

THE USE OF OJT (ON THE JOB TRAINING) AS ENGLISH TOUR GUIDE IN TEACHING SPEAKING ABILITY IN PANG PANG TANJUNG PASIR

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ABSTRACT

The purpose of this study is to describe how the use of OJT (On the Job Training) as an English tour guide to improve students' speaking skills in Pang Pang Tanjung Pasir tour at Usaha Jasa Wisata of LKP ALOHA Tegaldlimo. It is hoped that OJT (On the Job Training) as an English tour guide can improve students' English speaking skills. The method used in this research is descriptive qualitative research. Instruments for collecting data are observation, interviews, and documentation. The researcher analyzed the data using descriptive qualitative research. From the results of the study, researchers found answers to research problems, including: 1) OJT (On the Job Training) as a tour becomes an effective speaking teaching to be applied by LKP Aloha EDU teachers in the tourism service business

class. Moreover, the ojt method could enhance speaking skill. 2) With OJT (On The Job Training) as a tour guide, students can practice working as a tour guide and find out the challenge that exist in the field of work.3) The problems faced during the OJT (On The Job Training) process as a tour guide are students who sometimes have difficulty understanding the accent of conversations with native tourists, pronunciation, content, vocabulary, it caused the lack of confidence in students.

Key Word: *On the Job Training, English tour guide, use, and speaking skill*

Introduction

English is the most widely spoken international language around the world. According to the number of speakers there are 400 million native speakers and 2 billion people learn it as a second language. This means that there are about 2.4 billion people in the world who speak English, due to developments in the fields of science, work, business between countries and others

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

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

of communication.

According to Oemar Hambalik (2001: 21), OJT (on the job training) is a training model that aims to provide the skills needed in certain jobs in accordance with the demands of the abilities of workers. This is very important for students to be able to learn to know and practice directly in the world of work, so that they can adapt well and are ready to enter the world of work, and be in accordance with the demands of the world of work according to their fields. Fieldwork practice is an activity that was previously called with a dual system of education, namely education and training carried out in schools, practiced in the industrial world, so that there will be a match between the abilities obtained at school with the demands in the industrial world (Minarti and Usaman 2009: 108).

A tour guide is a person who guides

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

According to observations and pre-

research conducted by researchers. Most students of LKP Aloha Edu who practice as tour guides have several obstacles in choosing a place. That is, they choose a place where there are no foreign tourists, so they practice becoming tour guides using Indonesian. It causes the ability to speak English does not develop. Therefore, they choose a tourist spot in Pang Pang Tanjung Pasir

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

Kawang Beach, Papangpang Tanjung Pasir Beach, Kili Kili panorama). Mangrove tour like in the Amazon through three (3) islands: Blekok Island, Biawak Island, and Mrutu Island. Visit to Blekok Palace and Tongtong Stork Palace (place where you can see many birds of Blekok such as *Ardeola speciosa* and the Tongtong Stork or *Leptoptilos javanicus*), Alas Purwo National Park (the real sunrise of Java), Bay Banyubiru, and the Sembulungan Peninsula. Seeing Bagan (traditional fishing gear), Banjang (environment-friendly fishing gear), Eiffel Tower bamboo, Japanese bunker, Dutch Cannon heritage, Gandrung's grave. Seeing evergreen forest and white sand, snorkeling, and witnessing the cultivation of pearl shells

Method

In doing this research, the researcher uses

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

Brumfit and Mitchell (1995: 11) state that descriptive research will aim to provide as accurate an explanation as possible about what current practice is, how students learn, how teachers teach, what classrooms are like, at certain times in certain places. The researcher chose descriptive qualitative research for his research to provide an overview of phenomena

that occur randomly without the intervention of an experiment. This study is intended to help the reader understand what is happening in the environment during the observation, what the views of the participants are and what activities are taking place at the research site.

Surakhman in Subroto (1992:5) states that "in descriptive qualitative research, researchers use the techniques of searching, collecting, classifying, analyzing data, interpreting it and finally drawing conclusions". Researchers collect data, and then descriptively report their findings. The condition of the object of research must be natural, so that research can obtain representative results. Representative results will be a source of research conclusions. In this study, the data in question appears in words not in numbers. Based on the statement above, the researcher wants to get some

information about the use of On the Job Training as a tour guide to improve students' speaking skills from the Usaha Jasa Wisata class of LKP Aloha Tegaldlimo.

Research setting is the physical, social, or experimental context within which research is conducted. In a research paper, describing this setting accurately is crucial since the results and their interpretation may depend heavily on it.

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

In accordance with qualitative research, the presence of researchers in the field is very

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

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

Finding

The Objective of Teaching Speaking by using OJT (On The Job Training) as English Tour Guide, the researcher will explain that the objective of this research is "how the use of OJT (On The Job Training) as English Tour Guide is to Improve Students' Speaking Ability in Pang Pang Tanjung Pasir Tour at UsahaJasa Wisata Department Students of LKP ALOHA Tegaldlimo." Where OJT is one of the graduation requirements at LKP Aloha Tegaldlimo. So students are required to take part in these activities.

It is known that OJT is a practical learning method where students go directly to the field. The OJT conducted by LKP Aloha Tegaldlimo students is a tour guide which is carried out on Plengkung beach. So how can OJT as a tour guide help develop students' abilities? The researcher

interviewed one of the supervisors of LKP Aloha named Mas Rizki. He said, "OJT is very helpful for developing students' speaking, the reason is because we go directly to the field, directly practice, without much theory.

Then we immediately met native speakers who in fact their speaking was very fluent. Instead of us just taking courses, we are only given material without any practice. So that it can be returned from the definition of speaking itself, speaking is a community tool between individuals with one another. Course is important. But with practice we can find out where we went wrong". Therefore, direct practice through OJT activities as a tour guide can improve the speaking skills of LKP Aloha Tegaldlimo students.

The Material of Teaching Speaking by
Using OJT (On the Job Training) as English Tour

Guide, the researcher explains about the material for teaching speaking using OJT material as a tour guide at LKP Aloha Tegaldlomo. To teach speaking, the role play method is used as a tour guide. Previously, the teacher gave material in the form of greetings, introductions, dialogue with strangers, attitudes that must be shown, body language, to how to say goodbye. Next, the students are invited to play the role of tour guides and become Native speaker. The students were given direct briefing for 1 – 3 months until the material taught was fully absorbed by them.

The Implementation of Teaching Speaking by using OJT (On the Job Training) as English Tour Guide

a. First observation

The first step is to get to know OJT as a tour guide at LKP Aloha EDU. Researchers visited the research location at LKP Aloha to see the coaching period before the OJT practice process

as a tour guide took place. There are 5 students from the tourism service business class who will take part in the OJT. They are given directions in the form of materials that will help students in the implementation of OJT. The material is given for one full month under the direction of the supervising teacher. Here students are required to study hard and increase speaking practice. They increase the practice of talking with their friends, or sometimes the teacher provides material topics for students to develop through the practice of speaking on their own. The teacher continues to monitor the students' speaking development. Sometimes there are students who have difficulty translating sentences in English, they ask the vocab teacher they don't know, or they look for themselves through google translate and dictionaries. The place used for speaking practice is not only in the

classroom, sometimes students have conversations and discussions outside the classroom or on the course site.

The goal is that students do not feel bored in learning. Within 1 hour of lessons, in addition to practicing speaking. Students are given certain materials, such as grammar, expressions, vocabulary etc. The provision of this guidance material can of course help students in tomorrow's OJT activities. Train students to get used to using English for their daily conversations, train them Confidence so that they are not afraid to make mistakes in speaking English.

b. Second observation

In the second observation, the researcher observed the OJT process as a tour guide at Pang – Pang Tanjung Pasir Tour. There are so many tour places that foreign tourists can explore when taking a tour through Pang – Pang Tanjung

Pasir Tour. In the OJT process, LKP Aloha students have the opportunity to tour Plengkung beach or better known as G-Land which is still in the Alas Purwo National Park area, Banyuwangi Regency, East Java.

After following the permit to participate as an English tour guide on Pang – Pang Tanjung Pasir Tour, they headed to Plengkung beach. then the students under the direction of the supervising teacher get ready to invite foreign tourists one by one to speak using the English language that has been taught during the guidance process. Even though they have been guided for a full month, there are still students who have difficulty mastering vocabulary, or understanding the foreign tourist accent. Because every country has a different English accent. So that makes them think too long to convey the meaning they want to convey and

sometimes they still ask the supervisor. “This OJT is very helpful for students in practicing their confidence in speaking English,

It can also help to improve their English speaking, because they directly meet native speakers. They can learn firsthand the pronunciation or style of the native speaker. Here, they can learn directly with other professional guides on this Pang – Pang Tanjung Pasir tour,” said Mr. Ali Saifuddin M.Pd, one of the managers at Pang – Pang Tanjung Pasir Tour. In interviews and observations made by researchers, the researchers concluded that OJT is very helpful in developing students' speaking, although there are many obstacles or problems that must be faced by students, they can solve them well directly.

c. Third observation

OJT (On the Job Training) has many

positive impacts on students. However, it is also possible to have some shortcomings that have an impact on students. Researchers observed it from the evaluation conducted by the OJT team. The drawback is that sometimes there are many foreign tourists who have dialects that are difficult to understand, such as foreign tourists from Australia. In addition, students also feel nervous or lack confidence to speak English with foreign tourists or can be called native speakers. In order to know more about the results of this OJT. The teacher evaluates the results of the OJT as an English tour guide held at Plengkung beach. The researcher displays the results of using OJT as a tour guide to improve students' speaking skills, the following table of values from the results of observations:

Table 1
LKP Aloha Students Speaking Score

Name	L/ P	OBJECTIVE RESULT						Total Score
		Pronunciation	Grammar	Content	Vocab	fluency	Score	
Bayu	L	4	4	4	4	5	21	84
Andre	L	5	4	5	5	5	24	96
Solihin	L	5	4	5	4	5	23	92
Welly	L	4	3	4	4	5	20	80
Metro	L	5	4	4	4	5	22	88

The value table above is the result of the English-speaking assessment of students who take OJT as a Tour Guide at the Pang – **Pang Tanjung Pasir TOUR, which was held** at the use of OJT as a Tour Guide in improving students' speaking skills, it can be seen from the table above. It can be seen that the average students get good grades. In the following provisions, the Predicate values used in the assessment of OJT as an English tour guide are:

Table 2

Predicate Interval Score of LKP Aloha EDU

Tegaldlimo

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

From the table above, it can be seen that there are 2 students who get good grades and 3 students who get very good grades. So, it can be seen from the values collected that the percentage of success in getting a very good grade predicate reaches 98%. so, the use of OJT as an English tour guide is very helpful in improving students' speaking skills.

Based on the presentation of several interviews, observations, and documents, the researcher found that the emphasis was on taking the title "THE USE OF OJT (ON THE JOB

TRAINING) AS ENGLISH TOUR GUIDE IN TEACHING SPEAKING ABILITY IN PANG PANG TANJUNG PASIR” proves that OJT as a tour guide is very effective in developing students' skills in speaking English.

The next finding is that in addition to improve students' English-speaking skills, OJT can provide real experience for students in the scope of work as an English tour guide. The selection of tourist attractions that are interesting and also amazing while providing its own entertainment for students. Then the next discovery was proven by after students participated in this activity students could speak English fluently and more relaxed. This is the benchmark for taking the title by researchers that proving OJT as a tour guide has a very good impact in helping students' ability to speak English well and fluently. By this condition of the

results, the use of ojt is succeed to increase student's speaking skill of usaha jasa wisata class at LKP Aloha Tegaldlimo Banyuwangi.

Discussion

Most of the data collected are qualitative data and the analysis technique uses qualitative techniques. This technique was chosen by researchers to produce qualitative data, namely data that cannot be categorized statistically. In the use of qualitative analysis, interpreting what is found and making final conclusions using logic or systematic reasoning. The qualitative analysis used is an interactive analysis model, which is an analysis model that requires three components in the form of data reduction, data presentation, and drawing conclusions / verification using Sugiyono's interactive mode.

1. Data Reduction

"Reducing data can be interpreted as summarizing, selecting the main things, focusing on important things, looking for patterns and themes", (Sugiyono, 2008: 247). Reducing data will provide a clearer picture and make it easier for researchers to collect data next.

The reduction process continues during the implementation of the research, even the researcher starts before data collection is done and finishes until the research ends. The reduction begins when the researcher decides the conceptual framework of the research area, the research problem, and the data collection approach to be used. During data collection, data reduction can take the form of summarizing, coding, focusing on themes, creating problem boundaries, and writing memos.

2. Presentation of Data (display)

"Qualitative research in presenting data is carried out in the form of brief descriptions,

charts, relationships between categories, flowcharts, and the like" (Sugiyono, 2008: 249). This presentation is a sentence that is arranged logically and systematically, so that when it is read it will be easy to understand the various things that occur and allow the researcher to do something about the analysis or other actions based on this understanding.

This data presentation must refer to the formulation of the problem that has been formulated as a research question, so that the narrative presented is a description of the detailed conditions to tell and answer any existing problems. Data presentation other than in the form of narrative sentences, can also include various types of matrices, pictures or schemes, networks, activity links, and tables to support the narrative. By looking at a data presentation, the researcher will see what

happened and make it possible to teach an analysis or other action based on that research. Better presentation of data is a major means of valid qualitative analysis.

3. Conclusion (verification)

The conclusions here are new findings and have never existed. The findings are still dim and clear after being researched (Sugiyono, 2008: 253). Conclusions need to be verified so that they are sufficiently solid and truly accountable. Therefore it is necessary to carry out repetitive activities for the purpose of stabilizing, tracing data back quickly, perhaps as a result of second thoughts that arise across the researcher when writing data presentations by looking back briefly at field notes.

The researcher's discussion based on the findings that have been described, OJT is very influential in improving English speaking skills for students, especially at the Usaha Jasa Wisata

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

Conclusion

In this chapter, the researcher will conclude based on the research problem. OJT (On the Job Training) as a tour becomes an effective speaking teaching to be applied by LKP Aloha EDU teachers in the Usaha Jasa Wisata class. Moreover, the ojt method could enhance speaking skill.

With OJT (On the Job Training) as a tour guide, students can practice working as a tour guide and find out the challenge that exist in the field of work.

The problems faced during the OJT (On the Job Training) process as a tour guide are students who sometimes have difficulty understanding the accent of conversations with native tourists, pronunciation, content, vocabulary, it caused the lack of confidence in students.

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