INDONESIAN MOUNTAIN GUIDES' STRATEGIES IN ENHANCING THEIR SPEAKING SKILL

A Research Paper

Submitted to the English Language Education Study Program, Faculty of Teacher Training and Educational Sciences of Pakuan University as a partial fulfillment of the requirement for *Sarjana Pendidikan* examination

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATIONAL SCIENCES

PAKUAN UNIVERSITY

2021

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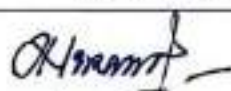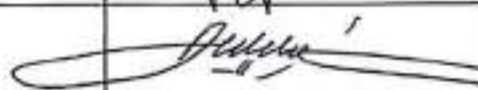Dr. Istiqlaliah Nurul Hidayati, M.Pd
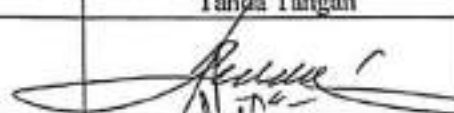NIK. 1.0212008570
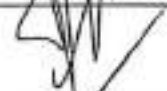
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DECLARATION

I hereby declare that the paper entitled *Indonesian Mountain Guides' Strategies in Enhancing their Speaking Skill* is completely my own work. I am fully aware that I have quoted some statements and ideas from any sources. All quotations are properly acknowledged in the texts. Should there be any claim on the originally or ownership of this paper, I would be prepared to take any legal responsibility.

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PREFACE

Alhamdulillahi Rabbil Alaamin, by the grace of Allah SWT, the researcher has finished his study entitled **INDONESIAN MOUNTAIN GUIDES' STRATEGIES IN ENHANCING SPEAKING SKILL.**

This study is written to be submitted to the English Department of FKIP Pakuan University as a partial fulfilment of the requirements for *Sarjana Pendidikan* Degree.

This study attempts to investigate the strategies used by Indonesian Mountain Guides. The researcher realizes that his study is far from being perfect due to his limitation of knowledge and ability. Therefore, any useful comment, criticism and suggestion are very appreciated for the improvement of this research.

Finally, the researcher hopes that this paper will be useful for the readers or the next researchers who are interested in the learning strategies used by the learners especially mountain guides.

ACKNOWLEDGEMENT

With the grace of Allah SWT, the almighty to whom I forfeit all this life, finally I am able to finish this study. I would like to express the deepest gratitude and highly appreciation to the people in any way have contributed, inspired, helped and supported me to finish and success this study.

Foremost, I would like to give my deep and sincere gratitude to *Bapak* Drs. Deddy Sofyan, M.Pd as my first supervisor and *Ibu* Tina Priyantin, M.Pd as my second supervisor. I thanks for their patience, motivation, encouragement and highly knowledge from the very early stage of this research as well as giving me extraordinary experiences through the work.

My eternal gratitude goes to all lectures of English Education Department FKIP Pakuan University especially to *Ibu* Drs. Atti Herawati, M.Pd and *Bapak* Andi Maulana, M.Pd who have shared their knowledge and valuable advices. In addition, I would like to thank also to administration staff of English Education for facilitating all administrative matters.

A special thanks to one and only, my mother who always supports me, *Mama* Puji Astuti, Thank you for everything. I am also grateful to my brother Gilang Purnama and my sister Novianti Aprilianti for providing me with the opportunity to be where I am now. Without them, this study would not be completed successfully. I am very sorry to have you all kept waiting for my graduation. Thank you for your love, patience and prayer to me.

I want to say big thanks to Muji Lestari, David, Tina Andriani, Muhammad Febri, Rahman and Riyan for being a respondent in this study. Thank you for your patience and support. I treasured all precious moments we shared and I would really like to thank them.

I thank to my fellow classmates in English Education A 2014 and Bursa Squad Family especially to Muammar Abdurrasyid, Muhammad Gian, Kenny Airlangga, Muhammad Yunus, Suhendar, Fauzi Suryawan and Mariyah Ulfah. Thank you for keeping me grounded and provided me with some memorable experiences. Thank you for your support and experience in doing this study.

I also thank to my second family WAPALAPA *Mahasiswa Pecinta Alam Universitas Pakuan* especially Riyan Rinaldi, Asep Abdul Aziz, Doddy Dhio Richwandi, Dedet Kurniawan and Raden Sandy. Thank you for your support, motivation, encouragement and prayers. I am

so grateful to have you all in this amazing organization. . I owe my loving thanks to others who cannot be mentioned one by one here.

Finally, I would like to thank everybody who has important to the successful of this study. I apology that I could not mention personally one by one.

ABSTRACT

This research attempts to investigate the learning strategy used by mountain guides in enhancing speaking skill. The research was conducted in two organizations, WAPALAPA (Mahasiswa Pecinta Alam Universitas Pakuan) and APGI (Asosiasi Pemandu Gunung Indonesia). There were six participants in this research, they were four mountain guides and two mountain guides' instructors. The qualitative approach and descriptive method were applied in conducting this research. The close-ended questionnaire, the open-ended questionnaire and the interview were the instruments to get the data. The data were analysed, drawn, described, transcribed and concluded to find out the strategies used by mountain guides. The result of the data showed that the strategies used by mountain guides are cognitive strategy, metacognitive strategy and social strategy. First, cognitive strategy was used 56% in order to enhance speaking skill by taking a note, making a conclusion, analysing a sentence or word, guessing a meaning and reading an information in order to enhance their speaking skill. In metacognitive, there were 52% of mountain guides used metacognitive strategy in order to enhance speaking skill by learning based on their interests, having a secret strategy, exercising by themselves, enhancing only for their career and imitating someone in order to enhance speaking skill. In social strategy, mountain guides 100% fully used this strategy by speaking to a partner in their job, communicating to their client, asking a question in English, discussing any topic with people, exercising with others and practicing to speak to everyone in order to enhance their speaking skill. Each of strategies has an important role for mountain guides in order to enhance mountain guides' speaking skill. But, the most strategy used by mountain guide is social strategy. They definitely 100% applied social strategy as their technique in order to enhance their speaking skill.

Keywords; *Speaking Skill, Types of Speaking, Learning Strategies, Cognitive Strategy, Metacognitive Strategy, Social Strategy, English for Specific Purposes, Mountain Guide.*

CONTENTS

INDONESIAN MOUNTAIN GUIDE'S STRATEGIES IN ENHANCING THEIR SPEAKING SKILL

CHAPTER I

Introduction

A. Background of The Study

Speaking is a skill that should be mastered in English. It is one primary aspect of communication. Speaking is making use of words in an ordinary voice, offering words, knowing and being able to use a language expressing one-self in words and making a speech. It is an interactive process of constructing meaning that provides producing, receiving and processing information. It means that someone makes conversation with someone else and without mastering this skill, someone could not send the message of its own to others. Besides, mastering speaking skill is the single most important aspect of learning the second language or foreign language and success are measured in terms of the ability to carry out a conversation in a language.

Moreover, learning to speak requires more than knowing grammatical and semantic rules (David Nunan, 1998, p.39). As a learner, they are also required to have the knowledge of how native speakers use the language in the context. It means they must be able to speak target language fluently and they must prove his/her speaking ability to communicate accurately with others not only in the form of writing but also in speaking. Through communication, people can express their ideas. It is the transmission of meaning from one person to another or to many people, whether verbally or nonverbally. Communication from one person to another is commonly depicted as a simple triangle consisting of the context, the sender, the message, and the receiver. It means that communication is a tool for human to connect with each other.

However, in Indonesia, speaking English is needed in every sector nowadays. It is a language which is required in many jobs especially in the tourism sector such as companies, organizations and individual tour services. Those sectors are looking for employees who have good skill in speaking English language. For example, a job which

needs this skill is a Mountain Guide. According to British Mountaineering Council, a Mountain Guide is someone with the IFMGA carnet, the highest qualification in the world for leading people in the mountains, whether skiing, climbing or mountaineering. They are trained people who guide people or domestic and foreign tourists to climb up a mountain within a good service.

Although, as a professional mountain guide, the aspect of speaking skill means one of highest qualification as a primary subject. They have their own ability to speak. Most of them can speak fluently, accurately and appropriately in the variety context. Not only that, they are be able to use a variety of accents. They are also aware in the terms of grammatical and semantic context when they speak. Some of them have different dialects but they still need to be good at speaking with tourists. It is necessary to use the second language for formal events, especially by people who work in the tourism industry. It is important for a Professional Mountain Guides to know how the native speakers' knowledge in speaking. As we know, in Indonesia tourism sector is in progress. So, it is very necessary for them to enhance their speaking ability because as a professional mountain guide, they face people around the globe.

In speaking, there are some strategies to learn and improve speaking skill. Strategy is a basic way to get what mountain guide's need. It is to make them better in a conversation or communication. Strategies may enhance their speaking ability in communication. Moreover, it can enhance their oral proficiency too because this job needs high speaking skill as a competency. They might have different learning strategies and styles. The strategies may be used consciously and with effort but they can become habitual and automatic with practice. Then, learning style is the way in which each learner begins to concrete on, process and retains new information. It means that both of learning strategies and styles are the process for a mountain guide to get their speaking ability higher.

In summary, the point above mentioned that Professional Mountain Guides are people who have an excellent speaking ability. As learners, they have a strategy too in the learning process to enhance their speaking ability. It will be identified and analysed by the writer. The most important thing in this research paper is the strategy that comes from them.

B. Reason for Choosing the Topic

On 22 January in 2019 the researcher had attended Indonesian Mountain Guide Course which was held by APGI (Asosiasi Pemandu Gunung Indonesia) at Gunung Geulis Campsite, Puncak, West Java, Indonesia. The course was attended by more than 20 Mountain Guides in Indonesia. They were trained people who have guided people, both domestic and foreigners to the top of mountains in Indonesia.

The course was applied for 1 week which included 3-day theories and 4-day practices at Kencana Mountain, Puncak, Bogor. It focused on the skills of mountain guides itself which included mountaineering, climbing, rescuing, interpreting, speaking and guiding. From those skills, there was one subject that the researcher intends to identify. It was English skill especially in speaking because based on the pre observation, most of them could be able to speak English very well. It could be seen from the way they speak and serve the client. They could speak clearly and accurately. They mostly spoke English when they did a conversation with his/her partners too. It is simply a foundation for them to learn and improve their speaking ability in every situation. Not only that, they were also aware of grammar and pronunciation. They have very good speaking skill because of learning and experience.

Furthermore, Pakuan University has many organizations in it. One of the organizations is WAPALAPA (Mahasiswa Pecinta Alam Universitas Pakuan). It is known as an organization which has outdoor activities program and activist of the environment. In this organization, many of them who have a job as a mountain guide as well. They have a basic education in learning English. They also have a good speaking skill. It could be seen from the way they did a conversation with clients. They talked so smoothly and correctly when they faced client. Based on the pre observation, they were able to speak English fluently when they guided foreign tourist.

Therefore, from the researcher's pre-observation, he intends to investigate the strategies used by those Professional Mountain Guides to enhance their speaking skill and how they are able to speak English fluently. The researcher wants to identify the strategies they are used to enhance their speaking skill and how they are be able to speak fluently.

C. The Aim of The Study

In this research paper, the researcher has purposes. First, describe the Professional Mountain Guides' strategies in enhancing their speaking skill. The researcher wants to know what specifically strategies that is used by mountain guides in majority. Second, the researcher wants to know about their ability in speaking English. Last, this research could be a reference for the learners in order to enhance their speaking skill by analysing the mountain guide strategy. Those statements mean that this paper has the advantages for the readers of this research.

D. Research Question

Based on the title of the research, there is one question, "What are the strategies used by Professional Mountain Guides to enhance their speaking skill?".

E. Research Focus

The researcher focuses on speaking strategies that are used by Professional Mountain Guides who have worked and guided people around the world for more than 10 years. There are some strategies in learning English to enhance speaking skill. The observed strategies focus on cognitive strategy, metacognitive strategy and social strategy.

F. Operational Definition

The researcher makes a point to avoid misunderstanding during conducting this research. It explains the definition of variable down below.

1. A Mountain Guide is a person who is trained to guide someone to the top of mountain. It is not only that but a Professional Mountain Guide needs to have a high speaking skill and serve the clients well.
2. Speaking is one of English skills that should be mastered. It is required for English learners. It is needed in every aspect especially in the job. The Professional Mountain guide is one of jobs that is required to have high speaking skill.

3. Strategy is a technique used by people. There are many strategies which is used by them. Strategies could involve to get their skill improving. So, technically, strategy is a basic way to get what they need to get.

G. Research Significance

The researcher plans to investigate what strategies are used by Indonesian Professional Mountain Guides to enhance their speaking skill. It is hoped that the strategies can be useful for mountain guides, porters, mountaineers, outdoor enthusiasts in the same field to enrich speaking skill. It also can be used by students and readers. Moreover, this paper also would help some people who will make a course especially in the tourism sector to add these strategies for their program. It is also hoped the strategies found in this research can be used in the future for the next generation.

CHAPTER II
THEORETICAL REVIEW

A. English for Specific Purposes

English for Specific Purposes is conducted to equip learners with a certain English proficiency level for a situation where the language is going to be used. It provides instructional objects, materials and methods on the aspect of learners' needs and interests. ESP is not only applied for adults of English language learners who have mastered a basic level of English proficiency or those with specific purposes of learning English, but also adopted for English language learners who are learning general English. Anthony (1997) as cited in Eddin (2016) stated that ESP as simply being the teaching of English for any purpose that could be specified. However, describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes.

According to Hutchinson & Waters (1987:19) ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. It means that ESP as an approach to language learning which is based on learner need. Richards & Rodger (2001:107) mentioned ESP as a movement that seeks to serve the language needs of learners who need English to carry out specific roles (e.g. student, engineer, nurse) and who need to acquire content and real-world skills through the medium of it rather than master the language for its own shake. It shows that ESP is carried for people or learners who have a profession in real life to support and facilitate their targets. Then, Ahmed (2014:3) stated that ESP is a relatively new discipline within Applied Linguistics that bids a new learner-centered approach to English language teaching whose methodology is based on the specific needs of the learner. By the term, English for Specific (or Special, Specified, Specifiable) Purposes is meant that type of language learning which has its focus on all aspects of language pertaining on a particular field of human activity (Wright 1992, p, 3).

The more detailed definition of ESP comes from Strevens (1998) as cited in Agustina (2014:39) who pointed out that ESP may not only focus on the language for one discipline or rules. It has two specified characteristics in line of absolute and variable. It is supported by Anthony (1997) as cited in Ahmed (2014:41) that in absolute context, ESP is

defined into three ideas including specific needs of learners, method of the discipline and language appropriate to the aspect of grammar. Then, in variable context Evans and John (1998) as cited in Jezo (2012:2) stated that ESP as a concept for specific disciplines, specific teaching situations and conditions. Then, ESP is created for adult learners, either at an institution or in a professional work situation. ESP is generally designed for intermediate or advanced students. But it also could be for learners at secondary school level. Most ESP courses take some basic knowledge of the language system. ESP learners are usually adults who have already learnt some English language and possess some knowledge of the various content subjects which ESP teachers may not be familiar with. The ESP learners need the language to become equipped with professional communicative skills to be able to perform a particular job.

ESP is a part of ELT (English Language Teaching) in the various field. The specific purposes in ESP are generally related to either one's profession or one's academic studies. However, ESP is categorized into many specifications which are the kind of ESP types. According to David Carver (1983) there are 3 types of ESP which include;

(1) English as a restricted language.
(2) English for Academic and Occupational Purposes.
(3) English with specific topics.

English as a restricted language means preparing learners to use English within workplace environments, where the language is going to be used. For example, the language used by air traffic controllers or by waiters. The second type of ESP is confirmed by Hutchinson & Waters (1987:17) that is broken down into three branches including English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Studies (ESS). Each of these subjects is further divided into two branches which are English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example of EOP for the EST branch is 'English for Technicians' whereas an example of EAP for the EST branch is 'English for Medical Studies'. The third type of ESP identified by Carver (1983) is English with specific topics and it is supported too by Gatehouse (2001). This type of ESP is uniquely concerned with English needs, for example, scientists are requiring English for reading a scientific book, attending international conferences or working in foreign institutions. It means that English has a specific focus on target purposes.

ESP is a subject which has a specific need and interest for the learners. It is a strong movement which has imposed its influence all over the world. It is a technique or strategy to the learners in learning English needs. Based on Hutchinson & Waters (1987) ESP must be viewed not as any aspect language product but as an approach to language method which is absolutely designed by specific reasons for learning.

B. Types of Speaking

Speaking is one of the important skills in English. Speaking means that there is a message that could be received to a listener and it is used for communication between people around the world. According to Nunan (2003:48) as cited in Gani et al (2015:20) speaking is a productive oral skill which consists of constructing systematic verbal utterances to convey meaning. Sadiku (2015:31) defined speaking is all special and as important as reading, listening and writing. It means when speakers have words read, ideas written and thoughts heard, all their need is to express- their speaking skill. Next, Burns & Joyce (1997) stated speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Then, Mackey (2001:79) argued in Zyoud (2016:3) speaking is an oral expression that involves not only the use of right patterns of rhythm and intonation but also right order to convey the right meaning. Chaney (1998:13) defined speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbol in a variety of context. It shows from experts above that when someone wants to express something, he must be speaking to connect it with others.

Meanwhile, Harmer (2001:269) stated that the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot. It indicates that people use language as a tool for communication with each other. Next, Brown (2010:183) added speaking is a productive skill that can be directly and empirically observed. Besides, Ambiya (2018:12) pointed out speaking as a productive skill becomes an important element in communication because through speaking people can persuade, inform and interact with other people. So, Speaking is a needed aspect in conversation or communication because through speaking, people can send the message of its own with others.

Furthermore, Brown (2000:271-274) mentioned that there are 6 types of speaking performance including imitative, intensive, responsive, interactive, and extensive. The explanation is written down below:

1) *Imitative:* the ability to simply imitate a word or phrase or possibly a sentence. In this stage, the learner would be repeating the sound of the words or sentences and then, they would practice it. It could be drilling process by the learners and it could be heard by audio or visual such as tools (tape recorder, smartphone, etc). Ampa (2019:7) added that in imitative types learners should be given more examples of pronunciation of words, sentences, either in a dialogue or in a monologue to be imitated.

2) *Intensive:* this type is almost same with imitative but it focuses on the production of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical, or phonological relationships. The speaker is aware of semantic properties to be able to respond, but interaction with partners is minimal as best. Then, Chomsky (1957) in Kurum (2016) said that the speaker is aware of producing the words in the right order with the correct pronunciation. It shows that the speaker would get pronunciation well in this stage because they would produce the words intensively with the right pronunciation.

3) *Responsive:* this performance includes interaction such as short conversation, standard greetings, small talk, simple request, and comments. Some speech can be meaningful and original.

4) *Transactional:* it uses to get the information. When the learners make a conversation and asked by someone about one of the topics that is discussed by them, they will give an opinion of its own. Nunan (1991) in Zyoud (2016:5) said that the interactions can be placed on a continuum from relatively unpredictable. Transactional involves communicating to get something done, including the exchange of goods and services. In line with that, Nunan (1991) stated that transactional encounters of a fairly restricted kind will usually and he gave the example of telephoning for a taxi.

5) *Interpersonal:* It is an informal conversation in social relationships. The learners would be using a daily conversation and it could be using a colloquial language, sarcasm, slang, emotionally charged language, ellipsis and a covert.

Nunan (1999) in Nazara (2011:31) pointed out speaking as a way to verbally communicate for mostly interpersonal and somewhat transactional purposes.

6) *Extensive*: extensive oral production includes speeches, oral presentations, and story telling. In this stage, the learners should be able to produce their own language with their own idea. Meanwhile, Chastain (1988) in Derakhshan (2016:179) argued in the extensive context, he said that they can increase their knowledge by reading short stories and sometimes memorizing some important parts of it. When speakers read a book, story and magazine aloud, it can help them more.

C. Learning Strategy

Learners use language learning strategy in their learning process. The strategy is used to get or achieve the goal of learning a language. The strategy used by learners sometimes depends on their interest and style. Chamot (1987) as cited in Gani et al (2015:20) considered learning strategies as techniques, approaches or deliberate actions that students take to facilitate the learning and recall of both linguistic and content area information. It means that strategy is a way of learners in the learning process.

Nunan and Carter (2001:166) defined learning strategies as operation employed by the learner to aid the acquisition, storage, retrieval and use of information, specific actions taken by the learners to make learning easier, enjoyable, faster, more effective and more transferable to new situation. It means that learning strategy is a process of learners to memorize some knowledge in their mind and to get some information. It tells that learner can improve their own language by using language learning strategies. It can also help them to learn a language more effective by using strategies.

There are many strategies to learn a language. Brown (2005:131) divided strategies into 3 main ideas including metacognitive strategy, cognitive strategy and socio/affective strategy. Each of the strategies has characteristics and points of its own. Metacognitive strategy is focusing on planning, monitoring and evaluating in process of learning. For example, it is a kind of form by learner's own idea based on their style and interest. Cognitive strategy is a way to get something new within some steps which are creating, applying, practicing, receiving and summarizing. Basically, it is to enhance their natural

idea in the learning process. Socio/affective strategy is doing practice with interlocutor or partners. It is to engage and emphasize their speaking skill in the communication process, such as make a conversation with others.

Furthermore, Nunan (2001:167) said that there are six types of learning strategies that are used by learners.

a. *Cognitive strategy*

Cognitive strategy helps the learners to get new information. It also supports the learners to reconstruct information by guessing context, analysing, reasoning, summarizing, practising and taking a note of information. It is a learning process that appears in communication with others.

b. *Metacognitive strategy*

It helps the learners learn based on their interest, need and learning style preference. Learning style is a large approach that learners do. It is to manage learning process. For example, they make an outline of material before they display it.

c. *Mnemonic Strategy*

It helps the learners connecting the information they have already known with the new information. This strategy is to make the learners easier to remember the information by using sound and body movement or body language. For example, learner gives an instruction to another person or learner by using body movement. This activity helps them to get new vocabulary.

d. *Affective Strategy*

This strategy is identifying someone's feeling. The purpose of this strategy is to make the learners are aware with their emotion in a learning language. It keeps them optimism feeling to make learning more helpful, efficient and effective.

e. *Social Strategy*

It can help the learners by asking questions to clarify or confirmation, helping in doing tasks and they can also do discussing with partners. It supports the learners understanding the language that they learn.

f. Compensatory Strategy

This last strategy helps the learners to recall the missing knowledge of oral and written communication by guessing from the context although listening and reading are used to balancing missing knowledge by using synonym, circumlocution and gesturing to lead the meaning of information.

Furthermore, O'Malley and Chamot (1990) in Pamrod (2017:2) said learning strategies divide into three categories which consists of metacognitive strategies involving higher order executive skill, cognitive strategies concerning direct operation on incoming information and social/affective strategies relating to interaction with others. Those of strategies make learners learn a language in many ways. The point is learning strategies are used by the learners to help them in learning activities. It is used to improve their language learning process.

D. Related Research

There are four previous research to support this study. The first previous research was conducted by Iqnatya (2018) entitled "Porters' Strategies in Communicating with Foreigners". This research discovered communication strategies in English that were used by Porters at Gede Mountain. The researcher used a descriptive method for this research. The purposive sampling technique was used to get the data from Porters. There were more than 20 porters had become participants in this research. After the data were collected, the writer found out four strategies included using mnemonic strategy, metacognitive strategy, social strategy and compensatory strategy that had been used by porters.

The second article was written by Ambiya (2018) entitled "Flight Attendant's Strategies in Enhancing Their Speaking Skill" It was conducted in four Local Air Companies which is every company has more than 700 employees of flight attendants. This research took 20 participants in every company. They were chosen by purposive sampling. The study adopted descriptive method to collect the data from an open-ended questionnaire. The question of open-ended which was given to flight attendants, senior cabin crew and

passengers. The result of the study showed that there were six significant strategies used by flight attendants in enhancing their speaking skill. They were cognitive strategy, metacognitive strategy, mnemonic strategy, social strategy, compensatory strategy and affective strategy.

The last research was taken from an article written by Fajrina, Gani and Hanifa (2015) entitled "Students' Learning Strategies for Developing Speaking Ability". This research was conducted to find out some strategies that were used by high and low students at Senior High School 3 in Aceh. The data were collected by questionnaire and interview. The close ended questionnaire was shared to 16 students in the second-grade class to get the data. The result of this study was strategies used by the students were cognitive, metacognitive, affective, compensation and social strategies. But the most strategies that was used by students were compensation and social strategy.

CHAPTER III

RESEARCH METHODOLOGY

This chapter focuses on the methodology used to analyse the issue stated in the research question. It consists of the research method, design, site, participant, instrument, data collection technique and data analysis.

A. Research Method and Design

In conducted this research, the researcher used a qualitative approach and descriptive method to describe Indonesian mountain guide's strategies in enhancing their speaking skill. According to Burns and Grove (2011:34) as cited in Ambiya (2018:16) descriptive method is the exploration and description of phenomena in real-life situations. By using the descriptive method, the researcher can analyse the situation naturally.

Maxwell (1996) as cited in Aprilianti (2014:24) stated that qualitative approach focuses on a specific situation or people and emphasizes on words rather than numbers. It means that the qualitative is appropriate for this research because through this approach, the data will be described in words.

To make it easier and to avoid misunderstanding, it will be drawn below.

```
┌─────────────────────────────────────────────┐
│        Stating with the research question:    │
│                                               │
│  What are the strategies that the mountain    │
│       guide use to enhance their speaking     │
│                    skill?                     │
└─────────────────────────────────────────────┘
                        │
                        ▼
┌─────────────────────────────────────────────┐
│            Determining research focus:        │
│                                               │
│  Strategies used by Indonesian Professional   │
│   Mountain Guides to enhance their speaking   │
│                    skill.                     │
└─────────────────────────────────────────────┘
                        │
                        ▼
┌─────────────────────────────────────────────┐
│      Deciding research site and participant:  │
│                                               │
│  4 Indonesian Professional Mountain Guides    │
│     (2 man and 2 woman) in 2 organizations.   │
└─────────────────────────────────────────────┘
                        │
                        ▼
┌─────────────────────────────────────────────┐
│           Deciding research instrument:       │
│                                               │
│  Close Ended Questionnaire, Open Ended        │
│      Questionnaire and Interview.             │
└─────────────────────────────────────────────┘
                        │
                        ▼
          ┌───────────────────────────┐
          │      Analysing the data.   │
          └───────────────────────────┘
                        │
                        ▼
          ┌───────────────────────────┐
          │   Conclusion and Suggestion.│
          └───────────────────────────┘
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B. Research Site and Participants

This research was conducted to Indonesian Professional Mountain Guide in two organizations including APGI *(Asosiasi Pemandu Gunung Indonesia)* and WAPALAPA *(Mahasiswa Pecinta Alam Universitas Pakuan)*.

Those organizations have members who are competent in this field that means a Professional Mountain Guides. The requirements to become a participant are needed for this research. It has to be skilful and competent on speaking skill. Not only that, the qualification includes tertiary education which means it requires a bachelor degree to be a participant.

The participants were chose based on pre observation which means they could be able to speak English fluently. In line with that, they might have own strategies to enhance their speaking skill. So, the researcher was eager to know what strategies used by them.

Moreover, the participants were chosen in 2 genders which were 4 men and 2 women for getting a variety data. These six participants as an instructor and a professional mountain guide. So, it could be best option for researcher to collect the significant data from those participants. The researcher might intend to see, observe and analyse in their daily activity.

C. Research Instruments

The data were collected by using a close-ended questionnaire, an open-ended questionnaire and an interview. The questionnaires were constructed based on the theories in chapter II which was deal with strategies including cognitive strategy, metacognitive strategy, and social strategy.

Close-ended questionnaire was conducted in this research to see what strategy used by mountain guide in enhancing their speaking skill. There were 15 questions in close-ended questionnaire. Second, an open-ended questionnaire was applied in this research in order to fin further information about the strategies used by mountain guides. It consisted of 15 questions in open-ended questionnaire.

The last instrument was an interview which was applied to get more detailed data. An interview was conducted to the instructor of mountain guide. It consisted of 13 questions related to an open-ended questionnaire.

D. Data Collection Technique

To collecting the data, the researcher used a close-ended questionnaire, an open-ended questionnaire and an interview to this research. First, close-ended questionnaire and open-ended questionnaire were distributed to mountain guides by Google Form. Then it was written into descriptive text by the writers. Last procedure was to interview mountain guides' instructors to collect deeply information.

E. Data Analysis

After getting the data from the participants, the researcher analysed the result of close-ended questionnaire, open-ended questionnaire and interview.

1. Close-ended questionnaire

    It was applied in some ways including collecting, analysing, documenting and summarizing by the writer. These data were analysed and described by the researcher to find out how the mountain guide enhancing their speaking skill by using strategies.

2. Open-ended questionnaire

    The result of an open-ended questionnaire was analysed and processed based on the answer from participants. It will be constructed in words by the researcher.

3. Interview

    The result of interview was analysed and summarized by the writer. Data of interview were to strengthen the previous data from close-ended questionnaire and open-ended questionnaire. It was explained too in words by the researcher.

    Last, after the data were taken, all the component were written in a descriptive method by writer.

CHAPTER IV

DATA DESCRIPTION AND DATA ANALYSIS

A. DATA DESCRIPTION

This chapter shows the result of this research. The data were collected from two organizations in Indonesia from March 25[th] to April 29[th] 2021. They are WAPALAPA *(Mahasiswa Pecinta Alam Universitas Pakuan),* APGI *(Asosiasi Pemandu Gunung Indonesia)*. The data were taken by distributing close-ended questionnaire and open-ended questionnaire to four mountain guides. The interview was conducted to two mountain guide instructors. The instruments were organized on theoretical aspects by Nunan (2001:167) and Brown (2005:131) in Chapter II including cognitive strategy, metacognitive strategy and social strategy. Moreover, the results of the data were described, transcribed and analysed.

1. The Result of Close-Ended Questionnaire

The data of close ended questionnaire were confirmed after distributed to four mountain guides. In this phase, there are cognitive strategy, metacognitive strategy and social strategy as the indicators. All participants were instructed to answer yes or no based on the statements that had been given by the writers.

Table 4.1

Cognitive Strategy

NS	Statement	AA	AF	P
1.	Saya mempunyai catatan khusus untuk saya pelajari dalam meningkatkan kemampuan berbicara bahasa inggris.	A. Yes	2	50%
		B. No	2	50%
2.	Saya sering membuat kesimpulan ketika saya selesai berkomunikasi dengan lawan bicara karena hal tersebut dapat membantu kemampuan berbahasa inggris saya.	A. Yes	3	75%
		B. No	1	25%
3.	Saya sering menganalisa sebuah kalimat atau kata di dalam teks bahasa inggris lalu mempraktekannya sendiri ataupun dengan lawan bicara untuk	A. Yes	3	75%
		B. No	1	25%

	meningkatkan kemampuan berbicara bahasa inggris saya.			
4.	Saya sering menebak maksud yang akan dikatakan oleh lawan bicara karena hal tersebut dapat meningkatkan kemampuan berbicara bahasa inggris saya.	A. Yes B. No	2 2	50% 50%
5.	Membaca sebuah informasi dalam bahasa inggris dapat meningkatkan kemampuan berbicara bahasa inggris saya.	A. Yes B. No	4 0	100% 0%

Note :

- **NS (Number of Statement)**
- **AA (Answering Alternative)**
- **AF (Answering Frequency)**
- **P (Percentage)**

The first indicator is cognitive strategy. The first statement deals with whether they have a special note in enhancing speaking skill. Two respondents answered yes at this point. The second statement deals with whether they usually make a conclusion at the end of the conversation and could it enhance their speaking skill. Then, three respondents answered yes. In the third statement, three respondents filled yes to the statement which is analyzing a sentence or word in English could enhance their speaking skill. In the fourth statement, it deals with whether guessing meaning while they had a conversation could enhance their speaking skill and there were two respondents filling yes to this statement. The fifth statement deals with whether reading the information in English could enhance their speaking skill. Then, all respondents answered yes to this statement.

Table 4.2

Metacognitive Strategy

NS	Statement	AA	AF	P
1.	Saya menggunakkan strategi belajar berdasarkan apa yang saya sukai dalam meningkatkan keterampilan berbicara bahasa inggris.	A. Yes B. No	4 0	100% 0%
2.	Saya mempunyai strategi khusus dalam meningkatkan keterampilan berbicara bahasa inggris saya.	A. Yes B. No	4 0	100% 0%

3.	Saya lebih menyukai latihan berbicara dengan diri saya sendiri karena hal tersebut dapat membantu saya lebih fokus dalam meningkatkan keterampilan berbicara bahasa inggris saya.	A. Yes	3	75%
		B. No	1	25%
4.	Saya belajar bahasa inggris hanya untuk meningkatkan kemampuan berkomunikasi dengan client dalam pekerjaan saja.	A. Yes	1	25%
		B. No	3	75%
5.	Saya meniru gaya berbicara seseorang yang saya kagumi dalam bahasa inggris karena hal tersebut dapat membuat kemampuan berbicara bahasa inggris saya meningkat.	A. Yes	1	25%
		B. No	3	75%

Note :

- **NS (Number of Statement)**
- **AA (Answering Alternative)**
- **AF (Answering Frequency)**
- **P (Percentage)**

The second indicator is regarding the metacognitive strategy. The first statement deals with participants' strategy which is based on their interest in enhancing speaking skill. Then, four respondents fully answered yes to this statement. The second statement deals with whether they have a secret strategy in order to enhance speaking skill or not. Then, four respondents answered yes at this point. Next, in the third statement, it relates to whether they usually practice speaking by themselves in enhancing speaking skill. There were three respondents who answered yes in the third statement. The fourth statement relates to whether they learn English only to improve their speaking skill to communicate with clients in their work. There was only one respondent answered yes while the others answered no. The last statement deals with whether they imitate the way of speaking by someone while they speak and could it improve their speaking skill. Then, there was only one respondent who answered yes in the last statement.

Table 4.3

Social Strategy

NS	Statement	AA	AF	P
1.	Saya sering berlatih berbicara bahasa inggris dengan rekan kerja dan hal itu dapat membuat kemampuan bahasa inggris saya meningkat.	A. Yes B. No	4 0	100% 0%
2.	Berkomunikasi dalam bahasa inggris dengan client sangat berpengaruh terhadap peningkatan kemampuan berbicara bahasa ingggris saya.	A. Yes B. No	4 0	100% 0%
3.	Ketika saya bertanya menggunakkan bahasa inggris, hal tersebut dapat membantu saya dalam meningkatkan keahlian berkomunikasi dalam bahasa inggris saya.	A. Yes B. No	4 0	100% 0 %
4.	Berdiskusi mengenai suatu topic menggunakkan bahasa inggris dengan rekan kerja dapat meningkatkan kemampuan berbahasa inggris saya.	A. Yes B. No	4 0	100% 0%
5.	Saya berlatih bahasa inggris dengan siapa saja untuk meningkatkan keterampilan berbicara bahasa inggris saya.	A. Yes B. No	4 0	100% 0%

Note   :

- **NS (Number of Statement)**
- **AA (Answering Alternative)**
- **AF (Answering Frequency)**
- **P (Percentage)**

Moreover, in the last strategy which is social strategy, the first statement deals with whether they usually practice speaking with partners in the job in order to enhance their speaking skill. In this statement, four respondents answered yes. The second statement deals with whether they communicate to their client in the job could enhance their speaking skill or not. There were four respondents filled yes in this statement. The third statement deals with whether they could enhance their speaking skill when they ask a question in English. Four respondents fully answered yes. The fourth statement deals with whether they discuss any topic with their colleagues could enhance their speaking skill and four respondents also answered yes in this statement. The last

statement deals with whether they train to speak with everybody in order to enhance speaking skill and then four respondents also filled yes.

2. The Result of Open-Ended Questionnaire

The first indicator is cognitive strategy and there are three questions in it. The first question deals with the importance of taking a note in order to enhance speaking skill. There are three respondents who answered quite similar. They answered that it was important to take a note in enhancing speaking skill because they could be easier to remember a vocabulary. The second question deals with whether analysing information in English could make them enhance their speaking skill. In this question, four respondents said that analysing is important because by analysing, there will be new words or vocabulary that can be learned by them and it also can enhance their speaking skill. The third question deals with when they communicate to people and whether they make a conclusion at the end of conversation and whether it could enhance their speaking skill. Three respondents had similar answers because in this way they would know about what is discussed by them and it could enhance their speaking skill.

The next indicator is metacognitive strategy. It is a strategy based on learners' interests and styles. There are five questions in this strategy. Based on the result, the first question deals with what kind of learning they usually did in enhancing their speaking skill and all participants answered that they had different ways in learning. Two respondents said that they listen to the English song and watch English movies as their learning process in order to get better speaking skill. One respondent said that she often to reads and writes in order to get speaking skill while the last respondent said that he often to trains to speak by himself as his process in learning to speak. Then, the second question deals on the most likely strategy used by them in order to enhance speaking skill. They also had a different strategy based on their most interest. The first respondent said that she used a game or quiz in application to learn English and it could enhance her speaking skill. The second respondent answered that he listened to any English aspects such as conversations, songs and movies, then he translated it during listening by himself in order to enhance speaking skill. The third respondent said that she intended to speak English in daily activities. The last respondent said that he watched English movies, listened to English songs and practiced to speak with tourists in order to get better speaking skill.

In line with the previous paragraph which is still in terms of metacognitive strategy, the third question deals with what kind of learning they did by themselves in order to enhance speaking skill. Three respondents had a similar answer, they prefer to listen, watch and train to speak while the other respondent prefers to read English articles in order to enhance speaking skill. The fourth question deals with things that make them interested in enhancing speaking skill. All respondents had different answers. The first respondent answered that she was interested in vocabulary and culture. The second respondent filled that he loved to practice with foreigners and it made him interested in learning to speak. The third respondent answered that speaking skill could support her career. The fourth respondent said that there are a lot of things that make him interested in learning to speak. Next, the fifth question deals with whether evaluation of how to speak could make them enhance in speaking skill. There were three respondents who had similar answers. They answered that by evaluating, they would know their mistakes in speaking and it could enhance their speaking skill.

The last strategy is social strategy. In this category, there are four questions. The first question, the respondents were asked to whom they practice to speak in enhancing their ability. Most of them talked to everyone they know such as their friends, family, partners in the job, clients, even students. The second question deals with kind of exercises or practices that they usually do with their partners in the job and their friends in order to enhance speaking skill. Four respondents had similar answers in this question. They answered that they would practice to speak or make a dialogue with their partner in the job and they would discuss about daily conversation and popular topic. The third question deals with what topics that they choose while they guide their clients and could it make them increase in speaking skill. Four participants had a quite similar answer. They answered that they usually talked to the clients about anything such as history of the mountain, nature, traveling and others topics. The fourth question deals with kind of topics that they usually choose when they have a conversation with people. In this question, four respondents also had similar answers. They answered that they would choose any topics while they had a conversation with people.

3. The Interview Results

The researcher conducted an interview to two Mountain Guides Instructors in order for further information about mountain guides' strategies. The first indicator is cognitive strategy. The first question in cognitive strategy is about how important it is to take a note for a mountain guide in order to enhance speaking skill. The answers are quite similar from both instructors. They told that in taking a note, it is important. Sometimes, mountain guides are given the instruction to take some important points in order to enhance speaking skill. So, they could see and learn what they write in another day or time. It is to engage their ability in the terms of speaking too.

The second question is dealing with analyzing aspect, whether it could enhance mountain guide's speaking skill or not. The respondents had quite similar answers to this question. They said that analyzing was needed, which means that the job needs a high analyzing ability because analyzing ability is one of the mountain guides course aspects and through analyzing, they could have a high speaking skill as it was said by respondent 2 in excerpt 2.

Excerpt #2

> *Analyzing is one thing that must be mastered by mountain guides, they are trained to be able to analyze anything. Moreover, in this case, analyzing information in English becomes part of the training itself. So, I think analyzing information in English can improve their speaking skills.*

In line with cognitive strategy, the third question deals with the opinion from the instructor about making conclusion at the end of conversation to enhance the mountain guide's speaking skill. Both intructors answered that in making conclusion, it could enhance mountain guide's speaking skill. Sometimes, they were given a chance to ask a question at the end of conversation to make them increase in speaking ability.

Regarding the metacognitive strategy, the first question is about the most strategy used by the instructor in order to make mountain guides enhance their speaking skill which is based on their interests and styles. From the data gained, both instructors had a quite simple method in order to make a mountain guides enhance speaking skill. As it was said by two respondents in excerpt 1 and excerpt 2.

Excerpt #1

> *I usually use strategy that is fun but serious, because it will make easier for the mountain guide to accept the material. Sometimes, I like to test and train them to get used to speak English in their free time.*

Excerpt #2

> *I really like learning strategies that are quite simple and fun. Because usually there are some mountain guides who sometimes did not focus when the trainers gave the material about guiding. So, I have a special strategy before presenting the material to them. This is to stimulate their brain before receiving the material. For example, providing the most up-to-date material so that they will be more interested. I just want them to be easier in understanding the material.*

The second question deals with whether they know kind of things that make mountain guides' interested in enhancing speaking skill. Both instructors had different answers. The first respondent answered that he often shared many documentary films about mountaineering to the mountain guides while the other instructor answered that he usually did practice to speak with mountain guides. They told that it is to make them more interested in learning English especially in speaking skill. In addition, it is to emphasize their knowledge too.

Moreover, the third question deals with whether they do evaluate the way mountain guide speak. Both instructors had similar answers. They said that they would know the speaking skill's mountain guide. Then, they told that evaluation was needed too in order to make mountain guides have a better speaking skill. Not only that, they added that evaluating was one of the mountain guide course aspects too.

Regarding the social strategy. The question deals with the persons that the mountain guides usually speak English to. Then, the answer from respondents was quite similar. They said that mountain guides as a learner were trained to speak to everyone. It means they usually practice speaking to their colleagues, friends, family, foreigners, the guide mentor etc. For example, the mountain guides are trained to communicate directly to each instructor in the course. It is for making them have a good

communication skill because they have to interact with tourists. As it was said by two respondents in excerpt 1 and excerpt 2

Excerpt #1

They practice to speak English to everyone. For example, the mountain guides communicate directly to each of the instructors in the course. They are trained to have high communication skill.

Excerpt #2

They exercise to speak to the tourists. Not only that, they are trained to speak English to each of the mentors in the mountain guide courses.

From the result of social strategy, it could be seen that social strategy has an important role in the learning process in order to enhance speaking skill. Both respondents use social strategy as a way to train mountain guides for having a high speaking ability. Not only that, the data shows that the mountain guides communicate to everyone including tourists, partners, interlocutors and instructors.

B. DATA ANALYSIS

After gaining the data from close-ended questionnaire, open-ended questionnaire and interview, the results were analysed in order to investigate the strategies used by mountain guides in enhancing speaking skill. Confirming the data that had been accepted from both mountain guides and instructors, some of them used cognitive strategy in enhancing speaking skill. According to the result on close ended questionnaire from mountain guides, some of them used this strategy in order to enhance speaking skill by analysing, summarizing and reading. This is related to the theory by Nunan (2001:167) who stated that cognitive strategy helps the learners to get new information. It also supports the learners to reconstruct information by guessing context, analysing, summarizing, practising and taking a note of information. There were two respondents (50%) answered that they used to take a note in order to enhance their speaking skill. Next, there were three respondents (75%) answered that they were usually making a conclusion while they had a conversation in order to enhance their

speaking skill. Three respondents (75%) answered that they were usually analysing a sentence or word in English then practiced it. Then, there were two respondents (50%) answered that in guessing meaning of what people said could enhance speaking skill. Last, there were four respondents (100%) fully answered yes to the statements that reading information could make them enhance their speaking skill.

In metacognitive strategy, it shows that mountain guides absolutely have different styles in the learning process. Four skills of English in learning process including listening, speaking, reading and writing are the technique for them in order to enhance speaking skill. Not only that, they do prefer to watch English movies and listen to English songs in order to gain their speaking ability. According to Brown (2005:131) metacognitive strategy is a kind of form by learner's own idea based on their style and interest. There were four respondents (100%) answered yes to the statement where they did learn English based on their interest. There were four respondents (100%) answered yes to statement that they had a secret strategy in enhancing speaking skill. Next, there were three respondents (75%) answered that they did love an exercise by themselves in order to enhance their speaking skill. Then, there was only one respondent (25%) answered to the statement that enhancing speaking skill was only for their career. Last, there was one respondent (25%) answered yes to imitating someone's speaking could enhance speaking skill.

Furthermore, referring to the data from the interview by mountain guide's instructor, it is also supported that metacognitive strategy has been used by the instructor in order to teach the mountain guides' speaking ability. It could be seen from the instructors' answer when they were asked what kind of things that make mountain guides interested in order to improve speaking ability. Then, they said they usually did share some documentaries movies in English in order to make mountain guides more interested in learning English. Not only that, practice to speak is the most important thing in order to get a high speaking skill. So, it could be seen from close ended questionnaire, open ended questionnaire and the interview that metacognitive strategy has been used in order to enhance speaking ability. The mountain guide has own strategies too in enhancing speaking skill and is based on their styles and interests. So basically, the metacognitive strategy has an important role for training and learning process in order to emphasize speaking skill.

The last strategy is social strategy. According to Brown (2005:131) who said that social strategy is doing practice with interlocutors or partners. It is to engage and emphasize their speaking skill in the communication process, such as making a conversation with others. This strategy makes mountain guides communicate with others such as friends, family, partners, foreigners etc. It is one of the strategies that could enhance mountain guides' speaking skill. According to the result of close-ended questionnaire, all mountain guides respondents (100%) fully agreed on the statement which had been made by the researcher in social strategy. They definitely use social strategy as a method and technique in learning to speak. In the result, there are similar data from both the instructor and mountain guides when they asked to whom they usually to speak. The mountain guides train to speak to everyone. Even, one of the mountain guides said that she talked to students in order to enhance speaking skill.

Furthermore, from the result of an interview by mountain guides' instructors, it is supported that the mountain guides are speaking to everyone especially to tourists and clients. Basically, mountain guides are trained to speak with the mentors in order to learn how to communicate correctly in English. It is to make them could be able to have a high speaking ability. It is supported too by Brown (2005:131) who stated social strategy can help the learners by asking questions to clarify or confirm, helping in doing tasks and they can also do discussing with partners. In line, based on the data, social strategy is 100% fully used by mountain guides in order to enhance speaking skill because through this skill, they learn directly with people. It means that they are learning by doing. So, it could be quite easy for them to learn speaking skill.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

The research investigates strategies used by Indonesian mountain guides in enhancing speaking skill. The researcher used a qualitative approach and descriptive method to describe Indonesian mountain guide's strategies in enhancing their speaking skill. The data were collected by using a close-ended questionnaire, an open-ended questionnaire and an interview. The participants were chosen in 2 genders which were 4 man and 2 women for getting a variety data. These six participants including 2 instructors and 4 professional mountain guides. Based on the data, mountain guides use 3 strategies including cognitive strategy, metacognitive strategy and social strategy, but most of them use social strategy in order to emphasize their speaking ability.

In cognitive strategy, the mountain guides used 56% of the activities such as taking a note, making a conclusion, analysing a sentence or word, guessing a meaning and reading an information in order to enhance their speaking skill. Then, it can be concluded that 52% of mountain guides used metacognitive strategy in order to enhance speaking skill by learning based on their interests, having a secret strategy, exercising by themselves, enhancing only for their career, imitating someone. Not only that, they prefer to watching English movies, listening to English songs, using quiz or game and practicing to speak in order to enhance their speaking skill.

In social strategy, it is concluded that mountain guides 100% fully used social strategy by speaking to a partner in their job, communicating to their client, asking a question in English, discussing any topic with people, exercising with others and practicing to speak to everyone in order to enhance their speaking skill. In line with that, they speak frequently to others such as their friends, family, partners in the job, foreigners, tourists, guides mentors, even students in order to enhance speaking skill.

B. SUGGESTION

According to the result that had been mentioned, there are some suggestions for mountain guides to enhance their speaking skill. The first is mountain guides have to master speaking skill because it is required for them in guiding tourists. They should have a high communication skill because it is one of the important components in the mountain guide field. They must be professional in this field because they are facing to communicate with foreigners. The mountain guides must practice every day in order to enhance their speaking skill.

Moreover, as learners of foreign language, mountain guides must enrich vocabulary in order to communicate with the clients. They should use metacognitive strategy in this point to reach a vocabulary. It could be applied by watching movies, listening to English songs and reading popular articles or books in English. However, they should learn based on their interests because through this strategy, they could learn enjoyably and comfortably.

Besides, there are some strategies including affective strategy, mneumonic strategy and compensatory strategy which can be used by a participant. Those strategies are required too in order to enhance their speaking ability. By using these strategies, they could change the way of studying in order to get a new experience and knowledge in speaking skill. So, not only cognitive, metacognitive and social strategy. They could collaborate all strategies to improve their speaking skill.

Not only that, there are some advantages of this research. First, the reader could be learning about learning strategies that is used by mountain guides in order to enhance their speaking skill. The readers also might have a new experience while they read this paper because it is related to a new job especially in Indonesia. Then, this research might be required for the other researchers to be a reference of their own paper. Last, it focused on the strategy used by professional mountain guide, so the reader could enhance their vocabulary in mountain guide aspect.

Another suggestion is for the researcher who is interested in conducting research related to learning strategies used by mountain guides in enhancing speaking skill, they could investigate and analyse learning strategies used by mountain guides in order to emphasize speaking skill intensively. They could research the other mountain guides too in other tour services. Not only that, they could investigate based on this field such

as the mountain guides instructor, the outdoor enthusiasts, the other outdoor activities'
job and porters.

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APPENDICES

CLOSE-ENDED QUESTIONNAIRE DATA FREQUENCY
(Mountain Guides)

Cognitive Strategy

1. Saya mempunyai catatan khusus untuk saya pelajari dalam meningkatkan kemampuan berbicara bahasa inggris.
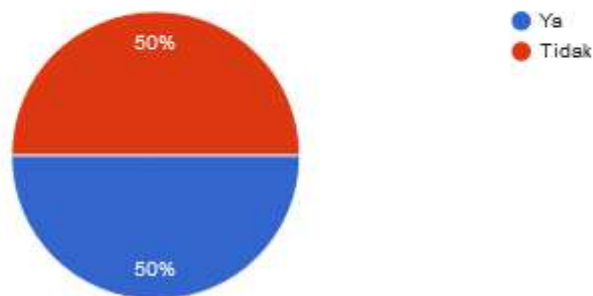
4 jawaban

2. Saya sering membuat kesimpulan ketika saya selesai berkomunikasi dengan lawan bicara karena hal tersebut dapat membantu meningkatkan kemampuan berbahasa inggris saya.
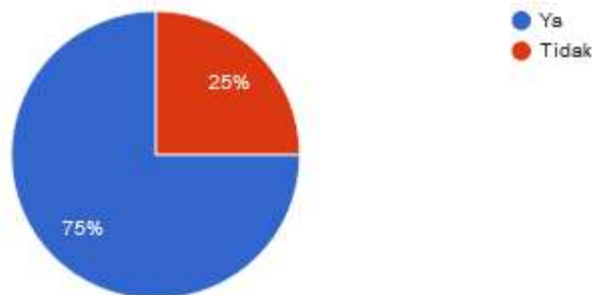
4 jawaban

3. Saya sering menganalisa sebuah kalimat atau kata di dalam teks bahasa inggris lalu mempraktekannya sendiri ataupun dengan lawan bicara untuk meningkatkan kemampuan berbicara bahasa inggris saya.
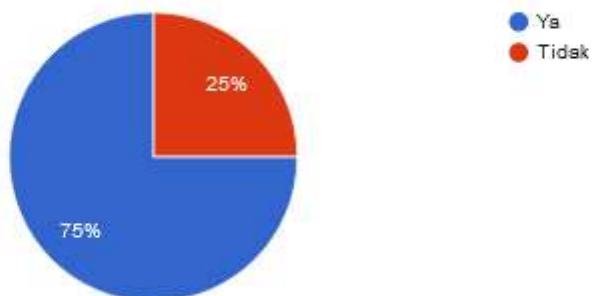
4 jawaban

4. Saya sering menebak apa yang akan dikatakan oleh lawan bicara karena hal tersebut dapat meningkatkan kemampuan berbicara bahasa inggris saya.
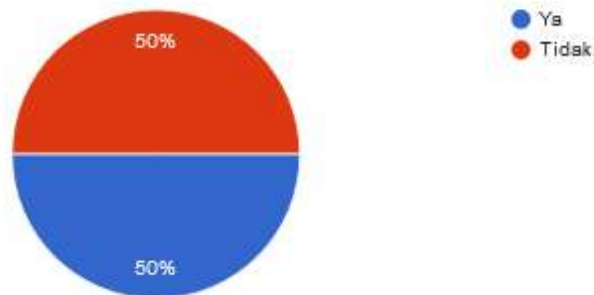
4 jawaban

5. Membaca sebuah informasi dalam bahasa inggris dapat meningkatkan kemampuan berbicara bahasa inggris saya.
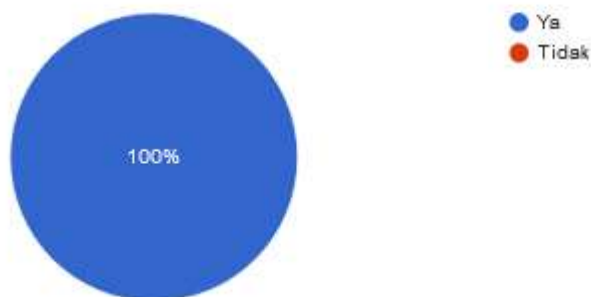
4 jawaban

Metacognitive Strategy

6. Saya menggunakkan strategi belajar berdasarkan apa yang saya sukai dalam meningkatkan keterampilan berbicara bahasa inggris.

4 jawaban

7. Saya mempunyai strategi khusus dalam meningkatkan keterampilan berbicara bahasa inggris saya.

4 jawaban

- Ya
- Tidak

100%

8. Saya lebih menyukai latihan berbicara dengan diri saya sendiri karena hal tersebut dapat membantu saya lebih fokus dalam meningkatkan keterampilan berbicara bahasa inggris saya.

4 jawaban

- Ya
- Tidak

25%

75%
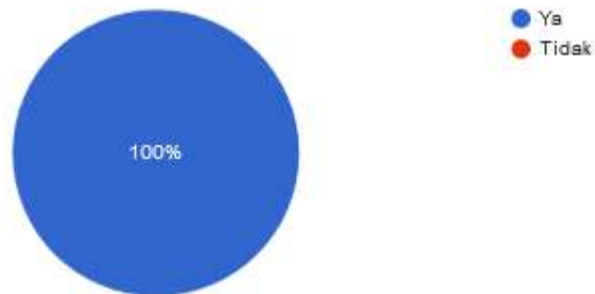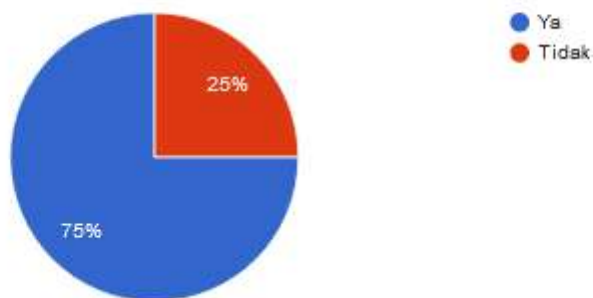
9. Saya belajar bahasa inggris hanya untuk meningkatkan kemampuan berkomunikasi dengan client dalam pekerjaan saja.

4 jawaban
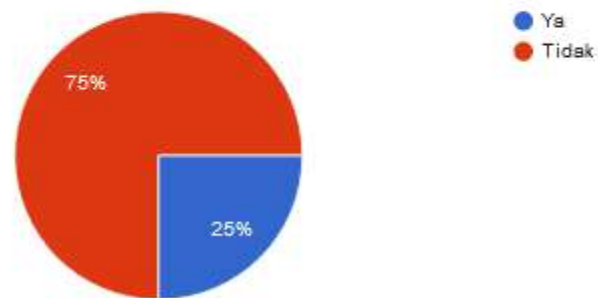
- Ya
- Tidak

75%

25%

10. Saya meniru gaya berbicara seseorang yang saya kagumi dalam bahasa inggris karena hal tersebut dapat membuat kemampuan berbicara bahasa inggris saya meningkat.

4 jawaban

- Ya
- Tidak

75%

25%
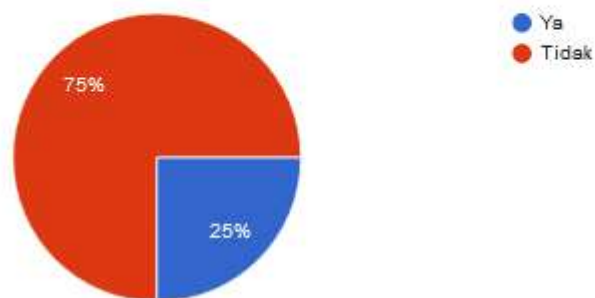
Social Strategy

11. Saya sering berlatih berbicara bahasa inggris dengan rekan kerja dan hal itu dapat membuat kemampuan bahasa inggris saya meningkat.
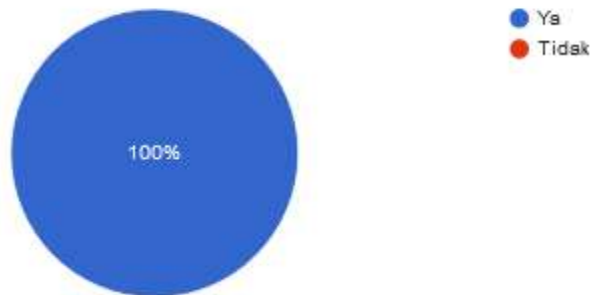
4 jawaban

12. Berkomunikasi dalam bahasa inggris dengan client sangat berpengaruh terhadap peningkatan kemampuan berbicara bahasa ingggris saya.
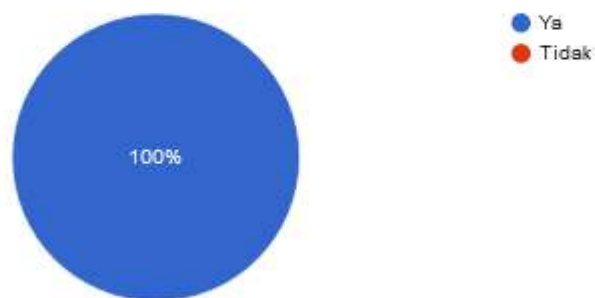
4 jawaban

13. Ketika saya bertanya menggunakkan bahasa inggris, hal tersebut dapat membantu saya dalam meningkatkan keahlian berkomunikasi dalam bahasa inggris saya.

4 jawaban

14. Berdiskusi mengenai suatu topic menggunakkan bahasa inggris dengan rekan kerja dapat meningkatkan kemampuan berbahasa inggris saya.

4 jawaban

Ya
Tidak

100%

15. Saya berlatih bahasa inggris dengan siapa saja untuk meningkatkan keterampilan berbicara bahasa inggris saya.

4 jawaban

Ya
Tidak

100%
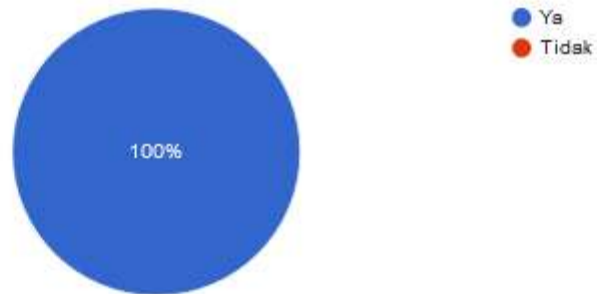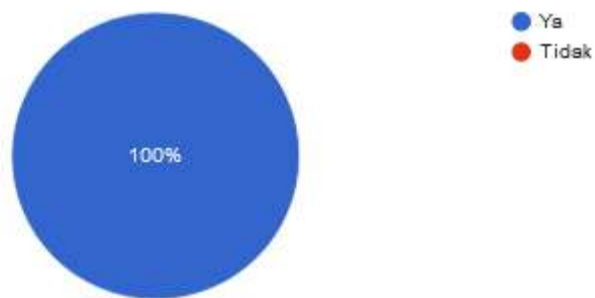
Cognitive Strategy

1. Menurut anda, seberapa pentingkah membuat sebuah catatan di dalam meningkatkan kemampuan berbahasa inggris? Tolong jelaskan alasannya?

   Respondent 1: Penting. Agar lebih mudah mengingat kosakata.

   Respondent 2: Membuat catatan itu penting karena kata yg baru kita dengar bisa menjadi

                       pengetahuan tambahan untuk kita satu menjadi kata baru.

   Respondent 3: Penting sekali. Karena dengan catatan akan membantu kita lebih mudah

                       dalam mempelajari dan meningkatkan kemampuan bahasa ingrris kita.

   Respondent 4: Tidak terlalu penting bagi saya karena saya tipe orang yg belajar secara

                       langsung.

2. Menurut anda, menganalisa sebuah informasi dalam bahasa inggris dapat membuat keterampilan berbicara bahasa inggris anda meningkat? Tolong jelaskan alasannya?

   Respondent 1: Ya.

   Respondent 2: Karena dengan menganalisis bahasa inggris akan ada banyak kata baru yg

                       bisa mnambah pengetahuan dalam berbahasa inggris.

   Respondent 3: Benar. Karena dengan menganalisa sebuah informasi dapat meningkatkan

                       pengetahuan kita tentang berbahas inggris.

   Respondent 4: Ya karena dengan menganalisa, kemampuan berfikir saya akan lebih

                       focus.

3. Ketika anda berkomunikasi dengan lawan bicara, apakah dengan membuat kesimpulan diakhir pembicaraan dapat meningkatkan keahlian berbicara bahasa inggris anda? Jawaban ya atau tidak, tolong jelaskan alasannya?

   Respondent 1: Ya.

   Respondent 2: Ya, Karena bisa bicara langsung dan akan banyak hal baru dari lawan

                       bicara kita.

   Respondent 3: Ya, Karena dengan hal tersebut kita jadi mengetahui dengan jelas apa

                       yang sedang dibahas dan dapat meningkatkan kemampuan kita dalam

                       berbahasa inggris.

Respondent 4: Tidak, karena tidak terlalu penting menurut saya.

Metacognitive Strategy

1. Cara belajar seperti apa yang biasanya anda lakukan untuk meningkatkan kemampuan berbicara bahasa inggris?

   Respondent 1: Mendengarkan & menulis.

   Respondent 2: Bicara sendiri.

   Respondent 3: Mendengarkan music (English songs), Nonton film yang berbahasa inggris, berbicara dengan rekan kerja menggunakan bahasa inggris sehari hari.

   Respondent 4: Dengan cara yang saya sukai yaitu menonton dan praktek langsung.

2. Strategi apa saja yang anda sukai dalam meningkatkan keterampilan berbicara bahasa inggris anda?

   Respondent 1: Melalui Kuis atau game.

   Respondent 2: Mendengarkan bahasa inggris dengan membaca terjemahannya.

   Respondent 3: Berdiskusi dan menggunakan bahasa inggris dalam kegiatan sehari hari.

   Respondent 4: Menonton film, mendengarkan musik Dan praktek langsung dengan turis asing.

3. Cara seperti apa yang anda lakukan untuk meningkatkan kemampuan berbicara bahasa inggris ketika anda sendiri?

   Respondent 1: Membaca artikel dalam bahasa inggris.

   Respondent 2: Mendengarkan bahasa inggris.

   Respondent 3: Mendengarkan lagu bahasa inggris dan menonton film berbahasa inggris.

   Respondent 4: Menonton, mendengarkan dan berbicara dengan orang lain.

4. Hal apa saja yang membuat anda tertarik untuk meningkatkan keahlian berbicara bahasa inggris anda?

   Respondent 1: Kosakata dan budaya.

   Respondent 2: Bicara langsung dengan orang asing.

   Respondent 3: Menunjang karir saya dalam pekerjaan.

   Respondent 4: Banyak sekali.

5. Apakah anda sering mengevaluasi cara berbicara anda? Ya atau tidak, tolong jelaskan alasannya?

Respondent 1: Ya, untuk memperbaiki pengucapan.

Respondent 2: Tidak, Karena banyak kesibukan lain jadi tidak sempat Tapi kalau tidak

ada kesibukan akan evaluasi diri.

Respondent 3: Ya, dengan cara mengikuti tes bahasa inggris.

Respondent 4: Ya, karena dengan evaluasi kita dapat mengetahui kesalahan kita.

Social Strategy

1. Kepada siapa sajakah anda berlatih berbicara bahasa inggris untuk meningkatkan kemampuan berbicara bahasa inggris anda?

Respondent 1: Teman dan keluarga.

Respondent 2: Teman kerja.

Respondent 3: Rekan kerja, dan murid murid disekolah.

Respondent 4: Semua orang.

2. Latihan seperti apakah yang biasanya anda lakukan dengan rekan kerja ataupun teman anda untuk meningkatkan keterampilan berbicara bahasa inggris?

Respondent 1: Mengobrol hal ringan.

Respondent 2: Membuat kesepakatan kalau akan ada hari tertentu untuk bicara bahasa inggris sepanjang hari kerja.

Respondent 3: Berdialog dan berbicara dengan menggunakan bahasa inggris sehari hari.

Respondent 4: Conversation mengenai topic yang sedang ramai dibicarakan.

3. Setiap kali melakukan pemanduan, topik apa saja kah yang sering anda bicarakan dengan client anda? Dan apakah dari pembicaraan tersebut anda merasa keterampilan berbahasa inggris anda meningkat?

Respondent 1: Topik sehari-hari, biasa saja.

Respondent 2: Sejarah dari tempat yg d kunjungi dan apa pekerjaan client.

Respondent 3: Nature and traveling.

Respondent 4: Banyak, yang jelas mengenai history gunung yang sedang didaki, medan gunung dll.

4. Topik apa yang sering anda pilih untuk melakukan latihan berbicara bahasa inggris dengan lawan bicara? Apakah anda hanya memilih topic yang anda sukai saja? Tolong jelaskan

Respondent 1: Topik yang sedang hits.

Respondent 2: Apa yang dibicarakan oleh client.

Respondent 3: Topic bebas.

Respondent 4: Topik apa saja.

INTERVIEW DATA TRANSCRIPTION
(The Mountain Guides' Intructor)

Name   : Rahman

Date   : 09/05/2021

Phone Number   : 082128468510

Indikator	Pertanyaan
Cognitive Strategy	1. Menurut anda, seberapa pentingkah membuat sebuah catatan di dalam meningkatkan kemampuan berbahasa inggris para pemandu gunung? Tolong jelaskan alasannya? *Saya kira dalam membuat catatan sangatlah penting, dalam hal ini para pemandu gunung bahkan diharuskan untuk membuat catatan-catatan penting ketika mereka melakukan pemanduan. Mereka juga dituntut untuk membuat laporan setelah melakukan pemanduan dan hal ini tentunya dapat meningkatkan kemampuan berfikir mereka yang artinya mereka harus professional dalam setiap pekerjaan mereka. Dan juga dengan membuat catatan, mereka dapat mempelajarinya di lain hari atau di waktu senggang.*
	2. Menurut anda, dapatkah menganalisa sebuah informasi dalam bahasa inggris bisa mengingkatkan keterampilan berbicara bahasa inggris para pemandu gunung? Tolong jelaskan alasannya? *Oh jelas bisa, saya suka memberikan mereka sebuah artikel pendakian ataupun pemanduan dalam bahasa inggris. Saya suruh mereka untuk menganalisa kosakata dan kalimat yang ada di dalam artikel tersebut lalu menginterpretasikannya bersama-sama. Hal ini biasanya saya lakukan di pelatihan pemandu gunung.*
	3. Menurut anda, dengan membuat kesimpulan diakhir pembicaraan dapat meningkatkan keahlian berbicara bahasa inggris para pemandu gunung? Jawaban ya atau tidak, tolong jelaskan alasannya? *ya bisa, terkadang pada prakteknya kami sering membuat poin poin di akhir percakapan, ketika mereka berlatih kami melihat kemampuan mereka dalam pemahamannya,*

		mengertikah mereka terhadap percakapan yang dilakukan ketika pemanduan berlangsung.
Metacognitive Strategy	4.	Strategi apa saja yang anda sukai dalam mengajarkan keterampilan berbicara bahasa inggris untuk para pemandu gunung? *Biasanya saya menyukai strategi belajar secara santai namun serius, karena dengan hal tersebut akan memudahkan pemandu dalam menerima materi. Terkadang saya suka mengetest dan melatih mereka untuk terbiasa menggunakkan bahasa inggris di waktu-waktu luang.*
	5.	Cara belajar seperti apa yang biasanya anda lakukan untuk meningkatkan kemampuan berbicara bahasa inggris pemandu gunung? *ya seperti yang sudah dijelaskan, yang penting santai namun serius. Itu sudah cukup menurut saya.*
	6.	Apakah anda tahu hal apa saja yang membuat para pemandu gunung tertarik untuk berbicara dalam bahasa inggris? *Biasanya mereka akan lebih tertarik dengan praktik langsung. Jadi, ketika kita telah menyampaikan, harus diakhiri dengan praktik. Hal ini biasanya memudahkan mereka dalam menerima materi.*
	7.	Apakah anda sering mengevaluasi cara berbicara pemandu gunung? Ya atau tidak, tolong jelaskan alasannya? *ya tentu saja, ini sangat penting, karena kami pun harus mengetahui hasil dari pelatihan pemanduan gunung.*
Social Strategy	8.	Kepada siapa sajakah pemandu gunung berlatih berbicara bahasa inggris? *Tentunya kepada siapapun, contohnya pada pelatihan kemarin, para pemandu gunung berkomunikasi secara langsung kepada para mentor professional. Mereka di didik agar lancar dalam berkomunikasi secara langsung.*
	9.	Latihan seperti apakah yang biasanya anda lakukan kepada para pemandu gunung untuk meningkatkan keterampilan berbahasa inggris mereka? *Yang terpenting, praktik langsung secara rutin. Dengan metode ini para pemandu akan terbiasa dalam pekerjaan mereka nantinya*

	10. Setiap kali melakukan pelatihan, topik apa saja kah yang sering anda bahas? Dan apakah dari topic pembicaraan tersebut anda merasa keterampilan berbahasa inggris para pemandu gunung meningkat? *Sebenarnya banyak sekali. Dalam pelatihan terdapat beberapa poin yang harus dikuasai pemandu gunung yaitu hospitality artinya keramah tamahan terhadap client, kemampuan menginterpretasikan kondisi dan medan gunung yg didaki, survival communication pengetahuan bertahan hidup yang harus dijelaskan kepada client, manajemen pendakian, safety procedure mengenai pendakian dan yang pasti kemampuan berbahasa inggris yang baik.*
Learning Strategy as an approach & technique based on learners' interest & style. (Chamot 1987)	11. Menurut anda, strategi seperti apa yang paling efektif dalam meningkatkan keahlian berbicara para pemandu gunung? *sepertinya yang paling efektif adalah praktik langsung.* 12. Adakah rencana selanjutnya agar anda dapat lebih meningkatkan kemampuan berbicara bahasa inggris para pemandu gunung? *ya tentu saja ada, mungkin selanjutnya kami akan mengundang para pemandu gunung yang sangat terlatih seperti para pemandu di eropa. Sehingga kedepannya para pemandu local akan bisa bersaing dengan dunia.* 13. Dari semua percakapan ini, adakah saran anda untuk para pemandu gunung yang sedang belajar bahasa inggris terutama dalam meningkatkan kemampuan berkomunikasi dalam bahasa inggris? *Ya, tetaplah berlatih dan jangan menyerah agar bisa menjadi pemandu yang kompeten. Carilah ilmu sampai pada puncak-puncak tertinggi dunia.*

INTERVIEW DATA TRANSCRIPTION
(The Mountain Guides' Intructor)

Name   : Riyan

Date   : 02/05/2021

Phone Number   : 08998876926

Indikator	Pertanyaan
Cognitive Strategy	1. Menurut anda, seberapa pentingkah membuat sebuah catatan di dalam meningkatkan kemampuan berbahasa inggris para pemandu gunung? Tolong jelaskan alasannya? *menurut saya, ini penting, karena biasanya para pemandu gunung mempunyai catatan khusus untuk mereka pelajari, karena memang dengan menulis mereka akan ingat apa yang telah dilakukannya. Jadi, pada dasarnya ketika saya melakukan pelatihan pun, saya sering menyuruh mereka untuk menulis beberapa poin penting dalam materi yang dipelajari.* 2. Menurut anda, dapatkah menganalisa sebuah informasi dalam bahasa inggris bisa mengingkatkan keterampilan berbicara bahasa inggris para pemandu gunung? Tolong jelaskan alasannya? *Ya tentu saja, menganalisa merupakan satu hal yang harus dikuasai oleh para pemandu gunung, mereka dilatih untuk bisa menganalisa apapun itu. Apalagi dalam hal ini, menganalisa informasi dalam bahasa inggris menjadi bagian dari pelatihan itu sendiri. Jadi, saya rasa menganalisa sebuah informasi dalam bahasa inggris bisa meningkatkan skill bahasa inggris mereka.* 3. Menurut anda, dengan membuat kesimpulan diakhir pembicaraan dapat meningkatkan keahlian berbicara bahasa inggris para pemandu gunung? Jawaban ya atau tidak, tolong jelaskan alasannya? *Bisa saja, karena kan terkadang mereka juga diberi waktu untuk bertanya diakhir sesi materi. Nah dari pertanyaan-pertanyaan mereka ini biasanya mewakili kesimpulan dari apa yang mereka tangkap.*

Metacognitive Strategy	4. Strategi apa saja yang anda sukai dalam mengajarkan keterampilan berbicara bahasa inggris untuk para pemandu gunung? *Saya sangat suka dengan strategi belajar yang tidak terlalu serius. Karena biasanya ada beberapa pemandu yang kadang kurang fokus ketika para pelatih menyampaikan materi tentang kepemanduan. Jadi biasanya saya mempunyai strategi khusus sebelum menyampaikan materi pada mereka. Hal ini untuk merangsang daya berfikir mereka sebelum menerima materi. Contohnya memberikan materi yang paling up to date sehingga mereka akan lebih tertarik. Saya hanya ingin mereka lebih bisa menerima apa yang saya sampaikan dengan cara yang ringan. Ya tidak terlalu kaku lah.* 5. Cara belajar seperti apa yang biasanya anda lakukan untuk meningkatkan kemampuan berbicara bahasa inggris pemandu gunung? *Ya dengan santai namun harus tetap fokus pada apa yang akan disampaikan. Ya buat mereka agar tidak terlalu jenuh dan monoton.* 6. Apakah anda tahu hal apa saja yang membuat para pemandu gunung tertarik untuk berbicara dalam bahasa inggris? *Variatif sih, sekarang kan memang bahasa inggris sangat diperlukan dalam pekerjaan, apalagi kerja nya pemandu gunung professional, ya jelas mereka butuh skill bahasa inggris. Terkadang saya juga membagikan film-film documenter terkini mengenai pendakian dan pemanduan gunung kepada pemandu gunung. Hal ini guna menambah pengetahuan mereka. Biasanya dengan menonton film, mereka akan lebih tertarik.* 7. Apakah anda sering mengevaluasi cara berbicara pemandu gunung? Ya atau tidak, tolong jelaskan alasannya? *Ya, pastinya dengan evaluasi kita bakal tahu kemampuan para pemandu gunung itu sendiri.*
	8. Kepada siapa sajakah pemandu gunung berlatih berbicara bahasa inggris? *Kepada turis asing pastinya dan juga pada masing-masing instruktur mereka jika di pelatihan kepemanduan gunung.*

Social Strategy	9. Latihan seperti apakah yang biasanya anda lakukan kepada para pemandu gunung untuk meningkatkan keterampilan berbahasa inggris mereka? *Dalam hal ini, communication skill dalam bahasa inggris setiap pemandu dilatih langsung dengan para instruktur di lapangan. Bagaimana cara mereka melakukan komunikasi tentunya dinilai juga oleh kami berdasarkan standar SKKNI kepemanduan gunung. Salah satunya dalam materi hospitality, speaking dan interpreting.* 10. Setiap kali melakukan pelatihan, topik apa saja kah yang sering anda bahas? Dan apakah dari topic pembicaraan tersebut anda merasa keterampilan berbahasa inggris para pemandu gunung meningkat? *Yang paling sering saya bahas yaitu mengenai attitude dan communication skill. Dua hal ini menjadi crucial dalam kepemanduan gunung karena pekerjaan ini menyangkut experience yang diberikan kepada client.*
Learning Strategy as an approach & technique based on learners' interest & style. (Chamot 1987)	11. Menurut anda, strategi seperti apa yang paling efektif dalam meningkatkan keahlian berbicara para pemandu gunung? *Ya seperti yang sudah dijelaskan. Berikan materi yang paling up to date, karena kita tahu para pemandu Indonesia ini agak jauh ketinggalan mengenai ilmu kepemanduan.* 12. Adakah rencana selanjutnya agar anda dapat lebih meningkatkan kemampuan berbicara bahasa inggris para pemandu gunung? *Ya pasti ada, karena saya pun ingin meningkatkan kemampuan skill para pemandu gunung sehingga bisa bersaing dengan Negara-negara eropa.* 13. Dari semua percakapan ini, adakah saran anda untuk para pemandu gunung yang sedang belajar bahasa inggris terutama dalam meningkatkan kemampuan berkomunikasi dalam bahasa inggris? *Ya intinya tetap berlatih dan sering melakukan conversation dalam bahasa inggris dalam keadaan apapun agar bisa menjadi pemandu gunung yang professional.*

BUKTI DATA GOOGLE FORM
(Mountain Guides)

Respondent 1

Introducing the Researcher

Assalamualaikum warrahmatullahiwabarakatu. Salam sejahtera untuk kita semua, semoga kita semua selalu dalam lindungan Tuhan Yang Maha Esa. Perkenalkan nama saya Yanuar Ramadhan mahasiswa akhir angkatan 2014, Fakultas Ilmu Pendidikan dan Keguruan, Program Studi Bahasa Inggris, Universitas Pakuan Bogor. Sebelumnya saya ingin berterimakasih atas waktu dan kontribusi saudara/i dalam membantu peneliti untuk menyelesaikan studinya. Peneliti sedang melakukan penelitian dengan judul "Indonesian Mountain Guide's Strategies in Enhancing Speaking Skill". Pada kesempatan ini, peneliti ingin mengetahui lebih dalam mengenai strategi belajar seperti apa yang digunakan oleh saudara/i dalam meningkatkan keterampilan berbahasa Inggris. Terdapat 30 pernyataan pada questionnaire yang telah dibuat oleh peneliti. Selanjutnya, tolong saudara/i untuk mengisi pernyataan dibawah ini sesuai dengan apa yang saudara/i alami, seluruh jawaban dan identitas saudara/i dijamin akan kerahasiaannya oleh peneliti. Terimakasih atas kerjasamanya. Wassalamualaikum warrahmatullahiwabarakatu.

Nama *

Muji Lestari

Jenis Kelamin *

Perempuan

Tanggal Lahir *

HH   BB   TTTT

27 / 04 / 1994

Organisasi/Instansi

APGI

Pendidikan terakhir

S1

No. Handphone

089679947018

Questionnaire Section 1

Isi pernyataan dibawah ini berdasarkan dengan apa yang dialami oleh saudara/i. Pada bagian ini berisi 15 pernyataan yang berdasarkan pada teori Nunan, Brown, O'Malley dan Chamot mengenal Cognitive Strategy, Metacognitive Strategy dan Social Strategy. Jawaban yang diberikan oleh saudara/i akan sangat bermanfaat untuk penelitian ini.

1. Saya mempunyai catatan khusus untuk sayu pelajari dalam meningkatkan kemampuan berbicara bahasa inggris. *

◯ Ya

◉ Tidak

2. Saya sering membuat kesimpulan ketika saya selesai berkomunikasi dengan lawan bicara karena hal tersebut dapat membantu meningkatkan kemampuan berbahasa inggris saya. *

◉ Ya

◯ Tidak

3. Saya sering menganalisa sebuah kalimat atau kata di dalam teks bahasa inggris lalu mempraktekannya sendiri ataupun dengan lawan bicara untuk meningkatkan kemampuan berbicara bahasa inggris saya. *

◉ Ya

◯ Tidak

4. Saya sering menebak apa yang akan dikatakan oleh lawan bicara karena hal tersebut dapat meningkatkan kemampuan berbicara bahasa inggris saya. *

◉ Ya

◯ Tidak

5. Membaca sebuah informasi dalam bahasa inggris dapat meningkatkan kemampuan berbicara bahasa inggris saya. *

◉ Ya

◯ Tidak

6. Saya menggunakkan strategi belajar berdasarkan apa yang saya sukai dalam meningkatkan keterampilan berbicara bahasa inggris. *

◉ Ya

○ Tidak

7. Saya mempunyai strategi khusus dalam meningkatkan keterampilan berbicara bahasa inggris saya. *

◉ Ya

○ Tidak

8. Saya lebih menyukai latihan berbicara dengan diri saya sendiri karena hal tersebut dapat membantu saya lebih fokus dalam meningkatkan keterampilan berbicara bahasa inggris saya. *

◉ Ya

○ Tidak

9. Saya belajar bahasa inggris hanya untuk meningkatkan kemampuan berkomunikasi dengan clients dalam pekerjaan saja. *

○ Ya

◉ Tidak

10. Saya meniru gaya berbicara seseorang yang saya kagumi dalam bahasa inggris karena hal tersebut dapat membuat kemampuan berbicara bahasa inggris saya meningkat. *

○ Ya

◉ Tidak

11. Saya sering berlatih berbicara bahasa inggris dengan rekan kerja dan hal itu dapat membuat kemampuan bahasa inggris saya meningkat. *

◉ Ya

○ Tidak

12. Berkomunikasi dalam bahasa inggris dengan client sangat berpengaruh terhadap peningkatan kemampuan berbicara bahasa ingggris saya. *

◉ Ya

○ Tidak

13. Ketika saya bertanya menggunakkan bahasa inggris, hal tersebut dapat membantu saya dalam meningkatkan keahlian berkomunikasi dalam bahasa inggris saya. *

◉ Ya

○ Tidak

14. Berdiskusi mengenai suatu topic menggunakkan bahasa inggris dengan rekan kerja dapat meningkatkan kemampuan berbahasa inggris saya. *

⦿ Ya

◯ Tidak

15. Saya berlatih bahasa inggris dengan siapa saja untuk meningkatkan keterampilan berbicara bahasa inggris saya. *

⦿ Ya

◯ Tidak

Questionnaire Section 2

Tolong isi pertanyaan dibawah berikut ini! terdapat 15 pertanyaan yang harus diisi oleh saudara/i, jawablah pertanyaan berikut sesuai dengan pendapat dan pengalaman saudara/i. Terimakasih, jawaban yang diberikan oleh saudara/i akan sangat bermanfaat untuk penelitian ini.

1. Menurut anda, seberapa pentingkah membuat sebuah catatan di dalam meningkatkan kemampuan berbahasa inggris? Tolong jelaskan alasannya? *

Penting. Agar lebih mudah mengingat kosakata.

2. Menurut anda, menganalisa sebuah informasi dalam bahasa inggris dapat membuat keterampilan berbicara bahasa inggris anda meningkat? Tolong jelaskan alasannya? *

Ya

3. Ketika anda berkomunikasi dengan lawan bicara, apakah dengan membuat kesimpulan diakhir pembicaraan dapat meningkatkan keahlian berbicara bahasa inggris anda? Jawaban ya atau tidak, tolong jelaskan alasannya? *

Ya

4. Cara belajar seperti apa yang biasanya anda lakukan untuk meningkatkan kemampuan berbicara bahasa inggris? *

Mendengarkan & Menulis

5. Strategi apa saja yang anda sukai dalam meningkatkan keterampilan berbicara bahasa inggris anda? *

Melalui Kuis atau game

6. Cara seperti apa yang anda lakukan untuk meningkatkan kemampuan berbicara bahasa inggris ketika anda sendiri? *

Membaca artikel dalam bahasa inggris

7. Hal apa saja yang membuat anda tertarik untuk meningkatkan keahlian berbicara bahasa inggris anda? *

Kosakata dan budaya

8. Apakah anda sering mengevaluasi cara berbicara anda? Ya atau tidak, tolong jelaskan alasannya? *

Ya, untuk memperbaiki pengucapan

9. Kepada siapa sajakah anda berlatih berbicara bahasa inggris untuk meningkatkan kemampuan berbicara bahasa inggris anda? *

Teman dan keluarga

10. Latihan seperti apakah yang biasanya anda lakukan dengan rekan kerja ataupun teman anda untuk meningkatkan keterampilan berbicara bahasa inggris? *

Mengobrol hal ringan

11. Setiap kali melakukan pemanduan, topik apa saja kah yang sering anda bicarakan dengan client anda? Dan apakah dari pembicaraan tersebut anda merasa keterampilan berbahasa inggris anda meningkat? *

Topik sehari-hari, biasa saja

12. Topik apa yang sering anda pilih untuk melakukan latihan berbicara bahasa inggris dengan lawan bicara? Apakah anda hanya memilih topic yang anda sukai saja? Tolong jelaskan *

Topik yang sedang hits

13. Menurut anda, strategi seperti apa yang paling efektif dalam meningkatkan keahlian berbicara menggunakkan bahasa inggris? *

Learning by doing

14. Adakah rencana selanjutnya agar anda dapat lebih meningkatkan kemampuan berbicara bahasa inggris anda? *

Ya

15. Dari semua percakapan ini, adakah saran anda untuk seseorang yang sedang belajar bahasa inggris terutama dalam meningkatkan kemampuan berkomunikasi dalam bahasa inggris? *

Terus belajar, jangan lupa untuk di praktikan

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Respondent 2

Introducing the Researcher

Assalamualaikum warrahmatullahiwabarakatu. Salam sejahtera untuk kita semua, semoga kita semua selalu dalam lindungan Tuhan Yang Maha Esa. Perkenalkan nama saya Yanuar Ramadhan mahasiswa akhir angkatan 2014, Fakultas Ilmu Pendidikan dan Keguruan, Program Studi Bahasa Inggris, Universitas Pakuan Bogor. Sebelumnya saya ingin berterimakasih atas waktu dan kontribusi saudara/i dalam membantu peneliti untuk menyelesaikan studinya. Peneliti sedang melakukan penelitian dengan judul "Indonesian Mountain Guide's Strategies in Enhancing Speaking Skill". Pada kesempatan ini, peneliti ingin mengetahui lebih dalam mengenai strategi belajar seperti apa yang digunakan oleh saudara/i dalam meningkatkan keterampilan berbahasa inggris. Terdapat 30 pernyataan pada questionnaire yang telah dibuat oleh peneliti. Selanjutnya, tolong saudara/i untuk mengisi pernyataan dibawah ini sesuai dengan apa yang saudara/i alami, seluruh jawaban dan identitas saudara/i dijamin akan kerahasiaannya oleh peneliti. Terimakasih atas kerjasamanya. Wassalamualaikum warrahmatullahiwabarakatu.

Nama *

David

Jenis Kelamin *

Laki-laki

Tanggal Lahir *

HH   BB   TTTT

12 / 12 / 1992

Organisasi/Instarsi

APGI

Pendidikan terakhir

S1

No. Handphone

082359493494

Questionnaire Section 1

Isi pernyataan dibawah ini berdasarkan dengan apa yang dialami oleh saudara/i. Pada bagian ini berisi 15 pernyataan yang berdasarkan pada teori Nunan, Brown, O'Malley dan Chamot mengenai Cognitive Strategy, Metacognitive Strategy dan Social Strategy. Jawaban yang diberikan oleh saudara/i akan sangat bermanfaat untuk penelitian ini.

1. Saya mempunyai catatan khusus untuk saya pelajari dalam meningkatkan kemampuan berbicara bahasa inggris. *

◉ Ya

◯ Tidak

2. Saya sering membuat kesimpulan ketika saya selesai berkomunikasi dengan lawan bicara karena hal tersebut dapat membantu meningkatkan kemampuan berbahasa inggris saya. *

◉ Ya

○ Tidak

3. Saya sering menganalisa sebuah kalimat atau kata di dalam teks bahasa inggris lalu mempraktekannya sendiri ataupun dengan lawan bicara untuk meningkatkan kemampuan berbicara bahasa inggris saya. *

◉ Ya

○ Tidak

4. Saya sering menebak apa yang akan dikatakan oleh lawan bicara karena hal tersebut dapat meningkatkan kemampuan berbicara bahasa inggris saya. *

○ Ya

◉ Tidak

5. Membaca sebuah informasi dalam bahasa inggris dapat meningkatkan kemampuan berbicara bahasa inggris saya. *

◉ Ya

○ Tidak

6. Saya menggunakkan strategi belajar berdasarkan apa yang saya sukai dalam meningkatkan keterampilan berbicara bahasa inggris. *

⦿ Ya

◯ Tidak

7. Saya mempunyai strategi khusus dalam meningkatkan keterampilan berbicara bahasa inggris saya. *

⦿ Ya

◯ Tidak

8. Saya lebih menyukai latihan berbicara dengan diri saya sendiri karena hal tersebut dapat membantu saya lebih fokus dalam meningkatkan keterampilan berbicara bahasa inggris saya. *

⦿ Ya

◯ Tidak

9. Saya belajar bahasa inggris hanya untuk meningkatkan kemampuan berkomunikasi dengan client dalam pekerjaan saja. *

⦿ Ya

◯ Tidak

10. Saya meniru gaya berbicara seseorang yang saya kagumi dalam bahasa inggris karena hal tersebut dapat membuat kemampuan berbicara bahasa inggris saya meningkat. *

◉ Ya

◯ Tidak

11. Saya sering berlatih berbicara bahasa inggris dengan rekan kerja dan hal itu dapat membuat kemampuan bahasa inggris saya meningkat. *

◉ Ya

◯ Tidak

12. Berkomunikasi dalam bahasa inggris dengan client sangat berpengaruh terhadap peningkatan kemampuan berbicara bahasa ingggris saya. *

◉ Ya

◯ Tidak

13. Ketika saya bertanya menggunakkan bahasa inggris, hal tersebut dapat membantu saya dalam meningkatkan keahlian berkomunikasi dalam bahasa inggris saya. *

◉ Ya

◯ Tidak

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14. Berdiskusi mengenai suatu topic menggunakkan bahasa inggris dengan rekan kerja dapat meningkatkan kemampuan berbahasa inggris saya. *

◉ Ya

◯ Tidak

15. Saya berlatih bahasa inggris dengan siapa saja untuk meningkatkan keterampilan berbicara bahasa inggris saya. *

◉ Ya

◯ Tidak

Questionnaire Section 2

Tolong isi pertanyaan dibawah berikut ini terdapat 15 pertanyaan yang harus diisi oleh saudara/i, jawablah pertanyaan berikut sesuai dengan pendapat dan pengalaman saudara/i. Terimakasih, jawaban yang diberikan oleh saudara/i akan sangat bermanfaat untuk penelitian ini.

1. Menurut anda, seberapa pentingkah membuat sebuah catatan di dalam meningkatkan kemampuan berbahasa inggris? Tolong jelaskan alasannya? *

Membuat catatan itu penting karena kata yg baru kita dengar bisa menjadi pengetahuan tambahan untuk kita satu menjadi kata baru

2. Menurut anda, menganalisa sebuah informasi dalam bahasa inggris dapat membuat keterampilan berbicara bahasa inggris anda meningkat? Tolong jelaskan alasannya? *

Karena dengan menganalisis bahasa inggris akan ada banyak kata baru yg bisa mnambah pengetahuan dalam berbahasa inggris

3. Ketika anda berkomunikasi dengan lawan bicara, apakah dengan membuat kesimpulan diakhir pembicaraan dapat meningkatkan keahlian berbicara bahasa inggris anda? Jawaban ya atau tidak, tolong jelaskan alasannya? *

Ya, Karena bisa bicara langsung dan akan banyak hal baru dari lawan bicara kita

4. Cara belajar seperti apa yang biasanya anda lakukan untuk meningkatkan kemampuan berbicara bahasa inggris? *

Bicara sendiri

5. Strategi apa saja yang anda sukai dalam meningkatkan keterampilan berbicara bahasa inggris anda? *

Mendengarkan bahasa inggris dengan membaca terjemahannya

6. Cara seperti apa yang anda lakukan untuk meningkatkan kemampuan berbicara bahasa inggris ketika anda sendiri? *

Mendengarkan bahasa inggris

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7. Hal apa saja yang membuat anda tertarik untuk meningkatkan keahlian berbicara bahasa inggris anda? *

Bicara langsung dengan orang asing

8. Apakah anda sering mengevaluasi cara berbicara anda? Ya atau tidak, tolong jelaskan alasannya? *

Tidak, Karena banyak kesibukan lain jadi tidak sempat Tapi kalau tidak ada kesibukan akan evaluasi diri.

9. Kepada siapa sajakah anda berlatih berbicara bahasa inggris untuk meningkatkan kemampuan berbicara bahasa inggris anda? *

Teman kerja

10. Latihan seperti apakah yang biasanya anda lakukan dengan rekan kerja ataupun teman anda untuk meningkatkan keterampilan berbicara bahasa inggris? *

Membuat kesepakatan kalau akan ada hari tertentu untuk bicara bahasa inggris sepanjang hari kerja

11. Setiap kali melakukan pemanduan, topik apa saja kah yang sering anda bicarakan dengan client anda? Dan apakah dari pembicaraan tersebut anda merasa keterampilan berbahasa inggris anda meningkat? *

Sejarah dari tempat yg d kunjungi dan apa pekerjaan client

12. Topik apa yang sering anda pilih untuk melakukan latihan berbicara bahasa inggris dengan lawan bicara? Apakah anda hanya memilih topic yang anda sukai saja? Tolong jelaskan *

Apa yang dibicarakan oleh client

13. Menurut anda, strategi seperti apa yang paling efektif dalam meningkatkan keahlian berbicara menggunakkan bahasa inggris? *

Mendengarkan bahsa inggris dan praktek langsung dengan orang asing

14. Adakah rencana selanjurnya agar anda dapat lebih meningkatkan kemampuan berbicara bahasa inggris anda? *

Terus belajar bahasa inggris

15. Dari semua percakapan ini, adakah saran anda untuk seseorang yang sedang belajar bahasa inggris terutama dalam meningkatkan kemampuan berkomunikasi dalam bahasa inggris? *

Jangan pernah malu untuk bertanya dan berbahasa inggris

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Respondent 3

Introducing the Researcher

Assalamualaikum warrahmatullahiwabarakatu. Salam sejahtera untuk kita semua, semoga kita semua selalu dalam lindungan Tuhan Yang Maha Esa. Perkenalkan nama saya Yanuar Ramadhan mahasiswa akhir angkatan 2014, Fakultas Ilmu Pendidikan dan Keguruan, Program Studi Bahasa Inggris, Universitas Pakuan Bogor. Sebelumnya saya ingin berterimakasih atas waktu dan kontribusi saudara/i dalam membantu peneliti untuk menyelesaikan studinya. Peneliti sedang melakukan penelitian dengan judul "Indonesian Mountain Guide's Strategies in Enhancing Speaking Skill". Pada kesempatan ini, peneliti ingin mengetahui lebih dalam mengenai strategi belajar seperti apa yang digunakan oleh saudara/i dalam meningkatkan keterampilan berbahasa Inggris. Terdapat 30 pernyataan pada questionnaire yang telah dibuat oleh peneliti. Selanjutnya, tolong saudara/i untuk mengisi pernyataan dibawah ini sesuai dengan apa yang saudara/i alami, seluruh jawaban dan identitas saudara/i dijamin akan kerahasiaannya oleh peneliti. Terimakasih atas kerjasamanya. Wassalamualaikum warrahmatullahiwabarakatu.

Nama *

Tina Andriani

Jenis Kelamin *

Perempuan

Tanggal Lahir *

HH   BB   TTTT

10 / 09 / 1986

Organisasi/Instansi

WAPALAPA

Pendidikan terakhir

S1

No. Handphone

081382419065

Questionnaire Section 1

Isi pernyataan dibawah ini berdasarkan dengan apa yang dialami oleh saudara/i. Pada bagian ini berisi 15 pernyataan yang berdasarkan pada teori Nunan, Brown, O'Malley dan Chamot mengenai Cognitive Strategy, Metacognitive Strategy dan Social Strategy. Jawaban yang diberikan oleh saudara/i akan sangat bermanfaat untuk penelitian ini.

1. Saya mempunyai catatan khusus untuk saya pelajari dalam meningkatkan kemampuan berbicara bahasa inggris. *

◉ Ya

◯ Tidak

2. Saya sering membuat kesimpulan ketika saya selesai berkomunikasi dengan lawan bicara karena hal tersebut dapat membantu meningkatkan kemampuan berbahasa inggris saya. *

◉ Ya

◯ Tidak

3. Saya sering menganalisa sebuah kalimat atau kata di dalam teks bahasa inggris lalu mempraktekannya sendiri ataupun dengan lawan bicara untuk meningkatkan kemampuan berbicara bahasa inggris saya. *

◉ Ya

◯ Tidak

4. Saya sering menebak apa yang akan dikatakan oleh lawan bicara karena hal tersebut dapat meningkatkan kemampuan berbicara bahasa inggris saya. *

◉ Ya

◯ Tidak

5. Membaca sebuah informasi dalam bahasa inggris dapat meningkatkan kemampuan berbicara bahasa inggris saya. *

◉ Ya

◯ Tidak

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6. Saya menggunakkan strategi belajar berdasarkan apa yang saya sukai dalam meningkatkan keterampilan berbicara bahasa inggris. *

◉ Ya

◯ Tidak

7. Saya mempunyai strategi khusus dalam meningkatkan keterampilan berbicara bahasa inggris saya. *

◉ Ya

◯ Tidak

8. Saya lebih menyukai latihan berbicara dengan diri saya sendiri karena hal tersebut dapat membantu saya lebih fokus dalam meningkatkan keterampilan berbicara bahasa inggris saya. *

◉ Ya

◯ Tidak

9. Saya belajar bahasa inggris hanya untuk meningkatkan kemampuan berkomunikasi dengan client dalam pekerjaan saja. *

◯ Ya

◉ Tidak

10. Saya meniru gaya berbicara seseorang yang saya kagumi dalam bahasa inggris karena hal tersebut dapat membuat kemampuan berbicara bahasa inggris saya meningkat. *

○ Ya

⦿ Tidak

11. Saya sering berlatih berbicara bahasa inggris dengan rekan kerja dan hal itu dapat membuat kemampuan bahasa inggris saya meningkat. *

⦿ Ya

○ Tidak

12. Berkomunikasi dalam bahasa inggris dengan client sangat berpengaruh terhadap peningkatan kemampuan berbicara bahasa ingggris saya. *

⦿ Ya

○ Tidak

13. Ketika saya bertanya menggunakkan bahasa inggris, hal tersebut dapat membantu saya dalam meningkatkan keahlian berkomunikasi dalam bahasa inggris saya. *

⦿ Ya

○ Tidak

14. Berdiskusi mengenai suatu topic menggunakkan bahasa inggris dengan rekan kerja dapat meningkatkan kemampuan berbahasa inggris saya. *

◉ Ya

◯ Tidak

15. Saya berlatih bahasa inggris dengan siapa saja untuk meningkatkan keterampilan berbicara bahasa inggris saya. *

◉ Ya

◯ Tidak

Questionnaire Section 2

Tolong isi pertanyaan dibawah berikut ini! terdapat 15 pertanyaan yang harus diisi oleh saudara/i, jawablah pertanyaan berikut sesuai dengan pendapat dan pengalaman saudara/i. Terimakasih, jawaban yang diberikan oleh saudara/i akan sangat bermanfaat untuk penelitian ini.

1. Menurut anda, seberapa pentingkah membuat sebuah catatan di dalam meningkatkan kemampuan berbahasa inggris? Tolong jelaskan alasannya? *

penting sekali. Karena dengan catatan akan membantu kita lebih mudah dalam mempelajari dan meningkatkan kemampuan bahasa ingrris kita

74

2. Menurut anda, menganalisa sebuah informasi dalam bahasa inggris dapat membuat keterampilan berbicara bahasa inggris anda meningkat? Tolong jelaskan alasannya? *

Benar. Karena dengan menganalisa sebuah informasi dapat meningkatkan pengetahuan kita tentang berbahas inggris

3. Ketika anda berkomunikasi dengan lawan bicara, apakah dengan membuat kesimpulan diakhir pembicaraan dapat meningkatkan keahlian berbicara bahasa inggris anda? Jawaban ya atau tidak, tolong jelaskan alasannya? *

Ya, Karena dengan hal tersebut kita jadi mengetahui dengan jelas apa yang sedang dibahas dan dapat meningkatkan kemampuan kita dalam berbahasa inggris

4. Cara belajar seperti apa yang biasanya anda lakukan untuk meningkatkan kemampuan berbicara bahasa inggris? *

mendengarkan music (English songs), Nonton film yang berbahasa inggris, berbicara dengan rekan kerja menggunakan bahasa inggris sehari hari

5. Strategi apa saja yang anda sukai dalam meningkatkan keterampilan berbicara bahasa inggris anda? *

Berdiskusi dan menggunakan bahasa inggris dalam kegiatan sehari hari

6. Cara seperti apa yang anda lakukan untuk meningkatkan kemampuan berbicara bahasa inggris ketika anda sendiri? *

Mendengarkan lagu bahasa inggris dan menonton film berbahasa inggris

7. Hal apa saja yang membuat anda tertarik untuk meningkatkan keahlian berbicara bahasa inggris anda? *

Menunjang karir saya dalam pekerjaan

8. Apakah anda sering mengevaluasi cara berbicara anda? Ya atau tidak, tolong jelaskan alasannya? *

Ya, dengan cara mengikuti tes bahasa inggris

9. Kepada siapa sajakah anda berlatih berbicara bahasa inggris untuk meningkatkan kemampuan berbicara bahasa inggris anda? *

Rekan kerja, dan murid murid disekolah

10. Latihan seperti apakah yang biasonya anda lakukan dengan rekan kerja ataupun teman anda untuk meningkatkan keterampilan berbicara bahasa inggris? *

Berdialog dan berbicara dengan menggunakan bahasa inggris sehari hari

11. Setiap kali melakukan pemanduan, topik apa saja kah yang sering anda bicarakan dengan client anda? Dan apakah dari pembicaraan tersebut anda merasa keterampilan berbahasa inggris anda meningkat? *

nature and traveling

12. Topik apa yang sering anda pilih untuk melakukan latihan berbicara bahasa inggris dengan lawan bicara? Apakah anda hanya memilih topic yang anda sukai saja? Tolong jelaskan *

Topic bebas

13. Menurut anda, strategi seperti apa yang paling efektif dalam meningkatkan keahlian berbicara menggunakkan bahasa inggris? *

Praktek langsung

14. Adakah rencana selanjutnya agar anda dapat lebih meningkatkan kemampuan berbicara bahasa inggris anda? *

Ya ada

15. Dari semua percakapan ini, adakah saran anda untuk seseorang yang sedang belajar bahasa inggris terutama dalam meningkatkan kemampuan berkomunikasi dalam bahasa inggris? *

Untuk melatih berbicara dalam bahasa inggris hanya satu kuncinya, berbicaralah dengan bahasa inggris setiap saat.

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Respondent 4

Introducing the Researcher

Assalamualaikum warrahmatullahiwabarakatu. Salam sejahtera untuk kita semua, semoga kita semua selalu dalam lindungan Tuhan Yang Maha Esa. Perkenalkan nama saya Yanuar Ramadhan mahasiswa akhir angkatan 2014, Fakultas Ilmu Pendidikan dan Keguruan, Program Studi Bahasa Inggris, Universitas Pakuan Bogor. Sebelumnya saya ingin berterimakasih atas waktu dan kontribusi saudara/i dalam membantu peneliti untuk menyelesaikan studinya. Peneliti sedang melakukan penelitian dengan judul "Indonesian Mountain Guide's Strategies in Enhancing Speaking Skill". Pada kesempatan ini, peneliti ingin mengetahui lebih dalam mengenai strategi belajar seperti apa yang digunakan oleh saudara/i dalam meningkatkan keterampilan berbahasa inggris. Terdapat 30 pernyataan pada questionnaire yang telah dibuat oleh peneliti. Selanjutnya, tolong saudara/i untuk mengisi pernyataan dibawah ini sesuai dengan apa yang saudara/i alami, seluruh jawaban dan identitas saudara/i dijamin akan kerahasiaannya oleh peneliti. Terimekasih atas kerjasamanya. Wassalamualaikum warrahmatullahiwabarakatu.

Nama *

Muhammad Febri

Jenis Kelamin *

Laki-laki

Tanggal Lahir *

HH   BB   TTTT

01 / 04 / 1990

Organisasi/Instansi

WAPALAPA

Pendidikan terakhir

S1

No. Handphone

089515555504

Questionnaire Section 1

Isi pernyataan dibawah ini berdasarkan dengan apa yang dialami oleh saudara/i. Pada bagian ini berisi 15 pernyataan yang berdasarkan pada teori Nunan, Brown, O'Malley dan Chamot mengenai Cognitive Strategy, Metacognitive Strategy dan Social Strategy. Jawaban yang diberikan oleh saudara/i akan sangat bermanfaat untuk penelitian ini.

1. Saya mempunyai catatan khusus untuk saya pelajari dalam meningkatkan kemampuan berbicara bahasa inggris. *

◯ Ya

◉ Tidak

2. Saya sering membuat kesimpulan ketika saya selesai berkomunikasi dengan lawan bicara karena hal tersebut dapat membantu meningkatkan kemampuan berbahasa inggris saya. *

○ Ya

◉ Tidak

3. Saya sering menganalisis sebuah kalimat atau kata di dalam teks bahasa inggris lalu mempraktekannya sendiri ataupun dengan lawan bicara untuk meningkatkan kemampuan berbicara bahasa inggris saya. *

○ Ya

◉ Tidak

4. Saya sering menebak apa yang akan dikatakan oleh lawan bicara karena hal tersebut dapat meningkatkan kemampuan berbicara bahasa inggris saya. *

○ Ya

◉ Tidak

5. Membaca sebuah informasi dalam bahasa inggris dapat meningkatkan kemampuan berbicara bahasa inggris saya. *

◉ Ya

○ Tidak

6. Saya menggunakkan strategi belajar berdasarkan apa yang saya sukai dalam meningkatkan keterampilan berbicara bahasa inggris. *

◉ Ya

○ Tidak

7. Saya mempunyai strategi khusus dalam meningkatkan keterampilan berbicara bahasa Inggris saya. *

◉ Ya

○ Tidak

8. Saya lebih menyukai latihan berbicara dengan diri saya sendiri karena hal tersebut dapat membantu saya lebih fokus dalam meningkatkan keterampilan berbicara bahasa inggris saya. *

○ Ya

◉ Tidak

9. Saya belajar bahasa inggris hanya untuk meningkatkan kemampuan berkomunikasi dengan client dalam pekerjaan saja. *

○ Ya

◉ Tidak

81

10. Saya meniru gaya berbicara seseorang yang saya kagumi dalam bahasa inggris karena hal tersebut dapat membuat kemampuan berbicara bahasa inggris saya meningkat. *

○ Ya

◉ Tidak

11. Saya sering berlatih berbicara bahasa inggris dengan rekan kerja dan hal itu dapat membuat kemampuan bahasa inggris saya meningkat. *

◉ Ya

○ Tidak

12. Berkomunikasi dalam bahasa inggris dengan client sangat berpengaruh terhadap peningkatan kemampuan berbicara bahasa ingggris saya. *

◉ Ya

○ Tidak

13. Ketika saya bertanya menggunakkan bahasa inggris, hal tersebut dapat membantu saya dalam meningkatkan keahlian berkomunikasi dalam bahasa inggris saya. *

◉ Ya

○ Tidak

14. Berdiskusi mengenai suatu topic menggunakkan bahasa inggris dengan rekan kerja dapat meningkatkan kemampuan berbahasa inggris saya. *

◉ Ya

◯ Tidak

15. Saya berlatih bahasa inggris dengan siapa saja untuk meningkatkan keterampilan berbicara bahasa inggris saya. *

◉ Ya

◯ Tidak

Questionnaire Section 2

Tolong isi pertanyaan dibawah berikut ini! terdapat 15 pertanyaan yang harus diisi oleh saudara/i, jawablah pertanyaan berikut sesuai dengan pendapat dan pengalaman saudara/i. Terimakasih, jawaban yang diberikan oleh saudara/i akan sangat bermanfaat untuk penelitian ini.

1. Menurut anda, seberapa pentingkah membuat sebuah catatan di dalam meningkatkan kemampuan berbahasa inggris? Tolong jelaskan alasannya? *

Tidak terlalu penting bagi saya karena saya tipe orang yg belajar secara langsung

2. Menurut anda, menganalisa sebuah informasi dalam bahasa inggris dapat membuat keterampilan berbicara bahasa inggris anda meningkat? Tolong jelaskan alasannya? *

Ya karena dengan menganalisa, kemampuan berfikir saya akan lebih focus

3. Ketika anda berkomunikasi dengan lawan bicara, apakah dengan membuat kesimpulan diakhir pembicaraan dapat meningkatkan keahlian berbicara bahasa inggris anda? Jawaban ya atau tidak, tolong jelaskan alasannya? *

Tidak, karena tidak terlalu penting menurut saya

4. Cara belajar seperti apa yang biasanya anda lakukan untuk meningkatkan kemampuan berbicara bahasa inggris? *

Dengan cara yang saya sukai yaitu menonton dan praktek langsung

5. Strategi apa saja yang anda sukai dalam meningkatkan keterampilan berbicara bahasa inggris anda? *

Menonton film, mendengarkan musik Dan praktek langsung dengan turis asing

6. Cara seperti apa yang anda lakukan untuk meningkatkan kemampuan berbicara bahasa inggris ketika anda sendiri? *

Menonton, mendengarkan dan berbicara dengan orang lain

7. Hal apa saja yang membuat anda tertarik untuk meningkatkan keahlian berbicara bahasa inggris anda? *

Banyak sekali

8. Apakah anda sering mengevaluasi cara berbicara anda? Ya atau tidak, tolong jelaskan alasannya? *

Ya, karena dengan evaluasi kita dapat mengetahui kesalahan kita

9. Kepada siapa sajakah anda berlatih berbicara bahasa inggris untuk meningkatkan kemampuan berbicara bahasa inggris anda? *

Semua orang

10. Latihan seperti apakah yang biasanya anda lakukan dengan rekan kerja ataupun teman anda untuk meningkatkan keterampilan berbicara bahasa inggris? *

Conversation mengenai topic yang sedang ramai dibicarakan

11. Setiap kali melakukan pemanduan, topik apa saja kah yang sering anda bicarakan dengan client anda? Dan apakah dari pembicaraan tersebut anda merasa keterampilan berbahasa inggris anda meningkat? *

Banyak, yang jelas mengenai history gunung yang sedang didaki, medan gunung dll

12. Topik apa yang sering anda pilih untuk melakukan latihan berbicara bahasa inggris dengan lawan bicara? Apakah anda hanya memilih topic yang anda sukai saja? Tolong jelaskan *

Topik apa saja

13. Menurut anda, strategi seperti apa yang paling efektif dalam meningkatkan keahlian berbicara menggunakkan bahasa inggris? *

Conversation secara langsung dengan native speakers

14. Adakah rencana selanjutnya agar anda dapat lebih meningkatkan kemampuan berbicara bahasa inggris anda? *

Ada, mungkin lebih intensif lagi dalam belajar bahasa inggris dengan cara apapun.

15. Dari semua percakapan ini, adakah saran anda untuk seseorang yang sedang belajar bahasa inggris terutama dalam meningkatkan kemampuan berkomunikasi dalam bahasa inggris? *

Lebih intensif, fokus dan serius. Latihan secara terus menerus karena dengan latihan berbicara secara rutin maka ke depannya akan terbiasa. Ya bisa karena terbiasa

Konten ini tidak dibuat atau didukung oleh Google.

Google Formulir

BUKTI PENGAMBILAN DATA

Left chat:

30 JANUARI 2021

Tapi gw min... ...sponden gw ya teh 13:16

Andi
Tap gw minta lu juga jadi responden gw ya teh

Oke to 12:57

27 APRIL 2021

Introducing the Researcher
Assalamualaikum warohmatullah wabarakatu. Salam sejahtera untuk kita semua, semoga kita semua selalu dalam ...
docs.google.com

Assalamualaikum teh tina, maaf ganggu waktunya, teh tina kalo Ada waktu luang tolong di isi questionnaire ini yak teh https://docs.google.com/forms/d/e/1FAIpQLSfkrGZv0JbnChfle9OeTCH6whHc9tlJvoEhLwAnUuwntoNpjEw/viewform 21:10

28 APRIL 2021

Ok yanto 06:42

Link nya gak bisa d buka to 06:43

Introducing the Researcher
Assalamualaikum warohmatullah wabarakatu. Salam sejahtera untuk kita semua, semoga kita semua selalu dalam ...
docs.google.com

https://docs.google.com/forms/d/e/1FAIpQLSfkrGZv0JbnChfle9OeTCH6whHc9tlJvoEhLwAnUuwntoNpjEw/viewform 06:43

Oke udah bisa 06:43

Makasih banyakkkk teh Tina 🙏 10:12

Right chat:

Nah iya teh kalo ada lagi yak teh

Lo coba wawancara aja langsung ketemen gw nya 11:27

Skripsi lo tentang apa sih to? 11:27

Kalo ga gw minta teh nomor temen lu yg sering mandu itu, gw mau jadiin untuk respondennya 11:27

Judulnya ini teh "Indonesian mountain guides' strategies in enhancing their speaking skill" Nah karena berhubung lagi pandemic gini, jadi dospem gw minta gw observasi video respondennya, tadinya mah gw pengen terjun langsung ke lapangan ama guide nya 11:29

Kalo videonya kan jarang juga kayaknya mereka record kalo emang gak perlu 11:29

Bntr gw tanya temen gw ya 11:30

Respondences lo harus ada berapa? 11:30

Nah itu dia, ini juga gw lagi nyari2 ke relasi2 gw teh 11:30

Gw cuman butuh 4 11:30

Tp dospem kekeuh minta bukti videonya 11:30

Kalo video mah 1 atau 2 juga gapapa sih buat bukti aja teh 11:31

Bntr ya gw coba bantu ya 11:31

Sorry teh ngerepotin 🙏 11:31

No worries 11:31

Makasih teh Tina cantik 🙏 11:32

88

Muji Lestari

Ka pemandu jeung ka si turisna 17:33

27 APRIL 2021

Introducing the Researcher
Assalamualaikum warahmatullahiwabarakatu. Salam
sejahtera untuk kita semua, semoga kita semua selalu dalam ...
docs.google.com

Assalamualaikum ji.. Sorry ganggu ji, lamun
aya waktu luang, bantuan isi questionnaire
ieu nya https://docs.google.com/forms
/d/e/1FAIpQLSfkrGZv0JbnChRe9OeT
CH6whHc9tlJvoEhLwAnUuwntoNpjEw
/viewform 21:11

↓ 40 KB

Done tooo 21:23

Mantap wkwk nuhun mujii 21:23

W19 Teh Rika

Semoga dgn bertambahnya umur, makin dewasa, cpt...

Waduh haha makasih teh buat ucapannya 😊 iya
aminn 12:50

27 APRIL 2021

Introducing the Researcher
Assalamualaikum warahmatullahiwabarakatu. Salam
sejahtera untuk kita semua, semoga kita semua selalu dalam ...
docs.google.com

Assalamualaikum teh rika.. Malem teh rika,
sorry ya teh ganggu, kalo Ada waktu luang bentu
isi questionnaire ini ya teh https://docs.google
.com/forms/d/e/1FAIpQLSfkrGZv0JbnChRe
9OeTCH6whHc9tlJvoEhLwAnUuwntoNpjEw
/viewform 21:12

28 APRIL 2021

waalaikumsalam 04:04

Baikk 04:04

Buru2 gk? 04:04

Engga teh, nyantai aja 😊 04:06

Ok. Nnt klo luang di isi yh 04:12

Iya teh kalo lagi nyantai aja isinya 04:00

Klo gw share k temen boleh? 04:19

Buat penelitian skripsi kan? 04:19

Boleh bgt teh 04:19

Iyah 04:20

Ok 04:20

89

13:38

Kursus PWG 2019
APGI, APGI, +62 812-2036-0039, +62 812-6185-8529, +6...

SALAM KOMPETEN !

Dalam rangka meningkatkan profesionalisme dan ko...

Terimakasih infonya kang 👍 👍
10.04

+62 813-1427-2895 ~SYARIF - KROKOT DJAVATRIP
Siap
10.04

Kuota cuma 20 orang aj 10.05

27 APRIL 2021

Assalamualaikum wrwb.. Selamat malam abang-abangku semua, semoga kita semua selalu dalam lindungan Tuhan Yang Maha Esa. Saya Mohon izin untuk melakukan penelitian kepada abang2ku semua disini, saya sedang menyusun tugas akhir mengenai strategi pemandu gunung Indonesia di dalam meningkatkan keterampilan berbahasa inggris. Jika Ada waktu luang, Mohon bantu saya untuk mengisi beberapa questionnaire pada google form yg telah saya buat. Tujuan penelitian ini yaitu untuk pengembangan dan cara mengajar ke depannya di beberapa sekolah. Jadi, jawaban dari abang2ku akan sangat membantu dan bermanfaat bagi penelitian ini. Terimakasih atas perhatian dan waktunya. Mohon maaf mengganggu. 🙏

Wasaalamualaikum wrwb. Salam lestari 😁
20.54 ✓

https://docs.google.com/forms/d/e
/1FAIpQLSfkrGZv0JbnChRe9OeTCH
6whHc9tlJvoEhLwAnUuwntoNpjEw
/viewform
20.54 ✓

18 MEI 2021
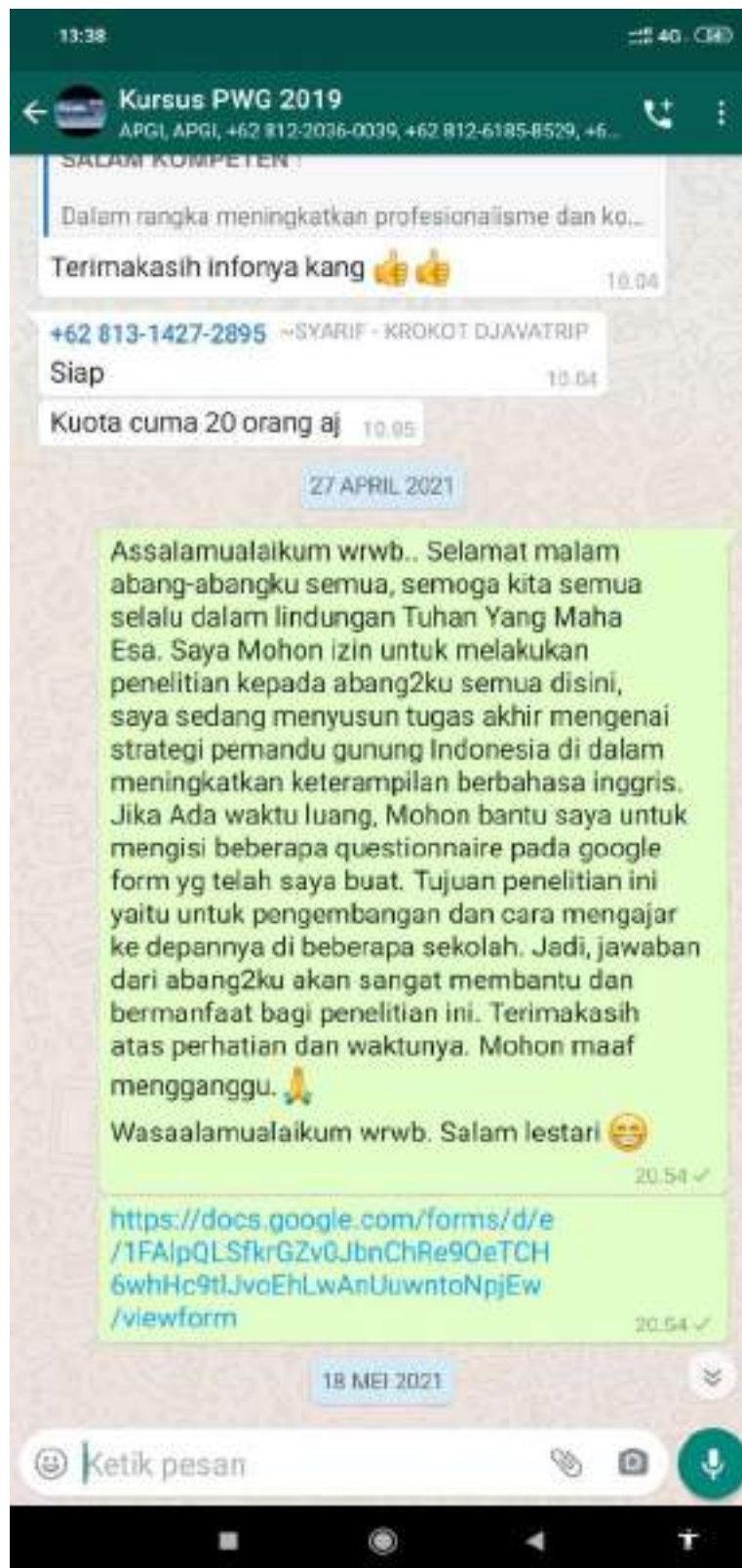
😊 Ketik pesan 📎 📷 🎤

Interviewing The First Respondent as a Mountain Guide' Intructor at *Gunung Gede*

Pangrango National Park

Interviewing The Second Respondent as a Mountain Guide' Intructor at *Gunung Gede*

Pangrango National Park

SURAT IZIN PENELITIAN

YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Bermutu, Mandiri dan Berkepribadian

Jalan Pakuan Kotak Pos 452, E-mail fkip@unpak.ac.id, Telepon (0251) 8375608 Bogor

Nomor : 2962/WADEK I/FKIP/III/2021   23 Maret 2021
Perihal : Izin Penelitian

Yth. Rahman Mukhlis/Ketua Harian DPP APGI
di
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama   :   Yanuar Ramadhan
NPM   :   031114067
Program Studi   :   PENDIDIKAN BAHASA INGGRIS
Semester   :   Akhir

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan
penelitian yang akan dilakukan pada tanggal 25 Maret s.d. 25 April 2021 mengenai:
INDONESIAN MOUNTAIN GUIDES' STRATEGIES IN ENHANCING THEIR
SPEAKING SKILL

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa
yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan
Wakil Dekan
Bidang Akademik,

Budiana, M.Pd.
NIK. 11006025469

Nama : Yanuar Ramadhan

NPM : 031114067

Juduk Skripsi : Indonesian Mountain Guides' Strategies in Enhancing their Speaking Skill.

CATATAN PERBAIKAN
1. Perbaiki chapter 3, tambahkan keterangan pada point research site & participant. Jelaskan requirements yang diperlukan untuk menjadi participant.
2. Perbaiki chapter 3 pada bagian instruments, yaitu questionnaire & interview.
3. Perbaiki chapter 4 yaitu pada hasil data penelitian questionnaire, buat table hasil data berupa percentage.
4. Perbaiki chapter 5 pada point suggestion, tambahkan keterangan yang dibuat oleh researcher terhadap manfaat penelitian untuk para peneliti lainnya.

Ketua/Sekretaris Prodi	Telah dikonsultasikan kepada penguji 1 pada tanggal:	Bogor, 16 Juli 2021 Penguji 1,
		Dra. Atti Herawati, M.Pd

FORMAT PERBAIKAN SKRIPSI

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UNIVERSITAS PAKUAN

Nama : Yanuar Ramadhan

NPM : 031114067

Juduk Skripsi : Indonesian Mountain Guides' Strategies in Enhancing their Speaking Skill.

CATATAN PERBAIKAN

1. Perbaiki chapter 3 pada bagian instruments, yaitu questionnaire & interview.

2. Perbaiki chapter 4 yaitu pada hasil data penilitian questionnaire, buat hasil data pada questionnaire berupa table or template.

3. Perbaiki chapter 5 pada point suggestion, tambahkan keterangan untuk mountain guides tentang strategi-strategi yang lainnya yang bisa dipakai untuk meningkatkan skill berbahasa inggris mereka antara lain affective strategy, mneumonic strategy dan compensatory strategy.

4. Perbaiki pada point conclusion, perjelas keterangan hasil pada point tersebut, lebih detail dalam mendeskripsikan conclusion.

Ketua/Sekretaris Prodi	Telah dikonsultasikan kepada penguji 2 pada tanggal:	Bogor, 16 Juli 2021 Penguji 2,
		Abdul Rosyid, M.Pd

FORMAT PERBAIKAN SKRIPSI

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UNIVERSITAS PAKUAN

Nama   : Yanuar Ramadhan

NPM   : 031114067

Juduk Skripsi : Indonesian Mountain Guides' Strategies in Enhancing their Speaking Skill.

CATATAN PERBAIKAN
1. Tambahkan keterangan the advantages of the research, untuk memberitahukan kepada pembaca mengenai manfaat & tujuan research peneliti dalam penjelasan yang lebih detail.
2. Perbaiki Acknowledgment, Abstract, Bibliography, Declaration dan Preface. Lalu, kirimkan ke email pak deddy.
3. Tambahkan keterangan yang lebih spesifik dan detail tentang suggestion pada chapter 5.
4. Perbaiki grammar pada research paper karena ada beberapa kalimat yang salah.

Ketua/Sekretaris Prodi	Telah dikonsultasikan kepada penguji 3 pada tanggal:	Bogor, 16 Juli 2021 Penguji 3,
		Dr. Deddy Sofyan, M.Pd

ABOUT THE WRITER

Yanuar Ramadhan was born in Bogor, West Java, Indonesia on January 29th in 1996. He graduated from *SD Negeri* 1 Pasir Muncang in 2008, *SMP Negeri* 1 Cigombong in 2011, *SMA Negeri* 1 Cigombong in 2014. He was accepted as a student of English Education Department of Pakuan University in 2014. He joined WAPALAPA *(Mahasiswa Pecinta Alam Universitas Pakuan)* in 2016. He certified APGI *(Asosiasi Pemandu Gunung Indonesia)* as a mountain guide in 2019. He can be reached at his phone number *082126223636* or e-mail *yanuarramadhan267@gmail.com*