errors*, responses given by the students and the smoothness of students in speaking *(fluency),* to get the percentage of errors deposited average percentage of errors on each cycle. In addition, researchers calculate the level *(rating)* to determine the number of clauses that are addressed by introvert students who have low speech proficiency in very few categories (<18%), little (19%-21%), many (22%-24%), and

very many (>25%). Adapted from thesis written by Zainul Adzka (*the use of student talk technique to improve advance student speaking skill at ESADA Course 2020/2021*).

Rating	**Demonstrated competence**	**Percentage**
4	Uses a variety of vocabulary and expressions	
	Uses a variety of structures with only occasional grammatical errors	<30%
	Speaks smoothly, with little hesitation that does not interfere with communication	
	Stays on task and communicates effectively; almost always responds appropriately and always tries to develop the interaction	
	Pronunciation and intonation are almost always very clear/accurate	
3	Uses a variety of vocabulary and expressions	31%-38%
	Uses a variety of structures with only occasional grammatical errors	
	Speaks smoothly, with little hesitation that does not interfere with communication	
	Stays on task and communicates effectively; almost always responds appropriately and always tries to develop the interaction	
	Pronunciation and intonation are almost always very clear/accurate	
2	Uses a variety of vocabulary and expressions	39%-46%
	Uses a variety of structures with only occasional grammatical errors	
	Speaks smoothly, with little hesitation that does not interfere with communication	
	Stays on task and communicates effectively; almost always responds appropriately and always tries to develop the interaction	
	Pronunciation and intonation are almost always very clear/accurate	
1	Uses basic structures, makes frequent grammatical errors	>47%
	Hesitates too often when speaking, which often interferes with communication	
	Frequent problems with pronunciation	
	Purpose isn't clear; needs a lot of help communicating; usually does not respond appropriately or clearly	

	Pronunciation and intonation are almost always very clear/accurate	

Adopted from *Assessment for English Language Learners by O'Malley and Pierce (2005).*

B. Paired simple T-test

The researcher used the Paired Sample T-Test to calculate the significance of the increase in the value of students' speaking skills individually. In addition to the value obtained by students in each cycle is processed using Microsoft Excel by calculating the average value of each student in each phase. This data processing is done to show the improvement that occurs in the student after being given treatment.

C. Observation

Observation activities carried out in the classroom at each group discussion activity. The researcher compiles observation sheets that are used as a tool to record student interactions in the classroom presentation. In addition, observation is also used to see the possibility of increasing the speaking skills of introverted students who have low speaking scores.

2. Qualitative Data Analysis

Qualitative data analysis is an iterative process of reading, thinking, rereading, asking questions, analyzing notes, and trying to find patterns (Nunan & Bailey, 2009, p. 416). Data obtained from the results of speaking activities in personality, observation activities in the classroom, the results of students' perception questionnaires, and interviews with

students who have low score. These data were analyzed by describing the process of activity in each cycle. The average value will be compared in subsequent cycles to see changes in the speaking skills. And then, the results of interviews about the student talk technique method applied and the topic of the article studied in each cycle will also be described to strengthen the results of the study.

By describing in narrative form the data that has been collected will be described in as much detail as possible so that some findings can be found with the application of the student talk method to usaha jasa wisata students of LKP Aloha Edu Tegaldlimo

CHAPTER IV

RESEARCH AND FINDING DISCUSSION

This chapter discusses the results of research that has been done for one month at one of the course in Banyuwangi, East Java, namely Aloha Edu Tegaldlimo Banyuwangi. The Results of this thesis, there are quantitative data and qualitative data. Quantitative data is processed into numerical data in the form of graphs and tables to represent the results of qualitative data discussion (Creswell, 2012, Hal. 175). While Qualitative Data is obtained from several ways such as interviews, observations, and questionnaires (Creswell, 2012, Hal. 204). The use of both qualitative and quantitative methods is expected to facilitate the reader to understand the discussion of the results.

The discussions covered in this chapter include: firstly, implementation of one cycle and two cycle, Secondly, Students ' perception of the student talk method is applied with foreigner, thirdly, paired simple t-test, fourthly, interview, and the last is observation result. Each cycle will be outlined based on several stages, namely identification of problems, planning, implementation of class actions, observation results, and Reflections (Nunan & Bailey, 2009, p. 227). The discussion is explained by the research process from the beginning to the end of the research so readers can understand this discussion in a sense.

A. Quantitative Analysis Technique

1. Preliminary observation (reconnaissance)

At the beginning of this meeting researchers and teachers gave an explanation about the purpose and concept of learning in the same way

that the teacher made random topic to students which is the name of existing tourist spots in Banyuwangi. The teacher asked them to do one by one. Next they are given preparation time to present the topic they get. Before the students presented the teacher explained the material they get in general and gave the method of making a mapping of specific points or sub-chapters to be explored in the speaking style. After the preparatory time the teacher asks one by one student to present the topic with a minimum time limit of 5 minutes. When in the process of presenting a classmate can interact with the question or deny the student presenting. The teacher has the full right to give a solutive middle road to the problems that occur in the classroom. Teachers are required to provide audio or any instrument to record students during the presentation. And will continue to be analyzed.

The first cycle consists of 2 meeting. Each meeting will be described in several stages, namely problem identification, planning, implementation, observations, and reflections (Nunan & Bailey, 2009, p. 227). These steps are carried out repeatedly in each cycle to evaluate the previous cycles so as to improve learning outcomes to the maximum (Nunan, 2009, p. 227). This study involved 4 students as participants in the advanced student speaking class. Researchers only focused on 1 student who had low speaking scores. At each meeting teaching and learning activities carried out for 90 minutes.

The first, when the researcher taught them in the classroom, not all students paid attention, their attention was mostly spent to chat with each

other. The second, because they were allowed to bring mobile phones, so not a few students were focused on their mobile phone, even their reason was to translate or to surf information related to the lesson. And the third, students who sat down on the corner of classrooms slept. The forth, sometimes students spoke so rudely and impolite. The fifth, most students still did not understand how to speak English well. Moreover, students also need more guidance or control in speaking. Identification of the problem was conducted at the beginning of the study by observing general in usaha jasa wisata class. The observation activity was done by following the teaching and learning activities in the classroom. Researchers observe the learning process from start to finish. The results of the observation show that there are many students who still find it difficult to express their opinions or answer questions of the teacher. Teaching and learning activities are done using speech method but students are still not brave enough. In other words, students are still ashamed in the presentation. The ability of students can influence each other in the learning process. Clever students can help less clever students so as to maximize their learning outcomes. In addition, active students can also motivate less-active students in learning methods.

Furthermore, to analyse all conditions in the classroom, the observation was also supported by an observation checklist, as bellow.

No	Name	Paying attention	Asking the question	Responding to the question	Accomplishing the task	Student were active in doing the task of Material speaking text
1	S R			✔	✔	✔
2	MAS	✔	✔	✔	✔	✔
3	DS	✔			✔	✔
4	DF				✔	✔

2. First phase in one cycle

The class action in the first phase is done in the speaking class of usaha jasa wisata student. In this cycle there are 1 student who did not take part in teaching and learning activities so that the total number of students who attended were 3 students. Learning activities carried out for 90 minutes. Learning activities attended by teachers and students. The observer team is tasked to assist the teacher and researcher in observing while learning takes place. Observes to be the teacher and observes the student individually one by one. This is done to maximize observation activities. Then the steps taken in the first cycle are described as follows :

a. Identification

Identification f the problem was conducted at the beginning of the study by observing general in speaking class of usaha jasa wisata student at LKP ALOHA EDU Tegaldlimo. The observation activity was done by following the teaching and learning process from start until finish. The results of the observation show that there are many students who still find it difficult to express their opinion or answer some question of the teacher. Teaching and learning activities are done using speech method but students are still not brave enough. The ability

of students can influence each other in the learning process. Smart students can help less smart students, so as to maximize their learning outcomes. In addition, active students also can motivate less-active student in learning program.

b. Planning

Before starting a class, researcher determine which topics will be learned first and prepare the theme as teaching materials according to the theme of various source. At the start of activities are instructed to choose a theme with different sources to other students. That is done so that students can share their opinions to each other and can perform interactive classroom activities. In addition, students are expected to enrich the information obtained from each theme that has been selected. The next, students rejoin and be given 15 minutes to read the theme.

The theme are adjusted to the plans and learning goals that have been set by LKP Aloha Edu Tegaldlimo. After reading the theme, the students did 60 minutes of presentation and interaction. This activity is carried out in the same classroom as the activities carried out at the time of the pretest. This is because all classrooms are used for teaching and learning activities so that the activities are still carried out using the same chair. Seats are considered less flexible and difficult to position. To overcome these problems, the teacher and the researcher sat back down on the students. Each student is positioned face to face to be able to face each other so that it can support students to interact more optimally (Welty, 1989). The classrooms that are used are also not too

broad, making it difficult for students to interact. This placement is expected to support effective learning activities The theme are adjusted to the plans and learning goals that have been set by the institute of educational institutions. After reading the material the students did 60 minutes of presentation and interaction. This activity is carried out in the same classroom as the activities carried out at the time of the pretest. This is because all classrooms are used for teaching and learning activities so that the activities are still carried out using the same chair. Seats are considered less flexible and difficult to position. To overcome these problems, the researcher sat back down on the students. Each group is positioned face to face to be able to face each other so that it can support students to interact more optimally (Welty, 1989). The classrooms that are used are also not too broad, making it difficult for students to interact. Students are given the opportunity to express opinions related to each other's theme as well as interacting with their friends. While researcher activities observe. The observation activity has several objectives, among others; first, To provide assessments on the skills of speech and the process of student interaction using the Speaking Assessment section, second, observing the student interaction process, and the third Nothing the things that can impede the discussion of group discussions both from internal factors from within the group or external factors arising from outside, , and the fourth, researchers record the learning activities by placing a phone in

each individual. The Results of an observation note are used as an evaluation material to improve the next cycle.

Students are assigned alternately at each meeting in presenting theme. This is done to train students ' skills in public speaking. Furthermore, the teacher provides an explanation of the material contained in the articles that have been studied such as the language structure used, vocabulary, and the use of expression in expressing opinions.

At the end of the study researchers look back at the results of the observation record and the value of speaking students who have been performed on observation activities during activities. Furthermore, researchers maintain the parts that have been qualified and revise the parts that are less supportive. The result of the fix was reapplied to the next cycle. The repetition of these stages is done as often as possible to obtain better results (Nunan & Bailey, 2009).

Additionally, researchers also revise theme that have been given from several aspects such as difficulty levels, themes rendered, and the language structure contained in the theme. This is done to tailor the learning process with the learning objectives found in the Learning Plan. The final stage of the researcher determines the theme t be given to the next meeting.

c. Implementation

According to described above, before conducting students ' activities are instructed to choose the material theme that have been prepared. Students are given approximately

10 minutes to read the selected article. Next, students perform a 10-minute presentation activity. During the activity, researchers observe. The speaking Skills observation and assessment are focused on 5 advance students who have low grades.

Furthermore, a presentation student may appoint one of his friends to conclude what results have been submitted. Students are appointed interchangeably on each cycle so that all students have the same opportunity to speak in front of the class. It aims to devour the students in public speaking. After all students convey the results of his presentation, the researcher conveys a summary of the material contained in the theme that has been discussed, such as the form of words (*tenses),* vocabulary, and expressions that can be used to convey opinions according to the context contained in articles such as Use of Word form (*tenses),* vocabulary, or the use of expressions according to context.

Reflection is an activity to examine a probity data and interpret the data for carrying out the betterment or advancement to include revision in the next heighten the success of teaching.

The Following is an analysis of the observation and the value of the students' speaking skill during activities. The analysis process is done at each phase.

Table the first phase in one cycle

NO	CODE	NAME	TRANSCRIPTION	SCORE
1.	**A1**	**MKR**	Ok, thank you for the tutor for time and give me…. B a chance, I would like to… B give some explanation about…. B Tourism place. In here (no verb)…. B Our country there is (are)A some tourism place (places)A so man people know that. Indonesia have (has)A many good views …..B for example Danau Toba(toba lake)A Sungai samosir(Samosir river)B and still more. thank you for attention, sorry for many mistakes.	**1 (66%)**
2.	**A2**	**NW**	Here, I would like to explain about Plengkung Beach, ok in Plengkung beach there are very many views if you hobby tourism I think, in plengkung beach is very good……..B it easy to come in plengkung beach there is (are)A very many beauty view and there are…..A if you want to swimming (swim) you can swim there and also you can get play surfing. Thank you for your nice attention nice to meet you	**1 (85%)**
3	**A3**	**DS**	I want to explain……..B tourism in kawah ijen Banyuwangi city there is (are)A very much tourist invite in crater ijen (ijen crater)A because in kawah ijen view……B there is blue fire and blue fire there is**A** invite in ijen crater if you want to…….B jacket because very	**1 (75%)**

			cool and there is (are) very much smoke if you don't use mask you will very….B and just it thank you	
4	**A4**	**DF**	I would like to presentation of the ……..B tourism in re island. There is……B big wave and much fish (fishes)C many people do surfing (surf) in the beach. I will think good very thing there. In red island…….B so good, thank you	**1 (58%)**

Description:

A: Students have difficulty to compose sentences marked with a sign, no complete sentence, subject-verb agreement and grammatical errors "A" so that it affects the way students speak.

B: Students are wrong in the phrases, in giving article, and comparison.

C: Students error in using vocabulary.

A1: SR

A1 speaks by producing very many clauses. Based on the transcript of the above A1, a few *grammatical errors (grammatically erors*), include mistakes in using the form of words *(tenses),* plural objects *(plural noun), verb-agreement subjects* and imperfect sentences. When talking A1 is still stammering so that students need more help in the form of bait to be able to communicate more actively. A1 also reveals 1 vocabulary in less precise manner, which can interfere with the communication process. Based on the number of errors of 3 aspects of the assessment talking students have a mistake of 66% to get a value of 1.

A2: DS

A2 speaks by producing very many clauses. Based on the transcript speaking above A2 it is a matter of some*grammatical*errors, such as errors in using *tenses,* plural objects *(plural noun),* article, phrases , and sentences that have not been perfect. When talking A2 is still stammering so that students need more help in the form of bait to be able to communicate more actively. Based on the number of errors of 3 aspects of the assessment talking students have a mistake of 75 % to get a value of 1.

A3: DF

A3 speaks by producing very many clauses. Based on a transcript speaking above the A3 is a matter of some*grammatical errors (gramatical erors*), among others, mistakes in using *tenses,* plural objects , *articles,* phrases and imperfect sentences. When talking A2 is still stammering so that students need more help in the form of bait to be able to communicate more actively. Based on the number of errors of 3 aspects of the assessment talking students have a mistake of 58% to get a value f 1.

A4

A4 speaks by producing very many clauses. Based on the transcript speaking above A4, a number of *grammatical errors (grammatically erors*) include errors in using the form word *(tenses),* plural objects *(plural noun),* article, phrases and sentences that have not been perfect. And also students make a mistake pronunciation 1 vocabulary. When speaking A4 still stammering so that students need more help in the form of bait to be able to

communicate more actively. Based on the number of errors of 3 aspects of the assessment talking students have a mistake of 83% to get a value of 1.

That is way actually all these students can create quite number of clauses. The four students above got grades 1. But the students above have tried to be responsive in giving questions or statements. From all this they still get very low score.

d. Teaching and Observation Result

The following Observation sheets are filled by some of the observers who have discussed to provide assessment of the performance of teachers and researchers in providing treatment to the students. The assessment results on the observation sheet can be used as an evaluation material to improve the parts of the action of the class and maintain the well-assessed parts. This assessment is performed at each meeting from the first to the sixth meeting so that teachers and researchers can continue to improve the teaching given. At the end of the study in each cycle, teachers and researchers conducted discussions with fellow observers about the value they had given, so teachers and researchers knew why co-observers gave the value that has been included in the assessment sheet.

Observers ' assessment results are described as follows:

Observation sheet : LKP Aloha Edu Tegaldlimo Banyuwangi

Academic year of learning : 2020/2021

Class : Usaha Jasa Wisata Student

Subject : - Skill to speak using good language structure in according to the context

- Skill to tell real phenomena or events in everyday life
- Skill to interact interactively in group discussion activities

Table observation result of first phase in one cycle

No	Activity	1	2	3	4
1	Early Learning Activities		✔		
2	The Main Activities			✔	
3	Observation Activities		✔		
4	The Last Activities			✔	
5	Skill to Evaluate		✔		
6	Close Learning			✔	

Description:

1 : Less

2 : Enough

3 : Good Enough

4 : Very Good

Fellow observers give good value to the initial learning activities. Based on the information we get after having a student talk technique at the end of learning, peers assess the initial learning activity poorly organized. Researchers pay less attention to the time when instructing students to select a prepared topic. This affects the time for student talk activities and the activity concludes matter at the last of learning. Furthermore, fellow observers also give considerable value to the core activities of the student activities presenting. Researchers and teachers are considered to be less concerned with the classroom. At the first meeting Teachers and researchers

instructed students to read the subject matter already taken. Subsequently presented.

In The observation activities researcher apply the method of student talk to students who have low speaking grades, researchers are judged quite well in doing so. This is influenced by the atmosphere of the class that is less conducive due to the wide state of the room and students who are too loud in speaking. so that researchers, and fellow observers should pay close attention to observing students ' activities. However, to determine the value of a student with a low value can be reconfirmed by replaying the audio recording that has been obtained. Furthermore, the final activity of the teacher and researcher discussion is considered good in organizing the students to convey the conclusion of the results of the material already delivered in front of the class and create a class atmosphere that is quite conducive.

On closing activities teacher and researcher studies are judged quite well. This is seen from the way teachers and researchers collaborate in explaining and concluding the material is well-judged and clear. The next activity is the ability of teachers and researchers to evaluate. This activity is done after the learning activities are completed. Teachers and researchers are well assessed for evaluation as they are considered able to receive input for better learning activities.

Additionally, teachers and researchers immediately improved the less parts by making new planning for the activities at the second meeting. The

last activity is determining the next learning solder. In this activity co-observers also give good grades because teachers and researchers choose learning materials by adapting to learning objectives.

e. Reflection

The obstacles they face are the same as the condition of the class, less conducive. Seating Format that is less strategic in conducting learning activities in the classroom. At the last of learning teachers, researchers, and fellow observers gathered and conducted discussion activities. The activity discusses the classroom sleep. The results of the discussion show that the obstacles they face are the same as the condition of the class less conducive. Seating Format that is less strategic in conducting learning activities in the classroom. In addition, co-observers also convey that it takes a better division of time so that each given stage can be traversed with maximum. Furthermore, fellow observers argue that they need a hard enough effort to monitor the student 's process due to the crowded sound. At the end of the discussion activities of teachers, researchers, and co-observers gathered the results of the students ' observations and assessments that focused on research. The result of the value is retested by playing back the audio you've gained while the student is presenting. This is done to equalize perception about the value that has been given.

3. The first phase in two cycle

The second meeting is done with the same steps as the class action performed at the first stage. However, there are some parts that are fixed in

this phase. The learning process is done in a larger class to get a conducive classroom atmosphere. In addition, teachers and researchers provide briefings on early learning to be able to participate cooperatively.

a. Identification

Identification of the problem in the second cycle is derived from the problems that arise in the first phase. The main problem remains focused on improving the speech skills of low-value students using student talk technique based on student speaking values. When class action is carried out in the first cycle, there are other problems that arise which are the technical problems, such as the condition of the classroom is less conducive, the division of time is not appropriate, the placement of the students ' seating format is less than ideal, and the observation process is interrupted with a fairly crowded class. Some of these issues will be corrected in this cycle.

b. Planning

Determine material of tourism place in banyuwangi { kawah ijen, wedi ireng, rajegwesi, G-land, etc. } researcher makes a strategic seating in classroom learning. At this meeting , student talk activities will be conducted in a larger classroom. It is planned to get a conducive class state. The conducive class will also positively impact the activities of ObservasI and student assessments that focus on research. In other words, teachers, researchers, and fellow observers can be clearer in doing observation activities and are not disturbed by crowded voices. Furthermore, researchers and teachers coordinate

with officers who have the authority to arrange the class to be able to use the desired classrooms on a predetermined schedule. Teachers and researchers also replaced seats with a more flexible move and adjusted to the ideal seat position according to Welty (1989). It is planned t address the problem of first class action that students still use elongated seats so that it is difficult to adapt to the wishes of researchers.

After ensuring the class and seating used, the teacher and researcher of the material will be discussed at the next meeting. This activity can be done both inside and outside the institution. Articles will be ensured to be shared when the schedule of learning activities is performed. In addition teachers and researchers also set the time used for the activities to choose the article for 5 minutes so as not to influence the time to presentation and delivery of material at the end of learning. Teachers and researchers will also come early to prepare a place and can organize students faster. The results of this evaluation are expected to improve the class action to be performed on the second cycle.

c. Implementation

The implementation of the second stage activities is not too different from the steps already implemented in the first phase . Before the learning activities were initiated students were instructed to select articles with different sources within 5 minutes. After getting the article students rushed to preparation. Students are given 15 minutes to

read the articles that have been acquired. After 15 minutes the students start presenting in front of the class with the teacher's assigned order for 50 minutes. During the event, teachers, researchers and co-observers conducted observations to monitor the process of activities and provide value to students with low grades.

Each individual concludes with a conclusion by appointing one of the participants in the class as a representative. Furthermore, teachers and researchers explain the materials contained in the article. The results of the observation analysis taken during the students activities are as follows.

Table the first phase in two cycle

No	Code	Name	Transcription	Score
1	**A1**	**MKR**	Assalamu'alaikum wr wb well ladies and gentlemen, **A** standing here I would like to explain about Rajeg Wesi beach, okay**B** where rajeg wesi beach a place ? yes rajeg wesi in Banyuwangi Regency exactly in save village. And it's beach have**A** a wafe **A** so small because why ? because there is coral so much it's beach, so that way wafe**A** can't come until beach why tourism come it's beach ? because there is (place action fish) and one of magnet tourist come here.	**3 (33%)**
2	**A2**	**DF**	Good night everybody, how's life today ? I	

			hope in this occasion you **A** all feel happy and healthy. Oke lets go, before be continue I want to ask you, any one of you know about wedi ireng or any of **A** you ever go to there? What is wedi ireng ? Wedi ireng is a beach stand on Pesanggaran district or still one location with Red Island. The wedi ireng is good or still nice okay in this tourism you **A** all enjoy about the good panorama about the Calur wave. I say thank you very much.	**4 (16%)**
3	**A3**	**DS**	Assalamu Alikum WR. WB Well ladies and gentlement, **A** standing here I would like to explain about Rajeg Wesi Beach, okey **B** where Rajeg Wesi beach a place? Yes Rajag Wesi in Banyuwangi Regency exactly in Save village. And It's beach have **A** a wafe **A** so small because why? Because there is coral so much it's beach, so that way Wafe can't come until beach why tourism come it's beach? Because there is (place action fish) and one of magnet tourist come here.	**1 (75%)**
4	**A4**	**NW**	I want to explain **A** tourism in Kawah Ijen Banyuwangi city There is very much tourist	

			invite **B** in crater Ijen because in Kawah Ijen **B** view in crater Ijen **A** very good and in **B** crater Ijen there is blue fire and blue fire there is **A** two blue fire in Kawah Ijen and Canada and **A** invite in crater Ijen if you want to jacket **A** because in Kawah ijen very cold and there is **A** very much smoke if you don't use mask you will very.. **A** And just that thank you	**1 (85%)**

Description:

A. students have difficulty in composing sentences marked with a sign "....." So that it affects the way students speak.
B. students to put *grammatical* errors marked with italic letters.
C. Students actively respond to opinions and inquiries from other students in a group marked by the *response* at the beginning of the sentence.
D. students recite vocabulary in less precise words marked with a bold word. The pronunciation of the students is marked with the letter in the brackets () on the side of the bolded word.

A1

A1 speaks by producing very many clauses. Based on a transcript speaking above the A3 is a matter of some*grammatical errors (gramatical erors*), among others, mistakes in using *tenses,* plural objects, *articles,* phrases and imperfect sentences. When talking A1 is still stammering so that students need more help in the form of a feed to be able to communicate more actively. Based on the number of errors of 3 aspects of the assessment talking students have a mistake of 33% to get a value of 3.

A2

A2 speaks by producing very many clauses. Based on the transcript of the above A2, a few*grammatical errors (grammatically erors*) include mistakes in using the form of words *(tenses),* plural objects *(plural noun), verb-agreement subjects* and imperfect sentences. When talking A2 is still stammering so that students need more help in the form of bait to be able to communicate more actively. A2 also reveals 1 vocabulary in less precise manner, which can interfere with the communication process. Based on counting the number of errors of the 3 aspects of the assessment talking students are depositing error of 25% so that it gets a value of 4.

A3

A3 speaks by producing very many clauses. Based on the transcript speaking above A3, a number of*grammatical errors (grammatically erors*) include errors in using the form word *(tenses),* plural objects *(plural noun),* article, phrases and sentences that have not been perfect. And also students

make a mistake pronunciation 1 vocabulary. When speaking A3 still stammering so that students need more help in the form of bait to be able to communicate more actively. Based on the number of errors of 3 aspects of the assessment talking students have a mistake of 75% to get a value of 1.

A4

A4 speaks by producing very many clauses. Based on the transcript speaking above A4 it is a matter of some*grammatical*errors, such as errors in using *tenses,* plural objects *(plural noun),* article, phrases , and sentences that have not been perfect. When talking A4 is still stammering so that students need more help in the form of bait to be able to communicate more actively. Based on the number of errors of 3 aspects of the assessment talking students have a mistake of 83% to get a value of 1.

d. Teaching Observing Result

The following Observation sheets are filled by some of the observers who have discussed to provide assessment of the performance of teachers and researchers in providing treatment to the students. The assessment results on the observation sheet can be used as an evaluation material to improve the parts of the action of the class and maintain the well-assessed parts. This assessment is performed at each meeting from the first to the sixth meeting so that teachers and researchers can continue to improve the teaching given.

At the end of the study in each cycle, teachers and researchers conducted discussions with fellow observers about the value they had given,

so teachers and researchers knew why co-observers gave the value that has been included in the assessment sheet.

Observers ' assessment results are described as follows:

Table The first phase of two cycle in teaching observation result

Observation sheet : LKP Aloha Edu Tegaldlimo Banyuwangi

Academic year of learning: 2020/2021

Class : Usaha Jasa Wisata Student

Subject : - Skill to speak using good language structure in according to the context

- Skill to tell real phenomena or events in everyday life
- Skill to interact interactively in group discussion activities

Table Observation Result of First phase in Two Cycle

No	Activity	1	2	3	4
1	Early Learning Activities			✔	
2	The Main Activities			✔	
3	Observation Activities			✔	
4	The Last Activities				✔
5	Skill to Evaluate			✔	
6	Close Learning				✔

Description:

1 : Less

2 : Enough

3 : Good Enough

4 : Very Good

Fellow observers give good value to the initial learning activities. Based on the information we get after having discussions at the last of learning, peers assess the initial learning activity poorly organized. Researcher pay less attention to the time when instructing students to select a prepared topic. This affects the time for student talk activities and the activity concludes matter at the end of learning. Furthermore, fellow observers also give considerable value to the core activities of the student activities presenting. Researchers and teachers are considered to be less concerned with the classroom. At the first meeting Teachers and researchers instructed students to read the subject matter already taken, subsequently presented.

e. Reflection

In The observation activities teachers apply student talk technique to students who have low speaking grades, Student Start to dare to use his own language in front of class presentations. This is influenced by the atmosphere of the class that is less conducive due to the wide state of the room and students who are too loud in speaking. so that teachers, researchers, and fellow observers should pay close attention to observing students ' activities. However, to determine the value of a student with a low value can be reconfirmed by replaying the audio recording that has been obtained. Furthermore, the final activity of the teacher and researcher discussion is considered good in organizing the students to convey the conclusion of the results of the material already delivered in front of the class and create a class atmosphere that is quite conducive.

On closing activities teacher and researcher studies are doing better. This is seen from the way teachers and researchers collaborate in explaining and concluding the material is well-judged and clear. The next activity is the ability of teachers and researchers to evaluate. This activity is done after the learning activities are completed. Teachers and researchers are well assessed for evaluation as they are considered able to receive input for better learning activities.

4. The second phase in two cycle

The third meeting is done with the same steps as the class action performed in the second stage. However, there are some parts that are fixed in this phase. The learning process is done in a larger class to get a conducive classroom. In addition, researcher provide briefing on early learning to be able to participate cooperatively.

a. Identification

Identification of the problem in the third cycle is derived from the problems that arise in the second phase. The main problem remains focused on improving the speech skills of low-value students using student talk methods based on a student speaking values. When class action is carried out in the first cycle, there are other problems that arise which are the technical problems, such as the condition of the classroom is less conducive, the division of time is not appropriate, the placement of the students ' seating format is less than ideal, and the observation process is interrupted with a fairly crowded class. Some of these issues will be corrected in this class.

b. Planning

Teacher do count and more aware in the timing of classroom learning, Determine material of tourism place in Banyuwangi { plengkung, kawah ijen, grajagan, bangsring, red island }. At that meeting the researcher made a class different like usually, that was uotdoor class. At that time researcher took students at one of tourism place in Banyuwangi. By discussing with the student, researcher was choosing G-land (plengkung beach) to be outdoor class. In G-land students could make speak with foreigner directly. It made they understood about English until at that culture directly.

This is done so that the students are able to compose sentences correctly when they speak English. Teachers and researchers also replaced seats with a more flexible move and adjusted to the ideal seat position according to Welty (1989). It has planned to tackle the problem of the Third meeting class that students still use elongated seats so that it is difficult to adapt to the wishes of researcher.

c. Implementation

The implementation of the fourth stage activity is not too different from the steps already implemented in the first phase. It was just that what distinguishes it from previous research is that the researcher invited students to a tourism place. there students make direct conversations with foreigners and when there were mistakes of their English the foreigners absolutely will correct them. This implementation will foster self-confidence of each student. During the

event, teachers, researchers and co-observers conducted observations to monitor the process of activities and provide value to students with low grade.

Table the second phase in One Cycle

No	Code	Name	Transcription	Score
1	**A21**	**Moh Khoirur Rizal**	MKR : hello sir, excuse me ! Foreigner : haii.. what's up boy MKR : …….**A** I am Moh Khoirur Rizal student of ALOHA EDU one of course….**A** in Banyuwangi Regency, here I would like to tell about one of tourism place in Banyuwangi, do you want to……**A** pay attention to me ? Foreigner : oh, be pleasure MKR : Banyuwangi is one of a good place for doing refresh we do not **A** dizzy to look for tourism in banyuwangi. Every body sometime we just think where the good tourism for us, so I rcomended for you to follow my choicment, in bangsring beach there was **A** many people visits of there, there are under water, banana bood, and house apung, well ladies and gentlemen when you go there the payment **A** just only twenty five, that is very chief for us. So you will not feel disappointed. Thank very much	**4 (25%)**
2	**A22**	**Dicky Francisco**	DF : hello sir, excuse me ! Foreigner : haii.. what's up boy DF: …….**A** I am Dicky Francisco….**A** student of ALOHA EDU one of course….**A** in Banyuwangi……**A** Regency, here I would like to tell about one of tourism place in……**A** here, do you want to……**A** attention to me ? Foreigner : ok, just go on DF : Yes today we will explain to you about the tourism in banyuwangi, in my experiences, I	

			have ever gone to in **B** red island beach, I recommended to you the most important time is the afternoon at 15.00 WIB or more. because there is **A** a sun set and the panorama is very good, it is suitable for taking picture. Thank you for me just it	**4 (16%)**
3	**A23**	**Deni Saputra**	DS : hello sir, excuse me ! Foreigner : haii.. what's up boy DS: …….**A** I am Deni Saputra I am student of ALOHA EDU one of course….**A** in Banyuwangi Regency, here I would like to tell about one of tourism place in Banyuwangi, do you want to……**A** pay attention to me ? Foreigner : oh, good just do it boy ! DS : Well every body, today **A** will enjoy to the presentation, so well ladies and gentlement plengkung beach has a good wave, many of tourist visit of there, the time for doing a surf at November month, I recom to you all **it A** month is very suitable, when we do refresh we can go together and bring **A** many food to eat, thank you Foreigner : good job boy DS : thank you so much, sir	**4 (25%)**
4	**A24**	**Nailil Wafiroh**	NW : hello sir, excuse me ! Foreigner : haii.. what's up boy NW : …….**A** I am Nailil Wafiroh student of ALOHA EDU one of course….**A** in Banyuwangi Regency, here I would like to tell about one of tourism place in Banyuwangi, do you want to pay attention to me ? Foreigner : oh, wow okay my please NW : thank you, sir NW : Well ladies and gentlement, **A** standing here I would like to explain about grajagan beach, before I explain **A** I say thank you very much to mr azka having given me time for standing here. Yes do you know about grajagan beach ?. yes the tourism **A** obligotary for come there because if you come there you will	**3 (33%)**

			be B a fill enjoy the mountain range **A** so beauty and not just mountain there is cave jepang and become good for us. That's all about my story, thank you for your nice attention, nice to meet you Foreigner : nice to meet you, good girl !	

Description :

A21

A21 speaks by producing very many clauses. Based on the transcript speaking above A21, a number of*grammatical errors (grammatically erors*) include errors in using the form word *(tenses),* plural objects *(plural noun),* article, phrases and sentences that have not been perfect. And also students make a mistake pronunciation 1 vocabulary. When speaking A4 still stammering so that students need more help in the form of bait to be able to communicate more actively. Based on counting the number of errors of the 3 aspects of the assessment talking students are depositing error of 25% so that it gets a value of 4

A22

A22 speaks by producing very many clauses. Based on the transcript speaking above A22, a few*grammatical errors (gramatical erors*) include errors in using the form word *(tenses),* plural objects *(plural noun),* article, phrases and sentences that have not been perfect. And also students make a mistake pronunciation 1 vocabulary. When speaking A4 still stammering so that students need more help in the form of bait to be able to communicate

more actively. Based on the number of errors from the 3 aspects of the assessment, talking students have an error of 16% to get a value of 4.

Each individual concludes with a conclusion by appointing one of the participants in the class as a representative. Furthermore, researchers explain the materials contained in the article. The results of the observation analysis taken during the group discussion are as follow.

A23

A23 speaks by producing very many clauses. Based on the transcript of the above A23, a few*grammatical errors (grammatically erors*) include mistakes in using the form of words *(tenses)*, plural objects *(plural noun)*, *verb-agreement subjects* and imperfect sentences. When talking A23 is still stammering so that students need more help in the form of bait to be able to communicate more actively. A23 also reveals 1 vocabulary in less precise manner, which can interfere with the communication process. Based on counting the number of errors of the 3 aspects of the assessment talking students are depositing error of 25% so that it gets a value of 4.

A24

A24 speaks by producing very many clauses. Based on a transcript speaking above the A24 is a matter of some*grammatical errors (gramatical erors*), among others, mistakes in using *tenses*, plural objects, *articles*, phrases and imperfect sentences. When talking A24 is still stammering so that students need more help in the form of a feed to be able to communicate more actively. Based on the number of errors of 3 aspects of the assessment talking students have a mistake of 33% to get a value of 3.

d. Observation Result

The following Observation sheets are filled by some of the observers who have discussed to provide assessment of the performance of researchers in providing treatment to the students. The assessment results on the observation sheet can be used as an evaluation material to improve the parts of the class action and maintain a well-assessed part. This assessment is performed at each meeting from the first to the fourth meeting so that researchers can continue to improve the teaching given.

At the last of the study in each cycle, teachers and researchers conducted discussions with fellow observers about the value they had given, so teachers and researchers knew why co-observers gave the value that has been included in the assessment sheet.

Observers ' assessment results are described as follows:

Table The second phase of one cycle in teaching observation result

Observation sheet : LKP Aloha Edu Tegaldlimo Banyuwangi

Academic year of learning : 2020/2021

Class : Usaha Jasa Wisata Student

Subject : - Skill to speak using good language structure in according to the context

- Skill to tell real phenomena or events in everyday life
- Skill to interact interactively in group discussion activities
- Skill to interact with foreigner directly

Table Observation Result of Second phase in One Cycle

No	Activity	1	2	3	4
1	Early Learning Activities				✔
2	The Main Activities				✔
3	Observation Activities				✔
4	The Last Activities				✔
5	Skill to Evaluate			✔	
6	Close Learning			✔	

Note :

1 :Less

2 :Good

3 :Good Enough

4 :Very Good

observers give excellent value to the initial learning activities. Based on the information we have had after a discussion at the last of learning, peers assessed the initial learning activities poorly organized. Teachers and researchers appropriately pay attention to time when instructing students to select a prepared theme. It is very good for The accuracy of students. activity concludes the material at the last of learning. Furthermore, fellow observers also give considerable value to the core activities of the student activities presenting. Researchers and teachers are considered to be less concerned with the classroom. At the first meeting Teachers and researchers instructed students to read the subject matter already taken. Subsequently presented.

In The observation activities Teachers apply student Talk method to students who have low speaking grades, teachers and researchers are judged well enough in doing so. Fellow observers should carefully observe the students ' activities. Nevertheless, later on the final activity the teacher and researcher discussions are considered good in organizing the class. students lack discipline in departing, this has caused ineffectiveness in the classroom, because the teacher will repeat in explaining the second time so that late students can understand and follow the lesson.

On closing activities teacher and researcher studies are judged quite well. This is seen from the way teachers and researchers collaborate in explaining and concluding the material is well-judged and clear. The next activity is the ability of teachers and researchers to evaluate. This activity is done after the learning activities are completed. Teachers and researchers are well assessed for evaluation as they are considered able to receive input for better learning activities. Additionally teachers and researchers immediately improved the less parts by making new planning for the activities at the second meeting. The last activity is determining the next learning solder. In this activity co-observers also give good grades because teachers and researchers choose learning materials by adapting to learning objective.

e. Reflection

Student confuse and dizzy in using vocabularies, there are grammar errors in their presentation, At the end of learning teachers,

researchers, and fellow observers gathered and conducted discussion activities. The activity discusses the classroom sleep. The results of the discussion show that the obstacles they face are the same as the condition of the class less conducive. Seating Format that is less strategic in conducting learning activities in the classroom. In addition, co-observers also convey that it takes a better division of time so that each given stage can be traversed with maximum. Furthermore, fellow observers argue that they need a hard enough effort to monitor the student 's process due to the crowded sound. At the end of the discussion activities of teachers, researchers, and co-observers gathered the results of the students ' observations and assessments that focused on research. The result of the value is retested by playing back the audio you've gained while the student is presenting. This is done to equalize perception about the value that has been given.

5. The second phase in two cycle

The fourth meeting was done with the same steps as the class action performed at the third stage. However, there are some parts that are fixed in this phase . The learning process is done in a larger class to get a conducive classroom atmosphere. In addition, teachers and researchers provide briefings on early learning to be able to participate cooperatively.

a. Identification

Identification of problems in the fourth is derived from the issue that arises at the third stage. The main problem remains focused on improving the speech skills of low-value students using group

discussion methods based on personality types and student speaking values. When class action is carried out in the first cycle, there are other problems that arise which are the technical problems, such as the condition of the classroom is less conducive, the division of time is not appropriate, the placement of the students ' seating format is less than ideal, and the observation process is interrupted with a fairly crowded class. Some of these issues will be corrected in this cycle.

b. Planning

For this last meeting, the students did other activities as usual, not studying in class, not in outdoor class either.

but this time the students will take a national-based exam, and it will be held at one of the best course institutions in Banyuwangi, namely DESI EDUCATION, where the materials tested are speaking, error analysis, and listening.

The 3 aspects for the assessment include: pronunciation, vocabulary, grammar.

c. Implementation

The implementation of this last meeting is that students come to DESI EDUCATION at a predetermined time. First, the students enter the error analysis test room, 90 minutes of time to work on the questions that have been distributed. Next, the students enter the speaking test room, 25 minutes of time for them to present the material or topic that has been determined. And lastly, the students entered the

listening test room, 20 minutes of their time listening to the material that had been determined.

Table The Second Phase in Two Cycle

No	Code	Name	Transcription	Score
1	**A21**	Nailil Wafiroh	This day is our chance to present that we have **A** interesting things you need to know. Banyuwangi District in East Java **A** has Pulau Merah Beach. This beach **C** has advantages compared to G-land which does not have a lot of coral like in Plengkung so Pulau Merah **C** Beach is safer for surfers including beginners. This beach has another characteristic that is the existence of a hill as high as 200 meters in front of a beach that looks like the beach in Brazil. **C** Pulau Merah Beach is similar to Kuta Beach in Bali but the waves are more curled (up to two meters high and 300 meters long) where it allows surfers to maneuver with the tubes technique. The waves on the Red Island Beach can certainly be a destination for beginners, amateurs and professionals as they have an average height of two meters. This is different from Plengkung beach or G-Land which is only enjoyed by more professional surfers. This article has been aired on Kompas.com with the title "Pulau Merah Beach, Primadona Wisata Banyuwangi",	**2 (41%)**
2	**A22**	**Deni Saputra**	Nusa Lembongan is one of the three sets of island **C** located in the southeast of Bali, Nusa Penida, Nusa Lembongan and Nusa Ceningan. From those three islands, Nusa Lembongan is the best one. Having condition which is still beautiful and natural, this island is ready to pamper you. If you like water sports, especially diving or	**4 (16%)**

			snorkeling, it is recommended for you to decide Nusa Lembongan as the next destination. There are several locations with underwater natural beauty which are not doubtful. Coral reefs and colorful fish around the island of Nusa Lembongan is so riveting. There are also some equipments for snorkeling and diving to rent. Most residents of Nusa Lembongan is seaweed farmers, so it **A** not be surprising if you get in Nusa Lembongan, you will see seaweed which is being spread out in the sun, because there are also some villages where seaweed cultivation becomes main commodity. Not infrequently travelers rent a motorbike or bicycle to surround the island. Come and prove naturalness of this island.	
3	**A23**	**Moh Khoirur Rizal**	Lembah Pelangi **C** Waterfall sounds unfamiliar for either local or foreign tourists. Lembah Pelangi Waterfall is located in Sukamaju village, Ulubelu sub district, Tanggamus district, Lampung province, Indonesia. The access to this place is quite difficult because Ulu Belu sub district is a remote area in Lampung with its hilly contours which make this tourist spot elusive. Lembah Pelangi Waterfall has two levels where the waterfall on the second level has two branches. The height of the first level waterfall is about 100 meter **C,** while the second level waterfall is about dozens of meters. The best enchantment of this waterfall is the rainbow which appears between the valley and the waterfall as the name suggests. The soft flowing gurgling waterfall sounds is like a chant of nature which can remove the tiredness of the long trip to go there. Under the waterfall, there are several spots of warm water which	**4 (10%)**

			can be an interesting spot for bathing.	
4	**A24**	**Dicky Francisco**	Small Seraya Island or better known as Seraya Island is an island located in West Manggarai regency, East Nusa Tenggara, or it is about ten kilometers north of the city center Labuanbajo. This island is small and has a coastline for about one kilometer. But this island has an incredible beauty and is an ideal place to calm you up or for honeymoon. A visit to this island will make you feel to own an island and a private beach. The presented landscape will certainly fascinate everyone who visits it. The beach at this island have **A** white sand and the water is quite clear and bluish completed by its underwater beauty. Even when the tide is low, you can walk out to the sea for about 500 meters from the coast. Various activities can be done in this place, such as fishing, swimming and snorkeling.	**4 (8%)**

Description:

A. students have difficulty in composing sentences marked with a sign, no complete sentence, subject- verb agreement and *grammatical* errors "A" So that it affects the way students speak.

B. students are wrong in the phrases, in giving article, and the comparison

C. Student errors in using Vocabulary.

D. plural and singular noun, verb

A21

A21 speaks by producing very many clauses. Based on the transcript of the above A21, a few*grammatical errors (grammatically*

erors) include mistakes in using the form of words *(tenses),* plural objects *(plural noun), verb-agreement subjects* and imperfect sentences. When talking A21 is still stammering so that students need more help in the form of bait to be able to communicate more actively. A21 also reveals 1 vocabulary in less precise manner, which can interfere with the communication process. Based on counting the number of errors of the 3 aspects of the assessment talking students put an error of 41% to get a value of 2.

A22

A22 speaks by producing very many clauses. Based on a transcript speaking above the A22 is a matter of some*grammatical errors (gramatical erors*), among others, mistakes in using *tenses,* plural objects , *articles,* phrases and imperfect sentences. When talking A22 is still stammering so that students need more help in the form of a feed to be able to communicate more actively. Based on the number of errors from the 3 aspects of the assessment, talking students have an error of 16% to get a value of 4.

A23

A23 speaks by producing very many clauses. Based on the transcript speaking above A23, a few*grammatical errors (gramatical erors*) include errors in using the form word *(tenses),* plural objects *(plural noun),* article, phrases and sentences that have not been perfect. And also students make a mistake pronunciation 1 vocabulary. When talking A23 is still stammering so that students need more help in the

form of bait to be able to communicate more actively. Based on counting the number of errors of the 3 aspects of the assessment talking students have a mistake of 10% to get a value of 4.

A24

A24 speaks by producing very many clauses. Based on the transcript speaking above A24 it is a matter of some*grammatical*errors, such as errors in using *tenses,* plural objects *(plural noun),* article, phrases , and sentences that have not been perfect. When talking A24 is still stammering so that students need more help in the form of bait to be able to communicate more actively. Based on counting the number of errors of the 3 aspects of the assessment talking students have a mistake of 8% to get a value of 4.

Table Observation Result of Second Phase in Two Cycle

No	Activity	1	2	3	4
1	Error Analysis Test				✔
2	Speaking Test				✔
3	Listening Test			✔	

Description:

1 : Less

2 : Good

3 : Good Enough

4 : Very Good

observers give excellent value to the initial learning activities. Based on the information we get after having discussions at the end of

learning, peers assess the initial learning activity poorly organized. Teachers and researchers appropriately pay attention to time when instructing students to select a prepared topic. It is very good for The accuracy of students. activity concludes the material at the end of learning. Furthermore, fellow observers also give considerable value to the main activities of the student activities presenting. Researchers and teachers are considered to be less concerned with the classroom. At the first meeting Teachers and researchers instructed students to read the subject matter already taken. Subsequently presented.

d. Observation Result

In The observation activities Teachers apply student Talk method to students who have low speaking grades, teachers and researchers are judged well enough in doing so. Fellow observers should carefully observe the students ' activities. In the core activity, the creation of sleepy students in class, this can be the cause of other friends in the focus of classroom learning. Nevertheless, later on the last activities of teachers and researchers are considered good in organizing the class and also in outdoor class.

On closing activities teacher and researcher studies are judged quite well. This is seen from the way teachers and researchers collaborate in explaining and concluding the material is well-judged and clear. The next activity is the ability of teachers and researchers to evaluate. This activity is done after the learning activities are

completed. Teachers and researchers are well assessed for evaluation as they are considered able to receive input for better learning activities. Additionally, teachers and researchers immediately improved the less parts by making new planning for the activities at the second meeting. The last activity is determining the next learning solder. In this activity co-observers also give good grades because teachers and researchers choose learning materials by adapting to learning objective.

e. Reflection

According to the table above, it showed that there was improvement of students' score in speaking from the preliminary study test until the cycle II. The improvement also happened in the cycle I to the cycle II. By applying the score of criteria success, 42 % of students passed from SKM in Preliminary study, and then it was improved in the cycle I. There were 76% of students passed from the SKM. Finally, students got an improvement in The cycle II, 100 % of students passed from SKM. In short, the researcher concluded that using English tour guide learning to improve speaking skill. And it solved students' problem in speaking well.

At the last of learning teachers, researchers, and fellow observers gathered and conducted discussion activities. The activity discusses the classroom sleep. The results of the discussion show that the obstacles they face are the same as the condition of the class less conducive. Seating Format that is less strategic in conducting learning activities in the classroom. In addition, co-observers also convey that it takes a

better division of time so that each given stage can be traversed with maximum. Furthermore, fellow observers argue that they need a hard enough effort to monitor the student 's process due to the crowded sound. At the end of the discussion activities of teachers, researchers, and co-observers gathered the results of the students ' observations and assessments that focused on research. The result of the value is retested by playing back the audio you've gained while the student is presenting. This is done to equalize perception about the value that has been given.

B. Qualitative Analysis Technique

1. Interview

a. What do you think about the using English tour guide practice in the achievement value of the student speaking?

The answer " according to me, in many cases of teaching speaking is based on the method itself, when i do observe, using English tur guide practice technique has made with a different system, the focuses study only for student. So, it is really help student to always bring more practices".

b. How do you judgment on a friend in your activity ?

The Answer " my friends has a lot of time to interact with other people in the class. Though point is the class brings more active than before".

c. How are the topics given in the class room ?

The Answer “ the teacher system, when he gives a topic with a random concept, but before the student explore the topic. Teacher has a good material to explain and show to the student, i thinks, it is very good to help student presentation”.

d. How do you think the method contributed in speaking skills?

The answer “ yes of coarsely, within given a tour guide English practice, students have more times to always practices their speaking, and students always interact with the other friend when they follow activities”.

e. What are the short comings and strengths of the using English tour guide practice that have been applied?

The answer “ the weakness is sometimes the method brings more passive in the class, when the students always instruct to practice. And the strengthens is within given the student talk technique, students will success to show their presentation to talk in front of the class”.

2. Observation

This talking strategy will be implemented within 1 month of researchers and teachers will cooperate to analysis and record all activities of each meeting in the classroom. After, we have shown in our method implementation. We found some findings that could be categorized well or even worse. Evidenced in the initial meeting we get the value of the students we have analyzed by the calculation of speech scoring rubric. From the data we've obtained, we get a fairly low value of 5 students by being categorized as they get a value of 1 of 4 scales that we already

specify. From the observation that we have got that affects the value of their speaking low that is not only from the method alone, but also some factors that affect, one of which is the facility, professional teacher, low vocabulary, and the inability to explore all of it is a form of factors that are very influential in the implementation of the methods we implemented.

We must also provide solutions to the existing problems. So the initial step in the implementation of our second phase gives 5 minutes of time, before entering the material that gives 5 vocabularies in each meeting. This step aims to give the basic concept of thinking so that they are not awkward to talk again, after the vocabulary has been given, the next step is we give some topics that will be explored by each student, a topic that is determined by the teacher that is tourism place in Banyuwangi by giving the duration of time 10 minutes, for preparation. Next, the teacher will randomly select the students who will present their chosen topics, this is enabled so that students themselves have the courage and also create their speech skills while the teacher pays attention to what they are presenting, the teacher also provides a recording tool that will be made into data analysis tool.

C. Data Finding

In this chapter we will talk about the implementation that has been implemented from cycles of one to 2 cycles. There are three meetings in one meaningful cycle in the process of cycle there are sixth times of the meeting. Researchers before conducting action researchers looking for advance student value data in the institution. This data will later be compared with data that has been given a treatment

or strategy of student talk technique to the student. From the value of 4 students who have a low category of 1 student. So, researchers aim to take 4 students to be researched. This is four students is a representative form of the flagship class, and they are remedial students who we will give a strategy in order to talk them there is improvement, and found 1 student less.

Researchers still cared enough about increasing students so we corrected what was still an obstacle in learning. Actually, the problem is not much different from the first meeting only this factor is more important than the previous factors. The problems that exist in the second stage are the students more often jokingly and the room is very narrow class. This will affect the class conduciveness. In addition, researchers found the problem of students themselves, the students lack the confidence to start presenting topics in front of the class, insufficient facilities, make the cause of learning, such as the absence of ink marked.

This problem will be given the solution in the third stage for this third stage activities that will be done not much different from the previous meeting, there are only additions that will later be given in the learning. Departing from a problem, the teacher asks the operational department to provide equipment in the classroom. Secondly to anticipate and provide solutions to students who are less confident researchers or teachers provide motivation in the classroom. Through the joyful was learning. so that there is no vaccine in learning.

Students from researchers and teachers see more active and confident students to respond. And we also evaluate that the occurrence of imbalance of time in activities. Class too quickly resulted in speaking students less in

teaching and learning activities. And this third stage we calculate from the Scale that we have made that there are 3 students who get a scale value 4. And 1 student earns a scale value of 3 and 1 students get a scale value of 1. From the value above can be deduced in case of differences in data from the second and third phase. values of students speaking this stage, the more increasing.

Researchers and teachers will always provide a new concept that is arranged to solve problems for problems in teaching and learning activities. If we think that our learning activities are successful, it means that it cannot be said success, because the success standard of each individual is different. If we own plans is applied not to achieve success in learning, but aims to obtain perfection. Therefore researchers should be thorough with every problem and activity in learning.

In the second stage there is a slight change in the implementation of the strategy that we implement before giving or describing the topic material provided by the student. Teacher explains the basic concept of grammar as in the world of present simple sentences. So that they understand to use Grammar in speaking students and not only that teachers also give a little picture of the mindset in the exploitation by making points or sub-chapters that will later be developed in their mindset. After that the new teacher gives the preparation time 15 minutes to the students, so they prepare the points that are later developed when they speak in front of the class.

For students themselves after being given a strategy to make points. Students are more an improvement to bring about the material they choose.

We judging from the speaking of students with the speech assessment rubric We have created 3 students get a score of 4 and 2 students get a value of 1. And in the next stage, namely the third meeting of the second cycle, the researcher will apply the solution according to what happened in the previous phase, the teacher who is actually a researcher will also apply learning that is not much different from previous learning.

Thus it can be concluded that the use of student talk methods based on personality type and the value of speaking students can be received well by introverted students and can increase the motivation of students to be more active in speaking.

D. Implementation action of Quantitative Research

1. Paired Simple T-test

Based on the simple t-test data. it can be seen that overall the students experienced a varied improvement. Thus it can be concluded that the use of student talk method of speaking value students are quite effective to use at the advance student level in Aloha Edu Furthermore, the average value of speaking students who have low speaking skills on cycles 1 and 2 are processed using the table above the *test Paired Sample T-Test*. The T-Test test results can be seen in the table below.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	sebelum	1.2000	5	.44721	.20000
	sesudah	3.6000	5	.89443	.40000

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	sebelum & sesudah	5	.250	.685

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	sebelum – sesudah	-2.40000	.89443	.40000	-3.51058	-1.28942	-6.000	4	.004

Paired Sample T-Test was conducted by entering the average value of students' speaking skills in the first cycle and the second cycle. The paired sample t-test results show that the calculated T value (6,000)> T table (2,776). This shows that there are significant differences in the value of

each student in cycle 1 and cycle 2. This shows that the use of the student talk method is effective for use in teaching foreign languages to usaha jasa wisata student class.

2. Data Finding

Paired Sample T-Test was conducted by entering the average value of students' speaking skills in the first cycle and the second cycle. The paired sample t-test results show that the calculated T value (6,000)> T table (2,776). This shows that there are significant differences in the value of each student in cycle 1 and cycle 2. This shows that the use of the student talk method is effective for use in teaching foreign languages to usaha jasa wisata student class.

The number of students who answered each item statement multiplied by the score of each option. If all the values for each answer are already obtained, then the four values are added. The overall value gained on each statement is divided by the number of students who are subject to a study of 5 students to get the average rating. The average value is used as a reference for classifying students ' perception in high or low categories. Furthermore, the number of determinants to classify students ' perception results in high or low category is determined by summing the total value starting from statement number 1 to 10. The summation resulted in a figure of 155. Then the result is divided by 10 which is the number of questions so it produces an average value of 15,5. Then the average value was divided by the number of 5 research subjects and resulted in an average value that served as a category defining value of 3,1.

E. Discuss of Mix Method

a. How is English tour guide practice implemented in teaching speaking skill at LKP Aoha Edu Tegaldlimo Banyuwangi?

The reason why we choose using English tour guide to improve speaking skills at usaha jasa wisata student of LKP Aloha Edu Tegaldlimo. departing from a problem that usaha jasa wisata student learning often uses the lecture method, ultimately students are more passive in interacting or practicing their English. and with this method we both researchers and teachers assume an increase. and after we applied it, we found data findings that 1 student was remidial. they get very good scores as evidenced by their score reaching approximately 80 -100 that is, when scaled they get a scale of 3-4. that is, have very good criteria. From the data obtained, namely qualitative data answered with data from observations and interviews that students have an increase in the value of speaking results with an increase in this student talk technique method. From the institution limiting that students who get scores below <68 then these students cannot be said to be successful, and after the implementation of this strategy, 1 student who get grades below the average experience a good improvement process, namely in the first phase to the 3rd phase of the second cycle of 2. Students get an average score of 80 -100 on a 3-4 scale in our assessment presentation.

The values

NO	Criteria	Score	Scala	Note
1.	A	84-100	1	Very Good
2.	B	63-83	2	Good
3.	C	42-62	3	Good Enough
4.	D	21-41	4	Less
5.	E	0-20		

b. How is the effect of using English tour guide practice to improve speaking skill at LKP Aloha Edu Tegaldlimo Banyuwangi?

And from the statistical calculation of the data Paired Sample T-Test was conducted by entering the average value of students' speaking skills in the first cycle and the second cycle. The paired sample t-test results show that the calculated T value (6,000)> T table (2,776). This shows that there are significant differences in the value of each student in cycle 1 and cycle 2. This shows that the use of the student talk method is effective for use in teaching foreign languages to usaha jasa wisata department students of LKP Aloha Edu Tegaldlimo Banyuwangi. This indicates that from the second data, namely qualitative and quantitative data, there was a significant increase after the implementation of the treatment, namely the application of student talk technique to 1 remedial student in the usaha jasa wisata department student class.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the results of the study, there are several findings that can be concluded. The first conclusion answers the first research question, which is about the effectiveness of using the student talk method based on the value of students' speaking skills. This research proves that the use of the student talk method is effectively used to improve the speaking skills of advanced students who have low speaking skills. This is indicated from the increase in the final grade produced by all students who have low speaking skills. The results of each student's t test showed that the calculated T value (6,000)> T table (2,776). Thus it can be concluded that advance students who have low speaking skills experience significant improvement in speaking values. This finding is supported by the theory of applying the group discussion method promoted by Welty (1989) which states that the application of the student talk method can involve students to interact and give feedback directly.

The next conclusion is generated to answer research questions about students' perceptions of the student talk method that has been done. The results of the questionnaire analysis showed that 6 statements were categorized as high with an average value and statements were categorized as low with an average value ... This proved that the teaching methods applied on average were very well accepted by students and had a significant role in increasing proficiency. speaking specifically for students

who have low speaking scores. The results of the questionnaire analysis were supported by the results of interviews which showed that overall students really liked learning activities using the student talk method based on speaking values. In addition, students stated that students felt helped in several ways such as the use of grammatical structures, vocabulary pronunciation and motivation to speak more actively. Thus it can be concluded that the use of the student talk method of effective student speaking values is applied to improve students' speaking skills at the final grade level in cursing.

From the research result, the researcher concluded that the only way to change the student's speaking for the better until to be the best is by English tour guide practice directly with foreigner.

B. SUGGESTION

Based on the research results The researchers found some things expected to be corrected in subsequent studies. To implement this group student speaking technique, teachers are expected to pay attention to several things, among others:

1. Pay attention to the state of the class used for learning activities using student talk technique. Teachers are expected to organize students to get an ideal sitting position, which is a sitting position that can face each other so as to maximize interaction during the discussion.
2. Pay attention to student education level. If the method is conducted at a lower level of education, then the teacher is expected to be able to guide

the students and pay more attention to the learning process during the activities. This is because students have different skills at each level of education

3. Teachers can modify the instruction of learning according to the subjects and needs of students. The implementation of some of the above important things is expected to maximize the student activities, and method to be used at all levels of education.
4. The finding of this research study can be used to as the reference for next researchers on similar topic.

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APPENDIX 1

Teaching Observation Result

No	Activity	1	2	3	4
1	Early Learning Activities				
2	The Main Activities				
3	Observation Activities				
4	The Last Activities				
5	Skill to Evaluate				
6	Close Learning				

Description:

1 : Less

2 : Enough

3 : Good Enough

4 : Very Good

APPENDIX 2

Student Observation Sheet

No	Name	21/06/21	28/06/21	5/07/21	12/07/21
1	**A1**	The process of interactions and explanations expressed less clearly	Start to dare to use his own language in front of class presentations	Started neatly in grammar for its speakers	There is an excellent improvement by describing the slight grammar mistakes
2	**A2**	More likely to be passive in exposing their opinions and explorations	Can contribute in class	Too many clauses that there are grammar errors	Significant response to student speaking styles
3	**A3**	More likely to be silent	Cann't express opinion or exploration	Able to convey exploration well	There is a high increase in speaking students
4	**A4**	Confused in terms of exploration	Students begin to understand about mapping points to describe	Shiva is increasingly passionate about the material talked about	Students occur a significant increase in their speaking ability

APPENDIX 3

1. Level Calculations (*Rating 1, 2, 3 and 4)* :

Average error Rate range (4 scoring indicators) Highest = 37

Average range of error values (4 scoring indicators) Lowest = 21

Interval value = 8

Middle Limit value = 4

Relative value = 37 + 4 = 41 (upper limit value)

= 21- 4 = 17 (lower limit value)

Level *(Rating):*

< 30% = 4

31%-38% = 3

39%-46% = 2

> 47% = 1

2. Calculating the grades of student speaking proficiency per cycle

Total error Amount (4 rating indicators): 4 (rating indicator) =

3. level calculations *(rating)* for the number of clauses

Number of highest clauses (P1-P11) for 6 cycles = 10

Highest number of clauses = 19

Lowest number of Clauses range = 4

Interval value = 3.75/4

Middle Limit value = 2

Relative value = 19 +2 = 21 (upper limit value)

= 4 – 2 = 2 (low limit value)

Level *(Rating):*

Level *(Rating)*	Description
< 18%	Very low
19%-22%	Little
23%-26%	Many
> 27%	Very much

APPENDIX 4

Student Interview's Question:

1. What do you think about the student talk method in the achievement value of the student speaking?
2. How do you judgment on a friend in your activity ?
3. What are the short comings and strengths of the student talk methods that have been applied?

APPENDIX 5

test result certificate at desi education banyuwangi

LSK-BIG
LEMBAGA SERTIFIKASI KOMPETENSI BAHASA INGGRIS
Get Certified

TRANSKRIP NILAI UJI KOMPETENSI
NOTIFICATION OF COMPETENCY TEST RESULTS

English for Specific Purposes - ENGLISH FOR TOURISM

NO.REG.TUK REG. NO. OF CTC **NO.REG.SERTIFIKAT** REG. NO. OF CERTIFICATE	*05102.11.2.0001.* *00067/001/ESP/068/I/2021/LSK-BIG*
NO. SERI SERTIFIKAT CERTIFICATE NUMBER	*0000443454*
NO. KODE PENGUJI ASSESSOR NUMBER	2020.11.0001

NOMOR PESERTA TESTEE'S NUMBER	***ESP/XII/20/068/014***
NAMA PESERTA TESTEE'S NAME	***NAILIL WAFIROH***
TEMPAT / TGL LAHIR PLACE / DATE OF BIRTH	***Banyuwangi, 8 November 1998***
TERDAFTAR DI LEMBAGA INSTITUTION OF ORIGIN	***LKP ALOHA***

NO	KOMPETENSI YANG DIUJIKAN COMPETENCY TESTED	NILAI MAKSIMUM MAXIMUM SCORE	NILAI SCORE
1	Listening	25	14.50
2	Speaking	25	22.33
3	Reading	25	23.13
4	Writing	25	21.75
NILAI AKHIR YANG DIPEROLEH FINAL SCORE		**81.71**	
Batas Minimal Penetapan KOMPETENSI adalah Nilai Akhir Kompeten >= 80 *The minimum score required for being competent is 80*			

Jakarta, 27 Januari 2021
Jakarta, January 27th, 2021

Ketua Bidang Pengujian dan Sertifikasi,
Section Head of Testing and Certification

Drs. Tsardos Slapito

SERTIFIKAT KOMPETENSI

CERTIFICATE OF COMPETENCY

No: 00067 / 001 / ESP / 068 / I / 2021 / LSK-BIG

Ditetapkan kepada:

This certifies that:

NAILIL WAFIROH

Lahir di Banyuwangi, 8 November 1998

Born in Banyuwangi, November 8th, 1998

kompeten untuk bidang

English for Specific Purposes - English for Tourism

is competent in English for Specific Purposes - English for Tourism

Jakarta, 27 Januari 2021

Jakarta, January 27th, 2021

Photo 3x4

Ketua LSK-BIG,

Head of English Competency Certification Board

Dra. Lusi Reni Intan

0000443454

SERTIFIKAT KOMPETENSI

CERTIFICATE OF COMPETENCY

No: 00060 / 001 / ESP / 068 / I / 2021 / LSK-BIG

Ditetapkan kepada:

DENI SAPUTRA

Lahir di Banyuwangi, 23 Januari 2001

kompeten untuk bidang

English for Specific Purposes - English for Tourism

Jakarta, 27 Januari 2021

Ketua LSK-BIG,

Photo 3x4

LSK-BIG

TRANSKRIP NILAI UJI KOMPETENSI

NOTIFICATION OF COMPETENCY TEST RESULTS

English for Specific Purposes - ENGLISH FOR TOURISM

NO.REG.TUK REG. NO. OF CTC	01102.11.2.0001
NO.REG.SERTIFIKAT REG. NO. OF CERTIFICATE	00060/001/ESP/068/I/2021/LSK-BIG
NO. SERI SERTIFIKAT CERTIFICATE NUMBER	0000443447
NO. KODE PENGUJI ASSESSOR NUMBER	2020.11.0001

NOMOR PESERTA TESTEES NUMBER	***ESP/XII/20/068/001***
NAMA PESERTA TESTEES NAME	***DENI SAPUTRA***
TEMPAT / TGL LAHIR PLACE / DATE OF BIRTH	***Banyuwangi, 23 Januari 2001***
TERDAFTAR DI LEMBAGA INSTITUTION OF ORIGIN	***LKP ALOHA***

NO	KOMPETENSI YANG DIUJIKAN COMPETENCY TESTED	NILAI MAKSIMUM MAXIMUM SCORE	NILAI SCORE
1	Listening	25	15.00
2	Speaking	25	22.33
3	Reading	25	23.13
4	Writing	25	21.75
	NILAI AKHIR YANG DIPEROLEH FINAL SCORE	**80.21**	

Batas Minimal Penetapan KOMPETENSI adalah Nilai Akhir Kompeten >= 80

The minimum score required for being competent is 80

Jakarta, 27 Januari 2021

Ketua Bidang Pengujian dan Sertifikasi

Upa PT. Wanasari Prameshta Jakarta

wonderful indonesia

G-LAND

CERTIFICATE OF COMPLETION

This is awarded to

DENI SAPUTRA

For completing your three months internship training in **English Tour Guide Program** and handling it like a champ! We wish you well in your future endeavors!

NOVI FERDIYANTO, S.S.
Company's Manager / Examiner

I NYOMAN RADIASA
President / CEO

BOBBY'S CAMP

GLAND

CERTIFICATE OF COMPLETION

This is awarded to

MUH. KHOIRUR RIZAL

LSK-BIG

TRANSKRIP NILAI UJI KOMPETENSI

English for Specific Purposes - ENGLISH FOR TOURISM

NO	KOMPETENSI YANG DIUJIKAN	NILAI MAKSIMUM	NILAI
1	Listening	25	19.86
2	Speaking	25	23.23
3	Reading	25	21.25
4	Writing	25	20.75
NILAI AKHIR YANG DIPEROLEH		86.23	

Jakarta, 27 Januari 2021

SERTIFIKAT KOMPETEN

MUHAMMAD KHOIRUL RIZA

Lahir di Banyuwangi, 24 Juli 1998

kompeten untuk bidang

English for Specific Purposes - English for Tourism

Jakarta, 27 Januari 2

Photo 3x4

Ketua LSK-BIG,

Dra. Lusi Reni Intan

CERTIFICATE OF COMPLETION

This is awarded to

DICKY FRANCICO

For completing your three months Internship training in **English Tour Guide Program** and handling it like a champ! We wish you well in your future endeavors!

NOVI FERDIYANTO, S.S.
Company's Manager/Examiner

I HYOMAN RADHASA
President/CEO

BIOGRAPHY

Personal data

Name : Isfirotul Rizqiyah

Address : Sukomukti-Sukorejo-Bangorejo-Banyuwangi

Gender : Female

Ttl : September, 1997

Citizenship : Indonesia

Height, weight: 160, 47

Religion : ISLAM

Health : Very Good

Email : isfirizqiyya@gmail.com

Education history

SD/MI : MI Al-HIKMAH (2004-2010)

SLTP : MTsN 9 BANYUWANGI (2010-2013)

SLTA : MAN 2 BANYUWANGI (2013-2016)

COLLAGE : IAI Darussalam Blokagung (2017-Present)