

**AN ANALYSIS ON ENGLISH LEARNING STYLE USED BY TOUR
GUIDE AT MANGKUNEGARAN PALACE**

THESIS

Submitted as A Partial Requirements

For Undergraduate Degree in English Education Department



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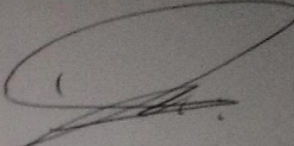
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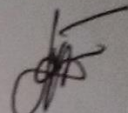
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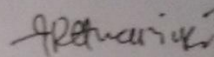
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DEDICATION

This thesis are dedicated to:

1. My Father and Mother (Suyoto and Sudarni)
2. My Sister and Brother (Putia Pingki O and Kurnia Yugi P)

MOTTO

“Once you make a decision,
the universe conspire to make it happend”

(Ralph Emerson)

CERTIFICATE OF ORIGINALITY

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I hereby sincerely state that the thesis titled "An Analysis On English Learning Style Used By Tour Guide At Mangkunegaran Palace" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

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

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The researcher relizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, February 13th 2017

The researcher

Ery Putriyana

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ABSTRACT

Ery Putriyana. 2017. *An Analysis On English Learning Style Used By Tour Guide At Mangkunegaran Palace*. Thesis. English Education Department, Islamic Education and Teacher Training Faculty.

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Key words : Analysis, Englis Learning Style, Tour Guide, Mangkunegaran

The research is an analysis on English learning style that used by Mangkunegaran's guide. The objectives of this research were to find out: 1) kinds of learning style used by tour guide at Mangkunegaran Palace; and 2) the problem faced by tour guide on English Learning Style at Mangkunegaran Palace and the solving.

The method used in this research was descriptive qualitative research. The research was carried out in December until July 2016 at Mangkunegaran Palace. The subject of the research was the tour guide of the Mangkunegaran Palace. The instrument to collect the data were interview and questionnaire. The researcher analyzed the data by using descriptive qualitative research. The thrustworthiness of the reseach was methodological triangulation.

From the result of the research, the researcher found the answer of the research problem. First, from the kinds of the learning style used by the tour guide there are three tour guide used visual learning style, three tour guide used auditory learning style; and two tour guide used kinesthetic learning style. Second, there are some problem that they faced during learning English that are a) difficult to used grammar b) do not have motivation to speak English c) pronunciation. In conclusion the most difficult problem is about grammar because they tend to memorize the fifteen tenses.

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CHAPTER I INTRODUCTION

A. The Background of The Study

English has a significant position in Indonesia, since it is learnt from Junior High school up to university level. It is the only foreign language, which is learnt as the compulsory subject by the Indonesian students (Hely:2009,14). Moreover, English can increase marketability of a school who can teach English well. One of the goals of learning English is to enable learners to communicate in English both orally and in written form.

In this globalization era, since English is used almost in all aspects of international business or study, young learners need to master it well because when they want to apply for a job or to expand their business to go international. English nowadays has been used in a lot of sectors such as: education, business, politic, tourism and etc.

In studying English, every person has their own style in study. In this research, the researcher try to know the Learning Style that used to studying English. There are three kinds of learning style (Fleming & Baume, 2006). First is Auditory, the learners best understand new content through listening and speaking in situations such as lectures and group discussions. Second is visual, the learners prefer the use of images, maps, and graphic organizers to access and understand new information. Third, kinesthetic, the learners' best understand information through tactile

representations of information. These students are hands-on learners and learn best through figuring things out by hand.

The researcher is interested to conduct the learning style as the topic of this research because every person has their own style to studying. Especially for the Tour Guide, they also have their own style to learn English. We know that mastering English is very important for the tour guide. Since they are a representation of the place that they explain. They must be able to speak fluently in both Bahasa and also English. According to the observation and pre-research that held by the researcher. Most of the tour guide at Mangkunegaran studying English by autodidact. They learn English by joining some English courses and also discussion forum. They like to study in active experimentation, they often join with the real situation to increase their ability in speak English.

Tourism in Indonesia can't be separated from history that happened in Dutch and Japanese colony, also the commerce from foreign country that came to Indonesia. Indonesia with the atmosphere of "*tempoe doloe*" especially in Mangkunegaran Palace has natural beauty and the grandeur of the culture can be one of the fascinations to the tourists that come to Indonesia. Indonesia has a lot of potential tourism objects, it must be developed well, of course it can give positive effects to the advancement of the tourism industry that has been developed by Indonesia. We have to prepare how we serve the interesting culture to be one of the enjoyment attractions taken by the tourists. Mangkunegaran Palace is a historical and cultural tourism.

Inside of the management and development in an optimal manner and professional is very needed because it is support capability and the quality of tourism object. It is stated in “Undang-undang Republik Indonesia” Number 9, 1999, section 5 about tourism:

“In buildup tourism object and tourism fascination must be consider about the social economy condition the local society, social culture the local society, social culture local territory, religion value, mores, social environment, also object and tourism fascination itself. The building of object and tourism fascination can be done by government, business and individually.”

In the tourism sector, language has the important roles for tourism including English. Tourism is the practice of touring, travelling for recreation (Bobcock:1993). According to Macintosh and Goeldner (1986) tourism is the sum of the phenomena and relationship arising from the interaction of tourist, business suppliers, host governments and host communicates in the process of attracting and hosting these tourist and other visitor. In the tourism we know Tour Guide as the person who show us about the place that visited. English aslo very important to Tour Guide, because they can deliver their information well to foreign people about the place.

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

recognized by the appropriate authority. Another, Tour guides work in the travel industry, giving guided tours to groups of visitors. They are experts on the history of the location and offer their tour groups interesting or enlightening information about points of interest at nature attractions, historic sites, museums, scenic locations, and other travel destinations.

Researcher, interested to conduct a research in Mangkunegaran Palace. It is one of the historical and cultural tourism in Solo city. The Mangkunegaran palace is located in the center of Surakarta. It was established in 1757 by Raden Mas Said, when he submitted his army to Pakubuwono III in February, and swore allegiance to the rulers of Surakarta. There are soo many history in this palace. In July until September is the crowded season. The visitor is up to 300-400 people in this month. If we want to enter the palace, the Mangkunegaran serve Tour guide to accompany visitor.

The researcher choose the tour guide from this palace because they has been experienced in tourism world. Most of them are able to speak foreign language, example: English, Jappanese, Germany, Dutch, Spanish and many other. The tour Guide from Mangkunegaran also have license for their job and their specialization for the tourist that come to Mangkunegaran Palace. There are 9 tour guide in Mangkunegaran palace. Another, two of the tour guide in Mangkunegaran become the head of HPI (Himpunan Pramuwisata Indonesia), first is Mr. Purwanto he is the head of HPI Karanganyar, second is Mr. Agung he is the head of HPI Solo and also the Head of Tour Guide at Mangkunegaran Palace. Another, they only become

Tour Guide at Mangkunegaran Palace. Based on the data that the researcher gained from HPI, there are 20 Tour Guide that became the member of the HPI since 2011. The data of the newest Tour Guide is not yet gained by them. Based on the questionnaire that given to the students at IAIN, most of them agreed that Tour Guide is an interesting job.

Based on the observation, the researcher found interesting thing at Mangkunegaran Palace. There are three person who graduated from Senior High School. One person from Undergraduate degree. Three person graduated from Diploma program one person still studying at University. They learning English through English Courses or English Conversation Club. They often practice their English ability by chat with the foreigner. In other words, they learn English in different way. They also have different kinds of learning style. Some of them like to watch movies to increase their English ability.

There are some similarities from the researcher topic and the previous study. Based on the previous study it is studying about learning style and also tour guide. From the previous study it can conclude that learning style is the composite of cognitive, affective, and psychological characteristics that serve as an indicator of how an individual interacts with and respond to the learning environment. From the previous study, we can conclude that tour guide is someone take responsibility to take the tourist and to explain about the visited place.

From the explanation above, the researcher will conduct the research entitled: *“An Analysis of English Learning Style Used by Tour Guide at Mangkunegaran Palace”*

B. Limitation of The Problem

In this study, the researcher analyzed the learning style that used by Tour Guide at Mangkunegaran Palace. Here, the researcher discussed about what kinds of the learning style that they used. Also, the problem that faced by them when learning it. At Mangkunegaran, there are 8 Tour Guide. Subject learned here refers to speaking.

C. Problem Formulation

Based on the discussion above, the problem formulation of this research are:

1. What kinds of the learning style are used by Tour Guide in Mangkunegaran Palace?
2. What are the problem and solutions faced by Tour Guide on English Learning Style in Mangkunegaran Palace?

D. The Objectives of the Study

The purpose of writing this research are:

1. To know the kinds of learning style are used by Tour Guide in Mangkunegaran Palace

2. To know the problem faced by Tour Guide on English Learning Style in Mangkunegaran Palace and the solving

E. The Benefits of The Study

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

1. Theoretical Benefit

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

2. Practical Benefits

- a. Tour guide

It is expected that the finding of this research may give contribution to the Tour Guide. To develop their ability to learning English and also another language by knowing their learning style.

- b. Student

By doing this research, the researcher hope that it can give benefit for the student to know their learning style and also to be more active studying English.

- c. Other Researcher

Other researchers will get inspiration to do research which uses same topic that is Learning Style.

F. Definition of Key Terms

1. An Analysis

Analysis is the process of breaking up a concept, preposition, linguistic complex, or fact into its simple or ultimate constituents (Audi:1999).

2. English Learning Style

Dunn and Griggs (1990) describe that learning style as the way an individual begins to concentrate on, process, internalize, and remember new information and skills.

3. Tour Guide

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

4. Mangkunegaran Palace

It is a large building typical of ancient Javanese style of aristocratic painting ornament and carving. The palace was the dwelling place of Mangkunegaran families descendant (Rauf: 2008).

CHAPTER II THEORETICAL REVIEW

A. Theoretical Description

To get deeper information about this study, the researcher put theory based on the topic.

1. The Definition of Learning

Learning is the key term of education. It can be said that without learning it will not be an education. In Islam, learning is a duty for all Muslims. It has been stated in Qur'an, Mujadilah: 11. Basically, a Muslim must learn and has knowledge. What the meaning of knowledge here is the knowledge which relevant in Islam and useful for all people.

Learning is a process which can motivate someone to change their behavior and maturation into relatively permanent position through experiences that involve their cognitive process and should be done interactively between the teacher and the students (Widi:2011,26).

Incomplete perception about learning process will give impact to the students' achievements. Some people considered that learning process is the collecting and memorizing words in the form of information and lessons. This view has been kept in their minds. They will be quite proud of their children when the children have been able to memorize or mention orally the information that they have got from school. According to Skinner (in Syah 2006: 112).

Learning a process of progressive behavior adaption. While Chaplin in dictionary of Psychology limits the concept of learning in two

ways. First, learning is acquisition of any relatively permanent change in behavior as a result of practice and experience. Secondly, learning is a process of acquiring responses as a result of special practice.

Hintzman (in Syah:2006: 90) states that learning is a change in organism due to the experience which can affect the organism's behavior. Reber (in Syah:2006: 91) defines the concept of learning in two definitions. First, learning is the process of acquiring knowledge. Secondly, learning is a relatively permanent change in response potentially which occurs as a result of reinforced practice.

According to Hilgard and Bower (in Baharudin:2007: 13), learning has some meanings: 1) to gain knowledge, comprehension, or mastery of through experience or study, 2) to fix in the mind or memory, memorize, 3) to acquire through experience, 4) to become in form of to find out.

Cronbach in Baharudin (2007: 13) states that learning is shown by change in behavior as a result of experience. It can be interpreted that the best way of learning is through the experience the learners can improve themselves. This opinion restates by Spear that learning is to observe, to read, to imitate, to try something themselves, to listen and to listen direction.

Like some experts emphasize in experience in practice as a mediation of learning. Woolfolk (in Baharuddin:2007: 14) states that learning occurs when experience causes a relatively permanent change in an individual's knowledge or behavior. Intentionally or not, learning process is determined by the experiences in interacting with the environment.

From the definition above, it has been found many similarities of learning definition. The researcher concludes that learning is a

process of getting knowledge through experience, memorizing, and also getting or finding the information. So, in learning there is an activity and acquisition. Learning as the characteristic of human to differentiate from other. Actually, the process is not only for students but also everybody must learn everything.

Therefore, by learning we will get more advantages. The learner will get knowledge and also moral teaching inside. Because of that, the learner can solve their problems. It will be different in solving the problem between person who always learns and never. In conception of learning, psychology point of view states that learning is the changing of human's attitude, they do not care about the result and the effect for the environment. While in sociology point of view states that learning is giving better impact for people and useful for the other (Ron babbage:2000).

2. Learning Process

Learning needs process. Process is a bunch of activities happened in neuron center of the learner who is studying. Learning process happened abstractly because it cannot be observed. Therefore, learning process is only can be seen if there is changing of the learners' attitude. The attitude can be observed through affective, cognitive, and physcomotoric (Hughes:1992).

Learning process has steps inside. Generally, it could be divided into several ways (Gilman:1984,17)

a. Motivation

Motivation is a desire to achieve a goal, combined with the energy to work towards that goal. This step happened when the learner or the students' willing raise to learn something. Let's see the example, the students or the learner is interested in following the lesson, they will listen to the teacher explanation and pay attention for it.

b. Concentration

It is deeper than the previous step. In first step, perhaps the students are motivated to learn because of the teacher's appearance, like the clothes, shoes, hairstyle, etc. After being motivated, the students are motivated to study, they will try to concentrate on it.

c. Processing

The student will restrain the information in their short-term memory. Then, they start to understand the information. Every student has different ability of understanding the material.

d. Saving

The students start to save the information which has been processed before. The information will be saved in long-term memory. The teacher has been able to see the material acquisition and understanding of the students.

e. Digging

This process raises when the learner has a problem and it has to be solved. They will think and look for the problem solving.

In learning process, the students will get assignment from their teacher. In doing their work, they will dig the information, the material that has been given by the teacher. Those processes are called digging.

f. Achievement

The information of material has been excavated will be used to show the students' achievements. The achievement can be shown by observing the student's attitude in following the learning process. Like answering the question, doing the exercise, finishing the assignment.

g. Feed back

The students will be satisfied when they can do everything well. Getting the best score and praising from the teacher can build the motivation. On the other hand, the students who failed in reaching the achievement, certainly they will be unsatisfied and unhappy.

Not only for students but also for the teacher will get this impact. The teachers must evaluate themselves in teaching the students to motivate them for getting the good achievement.

According to Bruner (2006:113), there are three steps of learning process. Those are information (material accepting), transformation (material changing), and evaluation (material evaluation).

According to Witting in Syah (2006:114), there are also three steps of learning process, acquisition (material accepting), acquisition storage (material saving), and evaluation (material evaluation).

Learning can be mentioned into two depend on the activities being done

- 1) Active learning
 - a) Learn everything in every situation
 - b) Use the result that has been learned
 - c) Try everything will run well
 - d) Relied on life
- 2) Passive learning
 - a) No raising the potential of learning
 - b) Ignore the opportunity to improve self-potential
 - c) Let everything happened
 - d) Withdraw on life

3. Learning Style

Learning style is the way that the students of every age are affected by their immediate environment, own emotionality, sociological needs, physical characteristics and psychological inclinations when concentrating and trying to master and remember new or difficult information or skills (Dunn:1986,2). Dunn and Griggs (1990) describe that learning style as the way an individual begins to concentrate on, process, internalize, and remember new information and skills. There are several factors that include individual's reaction : (1)

The environment, such as room temperature or lighting, (2) Emotions, such as motivation and persistence, (3) Sociological factors, such as individual or group learning, and (4) Physiological factors, such as sensory preferences and variable energy levels.

Learning style is describes how the students accept, interact, and respond to the learning environment. Or, more simply, as a general predisposition, voluntary or not, toward processing information in particular way (Brown in Desmita:2009, 146).

From the definition above, it can be concluded that learning style is is a consistant way do a students in capturing stimulus or information, way of thinking, remember and solving problem.

There are several learning style according to several expert. The first is Kolb's model. Kolb thought of these learning styles as a continuum that one moves through over time, usually people come to prefer, and rely on, one style above the others. In this model, Kolb Defined learning style on two-dimensional scale based on how a person perceived and processed information. How a person perceived information was clasified as concrete experience or abstract conceptualization, and how a person processed information was classified as active experimentation or reflective observation (Lu and Jia:2007). There are 4 types of learners according to Kolb (1986) :

a. Concrete experience

A receptive experience based approach to learning that relies for a large part on judgments based on feeling. They are not primaly

interested in theory; instead they like to treat each case as unique and learn best from specific examples.

b. Reflective observation

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

c. Abstract conceptualisation

These learners are oriented to things rather than to people. They learn best from authority-directed learning situation that emphasize theory. They don't benefit from unstructured type learning approaches.

d. Active experimentation

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

Second is Honey and Mumford Learning Style. Learning style were developed by Peter Honey and Alan Mumford, based upon the work of Kolb, and they identified four distinct learning styles or preferences: Activist, Theorist, Pragmatist, and Reflector. These are the learning approaches that individuals naturally prefer and they recommend that in order to maximize one's own personal learning each learner ought to: understand their learning style and seek out opportunities to learn using that style (Honey & Mumford: 1982). Honey and Mumford argue that people learn most usefully from experience.

However, they suggest that simply having experiences does not guarantee effective learning. The experience should be reviewed, conclusions drawn from the review, and action taken to build upon the conclusions drawn (Caple and Martin: 1994, 16).

One of the most accepted understandings of learning styles is that learning styles fall into three categories: (1). Visual learners, (2). auditory learners, (3). kinesthetic learners (De Porter and Hernacki: 2002:112).

a. Visual Learners

The students who has this learning style, the most important part is eye/sight, they inclined studying through what they seen. Students who has this learning style have to see their body language and face expression of their teacher to understand the lesson. They inclined sit in front of the class. They think used picture in their brain and easier studying by using visual picture, such as diagram, pictorial text books and video. At the classroom, visual students likes to record the material that given by the teacher. Their common characteristic such as:

- 1) Uses visual objects such as graphs, charts, pictures and seeing information
- 2) Can read body language well and has a good perception of aesthetics
- 3) Able to memorize and recall various information
- 4) Tends to remember things that are written down
- 5) Learns better in lecturers by watching them

There are some helpful tips for the students who has this learning style

- 1) Turn notes into pictures, charts, or maps
- 2) Avoid distractions (windows, doorways, etc)
- 3) Learn the big picture first and then focus on the details
- 4) Make mind and concept maps instead of outlines
- 5) Color code parts of new concepts in your notes
- 6) Use flash cards when trying to study vocabulary

The researcher also made a questionnaire based on this kinds of learning style. If the correspondent most answer is “a”, it means that they have visual Learning style, because :

- 1) They take numerous detailed notes
- 2) Tend to sit in the front
- 3) Are usually neat and clean
- 4) Often close their eyes to visualize or remember something
- 5) Find something to watch if they are bored
- 6) Like to see what they are learning
- 7) Benefit from illustrations and presentations that use color
- 8) Are attracted to written or spoken language rich in imagery
- 9) Prefer stimuli to be isolated from auditory and kinesthetic distraction
- 10) Find passsive surroundings ideal

b. Auditory Learners

The students who has this learning style, they learn through their ear. The student can learn fast by using verbal discussion and listen what their teacher said. They can digest the information well that deliver by voice tone, pitch (high and low), the rapidity of the voice. Written information usually difficult to understand by them.

Common characteristics of auditory learners are:

- 1) Retains information through hearing and speaking
- 2) Often prefers to be told how to do things and then summarizes the main points out loud to help with memorization
- 3) Notices different aspect of speaking
- 4) Often has talents in music and may concentrate better with soft music playing in the background

There are some helpful tips for the students who has this learning style

- 1) Record lectures and then listen to them
- 2) Repeat material out loud and in your own word
- 3) Discuss materials in your study groups
- 4) Read textbooks aloud
- 5) Listen to wordless background music while studying

The researcher made a questionnaire based on this kinds of learning style. If the correspondent mostly answer “b” it means that they have auditory learning style, because:

- 1) Sit where they can hear but needn't pay attention to what is happening in front
- 2) May not coordinate colors or clothes, but can explain why they are wearing what they are wearing and why
- 3) Hum or talk themselves or others when bored
- 4) Acquire knowledge by reading aloud
- 5) Remember by verbalizing lessons to themselves (if they don't have difficulty reading maps or diagrams or handling conceptual assignments like mathematics)

c. Kinesthetic Learners

Students who has this learning style, they studying through moving, touching and doing. They do not like sit down and listening to the lesson. They like something that the process used physical activity. They able to handle a team instead their ability to control their body movement (De Porter and Hernacki, 2002:118). Common characteristics of auditory learners are:

- 1) Likes to use the hands-on approach to learn new material
- 2) Is generally good in math and science
- 3) Would rather demonstrate how to do something rather than verbally explain it
- 4) Usually prefers group work more than others

There are some helpful tips for the students who has this learning style

- 1) Take study breaks often

- 2) Learn new material while doing something active (e.g., read a textbook while on a treadmill)
- 3) Chew gum while studying
- 4) Work while standing
- 5) Try to take classes with instructor who encourage demonstrations and fieldwork

The researcher made a questionnaire based on this kinds of learning style. If the tour guide mostly answer “c”, it means that they have this kinds of learning style, because:

- 1) Need to be active and take frequent breaks
- 2) Speak with their hands and with gestures
- 3) Remember what was done, but have difficulty recalling what was said and seen
- 4) Find reason to tinker or move when bored
- 5) Rely on what they can directly experience or perform
- 6) Activities such as cooking, construction, engineering and art help them perceive and learn
- 7) Enjoy field trips and tasks that involve manipulating materials
- 8) Sit near the door or someplace else where they can get up and move around
- 9) Are uncomfortable in classroom where they lack opportunities for hands-on experience
- 10) Communicate by touching and appreciate physically expressed encouragement, such as a pat on the back

4. Informal Learning

Informal learning is learning that takes place outside a dedicated learning environment and which arises from the activities and interests of individuals and groups, but which may not be recognised as learning. Non course-based learning activities (which might include discussion, talks or presentations, information, advice and guidance) provided or facilitated in response to expressed interests and needs by people from a range of sectors and organizations (health, housing, social services, employment services, education and training services, guidance services). Planned and structured learning such as short courses organized in response to identified interest and needs but delivered in flexible and informal ways and in informal community settings.

Dale and Bell (1999) defined informal learning somewhat more narrowly for their purpose as: learning which takes place in the work context, relates to an individual's performance of their job and their employability, and which is not formally organized into a programme or curriculum by the employer. It may be recognized by the different parties involved, and may or may not be specifically encouraged. Another, the lifelong process by which every individual acquires and accumulates knowledge, skills, attitudes and insights from daily experiences and exposure to the environment at home, at work, at play: from example and attitude of families and friends; from travel, reading newspaper and books; or by listening to the radio or viewing films or television. Generally informal education is unorganized, unsystematic

and even unintentional at times, yet accounts for the great bulk of any person's total lifetime learning including that of a highly 'schooled' person (Coombs and Ahmed 1974: 8).

At the Mangkunegaran Palace, the tour guide learned English by using informal learning. They tend to studied English by watching videos or movies, listening to the music and they practice directly with the foreigner. On the informal learning it's used three kinds of learning style such as: auditory learning style, visual learning style, kinesthetic learning style. Mangkunegaran's tour guide has various kinds of learning types such as visual (three person), auditory (three person), kinesthetic (two person).

5. Tourism

Tourism is the practice of touring, travelling for recreation (Philip Bobcock: 1993). According to Macintosh and Goeldner (1986) tourism is the sum of the phenomena and relationship arising from the interaction of tourist, business suppliers, host governments and host communicates in the process of attracting and hosting these tourist and other visitor. Here, tourism there are four aspect that include it such as Tour Guide, Tour Leader, Tour Handling and also Hotel.

a. Definition of Tour Guide

Tour guides work in the travel industry, giving guided tours to groups of visitors. They are experts on the history of the location and offer their tour groups interesting or enlightening information about points of interest at nature attractions, historic sites,

museums, scenic locations, and other travel destinations. Guides may give walking tours, bus tours, or even lead river tours on a boat. Often hired by visitors' bureaus or travel companies, tour guides are typically residents of the region in which they give tours.

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

1) Guiding Preparation

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

- a) Keeping the good name, profession and the company represented
- b) Keeping honest and trust
- c) Acting politely, wisely and responsibly

2) Self-Preparation

Basing on the rules of conduct of a tour guide, the duty can be done as well if it is being prepared previously. The preparation consists of (Giyoto and Purnomo: 1999):

a) The psychical preparation

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

- (1) The tourists give us business
- (2) The tourist do not depend on our company, but the company depend on us
- (3) The tourist are not out of our company, but as a part of our company
- (4) The tourist have sense of human being, emotion, estimation, etc.
- (5) The tourists are not the persons who need debating because they will always feel true by their reasons.

Basically a tour guide is a representative of a company and acts as a salesman who have self-confidence. Acting as a salesman, the tour guide has to know the five knowledge, i.e.:

(1) Knowledge of products

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

(2) Knowledge of market/customers

- a) Knowledge of his company
- b) Knowledge about the competitor
- c) Knowledge about the principal friends

(3) When

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

(4) Where

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

(5) How

It relates to the planning of action

3) Personality

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

- a) Friendliness, happiness, self-belief (knowing self-skills and them as good as possible): as the tour guide we have to show our good side. It is done to makes our guest happy and satisfied with our service.

- b) Stability (managing self-problems): as the tour guide we have to be able to manage ourselves. We cannot show our bad feelings toward our guest. It can make our guest unsatisfied with us.
- c) Sense of humor (skill to laugh for him): as the tour guide we need a sense of humor. It is done to melt down the atmosphere. It also can be done to be more closer with our guest.
- d) Skill to get criticism and learn it: as the tour guide, we have to be able to receive all of the criticism that comes to us. We have to be able to learn from the criticism to be better.
- e) Be initiative (skill to know something by himself): as the tour guide we have to be initiative with the situation and the condition that happens near us.
- f) Skills to know what is needed to be done and how to do it: as the tour guide we have to be able to stand alone. We will not always ask our friends to help us. But, we have to be able to handle all of the situation.
- g) Smart (be able to solve problems in a difficult situation): as the tour guide, we have to be able to solve problems that come to us. For example if there are complaints we have to handle it to make our guest satisfied.
- h) Optimistic, not depend on the other persons: as the tour guide, we usually work alone with our guest. You are the

leader of the tour. So, you have to confident and not depend to your friends.

- i) Punctual, and able to work without supervision: as the tour guide we have to be able to punctual. Remember that your guest is hate when we are late.
- j) Concerned with the skills to finish something already been started: finish something that it is can be finished. Don't wait another order. Just do it by yourself.

4) Physical Preparation

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

- a) Clothes : a tour guide has to dress neatly and cleanly
- b) Cleanliness: a tour guide has to keep his cleanliness of the body (nail, teeth, hair, etc.)
- c) Face : the face always looks happy and smiles

5) Language and Expression

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

6) Ethnic Codes of an Indonesian Tour Guide

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

- a) A tour guide must be able to promote a good image of the regent, country, nation, and culture
- b) A tour guide must be able to manage himself, be calm, fresh, tidy, clean and has sympathetic performance in doing his profession
- c) A tour guide must be able to create a happy atmosphere and be polite according to the Indonesian norm
- d) A tour guide must be able to give the same services to the tourists without asking for tips, selling goods, and commission
- e) A tour guide must be able to understand the background of the tourist and try to convince them to obey the law, rules, and norms which still valid and take a part to preserve the tourism objects
- f) A tour guide must be able to avoid the talk and opinion that stimulate and debate about belief, customs, religion, ethnic and social-political system of the tourists' country
- g) A tour guide must be able to give the information well and truly. If the tour guide cannot explain something, he must try to get the information about it and then explains it to the tourists in the next time

- h) A tour guide guides forbidden to tell his problems to the tourist with the purpose to have pity from them
- i) A tour guide must be able to give a good image to the tourists when the farewell in order that they want to visit again

7) The Duties and The Responsibilities of Tour Guide

a) Duty of Tour Guide

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

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

b. Tour Leader

Tour leader are quite simply the glue that holds our tours together. They are chosen for their travel experience and people skills and are thoroughly trained by explore, widely acknowledged as some of the

best training in the industry. A tour leader's ultimate aim is to ensure everyone is well looked after and provide comprehensive briefings at the beginning and throughout the tour.

Another, tour leader is someone who leads a group overseas. They may or may not have visited the place prior. Their job entails ensuring the people get what they paid for, facilitating the flight, and making sure the people have a good time (Stebby Julionatan:2010)

The tour leader of a group has a responsibilities to (Giyoto and Purnomo; 1999):

- 1) Conduct and lead the tourist's trip
- 2) Give the needed explanation to the tourist
- 3) Help the tour guide to do his job smoothly
- 4) Help the tour guide in arranging the additional tour intended by the group

c. Tour Handling

Here are some activities in tour handling (Giyoto and Purnomo; 1999):

- 1) In picking-up services the tour guide should :
 - a) Come to his office before the scheduled time
 - b) Check the driver and instruct him about what to do and to know
 - c) Take the name list of the passengers to pick up from certain hotel

- d) Stop at passenger's hotel and then check to the information desk or Front Office of the hotel about the passenger or the group
 - e) Introduce yourself to the passenger to pick up
 - f) Take all the passengers to the group to the bus and help them to carry the luggage
 - g) Collect all the vouchers and or tickets as a guarantee or indication that it is the correct passenger
 - h) Take all the passengers to the starting point and the bus
 - i) Help the old and the children passengers to take the bus
- 2) In dropping-off services the tour guide should :
- a) Take all the passengers to the starting point
 - b) Ask the passengers to take the seat of the bus
 - c) Take passengers to the smooth traffic, avoid the traffic jam
 - d) Check the all the seat of the bus in case that there is belonging of the passengers that are left

3) Arrival transfer and departure transfer services

Arrival transfer is transfer of the passengers from the airport, bus station or harbor to the hotel they expect to stay (Giyoto and Purnomo; 1999).

a) Preparation before arrival :

- (1) Checking the estimated time of arrival and deciding what time should be in the airport, anticipating the traffic jam

- (2) Rechecking the reserved hotel: the reconfirmed rooms should be in agreement with the number of the passengers and the rooming list, and certain requests
 - (3) Informing the hotel about the check in to the hotel, the welcoming drink, and the check-in procedure especially for big group
 - (4) Checking the carrier or the bus and informing the driver about the hotel used and the way
 - (5) Checking the needed documents such as: name list, travel identity, or the name of the group
 - (6) Helping the passengers in doing their immigration/custom
- b) When the passengers arrive:
- (1) All the staffs making ready the travel identity
 - (2) Waiting in the easily seen place and greeting the passengers as welcoming properly
 - (3) Finding the tour leader as soon as possible and asking the name list of the passengers and other important things
 - (4) Taking care all the belongings by using the baggage tags carried by the tour leader
 - (5) Asking the passengers to get on the bus while the tour guide and the tour leader checking the luggage
 - (6) Asking the passenger to go to hotel first by the bus if there is provided a special luggage van

d. Hotel

According to SK Menpasporpel No.KM.34/NK103/MPPT87, hotel is an accommodation that provide partly or entire building to provide services or assistance inn, food and drink, also another service to public commercial managed. Another definition, hotel is a place that has rooms in which people can stay especially when they are travelling: a place that provides food, lodging, and other services for paying guests.

1) Type of hotel room bookings:

Guaranteed reservation is one of reservation room that accompanied by a guarantee of payment. The purpose of the guarantee is to get certainty of the hotel on reservation. This policy is set promulgated by the “high season/peak season” (Zhackya: 2014)

2) Size of hotel :

- a) Small hotel (0-50 rooms)
- b) Medium hotel (50-100 rooms)
- c) Large hotel (more than 100 rooms)

(Zhackya: 2014)

3) According to the type of guest:

- a) Family hotel

This hotel build to family

- b) Business hotel

This hotel designed to the businessman

c) Tourist hotel

It is specially designed to the tourist

d) Transit hotel

it is designed for people who do the transit

e) Cure hotel

It is designed to people who wants healing

4) Hotels are classified into 'Star' categories, such as :

a) A 1-star hotel provides a limited range of amenities and services, but adheres to a high standard of facility-wide cleanliness

b) A 2-star hotel provides good accommodation and better equipped bedrooms, each with a telephone and attached private bathroom

c) A 3-star hotel has more spacious rooms and adds high-class decorations and furnishings and color TV. It also offers one or more bars or lounges

d) A 4-star hotel is much more comfortable and larger, and provides excellent cuisine, room service

e) A 5-star hotel offers most luxurious premises, widest range of guest services, as well as swimming pool and sport exercise facilities

(Merriam: 2015)

6. Tour Guide Learning Style

Tour guide from Mangkunegaran Palace came from different major of education. There are 4 person graduated from Senior High School, D3 3 person, Undergraduate program 1 person, and at the university lecture 1 person. So, there are 9 tour guide at Mangkunegaran Palace.

They have their own way to studying English. They are never learning English at the formal institute. They studying English by their self and also joining English Courses. They often joined English Conversation club to increase their English ability. They often chatted with the foreigner to increase their English also. Some of the tour guide also like to watch movies, to increase their English ability.

The tour guide at the Mangkunegaran Palace have various kind of learning style. When they like to watched movie it means that they have Visual style. Practice and also communicated with the other or by the foreigner it means that they have kinesthetic style. When they learning English, no matter what the style they used the important thing are that they can mastering English well and they can deliver their information very well to other and to their guest at Mangkunegaran Palace.

B. Previous Related Study

There were several researchers who conducted the similar research. This research is conducted by Helty. With the title "*Students' Learning Style in English Department and Their Achievement in Vocabulary at The First Semester of IAIN Sultan Saifudin Jambi*". 2013. The problem statement of this thesis are: 1). Does each students have his own learning

style?, 2). Does the students learning styles influence his achievement in vocabulary ?.This study tries to describe the students learning style in English department and their achievement in vocabulary at the first semester of IAIN Sultan Thaha Saifudin Jambi. More specifically, the study is aimed at describing and analyzing each student has their own learning style and influence the students learning style toward his achievement in vocabulary. The finding of this research is the students can be grouped into four learning style types based on they preferred ways of going about learning.

The second research is conducted by Diyah Aprita Sari. With the title *“The Corellation Study Between Learning Style and Learning Outcome of The First Year Students inStructure Analysis Class at Study Program of English”*. Universitas Brawijaya, 2014, unpublished. The problem statement of this thesis are: 1). To find out the learning style used by the first-year student at Study Program of English; 2). To observe the correlation between learning style and learning outcome of first-year students at Study Program of English. This study is conducted to investigate learning style used by the students and its correlation on the students’ learning outcome. The result shows that the students of English Study Program in structure analysis class use three types of learning style. The first is auditory which is mostly used by the students and it is followed by kinesthetic and visual. Moreover, the researcher also finds that the student’s learning style influences the final test score.

The third is International Journal from Monika Prakash. Titled *Becoming A Tour Guide: Analyzing The Motivations*. Journal of Tourism, No. 9. The purpose of this study is to identify the motivation that led to choosing tour guide as a profession and career. There appears to be a significant difference in such motivation in different regions of the country. A comparison in motivations in two regions was made. Based on primary data collection paper attempts to discuss what has motivated the youth to take up tour guiding profession whether such motivation is positive or negative. In either case policy makers may decide what type of support programs need to be introduced by the state and other agencies like educational, rearing and counselling, financial support, social security, or any other type of interventions.

The fourth is International Journal from Chowdary, titled *Becoming A Tour Guide: Analyzing The Motivation*. Vol. 6, No. 2. There are a number of unattended concerns of potential candidates who would like to pursue tour-guiding as a profession. These may also be scaring away other potential candidates from entering this profession. The reasons for these concerns are largely due to the tourism context. This study has identified six important factors of concern, especially for tour guides in India. Further analyses of the individual variables return useful insights. Potential tour guides from east are largely concerned with competencies those are necessary for the profession.

From the four previous study it can be conclude that there are some similarities and the differences of the previous study with the researcher

topic. First, it is discussed the same topic with the researcher topic that is learning style and also Tour Guide. Second, the purpose of these research are to know the learning style that used by the students and also the tour guide. Third, it is use the VAK learning style to knowing their learning style. The differences of this study with the previous research is on the objectives and object of the research. In this study the researcher combine between learning style and tour guide. Last, the purpose of this to know the learning style used by the tour guide.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Methods

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

Brumfit and Mitchell (1995: 11) state that descriptive research will aim at providing as accurate an account as possible of what current practice is, how learners learn, how teachers teach, what classroom look like, at a particular moment in a particular place. The researcher chooses descriptive qualitative research for her study to provide description of phenomena which occurs originally without intervention of an experiment. This research is intended to help the reader to understand what is happening in the environment during the observation, such as what the participants' view and what activities which occur in the research location.

Surakhmad in Subroto (1992: 5) states that "in descriptive qualitative research, the researcher used technique of searching, collecting, classifying, analyzing the data, interpreting them and finally drawing the conclusion". The researcher collected the data, and then descriptively

reported the findings. The condition of the object of the research should be natural, so that the research could get a representative result. The representative result would be the source of the conclusion of the research. In this research, the data concerned appear in words rather than in numbers.

B. Setting of the Research

1. Place

This research conduct in Mangkunegaran Palace. It is located on Jl. Ronggowarsito, Solo, Banjarsari. Here, the researcher try to find out the learning style used by the tour guide at Mangkunegaran Palace. It is one of the historical place in Solo city.

2. Time

This research conduct within December until July. The researcher started the research by did the pre-observation and conducted the small interview with the Mangkunegaran people to collect the data. After finished the thesis *seminar* the researcher start to conduct the reseach by giving the research letter to the Mangkunegaran's staff. After got the permission the researcher began the research.

C. Instrument of the Research

In descriptive qualitative research, the researcher is the main instrument/key instrument. The researcher is going to be more active to do the research, because the researcher is the main instrument to get the data for this research. In this research, the researcher use non test to get the data. The instrument of the non-test that used of the researcher are

observation, pre-research, and interview. Here the researcher will hold an interview with some of the Mangkunegaran's Tour Guide. In mangkunegaran there are 8 Tour Guide.

D. Technique of Collecting Data

In this research, the researcher only used Qualitative technique to collecting the data. The techniques of collecting the data in Qualitative such as interview, and record. The researcher also used questionnaire to answer the first problem statement. The description is as follow:

1. Questionnaire

Questionnaire is used to know the learning style used by the tour guide at Mangkunegaran Palace. According to Generee and Upshur (1996:128) questionnaire can be used with students to collect information about input factors that might influence instructional planning including for example, information about incoming students' social, cultural, and personal backgrounds, their previous educational and languages experiences, their current language skills, their second language needs and goals, and so on. There are two kind of questionnaire that are open-questionnaire and also closed-questionnaire. In this research, the researcher used the closed-questionnaire. The researcher choose this questionnaire because it can quickly answer without any deep thinking. Also, the question are short and easily to understand.

There are three basic types of learning styles. The three common are visual, auditory and kinesthetic. There is a series of 16

questions that are related to the three main learning styles. This questionnaire will be given to the tour guide at Mangkunegaran Palace when the researcher do the research there. The purpose of this questionnaire are to answer the Problem statement that stated in chapter one and also to know what kind of learning style that they have. Here, the researcher used the VAK questionnaire to know the learning style used by the tour guide.

2. Interview

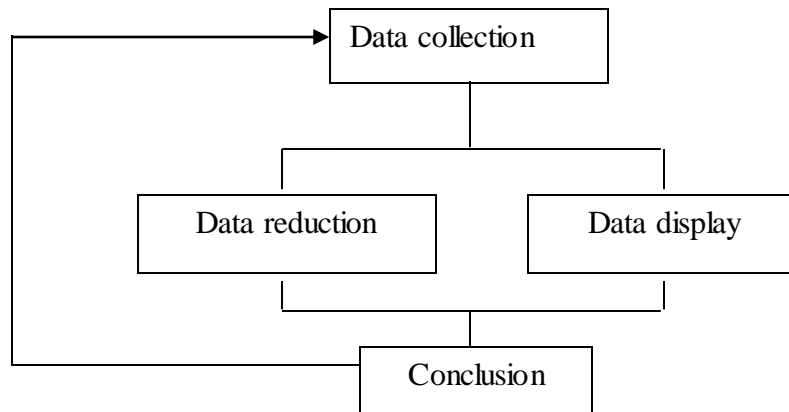
Denzin (1994: 26) states that interview is a conversation with certain purposes which is done by two sides as the interviewer and the interviewee. The interview used to get the deeper data of responses. The interview done after the observation. It is used to answer the problem statement that wrote by the researcher at the chapter 1. The interview will be done with the Tour Guide at the Mangkunegaran Palace to know the difficulties that they faced. The researcher will be hold the interview with 8 tour guide at Mangkunegaran Palace.

E. Technique of Analysis Data

The data in this research is analyzed by using descriptive qualitative method. The researcher used qualitative data analysis involving data collection, data reduction, data display and data conclusion (Miles and Huberman, 1994). The researcher collected the data and presented it. In reducing data, the researcher rejected meaningless data, so she got the important points of finding. It is followed by presenting the data

systematically and logically, so the meaning of every event is clear. In the end of collecting the data, the researcher tried to verify the data based on reduction and data presentation.

Diagram 1.



(Miles and Huberman: 134)

1. Data reduction

Not all of the obtained data of the research were important. It means that the important information must be taken and unimportant must be ignored. In the process of the data reduction, the researcher selected, focused, simplified and abstracted the data in the field note. The reduction is done during the research activities. Here, the researcher reduce the data from the observation and also the data to support the thesis. The researcher also choose the appropriate teori that support the thesis.

2. Data display

Presenting the data means describing the data in the form of description or narration. As the second components in analyzing the data, this technique is used in arranging the information, description, or narration to draw the

conclusion. By presenting the data, the researcher considered what she should do; she can analyze or take the other action based on her understanding. Here the researcher display the result of the observation and also the research that have been conduct by the researcher. Also, the researcher explain about the result of the research based on the problem statement.

3. Data conclusion

The third activity is drawing conclusion. In this study, conclusions are drawn continuously throughout the course of the study. The researcher tends to accumulate and formulate his interpretations as she goes along. She wants to write up not only what she saw each day, but also her interpretation of those observations. Here, the researcher draw conclusion about the result finding about the tour guide learning style and also the problem and solution faced by the tour guide.

F. Coding

In the qualitative research. Data coding have important function in the analysing data and determine quality of abstraction the result of the research (Joedaniel:2013). Another, Coding is the process of organizing and sorting your data. Codes serve as a way to label, compile and organize your data. They also allow you to summarize and synthesize what is happening in your data. In linking data collection and interpreting the data, coding becomes the basis for developing the analysis. It is generally understood, then, that “coding is analysis.”

After the data complete, the next step are by doing data processing or analyzing the data. Processing or analyzing data is a simplify process that very complex into the radibility form. Processing or analyzing data include three big step such as: preparation, organizing the data and procesing data. Every step divided into specific activities then it can be used to draw conclusion.

Preparation step include two activity, that is editing and coding.

1. Editing

Editing is an activity or investigate the data that have been collected from the field. Editing did to questionnaire which arrange structural dan filled by doing an interview.

In the editing process the thing that have to notice from the data:

- a. Check the name and the identity of the informant
- b. Check the data
- c. Check the kinds of the data content

2. Coding

Coding is an effort to classify the respondent answer according to the type. The aim is to simplify respondents answer until it can be processed. Usually, coding done by give symbol or number to the respondent answer. Symbol or number we called code. Example:

- a. Gender category
- b. Code for male 1
- c. Code for female 0

In this research the code for the tour guide at Mangkunegaran are:

Table 3.1. Gender Code of the tour guide

Name of Tour Guide	Gender Code
Purwanto	1
Erna Mayasari	0
Endang widiastuti	0
Susi	0
Dodik Ari S.	1
Maryati	0
Agung Setyodinoto	1
Wahyu Setyawan	1

The table above is describe about the gender code of the Mangkunegaran's Tour guide. Which is "1" for male and "0" for female. Here, there are four female and four male.

Table 3.2 Name code of the tour guide

Name of Tour Guide	Name Code
Purwanto	TG 1.1
Erna Mayasari	TG. 2.0
Endang Widiastuti	TG. 3.0

Susi	TG 4.0
Dodik Ari S.	TG 5.1
Maryati	TG. 6.0
Agung Setyodinoto	TG 7.1
Wahyu Setyawan	TG 8.1

The table above is describe about the coding name for the Tour Guide. The word “TG” is the short of the tour guide. Number 1 until 8 is the consecutively for their number. The number “0” and “1” is the code for their gender. So, if it Mr. Purwanto, because he is number one the coding is “TG 1.1”.

Table 3.3 Learning style Code

Kinds of Learning Style	Learning Style Code
Visual Learning Style	VL
Auditory Learning Style	AL
Kinesthetic Learning Style	KL

The table above is describe about the coding of the kinds of learning style. There are three kins of learning style above. The researcher coded it as “VL” to Visual Learning Style,”AL” to Auditory Learning Style, and “KL” to Kinesthetic Learning Style.

G. Trustworthiness

Trustworthiness is very essential in this study to be granted to persuade the audiences that the findings are worth paying attention to and worth taking account of through four criteria: truth value (credibility), applicability (transferability), consistency (dependability), and neutrality (conformability), (Lincoln and Guba, 1985:296). To establish credibility, the techniques utilized were prolonged engagement, triangulation, and reflexive journal. The second criterion, applicability that is in naturalist term is transferability refers to the extent to which findings of the study can be applied to another context. To facilitate transferability, the technique will be carried out is reflective journal. The third criterion, consistency, named dependability in naturalist term, is whether the findings of an inquiry would be repeated if the inquiry were replicated with the similar subject in the same context. The last criterion neutrality or conformability in naturalist term is the extent to which the data and findings can be confirmed by others.

The researcher uses data triangulation. According to Sugiyono (2006: 372), "Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures". Triangulation is often used to indicate that two (or more) methods are used in a study in order to check the results. "The concept of triangulation is borrowed from navigational and land surveying techniques that determine a single point in space with the convergence of measurements taken from two other distinct points.

According to Paton (in Sutopo, 2002: 78) there are four kinds of triangulation. They are (1) data triangulation, (2) investigator triangulation, (3) methodological triangulation, and (4) theoretical triangulation. They are:

1. Data triangulation; it is a triangulation which uses many sources of data to validate it. The data taken from informant was compared to the data from the other informant. This triangulation direct the researcher to use various data. It means, the same data or alike, the validity will be deeper if extractive from some different source data. Thus what is obtained from one source, it could be verified with similar data obtained from different sources, both groups of similar sources or sources of different kinds (Sutopo:2006, 93). In this research, the data triangulation that used by the research is the tour guide of the Mangkunegaran palace. First, the researcher take the data from Mr. Purwanto, than the researcher compared it with interview.
2. Investigator triangulation; it is a triangulation which involves multiple researcher in an investigation. There are some way to do the investigator triangulation. First, if the research do by groups of researchers or a team, then at a certain period should be a group discussion meeting to discuss kinds of data that have been extractive and gathered. In a study that using multiple case study strategy, most likely each case with a different location the data collection conducted by different researcher. Investigator triangulation do by organize a discussion, involved some researcher who have knowledge and experience to discussed about procedure, the used

methodology, and the result of the research that have been done, or at the beginning step (Sutopo: 2006, 97). In this research, the researcher used several different sources from researcher to gain a lot of information about the data that have been discussed by the researcher.

3. Theoretical triangulation; it is a triangulation which involves using more than one theoretical scheme in the interpretation of the phenomenon. In this triangulation the researcher must be understood the theory used and the relevance with the studied problem so it can produce good result, can be responsible and truly has deep meaning and multi perspective. On this study the researcher can use one special theory used as the main focus from the topic in more depth than other theories are also used. In this research, the researcher used VAK Learning Style (Visual, Auditory, Kinesthetic) from De Porter and Hernacki. It is done to draw the answer from the first problem statement.
4. Methodological triangulation; it is a triangulation which uses many methods to validate data. For instance, the data taken from interview was compared to the data taken from observation which has the same source. In this research, the researcher uses methodological triangulation to analyze this research. Here, the researcher used interview as the method to round up the data, after that the researcher gives a list of questionnaires to the tour guide to get the deeper data, last. The first step, the researcher interviewed the tour guide to get the answer of the second problem statement. The second step is by giving them questionnaires to get the deeper data from the first problem statement. The researcher also asks some experts from the

lecturer in order to get the deeper understanding about this research.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. RESEARCH FINDING

In this research, the researcher conduct the research at Mangkunegaran palace. There are eight tourist guide at Mangkunegaran Palace. There are four male tourist guide and four female tourist guide. Here, there are three person who graduated from Senior High school. One person from Undergraduate degree. Three person graduate from diploma program and one person still studying at University.

To get the deeper understanding about this research, the researcher make coding to organized and sort the data. Here the researcher used “1” to categorized the male tour guide and “0” to the female tour guide. the researcher abbreviate tour guide as “TG”. Also the researcher make order of their name from number one until number eight, because at Mangkunegaran Palace there are eight tour guide. Here are the coding for the tour guide: a). Purwanto: TG 1.1, b). Erna Mayasari: TG 2.0, c). Endang Widiastuti: TG 3.0, d) Susi: TG 4.0, e). Dodik Ari: TG 5.1, f). Maryati: TG 6.0, g). Agung Setyodinoto: TG 7.1, f). Wahyu Setyawan: TG 8.1.

In this chapter, it discusses the finding of the research that has conducted by the researcher. This research was conducted at Mangkunegaran Palace. Firstly, the researcher asked permission to the head office of Mangkunegaran Palace before conduct the research.

In this sub chapter, the researcher discusses the main points of research finding concerning with the English learning style used by Tour Guide at Mangkunegaran palace. When the researcher conducted this research, researcher conduct this researcher under the shade of Raden Mas Soedjiwo Koesoemoe or known as Kanjeng Gusti Pangeran Adipati Arya Mangkunegaran IX, the king of Mangkunegaran Palace.

During the research, the researcher ask helped from Mr. Agung and also Mr. Purwanto to help the researcher to do her research. Mr. Agung is the head of Tour Guide at Mangkunegaran Palace and also the head of HPI Solo. Mr. Purwanto is the adviser of HPI Karanganyar. When do the research, the esearcher ask some question from both of them about anything that related to the research.

1. English learning style used by Tour Guide at Mangkunegaran Palace

Learning style is the way that the students of every age are affected by their immediate environment, own emotionality, sociological needs, physical characteristics and psychological inclinations when concentrating and trying to master and remember new or difficult information or skill (Dunn:1986,2)

a. TG 1.1

No.	Learning Style	Scores	Percentage
1.	VL	6	37,1%
2.	AL	5	
3.	KL	5	

From the questionnaire that given to the Mr. Purwanto it can be conclude that he has a visual learning style.

b. TG 2.0

No.	Learning Style	Scores	Percentage
1.	VL	11	68,3%
2.	AL	5	
3.	KL	-	

From the questionnaire that given to Mrs. Erna Mayasari, it can be conclude that she has visual learning style

c. TG 3.0

No.	Learning Style	Scores	Percentage
1.	VL	6	
2.	AL	8	50%
3.	KL	2	

From the questionnaire that given to Ms. Endang Widiastuti, it can be conclude that she has auditory learning style.

d. TG 4.0

No.	Learning Style	Scores	Percentage
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1.	VL	7	43,3%
2.	AL	4	
3.	KL	6	

From the questionnaire that given to Ms. Susi, it can be conclude that she has visual learning style.

e. TG 5.1

No.	Learning Style	Scores	Percentage
1.	VL	4	
2.	AL	4	
3.	KL	8	50%

From the questionnaire that given to Mr. Dodik Ari, it can be conclude that he has a strong kinesthetic learning style.

f. TG 6.0

No.	Learning Style	Scores	percentage
1.	VL	4	
2.	AL	7	43,3%
3.	KL	5	

From the questionnaire that given to Ms. Maryati, it can be conclude that she has an auditory learning style.

g. TG 7.1

No.	Learning Style	Scores	Percentage
1.	VL	4	
2.	AL	7	43,3%
3.	KL	5	

From the questionnaire that given to Mr. Agung, it can be conclude that he has an auditory learning style.

h. TG 8.1

No.	Learning Style	Scores	Percentage
1.	VL	5	
2.	AL	4	
3.	KL	6	37,2%

From the questionnaire that given to Mr. Wahyu Setyawan, it can be conclude that he has a kinesthetic learning style.

a. Visual learners :

There are three person who has this type of learning style. The person who has this learning style, the most important is eye/sight, they inclined studying through what they seen. Person who has this

learning style have to see their body language and face expression of their teacher to understand the lesson.

They tend to take numerous detailed notes, tend to sit in the front, are usually neat and clean, often close their eyes to visualize or remember something, find something to watch if they are bored, like to see what they are learning, benefit from illustrations and presentations that use color, are attracted to written or spoken language rich in imagery, prefer stimuli to be isolated from auditory and kinesthetic distraction, find passive surroundings ideal.

Here, the tour guide who have this type of learning style are TG 1.1, TG 2.0, and TG. 4.0.

- b. Auditory learners : there are three person who has this type of learning style. The person who has this learning style, they learn through their ear. They can learn fast by using verbal discussion and listen what their teacher said.

The auditory learners they tend to sit where they can hear but needn't pay attention to what is happening in front, may not coordinate colors or clothes, but can explain why they are wearing what they are wearing and why, hum or talk to themselves or others when bored, acquire knowledge by reading aloud, remember by verbalizing lessons to themselves.

Here the tour guide who have this type of learning style are TG 3.0, TG 6.0, and TG 7.1

- c. Kinesthetic learning style : there are two person who has this type of learning style. The person who has this learning style, they studying through moving, touching and doing. They do not like sit down and listening to the lesson. They like something that processed used physical activity.

The kinesthetic learners, they tend to need to be active and take frequent breaks, speak with their hands and with gestures, remember what was done, but have difficulty recalling what was said or seen, find reasond to tinker or move when bored, rely on what they can directly experience or perform, activities such as cooking, construction, engineering and art help them perceive and learn, enjoy field trips and tasks that involve manipulating materials, sit near the door or someplace else where they can easily get up and move around, are uncomfortable in classrooms where they lack oppurtunities for hands-on experience, and commicate by touching and appreciate physically expressed encouragement, such as a part on the back.

Here, the tour guide who have this type of learning style are: TG, 5.1 and TG 8.1

2. The problem and the solution on studying English

a. TG 1.1

According to the interview done by the tour guide, the difficulties of learning English is when we do not have desire to speak. He said that

if we had a lesson than we never practiced it, than it will be in problem.

Researcher : kita kan tahu kalau belajar bahasa Inggris dan Bahasa Belanda itu kant belajar tentang grammar, vocabulary, pronunciation, idiom, dll. Naah... dalam mempelajari itu, kesulitan yang paling besar itu yang mana pak ?

Informan : kalau menurut saya, kesulitanyang paling besar itu adalah saat kita tidak mau ngomong jadi atau kita punya...., tidak memiliki kesempatan untuk berbicara. Maksudnya begini, logika yang saya ambil adalah pada saat kita sudah mendapatkan pelajaran bahasa, tetapi tidak pernah dipraktekkan dalam bentuk apapun ini menurut saya akan menjadi suatu hal yang bermasalah. Artinya, bahasa kita mungkin hanya bahasa inggris Text Book. Saya sebut Text Book itu artinya hanya untuk nilai, bukan untuk practice. Yang saya lihat kalau ingin bisa bahasa butuh practice “language without speaking is nothing” kuncinya disitu. Jadi saya kebetulan setelah belajar bahasa, alhamdulillah mendapat kesempatan untuk terus improving the ability of English, the ability

of Dutch by speaking, by doing practice directly to foreigner, especially the people of Dutch. Itu yang saya alami.

Based on the interview with the tour guide, the solution to resolve the problem is by practice. Because he said that language without speaking is nothing.

Researcher : *jadi, kalau kita punya kesulitan dalam bahasa, jadi kita itu harus berani practice ?*

Informant : *kalau menurut saya, kuncinya ada disitu. Kalau kita hanya..., yaa mungkin kalau sedikit koreksi yaa mungkin salah, tetapi menurut saya, logikanya dengan pembelajaran tiga tahun bahasa Inggris di SMP, tiga tahun di SMA. Artinya enam tahun orang Indonesia tidak ada orang Indonesia yang tidak bisa berbahasa Inggris. Artinya kalau dia lulus SMP dan SMA, mestinya bisa bahasa Inggris. Logika saya begitu, kenyataannya memang kita akui bahwa sebagian besar guru bahasa Inggrisnyapun hanya kontekstual mengajar dikelas. Saya yakin pada saat guru atau dosen Bahasa Inggris itu dikasih kesempatan untuk "Pak, ini ada tamu", handle satu hari saja belum tentu dia mampu. Artinya apa, Bahasa*

Ingris yang diampu oleh para instruktur kita sebagian yaa.... hanya bahasa Inggris untuk nilai. Jadinya nilai sepuluh, nilai sembilan mungkin dianggap sebuah sukses dalam bahasa Inggris. Menurut saya, itu bukan karena karena bahasa kuncinya di omong, di speakingnya. Artinya kalau hanya nilainya bahasa Inggris sepuluh tapi tidak bisa untuk ngomong, menurut saya itu pembodohan, itu menurut saya. Jadi artinya konsekuensinya kalau kita disekolah mungkinkan kita bisa memantau “oh, speakingnya bagus, pronunciationnya bagus, vocabularinya banyak”. Tapi pada saat kita berikan sebuah kasus”ohh, ini handling guest in one day atau handling guest intwo hours in English, bisa enggak ?”. kalau disitu belum bisa dilakukan yaa... menurut saya berarti speakingnya kurang atau masih perlu ditingkatkan.

b. TG 2.0

Based on the interview with the tour guide, the difficulties faced is when she studied about grammar. She said that it is because she doesn't want to studied it.

Researcher : *kalau kita belajar bahasa Inggris kita kan belajar tentang grammar, vocab, idiom dan juga pronunciationnya, itu yang paling susah yang mana mbak ?*

Informant : *grammar*

Researcher : *kenapa mbak ?*

Informant : *iyaa, karena saya tidak mau belajar grammar*

Researcher : *selain itu, apa lagi mbak kesulitannya ?*

Informant : *udah itu*

Based on the interview with the tour guide, the solution to resolve the difficulties in grammar is by studying it by reading a book but, she often feel lazy and she doesn't want to studying it.

Researcher : *kalau ada kesulitan, otomatis kan ada solusi, solusi buat mengatasi kesulitan itu apa mbak ?*

Informant : *yaa... kadang baca-baca buku kalau pas mau, kalau enggak yaa nggak mau*

c. TG 3.0

Based on the interview with the tour guide, the difficulties faced by her is the Grammar. She said when we speak we not need grammar, but when we write we have to use grammar.

Researcher : *kalau kita belajar bahasa inggris kan kita otomatis belajar kayak yang namanya grammar, vocabulary, pronunciation, idiom,*

dll. Menurut Bu Endang belajar bahasa Inggris itu yang susah waktu belajar apa ?

Informant : grammarnya, makanya, kalau misalnya ngomong kan nggak perlu pakek grammar makanya aku yent mlaku yaa gak usah gowo grammar. Kalau ngomong gak pakek, tapi kalau nulis baru pakek, gak usah pakem, yang penting nulisnya mudeng.

According to the interview with the tour guide, she is never write, she is just speak, so grammar is not 100% needed. If she spoke with the tourist and the tourist are understand what she mean it is enough for Ms. Endang.

Researcher : kalau belajar grammar itu kan ada kesulitan, solusi buat ngatasin kesulitan itu gimana ?

Informant : lha masalahe kene nulis kan gak pernah. Cuman ngomong, jadi kan grammar nggak 100% diperlukan. Jadi kalau misalkan ngomong sama turis, turisnya tahu yaa sudah.

d. TG 4.0

Based on the interview with the tour guide, she doesn't has difficulties or problem when studying English. She said that if we enjoy, than we will not faced the difficulties and the problem. If we going to learning language we have to be happy.

Researcher : *kita tahu kan kalau belajar bahasa Inggris itu pasti ada kesulitannya, kayak misalnya grammar, vocabulary, pronunciation, idiom, dll. Menurut mbak susi belajar bahasa Inggris itu yang paling susah belajar apa mbak ?*

Informant : *enjoy aja, soalnya seneng dulu*

Researcher : *jadi kita harus seneng dulu yaa, walaupun nanti ada masalah itu urusan belakangan yaa ?*

Informant : *iyaa*

e. TG 5.1

Based on the interview with the tour guide, the difficulties or the problem faced by the tour guide is the pronunciation. Because it is different with the written form. Grammar is not became the big problem for him because he is rarely used grammar in his daily activity.

Researcher : *kalau kita belajar bahasa Inggris kan kita juga belajar kayak grammar, vocab, pronunciation, idiom, dll. Terus kalau menurut Pak Dodik itu kesulitan yang paling besar dalam belajar bahasa Inggris itu apa pak ?*

Informant : *pengucapan*

- Researcher* : *pengucapan ?, kenapa pak ?*
- Informant* : *iyaa.... karena kan kita beda sama penulisan kita, itu kesulitan yang paling besar, maksudnya yang kebetulan saya kalo bahasa Inggris kita dilapangan kan jarang pakai grammar, bukan jarang pakai grammar..., kita kan bukan yang..., mungkin kan saya kalau ujian nulis mungkin saya nggak bisa apa-apa. Dalam artian yang benar kayak gimana, V1, V2, V3 itu yang seharusnya saya pelajari dulu di waktu kuliah. Tapi kan saya belajarnya langsung dilapangan, mungkin pengucapan. Kebetulan saya banyak teman dari asing, dari mahasiswa yang mereka belajar di ISI, belajar kesenian dan disitu kebetulan saya pemain gamelan juga. Saya sering main bareng mereka. Kalau saya ngomong kayak gini gimana?, salah enggak ?. mereka langsung membenarkan saya. Jadi sebuah keberuntungan buat saya.*

Based on the interview with the tour guide, the solution for the his problem is by asking the correct pronunciation to his foreigner

friends. He has a lot of friend from overseas and if he has problem or difficulties, he always asked his friends for the solutions.

Researcher : *kalau ada masalah kan ada solusi, solusi buat itu apa yaa ?*

Informant : *saya kan kebetulan punya teman asing, jadi saya tanya langsung ke teman saya pengucapannya kayak gimana ?, “work” dan “word” itu kan udah beda. Itukan penulisannya hampir sama, bacanya gimana ?, kalau kita enggak dari yang asing*

f. TG 6.0

Based on the interview with the tour guide, the difficulties or the problem faced is the grammar. She said that if we studying grammar without a teacher it would be difficult. Pronunciation also difficult but the most difficult is grammar, according to the tour guide.

Researcher : *kalau kita belajar bahasa Inggris kan kita juga belajar tentang grammar, vocabulary, pronunciation, idiom, dll. Menurut Bu Maryati, belajar bahasa Inggris itu yang paling susah waktu belajar apa ?*

Informant : *kalau bahasa biasanya kan grammarnya too mbak, yang paling susah. Kalau cuman vocab kant bisa dipelajari dari kamus, kalau grammar tanpa guru kan biasanya susah.*

Pronunciation agak susah juga, tetapi kan lebih susah grammarnya katimbang pronunciation.

The solution for the problem according to the tour guide is by studying alone or by authodidac.

Researcher : itu kan kesulitannya di grammar yaa., solusi buat mengatasi kesulitannya itu apa buk ?

Informant : yaa.... kalau saya belajar sendiri aja. Yaaa.... saya pelajari aja

Researcher : jadi belajar secara otodidak ?

Informant : yaa... otodidak

g. TG 7.1

Based on the interview with the tour guide, the difficulties or the problem faced by him is on the grammar, especially the tenses. The basic tenses according to the tour guide is easy such as present, past and future. But, if he going to the 16 tenses he usually got difficulties.

Researcher : kita tahu kalau belajar bahasa Inggris dan bahasa lain itu kan kita belajar tentang grammar, vocabulary, pronunciation, idiom, dll. Kalau dari situ, kesulitannya yang mana pak ?

Informant : kalau kesulitan di grammar itu dalam penempatan, dalam artian susunannya

yaa...., dalam penempatan kalimat yang menggunakan bentuk-bentuk waktu tadi yang lebih pada apa yaa...., pada tingkatan yang “mau akan dikerjakan” gitu misalnya. Dari beberapa 16 tenses yaa...., itu kan kita seringnya present, past dan future. Tidakseoptimal saat menggunakan tenses biasa. Jadi kesulitannya adalah kalau peningkatan pada posisi tiga tenses, grammar pada level diatasnya ketiga tenses itu

Based on the interview, the solution for the problem of learning grammar is by studying the grammar book, memorizing the content of the book, speaking by using the correct grammar.

Researcher : kalau ada masalah kan otomatis ada solusi yaa pak, naah..., solusi buat itu sendiri apa pak ?

Informant ; solusi ?, kita bukak buku, kita bukak buku lagi, ita memori lagi untuk yang seprti di buku, harapannya kita, apa itu...., kita berbicara sesuai dengan tenses yang berlaku, dengan demikian lebih pas, sehingga tidak terkesan serampangan. Jadi buka buku walaupun saya pribadi karakternya adalah pelupa, maka satu-satunya adalah buka buku

lagi. Buku dengan dictionnaire ataupun tentang grammar.

h. TG 8.1

The tour guide is a student at UMS and he is studying civil engineering. based on the interview with him, he is can't speak English, he only handle local tourist. Actually he has desire to studying English but he doesn't have time to studying because his time was spent to the school and also to do his assignment.

Researcher : *mas Wahyu selain bahasa Inggris, bahasa apa lagi yang dikuasai ?*

Informant : *endak...., Indonesia aja dan Jawa*

Researcher : *terus, kita tahu nggak semua turis yang dateng kesini kan dari lokal tapi dari asing juga, mas wahyu itu tertarik nggak buat belajar bahasa asing ?*

Informant : *yaa...., tertarik sih, tapi emang waktu saya udah kesita diperkuliahan. Di tekhnik kan tahu sendiri tugasnya seperti apa. Pengen belajar yaa waktunya gak ada, yaa... ada tapi untuk tugas aja udah kurang-kurang kan emang kalau di tekhnik itu kalender akademiknya gak ngaruh apa-apa, walaupun libur tapi kalau belum selesai yaa dilanjut sampai selesai.*

Based on the research finding, the researcher found some problem that faced by the tour guide. the problem that faced by the tour guide mostly about the grammar. It is because grammar is very difficult for them. Most of them never used grammar when serve the guest. Because the most important is we can speak fluently and they can deliver the information about Mangkunegaran very well. They also said that grammar is not too important while they can speak fluently.

The solution for the problem are they like to open book about grammar to memorize the tenses and than practice it by the guest who came to Mangkunegaran Palace. They also studying it by themselves to improve their grammar. But also there is a tour guide who doesn't want to studying it because she doesn't want.

The another problem is about pronunciation. One of the tour guide at Mangkunegaran said that pronunciation is the most difficult when studying English. It is because of the word and the pronunciation often different. According to the informant the pronunciation is very very important when they speaking with foreigner. It is because if we had a mistake when we pronouncing a word than the meaning will be different.

The solution to resolve this problem is by asking his frends from overseas to help him solve his problem when he has difficulties in pronunciation. Then, he tried to pronounce the word to his friend than his friend correcting the word is it correct or not.

Another problem is when we doesn't have desire to speaking. One of the tour guide at Mangkunegaran siad that if want to speak English fluently and we doesn't want to speaking he thought that it will be imposible to be able speaking English fluently. He said that language without speaking is nothing, that is they key. He also said that if we had have English lesson during six year, at least we can speak English. But, the fact is not.

The solution for this problem is we have to be brave to speak. Because that is the key. We have to be brave to practice it. If our English is only English text book, tahn we will get nothing. Because text book is only small part of language.

Based on the result of the research, the rearcher also found one tour guide who can't speak English. It is because he is still studying at university. Actually he has desire to studying English but, the routinity and also the assighment has take his time. So, he doesn't has time to studying English.

B. Discussion

1. Learning Style used by the Tour Guide at Mangkunegaran Palace

Based on the research that the researcher done, this are the kinds of the learning style used by the tour guide.

Table 4.1

No.	Name	Kinds of Learning Style

1.	TG 1.1	VL
2.	TG 2.0	VL
3.	TG 3.0	AL
4.	TG 4.0	VL
5.	TG 5.1	KL
6.	TG 6.0	AL
7.	TG 7.1	AL
8.	TG 8.1	KL

Based on the table above, it can be conclude that there are three tour guide who have auditory learning style. Three tour guide who have visual learning style. Last, two tour guide who have kinesthetic learning style.

2. The problem and solution faced by Tour Guide on English Learning Style in Mangkunegaran Palace

Based on the research, this are the result of the second problem statement:

Table 4.2

Name of Tour Guide	The Problem Faced by Tour Guide	The Solution
TG 1.1	Do not have motivation to speak	We have to practice reguralry, if we want to

	English	be able to speak English
TG 2.0	Grammar	Studying grammar book
TG 3.0	Grammar	Studying grammar book
TG 4.0	She is enjoyed when studying English	There is no problem because she is enjoyed
TG 5.1	Pronunciation	Practice how to pronounce a word
TG 6.0	Grammar	Studying grammar book
TG 7.1	Grammar	Studying grammar book
TG 8.1	This tour guide can not speak English	This tour guide can not speak English

From the table above, it can be conclude that the most problem that faced by the tour guide is the grammar. The tour guide solve it by studying the grammar book. Second, the problem is the pronunciation. The solution for the problem is we have to practice how to pronounce the correct word. Third, the problem is when we do not have desire to speak English. The solution is we have to practicing by speak using English. Fourth, one of the tour guide is enjoyed when studying English. Soo, the tour guide do not have problem. The last, there is a tour guide who can not speak by using English.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher comes to the conclusion of the research. Based on the research finding and the discussion, the researcher finds that the tour guide at Mangkunegaran palace have their own learning style.

There are three tour guide they have visual learning style. The person who has this learning style, the most important is eye/sight, they inclined studying through what they seen. Person who has this learning style have to see their body language and face expression of their teacher to understand the lesson. Auditory learning style there are three tour guide. The person who has this learning style, they learn through their ear. They can learn fast by using verbal discussion and listen what their teacher said. Then, two guide who has kinesthetic learning style. The person who has this learning style, they studying through moving, touching and doing. They do not like sit down and listening to the lesson. They like something that processed used physical activity.

Based on the result of the research and the discusion there are three problem when studying English. Those are grammar, it is because grammar is the difficult component of English, we need deeper understanding about it. And the solution to solve this problem we have to studying about grammar regularly and practiceit. Second is the

pronunciation, it is also the another difficulties except grammar, we need to practice to be able pronounce the correct word and dont be shy to ask to the expert about the correct word. Than, the last problem is when doesn't have desire or willingnes to speaking. Because language without speaking is nothing. We have to practice it to be able to speaking English fluently.

B. Suggestion

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

1. To the tour guide

As we know the kinds of learning style of each tour guide. The researcher hope that it will help the tour guide to learn new language and easy to know the easier way to studying.

2. To the students

After conduct this research, the researcher hope that it will inspiring the student to be more active and brave to practice English. And also it will help the students to know their learning style.

3. To the other researcher

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

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Informant 1

Name : Pak Purwanto

Researcher : *Selamat pagi Pak Pur*

Pak Pur : *Selamat pagi, mbak*

Researcher : *Disini saya mau interview Pak Pur, naah... disini saya nanti mau tanya-tanya tentang skripsi saya, disini Pak Pur jadi Tour Guide sudah berapa lama ?*

Pak Pur : *Dari 94 sampai sekarang*

Researcher : *Terus, kenapa Pak Pur tertarik untuk menjadi Tour Guide di Mangkunegaran, kenapa kok enggak ditempat lain ?*

Pak Pur : *Yaa, kalau ditempat lain sihh pernah yaa mbak, jadi saya sebenarnya secara posisi namanya freelance guide, jadi freelance guide itu, guide yang tidak terikat 100% oleh suatu biro perjalanan atau suatu tempat, hanya dalam posisi sekarang memang saya hanya di Istana Mangkunegaran karena salah satunya adalah dipertimbangkan waktu. Artinya, pada saat ditempat lain menghandle tamu di biro perjalanan itu membutuhkan waktu yang lebih dari satu hari, yaa...mungkin minimal dua sampai berpuluh-puluh hari, lha ini salah satu pertimbangan saya yang paling besar, karena terus terang ingin dekat dengan keluarga, jadi itu*

Researcher : *Terus, selain Bahasa Inggris, Pak Pur itu menguasai bahasa apa saja Pak ?*

Pak Pur : *Bahasa Belanda. Jadi saya Bahasa Inggris dan Bahasa Belanda*

Researcher : *Kita kan tahu kalau belajar Bahasa Inggris dan Bahasa Belandaitu kan kita belajar tentang Grammar, Vocabulary, Pronunciation, idiom dan lain-lain. Naah... dalam mempelajari itu, kesulitan yang paling besar itu yang mana pak ?*

Pak Pur : *Kalau menurut saya, kesulitan yang paling besar adalah saat kita tidak mau ngomong, jadi atau kita punya.... tidak memiliki kesempatan untuk berbicara. Maksudnya begini, logika yang saya ambil adalah pada saat kita sudah mendapatkan pelajaran Bahasa tetapi tidak pernah dipraktikan dalam bentuk apapun ini menurut saya akan menjadi suatu hal yang bermasalah. Artinya, bahasa kita mungkin hanya bahasa Inggris Text Book, saya sebut Text Book itu artinya hanya untuk nilai bukan untuk practice. Yang saya lihat kalau ingin bisa bahasa butuh practice. Language without speaking is nothing, kuncinya disitu, jadi saya kebetulan setelah belajar bahasa, Alhamdulillah mendapat kesempatan untuk terus improving the ability of English, the ability of Dutch by speaking, by doing practice directly to foreigner, especially the people of Dutch. Itu yang saya alami*

Researcher : *Waktu Pak Pur belajar bahasa Inggris dan bahasa Belanda itu apa Pak Pur pernah ikut kursus di lembaga kursus ?*

Pak Pur : *Tidak, saya kebetulan untuk itu otodidak. Jadi kalau bahasa Inggris otomatis karena kita mendapatkan dari institusi, artinya dari sekolah, dari sekolah pariwisata dapat bahasa Belanda. Kuliah hukum, saya kebetulan dapat dua semester bahasa Belanda, dari situ saya kolaborasi dalam bentuk praktek yaa... Alhamdulillah bahasa Belanda saya bisa dipakai untuk ngomong, yaaa... kebetulan saya masih juga..., activitynya kalau dirumah yaa giving private lesson, bahasa Belanda juga. Itu yang memacu saya untuk juga terus belajar*

Researcher : *Jadi kalau kita punya kesulitan dalam bahasa, jadi kita itu harus berani practice ?*

Pak Pur : *Kalau menurut saya, kuncinya disitu. Kalau kita hanya..., yaa mungkin kalau sedikit koreksi yaa... mungkin saya salah, tapi menurut saya, logikanya dengan pembelajaran tiga tahun bahasa Inggris di SMP, tiga tahun di SMA. Artinya, kalau dia lulus SMP*

dan SMA, mestinya bisa bahasa Inggris. Logika saya begitu, kenyataannya memang kita akui bahwa sebagian besar guru bahasa Inggrisnya pun hanya bisa kontekstual mengajar di kelas. Saya yakin pada saat guru atau dosen Bahasa Inggris itu dikasuh kesempatan untuk “Pak, ini ada tamu”, handle satu hari saja belum tentu dia mampu. Artinya apa, bahasa Inggris yang diampu oleh para instruktur kita sebagian yaa... hanya bahasa Inggris untuk nilai. Jadinya nilai 10, nilai 9 mungkin dianggap sebuah sukses dalam bahasa Inggris. Menurut saya itu bukan, karena bahasa kuncinya diomong, di speakingnya. Artinya, kalau hanya nilainya bahasa Inggris sepuluh tapi tidak bisa untuk ngomong, menurut saya itu pembodohan, itu menurut saya. Jadi artinya, konsekuensinya kalau kita disekolah mungkinkan kita hanya bisa memantau “oh.., speakingnya bagus, pronunciationnya bagus, vocabularynya banyak”, tapi pada saat kita berikan sebuah kasus “oh.. ini handling guest in one day atau handling guest in two hours in English bisa enggak?”, kalau disitu belum bisa dilakukan yaa... menurut saya berarti speakingnya kurang atau masih perlu ditingkatkan

Researcher : Dalam belajar bahasa, apa Pak Pur suka pembelajaran dengan menggunakan gambar dan apakah Pak Pur dulu suka duduk didepan kelas?

Pak Pur : Emmm, dulu saya waktu belajar itu suka lihat film-film yaa mbak, soalnya menurut saya kalau lewat film itu lebih mudah dipahami dan juga bisa langsung dipraktikkan yaa, soalnya kan kalo kita belajar lewat lagu itu suka tapi lebih enak kalau belajarnya pakek film, saya dulu duduk pindah-pindah yaa mbak, jadi enggak tetap, kadang yaa diepan tapi kebanyakan ditengah sih mbak

Researcher : Dulu Pak Pur apa juga menyukai pembelajaran melalui lagu dan juga Pak Pur apa suka merekam pembelajaran?

- Pak Pur : *Suka mbak, tapi lebih enak pakai film ya mbak, kalau merekam pembelajaran mungkin yang dimaksud mencatat yaa, menurut saya semua pelajaran itu penting untuk dicatat yaa mbak supaya nggak mudah lupa dan juga bisa dipelajari lagi. Dulu waktu saya sekolah belum pakai alat perekam mbak, jadi pakainya catetan*
- Researcher : *Pak Pur suka belajar dalam kelompok atau tidak? Dan dulu pak Pur apa suka menggerak-gerakkan tubuh waktu belajar?*
- Pak Pur : *Belajar kelompok suka mbak, tapi saya itu kalau belajar pasti anteng gak suka gerak-gerak yaa mbak, biar lebih fokus mbak*
- Researcher : *Disini Pak Pur kan sudah jadi Tour Guide selama 22 tahun yaa, nahh... terus suka dukanya jadi Tour Guide disini itu apa pak ?*
- Pak Pur : *yaa... semua pekerjaan pasti ada yaa.. mbak, kalau saya secara global itu yaa banyak sukanya, artinya kalau kita melakukan pekerjaan ini dengan senang hati yaa..., itu karene akita menikmatinya yaa... seneng gitu, jadi kalau duka sihh... perasaan gak adayaa..., maksudnya kalau saya menikmati pekerjaan yaa... kebetulan saya punya beberapa aktivitas dan ini salah satu variasi dari berbagai pekerjaan saya, saya yakin semua pekerjaan yang kita tekuni itu, yang tidak berasal dari hati itu saya yakin bisa bosan. Artinya, aya mengajar itu kan monoton juga, mengajar dikelaspun juga ada, senangnya kan kita bisa share ilmutapi kan juga monoton mengajar selama 14 tahun, walaupun ada teori inovatif yaa monoton. Karena itu mengulang dari yang sudah kita lakukan, yaa... Alhamdulillah dengan kegiatan di sekolah saya mengajar problematikanya, disinin saya handling tamu dengan problematika semacam ini, dengan menghadapi tamu yang mungkin karakternya semacam itu. Itu menjadi suatu..., itu menurut saya menyenangkan. Artinya dalam hidup itu tidak statis, kalau statis itu saya membayangkan ada sebuah tekanan dan kita tidak bisa lepas dari tekanan itu karena kondisi. Itu kan menjadi beban.*

Informant 2

Name : Erna Mayasari

Informant : *Deg-degan aku mbak!. Direkam barang kie pak!.*

Researcher : *Nyantai aja mbak. Mbak Erna saya minta waktunya sebentar yaa, disini mbak Erna sudah jadi Tour Guide di Mangkunegaran sudah berapa lama mbak ?*

Informant : *Saya baru, jadi Tour Guide di Mangkunegaran*

Researcher : *Sudah berapa lama mbak ?*

Informant : *Sudah sejak tahun 2009*

Researcher : *2009?. Kenapa kok mbak Erna tertarik buat jadi Tour Guide di Mangkunegaran mbak ?*

Informant : *Karena saya senang mbak di Mangkunegaran, disini kebudayaannya banyak, eemm..... grogi...*

Researcher : *Nyantai saja mbak*

Informant : *Terus yaa, orang-orang disini semua baik-baik semua, semuanya pokoknya baik-baik laah pegawai Mangkunegarannya*

Researcher : *selain bahasa Inggris, bahasa lain apa yang dikuasai ?*

Informant : *Saya bahasa Jawa, bahasa Indonesia*

Researcher : *ohhh, bahasa Jawa dan bahasa Indonesia. Kalau bahasa Inggris?*

- Informant : *Iya. Bahasa Inggris*
- Researcher : *Waktu belajar bahasa Inggris itu secara otodidak atau pernah ikut kursus mbak?*
- Informant : *Secara otodidak*
- Researcher : *Otodidaknya gimana mbak?*
- Informant : *Yaa, kalau ada turis dulu belajar dulu, terus ada turis datang itu ngobrol sama turis*
- Researcher : *Jadi by practice gitu yaa mbak ?*
- Informant : *heem, practice langsung*
- Researcher : *Terus, kalau kita belajar bahasa Inggris kita kant belajar tentang grammar, vocab, idiom dan juga pronunciationnya, itu yang paling susah yang mana mbak?*
- Informant : *Grammar!*
- Researcher : *Kenapa mbak?*
- Informant : *iyaa, karena saya tidak mau belajar grammar*
- Researcher : *selain itu, apa lagi mbak kesulitannya?*
- Informant : *udah itu.*
- Researcher : *kalau ada kesulitan, otomatis kan ada solusi, solusi buat mengatasi kesulitan itu apa mbak?*

Informant : *Yaa, kadang-kadang baca buku kalau pas mau, kalau enggak mau yaa nggak mau.*

Researcher : *Mbak Erna waktu belajar bahasa, suka pembelajaran dengan menggunakan gambar dan apa dulu mbak Erna suka duduk di depan?*

Informant : *Iyaa mbak suka, kalo duduk didepan gak pernah mbak,*

Researcher : *Mbak Erna waktu belajar bahasa apa suka pembelajaran pakek lagu dan apa suka ngerekam pembelajaran mbak?*

Informant : *Pakek lagu juga suka mbak, kalo ngerekam nggak pernah mbak, gak suka soalnya*

Researcher : *Waktu belajar bahasa, apa mbak Erna suka belajar dalam kelompok dan juga apa mbak Erna suka ngerakin tubuh waktu belajar?*

Informant : *suka banget mbak kalo belajar kelompok, soalnya kan kita nggak mikir sendiri. Saya orangnya anteng kok mbak. Ora seneng polah*

Researcher : *Selama jadi Tour Guide disini, suka dukanya apa mbak ?*

Informant : *Suka dukanya?*

Researcher : *Iyaa*

Informant : *banyak senengnya lah pokoke*

Researcher : *senengnya apa mbak?*

Informant : *senengnya yaa dapat ketemu sama turis-turis asing, tidak satu, dua tapi banyak. Kalau dukanya disini apa yaa?.. enggak adai.*

Researcher : *nggak ada?*

Informant : *Iyaa*

Researcher : *terus, aktifitas selain jadi Tour Guide disini, aktivitas mbak Erna itu apa aja mbak?*

Informant : *Aktivitasnya yaa kerja disini, terus nanti pulang nggak ada acara*

Researcher : *Jadi cuman jadi Tour Guide disini?*

Informant : *iyaa*

Researcher : *terima kasihmbak waktunya*

Informant : *iyaa sama-sama*

Informant 3

Name : Ms. Susi

Researcher : *Disini mbak Susi sudah jadi Tour Guide sudah berapa lama mbak?*

Informant : *Dari 96*

Researcher : *96 Sampai sekarang?*

Informant : *Yaa*

Researcher : *Kenapa kok mbak Susi itu tertarik untuk menjadi Tour Guide di Mangkunegaran?*

Informant : *Yaa, sesuai pendidikan*

Researcher : *Dulu pendidikannya mbak Susi apa mbak ?*

Informant : *Pariwisata*

Researcher : *Pariwisata. Selain bahasa Inggris, mbak Susi bisa bahasa Asing apa saja mbak ?*

Informant : *Dikit-dikit bahasa Perancis*

Researcher : *Waktu mbak Susi belajar bahasa Inggris sama bahasa Perancis itu, mbak Susi belajar secara otodidak atau pernah ikut kursus mbak?*

Informant : *Belajar di ini..., di sekolah pernah*

Researcher : *Di sekolah formal gitu?*

Informant : *iyaa*

Researcher : *Kalau ikut kursus-kursus gitu mbak?*

Informant : *nggak pernah!*

Researcher : *Kita tahu kan kalau belajar bahasa Inggris itu pasti ada kesulitannya,kayak misalnya kayak grammar,vocabulary, pronunciation, idiom, dll. Menurut mbakSusi, belajar bahasa Inggris itu yang paling susah belajar apa mbak?*

Informant : *Enjoy aja, soalnya seneng dulu*

Researcher : *Dulu waktu belajar bahasa, apa mbak Susi suka belajar pakek gambar dan apa dulu mbak susi suka duduk didepan?*

Informant : *Suka mbak, tapi kalo duduk didepan jarang*

Researcher : *Dulu waktu belajar bahasa, apa Mbak Susi suka belajar pakek lagu dan dulu apa juga suka merekam pembelajaran?*

Informant : *Itu juga suka, tapi dulu nggak pernah ngerekam, biasanya dicatet*

Researcher : *Mbak Susi suka belajar dalam kelompok apa enggak mbak?*

Informant : *Suka sihh*

Researcher : *Kenapa mbak?*

Informant : *Yaa suka aja, tapi kadang juga gak suka kalau yang kerja cuman satu orang*

Researcher : *Disini, selama mbak Susi jadi Tour Guide disini suka dukanya apa mbak?*

Informant : *Yaa, banyak ketemu berbagai karakter, senengnya itu, susahnya yaa kadang tamu kan beda-beda karakter, itu juga nggak enak juga*

Researcher : *Contohnya seperti apa?*

Informant : *Yaa kan banyak ngomong, misalnya nge-test*

Researcher : *Selain jadi Tour Guide disini, aktivitas mbak Susi lainnya apa?*

Informant : *Jadi Ibu rumah tangga*

Researcher : *Selain itu?*

Informant : *Udah*

Researcher : *Terima kasih mbak Susi atas waktunya*

Informant : *Sama-sama*

Informant 4

Name : Ms. Maryati

Researcher : *Disini saya mau minta waktunya sebentar untuk interview, untuk keperluan skripsi saya. Jadi, bu Maryati sudah jadi Tour Guide disini sudah berapa lama bu?*

Informant : *Yaa, udah hampir 24 tahun*

Researcher : *24 tahun?*

Informant : *Iyaa*

Researcher : *Terus, kenapa kok bu Maryati tertarik untuk jadi Tour Guide disini bu?*

Informant : *Dulu*

Researcher : *Iyaa*

Informant : *Yaa, tertarik aja, seneng aja, saya kan basikmya sekolah pariwisata*

Researcher : *Bu Maryati disini itu rekomendasi sendiri atau dari rekomendasi orang lain?*

Informant : *Ohh..., enggak ada rekomendasi*

Researcher : *Jadi rekomendasi sendiri?, selain bahasa Inggris, Bu Maryati menguasai bahasa apa bu?*

Informant : *Saya cuman bahasa Inggris mbak yang aktif*

Researcher : *Bu Maryati itu belajar bahasa Inggris secara otodidak atau pernah ikut kursus-kursus?*

Informant : *Kalau kursus enggak pernah mbak. Pertama saya belajar dari ayah saya, terus waktu itu masih SMP lah, diajari, yaa... otodidak lahh. Lewat lagu-lagu, dari film, kalo sekolah lembaga resmi kant cuman buat formalitas*

Researcher : *Kalau belajar bahasa Inggris kan kta juga belajar tebtang grammar, vocabulary, pronunciation, idiom, dll. Menurut bu Maryati belajar bahasa Inggris itu yang paling susah belajar apa bu*

Informant : *Kalau bahasa biasanya grammarnya too mbak. Yang paling susah. Kalau cuman vocab kan bisa dipelajari dari kamus, kalau grammar tanpa guru kan biasanya susah. Pronunciation agak susah juga, tapi kan lebih susah grammarnya katimbang pronunciation*

Researcher : *Itu kan kesulitannya di grammar, solusi buat mengatasi kesulitan itu apa bu?*

- Informant : *Yaa, kalau saya belajar sendiri aja. Yaa, saya pelajari aja*
- Researcher : *Jadi belajar secara otodidak*
- Informant : *Yaa otodidak*
- Researcher : *Waktu Bu Maryati belajar bahasa, apa bu Maryati suka pembelajaran dengan gambar dan dulu apa bu Maryati suka duduk didepan?*
- Informant : *Yaa, dulu suka nonton film sama bapak, belajar lewat situ mbak. Terus juga suka diajarin sama bapak bahasa Inggris. Kalau duduk didepan biasanya yang datang duluan sihh mbak*
- Researcher : *Bu Maryati waktu belajar bahasa apa menyukai pembelajaran menggunakan lagu dan juga suka merekam pembelajaran?*
- Informant : *Suka mbak, dulu selain film juga pakek lagu, kalau merekam nggak pernah mbak, biasanya nyatet*
- Researcher : *Bu Maryati waktu belajar bahasa suka belajar dalam kelompok atau enggak?*
- Informant : *Suka mbak, kan bisa tuker pendapat sama teman-teman*
- Researcher : *Disini kan njenengan sudah jadi Tour Guide disini sudah lama, suka dukanya jadi Tour Guide disini itu apa bu?*
- Informant : *Yaa, banyak sukanya yaa, kalau dukanya hampir nggak pernah yaa. Cuman dukanya kalau enggak dikasih tip. La;u enggak di tip yaa duka. Kene ngoceh sakjam gak entuk opo-opo. Kalau sukanya*

yaa kan bisa tahu lah misalnya tentang dunialuar dari mereka, kita tanya-tanya, terus kita bisa tahu tahu karakteristik orang berbagai negara, karena karakteristiknya kant lain-lain. Jadi kita bisa tahu. Banyak sukanya lah.

Researcher : *Aktifitas bu Maryati selain jadi Tour Guide disini itu apa?*

Informant : *Nggak ada, yaa Cuma jadi ibu rumah tangga*

Researcher : *Jadi sama kayak bu Endang?*

Informant : *Heem.*

Researcher : *Itu saja bu, terima kasih*

Informant : *Iyaa*

Informant 5

Name : Ms. Endang

Researcher : *Bu Endang, saya disini mau ngobrol dan juga mau bertanya sedikit, Bu Endang itu sudah jadi Tour Guide disini sudah berapa lama Bu?*

Informant : *Berapa yaa?, kurang lebih 27 tahunan*

Researcher : *27 tahun?*

Informant : *Heem*

Researcher : *Kenapa Bu Endang tertarik untuk menjadi Tour Guide disini?*

Informant : *Tertarik disini?*

Researcher : *Iyaa*

Informant : *ohh, saya dulu istilahnya apa yaa?, soalnya ingin mengembangkan bahasa Inggris itu, saya dulu kuliah di FKIP Bahasa Inggris, trus lanjut suka disini ketemu karo uwong akeh,*

macem-macem karakter, soalnya saya pengene pokoke kerjone interaksi sama orang lain

Researcher : *Waktu pertama kali kesini, njenengan itu atas rekomendasi orang lain atau rekomendasi sendiri?*

Informant : *Dulu kakak saya pernah kerja disini*

Researcher : *selain Bahasa Inggris, bahasa yang bu Endang kuasai itu apa aja Bu?*

Informant : *Nggak dikuasai tapi bisa, nggak menguasai sepenuhnya tapi saya bisa ngomong bahasa Jepang*

Researcher : *Ohh, bahasa Jepang, terus waktu njenengan belajar bahasa jepang itu, njenengan belajar secara otodidakatau pernah ikut kursus?*

Informant : *Kalau semua istilahnya otodidak, soalnya saya pernah kursus tapi cuman tiga bulan, kalau Bahasa Inggrisnya saya dapat dari keguruan. Tapi kalau bahasa Jepang saya pernah kursus bahasa Jepang*

Researcher : *terus kalau kita belajar bahasa Inggris kita otomatis belajar kayak yang namanya grammar, vocabulary, pronunciation, idiom, dll. Menurut Bu Endang belajar bahasa Inggris itu yang susah waktu belajar apa ?*

Informant : *Grammar, makanya kalau ngomong kan nggak perlu pakek grammar, makanya aku yent mlaku yaa gak usah gowo grammar,*

kalau ngomong gak pakek, tapi kalau nulis baru pakek, gak usah pakem, yang penting nulisnya mudeng.

Researcher : *kalau belajar grammar itu kan ada kesulitannya, solusi buat ngatasin masalah itu gimana bu?*

Informant : *Lha masalahe yent nang kene nulis kan nggak pernah, cuman ngomong, jadi kan grammar nggak 100% diperlukan. Jadi kalau misalkan ngomong sama turis, turisnya tahu yaa sudah*

Researcher : *Bu Endang dalam belajar bahasa apa suka pembelajaran dengan gambar dan apa suka duduk didepan?*

Informant : *Gambar yang bergerak apa cuman gambar biasa?*

Researcher : *Dua-duanya buk*

Informant : *Dua-duanya suka mbak, tapi lebih sering nonton yang gambar bergerak kayak film. Saya dulu duduk didepan tergantung sama gurunya mbak*

Researcher : *Bu Endang suka belajar pakai lagu dan suka merekam pembelajaran atau tidak bu ?*

Informant : *Saya suka lagu, lebih sering ndengerin lagu katimbang nonton film malah. Biasane lewat radio. Ngerekam gak pernah mbak. Yen nyatet sering*

Researcher : *Terus, dalam belajar bahasa, Bu endang suka belajar dalam kelompok atau tidak bu?*

- Informant : *Suka mbak*
- Researcher : *Sukanya gimana bu?*
- Informant : *Sukanya yaa bisa tukar pendapat, tugase cepet rampung*
- Researcher : *Bu Endang waktu belajar suka gerak-gerakin tubuh apa enggak bu?*
- Informant : *nggak pernah mbak, aku anteng yent sinau*
- Researcher : *Terus, selama njenengan jadi Tour Guide disini suka dukanya apa?*
- Informant : *Banyak sukanya mbak*
- Researcher : *Sukanya gimana?*
- Informant : *Yaa, sukanya ketemu sama orang banyak. Itu yang saya paling seneng berinteraksi sama orang, tukar pendapat, membaca karakter seseorang itu dari macem negara. Yang susahnye nek eneng turis seng ngayelke*
- Researcher : *Ngayelke gimana?*
- Informant : *Yaa, misalnya nggk mau ngikutin aturan disini, gak mau pakek guide, gak mau ini, dan lain-lain*
- Researcher : *Selain jadi Tour Guide disini, aktivitas lainnya iti apa?*
- Informant : *Ibu rumah tangga, dirumah aktivitasnya yaa masak, yaa nyuci, yaa nyetrika*
- Researcher : *Terima kasih bu*

Informant : *Yaa*

Informant 6

Name : Mr. Dodik

Researcher : *Pak Dodik, terima kasih atas waktunya, disini saya mau tanya-tanya dikit pak, Pak Dodik sudah jadi Tour Guide disini sudah berapa lama Pak?*

Informant : *Kalau saya mulai disini dari awal masuk disini 2009 akhir mbak, 2009 akhir itu dulu saya magang, kalau kita disini nyebutnya training dan kemudian ada tingkatannya ke atas itu magang. Magang itu sudah beda kayak training, kalau training kan kayak PKL gitu kan, naah kalau magang itu sudah mau masukkesini*

Researcher : *Terus, kenapa Pak Dodik itu milih huat jadi Tour Guide di Mangkunegaran, kenapa kok enggak di tempat yang lainnya?*

Informant : *Yaa, kebetulan saya selain dari jurusan pariwisata, saya itu aslinya senimanmbak, dari keluarga seniman. Kakek dalang, nenek*

pemain gamelan, Ibu sinden, Pakde banyak dari keluarga seniman. Disaat saya pertama kali kesini itu kayak saya menemukan tempat yang bener-bener “oh, ini lho saya”, maksudnya saya dari priwisata iya, maksudnya saya pemandu wisata iyaa, tapi disini saya ada gamelan, ada tarian, kemudian ada wayang kulit hubungannya dengan seni, basicly saya suka sejarah, jadi memang kenapa sih yang membuat saya betah disini karena memang yaa inilah, yaa mungkin apa yang saya cari selama ini. Ini tempat kerja yang saya cari

Researcher : *Terus, selain Bahasa Inggris, bahasa apa lagi yang Pak Dodik kuasai?*

Informant : *Saya Bahasa Inggris saja, belum belajar bahasa lain*

Researcher : *Waktu Pak Dodik belajar bahasa Inggris itu, Pak Dodik belajar secara otodidak atau pernah ikut kursus?*

Informant : *Kalau belajarnya kan waktu dikuliah ada, cuman dulu belum, waktu saya kuliah mungkin bahasa Inggris saya belum lancar, setelah saya kesini, setiap hari ketemu sama tamu asing saya ngobrol, kita ngobrol gimana yaa..., kalau dikatakan otodidak saya juga pernah belajar di formal, kalau dikatakan belajar di formal, belajarnya dulu enggak tertarik banget, trtarik belajar Bahasa Inggris baru disini sebenarnya. Belajar dari temen, saya denger langsung dari tamu-tamu “ini ngucapin yang bener kayak gimana?” kayak gitu*

Researcher : *Kalau belajar bahasa Inggris itu kan kita juga belajar kayak grammar, vocab, pronunciation, idiom, dll. Kalau menurut Pak Dodik itu kesulitan yang paling besar dalam belajar bahasa Inggris itu apa?*

Informant : *Pengucapan*

Researcher : *Kenapa Pak?*

Informant : *Iyaa karena kan kita beda sam penulisan kita, itu kesulitan yang paling besar, maksudnya yang kebetulan saya kalo bahasa Inggris kan kita jarang pakai grammar, bukan jarang pakai grammar, kita kan bukan yaa, mungkin kan saya kalau ujian nulis mungkin saya nggak bisa apa-apa. Dalam artian yang benar kayak gimana, verb1, verb2, verb3, itu yang seharusnya saya pelajari dulu di waktu kuliah, tapi kan saya belajrnya langsung dilapangan. Mungkin pengucapan. Kebetulan saya banyak temen dari asing, dari mahasiswa yang mereka beajar di ISI, belajar kesenian, dan disitu kebetulan saya pemain gamelan juga. Saya sering main bareng mereka. Kalau saya ngomong kayak gini gimana?, salah nggak?. Mereka langsung membenarkan saya. Jadi sebuah keberuntungan buat saya, saya punya teman asing*

Researcher : *Solusi buat mengatasi masalah itu apa Pak?*

Informant : *Saya kan kebetulan punya teman asing, jadi saya tanya langsung ke teman saya pengucapannya kayak gimana?, word-work itu kan*

udah beda, itukan penulisannya hampir sama, bacanya gimana kalau kita enggak dari yang asing

Researcher : *Pak Dodik selama belajar bahasa apa njenengan menyukai pembelajaran menggunakan gambar dan juga apakah Pak dodik suka duduk didepan?*

Informant : *saya suka pembelajaran menggunakan gambar yaa mbak, terutama dari film-film luar negeri kayak gitu, terus juga bisabelajar pengucapan juga dari situ, kita bisa belajar logat mereka tentang suatu kata. Saya bisa duduk dimana saja sih mbak yang penting nyaman terus bisa nangkep pelajaran dengan baik*

Researcher : *Pak Dodik dalam belajar bahasa apa menyukai pembelajaran melalui lagu dan pak Dodik apa suka merekam pembelajaran itu?*

Informant : *Saya kan orang seni yaa mbak terus juga main gamelan juga, jadi yaa gak asing lagi dengan lagu-lagu dan menurut saya belajar pakek lagu itu juga menyeangkan mbak. Kalo bisa direkam yaa direkam, kalo nggak bisa yaa dicatet aja. Dibikin gampang aja sih mbak*

Researcher : *Dalam belajar bahasa, apa Pak dodik suka belajar dalam kelompok dan juga suka menggerakkan anggota tubuh pak?*

Informant : *Saya suka belajar dalam kelompok mbak, karena belajar dalam kelompok itu bisa mununjukkan kita karakter dari masing-masing orang. Di dalam bermain gamelan pun juga kerja kelompok mbak tujuannya supaya bisa menghasilkan sebuah alunan yang indah*

dan juga kalau bermain gamelan otomatis anggota tubuh bergerak yaa mbak, terutama tangan, tapi kalau diluar itu paling yaa cuman gerakin tangan aja sih mbak

Researcher : *Selama jadi Tour Guide disini suka dukanya apa Pak?*

Informant : *Suka dukanya disini yaa kadang ada tamu yang mereka dari Perancis, orang Perancis itu kan menganggap kalau bahsa mereja itu kan bahasa International, mereka nggak mau pakek bahasa Inggris. Agak susah kalau jelasin ke tamu asing. Tamu dari Perancis dan Cina mereka nggak mau pakek bahasa Inggris, entah nggak mau atau entah kenapa saya kurang tahu juga. Sukanya sih banyak mbak, ketemu orang baru tiap hari, ketemu panjenengan, ketemu orang beda*

Researcher : *Selain jadi Tour Guide disini, aktivitas Pak Dodik yang lain itu apa Pak?*

Informant : *Selain ini saya kebetulan saya di Mangkunegaran saya ada sanggar wayang kulit, sanggar wayangkulit gaya Mngkunegaran, karena tiap keraton itu punya gaya sendiri. Kebetulan saya pengurus disitu, saya dulu alumni disitu dan pengurus disitu. Saya da bebrapa tempat untuk latihan gamelan. Saya diluar Mangkunegaran lebih kebidang kesenian, saya banyak keseni, gamelan, karawitan, Tri, kalau tari biasanya cuman apresiasi terhadap teman yang lagi pentas. Yaa itusih, lebih ke kesenian.*

Researcher : *Terima kasih pak atas waktunya*

Informant : *Iyaa, sama-sama*

Informant 7

Name : Mr. Agung

Researcher : *Disini Pak Agung sudah jadi Tour Guide di Mangkunegaran sudah berapa lama pak?*

Informant : *Saya jadi Tour Guide sejak tahun 1997, baru sekitar 18 tahun*

Researcher : *Kenapa kok Pak Agung itu tertarik buat jadi tour guide di Mangkunegaran?*

Informant : *Kenapa kok aku tertarik jadi Tour Guide di Mangkunegaran?. Karena saya suka berinteraksi dengan masyarakat, dengan tamu, dan saya senang berbagi informasi, dalam artian tentang sejarah dan kebetulan saya di Mnahkunegaran didevisi budaya, jadi saya ingin berbadi lewat kemampuan saya berinteraksi*

Researcher : *Disini Pak Agung selain Bahasa Inggris, bisa pakai bahasa apa aja pak?*

Informant : *Yang basic utama bahasa Inggris, terus bahasa kedua adalah bahasa Spanyol. Saya menganggap bahwa bahasa Spanyol menjadi bahas ayang diakui sebagai media berkomunikasi dengan tamu, jadi kalau ada tamu yang bekunjung ke Mangkunegaran gabas ayng serumpun dengan bahasa Spanyol mungkin akan lebih membantu, katimbang tidak sama sekali dengan bahasa Inggris, tidak semuanya paham jadi kalau bahasa Spanyol, Perancis, Jerman sehingga Bahasa Inggris, Bahasa Spanyol itu lebih mewakili dari bahasa itu tadi dan kebetulan tamu-tamu yang berkunjung juga hampir semua serumpun dengan bahasa itu yang saya pelajari. Perancis, Itali, bahasa Belgia, bahasa Spanyol*

Researcher : *Waktu Pak Agung belajar bahasa Inggris dan Spanyol itu Pak Agung belajar secara otodidak atau pernah ikut kursus-kursus Pak?*

Informant : *Kalau bahasa Inggris saya suka mengadopsi dalam film-film, kursus iya tapi tidak begitu membantu bagi saya pribadi. Karena hanya text book, tapi kalau melihat di film-film itu yaa dan berinteraksi langsung dengan tamu-tamu jauh lebih teraplikasi. Begitu*

Researcher : *Jadi secara praktek?*

Informant : *Iyaa, secara praktek langsung, jadi lihat di televisi naah itu diaplikasikan ketika melakukan pelayanan dengan guiding tadi*

- Researcher : *Kita tahu kalau belajar bahasa Inggris dan bahasa lain itu kan kita belajar tentang grammar, vocab, pronunciation, idiom, dll. Kalau dari situ, kesulitan yang mana Pak?*
- Informant : *Kalau kesulitan di grammar itu dalam penempatan, dalam artian susunan yaa...dalam penempatan kalimat yang menggunakan bentuk-bentuk waktu tadi yang lebih pad apa yaa..., pada tingkatan yang mau dikerjakan gitu misalnya, dari beberapa 16 tenses itu kan kita sering pakek present, past dan future, sementara untuk ketinggian yang itu kita kadang ada sebuah kesalahan pastinya. Tidak seoptimal saat menggunakan tenses biasa. Jadi kesulitannya adalah kalau peningkatan pada posisi tiga tenses, grammar pada level di atasnya ketiga tenses itu*
- Researcher : *Kalau ada masalah kan otomatis ada solusinya yaa pak, naah solusi buat itu sendiri apa Pak?*
- Informant : *Solusi?, kita bukakbuku, kita bukak buku-buku lagi, kita memori lagi untuk yang seperti di buku, harapannya kita berbicara sesuai dengan tenses yang berlaku dengan demikian lebih pass, sehingga tidak terkesan serampangan, jadi buka buku walaupun saya prijadi karakternya adlah pelupa, maka satu-satunya adalah bukak buku lagi, buku dengan dictionari ataupun tentang grammar*
- Researcher : *Terus, dalam belajar bahasa, apa Pak Agung suka pembelajaran melalui gambar dan apa Pak Agung suka duduk didepan?*

- Informant : *Gambar? Yaa suka mbak, melalui film , biasanya kant melalui film yaa, jadi apa yang ada dalam film itu bisa kita pelajari bisa kita praktekkkan kata-katanya, suka lahh, duduk didepan suka juga biar lebih fokus aja*
- Researcher : *Pak Agung dalam belajar bahasaa apa juga suka menggunakan lagu dan juga suka merekam pembelajaran?*
- Informant : *itu juga suka mbak, mendengarkan musik itu salah satu hobi saya mbak, apalagi kalau lagi suntuk gitu biasanya dengerin lagu, yaa buat havefun sekalian buat belajar bahasa Inggris juga bisa kan jadi kalau kita mau nyanyi nggak hafal lirik biasanya kan searching liriknya, kalau nggak tahu artinya tinggal cari artinya, jadi bisa belajar lewat film dan juga lagu.*
- Researcher : *Apa Pak Agung suka belajar dalam kelompok dan juga suka menggerakkan anggota tubuh pak Agung?*
- Informant : *Semua orang pasti suka belajar kelompok, nggak cuman disekolah aja, tapi dalam kehidupan sehari-hari pasti kita juga bekerja dalam kepompok, kalau menggerakkan tubuh yaa sesekali aja mbak, biar tubuh nggak kaku*
- Researcher : *Selain jadi Tour Guide di Mangkunegaran, aktivitas lainnya Pak Agung apa pak ?*
- Informant : *Selain saya menjadi pemandu lokal di Pura Mangkunegaran, saya juga beraktivitas sebagai freelance guide. freelance guide adalah guide yang bertugas memberikan pelayanan yang di*

“hire”, di sewa oleh salah satu user, disini mungkin biro perjalanan wisata ataupun user dari institusi pariwisata lain. Mungkin dari pihak transport, pihak hotel atau mungkin dari pihak objek wisata yang mereka sudah mengenal keberadaan diri saya sebagai freelance guide tadi

Researcher : *Selama jadi tour guide disini, suka dukanya Pak Agung itu apa Pak?*

Informant : *Kalau sukanya, karena kita bisa berinteraksi langsung, dan kita bisa bertemu dengan berbagai tipe orang dari berbagai belahan dunia, tidak sukanya adalah ketika kita tidak bisa memberikan penjelasan dengan maksimal karena berbagai keterbatasan. Mungkin tentang pertanyaan yang dilontarkan oleh si tamu itu, sehingga kemungkinan untuk bertemu kembali kan kecil jadi ketika tidak bisa memberikan jawaban yang memuaskan itu ada sedikit menjadi ganjalan. Terus tidak sukanya itu ketika ketika kita memberika pelayanansementara fasilitas pendukungnya yang ada di Mangkunegaran, khususnya kebersihan tidak berbandinglurus dengan kemegahan nama istana Mnagkunegaran. Sehingga kadang komplain gara-gara kaki menginjak kotoran burung, kaki menginjak air, kaki menginjak kotoran apalah kebetulan sebagai jalur yang dilewati oleh si tamu yang kita beri pelayanan. Sukanya itu, kalau sepanjang itu berkaitan dengan fasilitas, itu yang menyangkut kebersihan karena orang asing itu higienisnya lebih kuat, sehingga ketika itu menjadi bumerang bagi kita, udah punya*

nama megahnya atau tenangnya Mngkunegaran tadi. Itu sukanya tadi, tidak sukanya, tidak suka lagi adalah fasilitas pendukung untuk si tamu, seperti contoh pendisplaian kurang laku, kotor, seperti itu

Researcher : *Terimakasih Pak atas waktunya*

Informant : *Iyaa mbak, sama-sama*

Informant 8

Name : *Mr. Wahyu*

Researcher : *Mas wahyu, disini saya ingin minta waktunya sebentar. Disini saya mau tanya, Mas Wahyu sudah berapa lama jadi tour guide di sini?*

Informant : *Saya volunteer mbak*

Researcher : *Volunteer?, ohh gitu, terus kenapa kok mas Wahyu itu milih Mangkunegaran?*

Informant : *Nggak tahu yaa mbak, masuk aja gitu*

Researcher : *Mungkin ada rekomendasi atau dari kawan?*

- Informant : *Enggak...enggak, yaa masuk aja gitu, tiba-tiba betah, nggak tahu laah*
- Researcher : *Mas Wahyu, bahasa apa saja yang dikuasai?*
- Informant : *Indonesia aja dan Jawa*
- Researcher : *Ohh, cuman Indonesian dan Jawa, terus waktu mas Wahyu volunteer disini, suka dukanya apa mas?*
- Informant : *Nggak ada sih, biasa aja, normal sih saya*
- Researcher : *Sukanya apa mas?*
- Informant : *Sukanya yaa ketemu orang gitu aja tiap hari, soalnya kuliah saya kan beda 100% sama pariwisata, saya masih kuliah sekarang*
- Researcher : *Kuliah dimana mas?*
- Informant : *Di UMS, jurusan Teknik Sipil*
- Researcher : *Itu kebanting banget yaa mas jurusannya, terus kita tahu nggak semua turis yang dateng kesini kan dari lokal tapi dari asing juga, mas Wahyu itu tertarik nggak buat belajar bahasa asing?*
- Informant : *Yaa tertarik sih, tapi emang waktu saya udah kesita diperkuliahan. Di teknik kan tahu sendiri tuganya seperti apa. Engen belajar yaa waktunya nggak ada, yaa ada tapi untuk tugas aja udah kurang-kurang kan emang kalau di teknik itu kalender akademiknya nggak ngaruh apa-apa, walaupun libur tapi kalau belum selesai yaa dilanjut sampai selesai gitu*

Researcher : *Saya rasa itu dulu mas, makasih buat waktunya mas*

Informant : *Sama-sama*

INTERVIEW GUIDE

1. Sudah berapa lama anda menjadi tour guide di Mangkunegaran?
2. Kenapa anda tertarik untuk menjadi tout guide di Mangkunegaran?
3. Selain bahasa Inggris, bahasa apa lagi yang anda kuasai?
4. Dalam mempelajari bahasa Inggris apakah anda belajar secara otodidak atau dengan mengikuti kursus di lembaga?
5. Dalam belajar bahasa Inggris, kita tentu akan belajar tentang grammar, idiom, vocabulary, pronunciation, idiom dan lai-lai, menurut anda manakah yang paling sulit waktu belajar bahasa Inggris?
6. Solusi apa yang anda lakukan untuk mengatasi kesulitan dalam belajar bahasa Inggris dan bahasa asing lainnya?
7. Apakah dalam belajar bahasa, anda menyukai pembelajaran yang menggunakan gambar dan anda suka duduk didepan ?
8. Apakah dalam belajar bahasa, anda menyukai pembelajaran menggunakan lagu dan suka merekam pembelajaran?
9. Apakah dalam belajar bahasa anda lebih suka belajar dalam kelompok dan suka menggerakkan anggota tubuh anda?
10. Selain menjadi tour guide disini, apa kegiatan lain yang anda lakukan?

APPENDIX 4**FIELD NOTE**

No : 01

Time : Saturday, 13th December 2015

Place : Mangkunegaran Palace

Title : Research Permission

Today, the researcher went to Mangkunegaran Palace. Here, the researcher are going to asked research permission from the palace. For the first time the researcher entered the palace, she welcomed by the tour guide and they asked the researcher intention. After the researcher talked to the tour guide from the front office, the researcher introduced herself to Mr. Purwanto as the tour guide of the Palace. Then, the researcher asked to the Mr. Purwanto about what are should the researcher do to get permission to conduct research there. Here, Mr. Purwanto explained anything related to the prerequisite to conduct reseach in Mangkunegaran Palace. After heard the explanation, the researcher asked Mr. Purwanto for help to conduct this research.

FIELD NOTE

No : 02

Time : Monday, 20th June 2016

Place : Mangkunegaran Palace

Title : Giving Research letter

Today, the researcher went to Mangkunegaran Palace to give the research letter to the staff of Mangkunegaran Palace at the *Dinas Urusaan Istana Mangkunegaran*. After coming to the palace, the researcher was suggested to go to the Mangkunegaran office. Arrived at the office, the researcher was welcomed by the staff named Mr. Supriyanto and the researcher explained her intention to conduct the research at Mangkunegaran. After hearing the researcher's explanation, the staff prohibited the researcher from conducting the research at Mangkunegaran Palace and also the staff gave the permission letter to the researcher to conduct the research.

FIELD NOTE

No : 03

Time : Monday, 27th June 2016

Place : Mangkunegaran Palace

Title : Interviewed the tour guide

Today is the first day of research. The agenda of today was to interview the tour guide. Here, there are eight tour guide. Before start the interview, the researcher introduced herself to the tour guide. Here, the researcher going to ask some question to answer her research problem and to know the answer of it. After finished introduced herself, the researcher began the researcher by interviewed Mr. Purwanto. After finished interview with the first tour guide, the researcher continued with the second tour guide that is Mrs. Erna. Here, the researcher have to be patient because all of the tour guide are very busy, so the researcher must wait a little bit longer to interviewed the tour guide. Even, the researcher must wait a little bit longer, the researcher is able to finished the first research well.

FIELD NOTE

No : 04

Time : Wednesday, 29th June 2016

Place : Mangkunegaran Palace

Title : 2nd research

Today is the second research and the agenda was giving questionnaire to the tour guide. It is still the same as before, the total of tour guide is eight. The researcher came at 08.00 to start the research. After met with the tour guide, the researcher gave the questionnaire to the tour guide. After all of the tour guide received the questionnaire, they began to answer it. Not all of the tour guide continued to answer of the questionnaire, some of them are have handle the guest that came to the palace. After they finished handling the guest they began answer the question from the questionnaire. The second research is going well. After finished the research, the researcher thanked to all of the tour guide who was helped the researcher.