

**STRATEGIES OF LOCAL TOUR GUIDES IN TEACHING ENGLISH TO
CHILDREN ON RINCA ISLAND, PASIR PANJANG VILLAGE, KOMODO
DISTRICT, WEST MANGGARAI REGENCY, EAST NUSA TENGGARA
PROVINCE (NTT)**



A THESIS

*Submitted to the Faculty of Teacher Training and Education Makassar University in Part Fulfillment
of The Requirement for the Degree of Education in English Department*

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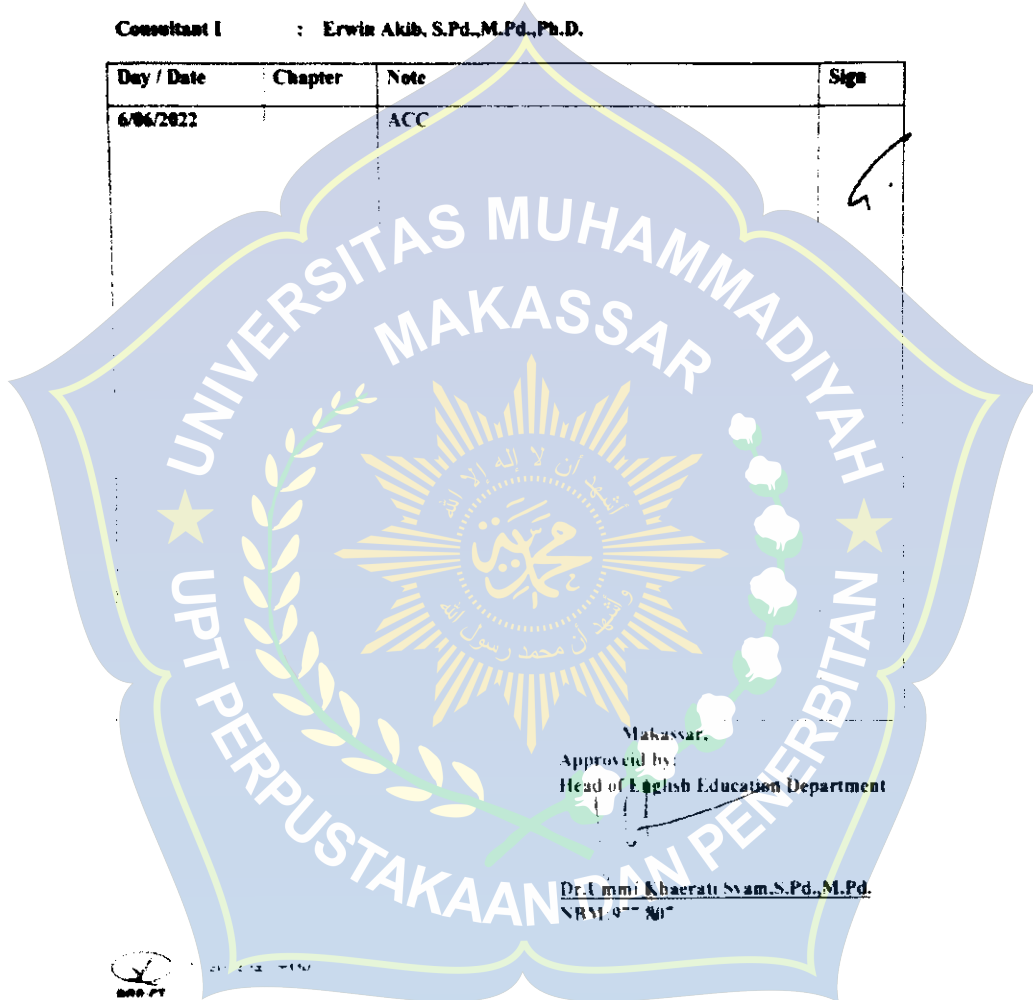

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MOTTO

“It's Not Impossible For Ordinary People To Decide To Be Extraordinary”

Dedication

This paper is dedicated to:

- My beloved parents (Muchsin and Halima), with their love and effort who always pray and support me.
- My best brothers and sisters (Ihdar , Intan Nuraini and Afani hadla alfa) who never ending support motivation andattention.
- My best friends, who never ending support me.



ABSTRACT

SANTI YANI, 2017 “Strategies for Local Tour Guides in Teaching English to Children on Rinca Island, Pasir Panjang Village, Komodo District, West Manggarai Regency, East Nusa Tenggara Province (NTT)”. Thesis Department of English Education, Faculty of Teacher Training and Education, FKIP, University of Muhammadiyah Makassar Supervisor I. Erwin Akib, and advisor II. Herlina Daddi.

This study aims to find out: 1) How do local tour guides teach English to children on Rinca Island? 2) How do local tour guides improve the English language skills of children on Rinca Island? The data collection technique used is the observation of the data obtained and analyzed using qualitative descriptive with the stages of reducing data, displaying data and drawing conclusions, data validity techniques, namely methods or techniques.

The results of the research and data analysis that will be carried out, researchers can conclude that children on Rinca Island on average have low English skills so that children on Rinca Island really need training, especially for speaking and listening skills.) which is trained by a local tour guide. This also proves that the level of need of children on Rinca Island for English in supporting the development of tourism potential on Rinca Island is very minimal in English. One element that is no less important in the development of tourism is a tour guide. As for the supporting factors, namely, local tour guides have provided a place for children to master English.

Keywords: *functionalization of English, children on Rinca Island*

ABSTRAK

SANTI YANI, 2017 “ Strategi Pemandu Wisata Lokal dalam Mengajarkan Bahasa Inggris kepada Anak di Pulau Rinca, Desa Pasir Panjang, Kecamatan Komodo, Kabupaten Manggarai Barat, Provinsi Nusa Tenggara Timur (NTT)”. SKRIPSI Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, FKIP , Universitas Muhammadiyah Makassar Pembimbing I. Erwin Akib, dan Pembimbing II. Herlina Daddi.

Penelitian ini bertujuan untuk mengetahui: 1) Bagaimana pemandu wisata lokal mengajarkan bahasa Inggris kepada anak-anak di Pulau Rinca? 2) Bagaimana pemandu wisata lokal meningkatkan kemampuan bahasa Inggris anak-anak di Pulau Rinca? Teknik pengumpulan data yang digunakan yaitu observasi data yang diperoleh dianalisis dengan menggunakan deskriptif kualitatif dengan tahapan mereduksi data, mendisplaykan data dan penarikan kesimpulan, teknik keabsahan data yaitu *metode atau teknik*.

Hasil penelitian dan analisis data yang telah dilakukan, peneliti dapat mengambil kesimpulan bahwa anak-anak di Pulau Rinca rata-rata memiliki kemampuan bahasa Inggris yang rendah sehingga anak-anak di pulau Rinca sangat membutuhkan pelatihan khususnya untuk kemampuan berbicara dan mendengarkan yang di latih oleh pemandu wisata local. Hal ini juga membuktikan bahwa tingkat kebutuhan anak-anak di Pulau Rinca akan bahasa Inggris dalam menunjang pengembangan potensi wisata yang ada di Pulau Rinca sangat minim dalam berbahasa inggris. Salah satu unsur yang tidak kalah penting dalam pengembangan kepariwisataan adalah pemandu wisata. Adapun faktor pendukung yaitu, pemandu wisata local telah menyediakan wadah kepada anak-anak untuk menguasai bahasa Inggris.

Kata Kunci : *fungsionalisasi bahasa inggris, anak-anak*

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Billahi Fi SabillilHaqFastabiqulKhaerat

Maret 2022,Makassar

The Research



SANTI YANI

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CHAPTER I

INTRODUCTION

A. Background

Indonesia is a country that has beautiful and very diverse natural resources from Sabang to Merauke. The number of ethnic groups that exist is only a small part of Indonesia's wealth. All the wealth of the Indonesian people will feel very useless if they are not explored and used for the welfare of the community and increase prestige in international relations.

The progress of the tourism industry in Indonesia will be one of the supporting factors for economic progress in Indonesia, because the tourism sector contributes quite a lot to Indonesia's income. The prospect of the tourism industry to develop in the years to come is also increasingly visible. This can be seen by the number of incoming foreign tourist visits in 2019 around 4,052,923 visits and in 2020 as many as 16,108,600 visits. (Ministry of Tourism and Creative Economy of the Republic of Indonesia). The wealth of arts and culture that Indonesia has is a supporter of the advancement of the tourism sector in Indonesia.

Komodo National Park is one of Indonesia's valuable assets which if it continues to be developed will greatly help develop the tourism industry in Indonesia.

The potential for natural beauty and the popularity of Komodo National Park which has long been established in national and international tourism, and supported by factors there. One of the tourist destinations included in the Komodo

National Park is Rinca Island. rinca island has unique natural potential and is hardly found in other areas in indonesia. One of the uniqueness of course is because of the existence of the largest ancient animal or lizard that still survives to this day, namely: Varanus Komodoensis or better known by the name: Komodo. These animals are included in rare animals or animals that are almost extinct.

The management of the area on rinca island with abundant tourism potential has been able to deliver this area as one of the tourist destinations, the problem is that the existing reality shows that the management of tourist objects on rinca island by the local government so far has only been able to maintain this area as a Komodo National Park area that has not been managed properly.

According to Rahmawati S, and Erwin Akib. & Scientific. (2021)
Currently, English has been widely used in Indonesia, both in formal and informal events, even some people use it in their daily life. Therefore, to develop the Komodo National Park area, english language skills are needed, both for local tour guides and good english language skills for the people around the tourist attraction locations. So that it becomes an opportunity to increase tourism on rinca island by developing english language skills.

The development of language skills is related to the development of speaking and the ability to master vocabulary. The more people who are able to speak, the richer their language skills, the more the ability to speak english increases so that through speaking activities we can interact with the wider world. in speaking, we seem to do translation which indirectly makes our brain work twice.

This can be described as when children are asked questions and then you prepare them first in the preparation stage, in the form of good and correct Indonesian. Then move it or translate it into English in the right pattern, so our brains will work twice. But it's different when we immediately think of sentences in English. As explained by (Bjorklund, 2005) that the development of language skills is related to the development of speech, the more people are able to speak the richer their language skills, the richer the language skills make children more confident to speak.

In the preschool period, language skills develop rapidly, along with the needs and As a foreign language, English is an important subject according to Sri Rejeki, H., Latief, & Hamid, R. (2021). In Indonesia socialization and children's curiosity. In fact, they are also easier to learn a language other than their mother tongue compared to adults. Thus, teaching English as a foreign language is more appropriate if it is done as early as possible. The critical or sensitive period of language learning is in early childhood, where the flexibility of the brain is still very good. The development of abilities will improve reading skills, the richer the vocabulary mastery you have, the easier it will be to understand writing, and in the end the child's reading ability will increase (Kumara, 2014). Rinca Island is an island located in the East Nusa Tenggara (NTT) Archipelago.

Rinca Island is a Komodo National Park area managed by the Central Government. Rinca Island is to the west of Flores Island, which is separated by the Molo Strait. The island is also part of a UNESCO World Heritage Site, as it is a Komodo National Park Area. The highest point of this island is at Doro (Mount) Ora, 670 m above sea level. On Rinca Island live various types of animals such as

komodo dragons, wild pigs, buffalo and birds. rinca island can also be reached by small boat from Labuan Bajo in western Flores. Administratively, this island belongs to the Komodo District, West Manggarai Regency, East Nusa Tenggara Province (NTT), Indonesia.

On Rinca Island there is one organization, namely the Rinca Youth Organization (OPR) where the Rinca Youth Organization (OPR) has several Local Tour Guides in it, local tour guides who join the Rinca Youth Organization (OPR) have the aim of developing English language learning for the children on Rinca Island because of the limitations of teachers teaching English there to teach children is not possible and so they hold English lessons for children on Rinca Island so that they do not have difficulties in English so the Rinca Youth Organization (OPR) held an English lesson where they arranged a learning schedule for two meetings in one week, namely Monday and Sunday evenings so that children could learn English correctly and correctly and master the English language lessons learned little by little from the Youth Organization. Rinca (OPR), Discuss English is very important for children on Rinca Island, because they can master English so they can become Local Tour Guides even though they don't finish school, that's the purpose of the Rinca Youth Organization (OPR) to hold English language lessons so that those who are not educated can get jobs with become a Tour Guide on Rinca Island.

From the above background, the research will be carried out is to focus on how local tour guides teach English and how to improve English language for children on Rinca Island. On that basis, the researcher is very interested in conducting research on "Strategies for Local Tour Guides in Teaching English to

Children on Rinca Island Pasir Panjang Village, Kecamatan Komodo, Kabupaten Manggarai Barat, East Nusa Tenggara Province (NTT).

B. Problem statement

1. How is the strategy of local tour guides in teaching English to children on Rinca island?
2. How do local tour guides improve English language skills for children on Rinca island?

C. Objective of The Research

1. To find out how the strategies of local tour guides teach English to children on Rinca Island
 2. Knowing the strategies of local tour guides to improve the English language skills of children on Rinca Island
- D. Significance of The Research**

D. Significant of the Research

The benefits of this research are expected to be additional knowledge in English for children on Rinca Island

1. Theoretical Benefits

This study will provide knowledge for additional knowledge of English for children on Rinca Island in general, and English language in particular and as reference material for researchers who are interested in discussing local tour guides in teaching English to children in Indonesia Rinca Island

2. Practical Benefits

- a. For the object of research, namely on Rinca Island, it is used as a reference for developing the English language of children on Rinca Island, for own research, it can develop knowledge about English, especially children on Rinca Island.
- b. For reference, which can be a reference material for further researchers.

E. Scope of the Research

This study aims to find out how tour guides teach English to children and how tour guides improve understanding of English to children on Rinca Island which consists of 30 children on Rinca Island aged 10 to 17 years. So that the discussion does not expand, the researcher provides a scope of research by only focusing on the Tourism Guide Strategy in Teaching English teaching methods and teaching materials.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Research Related Findings

In this literature review, several previous research results are described which are considered quite relevant to this research. The aim is as a comparison between previous research and this research, so that it will produce more accurate research.

Several relevant previous studies have inspired this research, both as a reference, comparison and as a basis for selecting research topics, including:

Research conducted by Kartinah (2018) with the title "Introduction to English through the Storytelling Method Assisted by Picture Media at Purnama Sukarame Bandar Lampung." because at that time children liked all things that were fun, so educators should try to give the best at that time by providing fun strategies in the learning process.

This research was also conducted by Uzer (2019) with the title "Fun English Learning Strategies for Early Childhood Education". This study concludes that a fun English strategy is a method that can make children motivated, so that children like the activities carried out.

Then the research conducted by Putri (2018) "Improving Mastery of English Vocabulary with the Singing Method for Sholeh Sukodono Sidoarjo Children". This study concludes that the introduction of English by using the singing method can increase children's vocabulary because singing is an activity that is close to children because it is entertaining.

It is hoped that the research conducted by the author in the research entitled Strategies for Local Tour Guides in Teaching English to Children on Rinca Island Pasir Panjang Village, Komodo District, West Manggarai Regency, East Nusa Tenggara Province (NTT) can also obtain satisfactory results like previous research and can be useful for local tour guide and children.

B. Theoretical basis

1. Teaching Strategy

The word strategy comes from the Greek word Strategos which is a combination of Stratos or soldiers and ego or leader. A strategy has a basis or scheme to achieve the intended target. So basically strategy is a tool to achieve goals. Strategy is the art of using the conversations and resources of an organization to achieve its goals through effective relationships with the environment under the most favorable conditions.

Strategy can also be said as an adjustment action to react to certain environmental situations that can be considered important, where the adjustment action is carried out consciously based on reasonable considerations. The strategy is formulated in such a way that it is clear what will be carried out in order to achieve the goals to be achieved.

According to Quinn (1999:10) defines strategy as a form or plan that integrates the main goals, policies and courses of action within an organization into a unified whole. A well-formulated strategy will help organize and allocate the company's resources into a unique and sustainable form. A good

strategy is formulated based on the internal abilities and weaknesses of the children on Rinca Island.

Hamel and Prahalad (1995) define "strategy is an action that is incremental (always increasing) and continuous, and is carried out based on the point of view of what customers expect in the future. Thus, strategy always starts from what can happen and not from what happens.

According to Stephanie K. Marrus (2002:31) strategy is defined as a process of determining the plan of top leaders that focuses on the long-term goals of the organization, accompanied by the preparation of a method or effort on how to achieve these goals.

From some of the understandings put forward by some of the figures above, in the author's opinion, strategy is a form of plan that integrates the main objectives, and is carried out based on the point of view of what researchers expect in the future that focuses on the long-term goals of the organization, accompanied by the preparation of a strategy, ways or means of how to achieve these goals. All forms of life views, beliefs, understandings, customs and ethics that are characteristic of a particular area that were born through their experiences and are not necessarily shared by other people.

As for teaching or "teach" comes from the old English, namely teacem. This word comes from the Old Germanic (Old Teutonic), taikjan, which comes from the root teik, which means to show. The word is also found in Sanskrit, dic, which in Old German was known as deik. The term teaching is also related to token which means a sign or symbol. The word token also comes from the Old German word taiknom, which means knowledge of

taikjan. Old English meant that teacem was to teach, so token and teach were historically related. The definition of to teach (teaching) seen from the origin of the word means showing something to someone through a sign or symbol, the use of a sign or symbol is intended to evoke or grow a response about an event, person, observation, discovery, and so on.

Teaching is also an attempt to assist someone in learning how to do something through instruction while leading him and how to learn something, equipping him with knowledge or encouraging him to know and in principle teaching is an attempt to create conditions or systems of a supportive environment and to promote the learning process.

There are several meanings of teaching according to some experts including: According to Syaiful and Aswan (1997:1) teaching is an activity that has educational value. Educational values color the interactions that occur between local tour guides and children. Interactions that have educational value are due to the teaching and learning activities carried out, directed to achieve certain goals that have been formulated before teaching is carried out. Local tour guides consciously plan their teaching activities systematically by utilizing everything for the benefit of teaching children on Rinca Island.

According to Nana Sudjana in Maswan and Khoirul Muslimin (2017: 222) The basics of the teaching and learning process explain that learning and teaching are two concepts that cannot be separated from each other. Learning refers to what a person should do as a subject receiving lessons (target children), whereas teaching refers to what a local tour guide should do as a teacher. Meanwhile, according to Maswan and Khoirul Muslimin (2011: 219)

teaching is giving a lesson to someone, (children) by training and giving instructions so that they gain experience. Hamzah (2006:7) explains that teaching must follow the psychological principles of learning.

From some of the notions put forward by several figures above, that teaching or learning is explained as two concepts that cannot be separated from each other. has several subject concepts that have educational value, so that it can make it easier for children to follow the psychological principles of learning and gain some experience.

So the teaching strategy is a number of steps that are engineered in such a way as to achieve certain teaching goals. Teaching strategies (teaching strategies) are used by local tour guides to teach children on Rinca Island which aims to motivate children to become local tour guides in Komodo National Park with efforts to improve good and correct English to children on Rinca Island.

2. Teaching Method

In the world of education there are various kinds of teaching methods, the use of which must be adapted to various things, such as the situation and conditions of ongoing teaching and learning activities, available facilities, and so on must be adapted to the learning objectives to be achieved.

Etymologically, the word "method" comes from the Greek "methodos" which is composed of the words "meta" and "hodos". Meta means towards, through, following, or after. While hodos means way, way, or direction. The word is then absorbed in English into the word "method" which means a certain form of procedure to achieve or approach a goal, especially a

systematic way. From this explanation, we can conclude that the notion of a method is a systematic method or process used to carry out an activity so that the desired goal can be achieved. In other words, the method serves as a tool to achieve a goal, or how to do or make something.

A method is used as a reference for activities because in it there is an orderly sequence of steps so that the process of achieving goals becomes more efficient. In relation to scientific efforts, the method is a way of working to be able to understand the object that is the target of the science concerned.

The teaching method is a knowledge of how to teach used by a tour guide or instructor. Another understanding is a presentation technique that is mastered by tour guides to teach or present lesson materials to children, both individually and in groups.

Furthermore, Djamarah stated that the method can be interpreted as a tool to achieve the goal. By utilizing methods accurately, local tour guides will be able to achieve teaching goals. The method can also be interpreted as a lubricant in achieving goals. By using the right method, the goals that have been formulated will be easier to achieve. In other words, the method and the goal must be in the same direction. This means that the use of teaching methods is intended so that lessons can be absorbed, understood, and utilized by children on the island of Rinca properly.

To facilitate the ability to speak (speaking), below will be explained some ways or methods that are quite useful for us to try. Among others are:

- 1) Expand Vocabulary (vocabulary)

Before the children on Rinca Island, master English communication and grammar, the local tour guide must have a vocabulary (vocabulary) that is used every day in conversation. Here the tour guides know and master vocabulary to help facilitate children's learning. In order not to find it difficult if the tour guide has a basic vocabulary so that it can be applied to children so that they can apply it every day.

2) Reading aloud

By reading English aloud, not only to develop pronunciation skills, but also to improve listening skills, grammar and vocabulary.

3) Speak English

Language will be meaningless if it is not practiced in our daily conversation, language will develop quickly if we use it. In talking to other people can help us to be confident, can help us to learn from mistakes, help us learn from others.

The ways to improve listening skills are as follows:

1) Listening to English songs

Listening to English songs is the easiest, fastest, and at the same time entertaining way to boost children's listening skills.

2) Finding the Meaning of English Vocabulary

Learn the meaning of English vocabulary as a new concept. Like children who are just learning English, they must learn the concept of the word. In order to be remembered continuously, it must be understood little by little the vocabulary that is learned.

As for the various teaching methods that are practiced at the time of teaching and made as attractive as possible so that children gain knowledge effectively and efficiently. The following are various teaching methods in the learning process as follows:

1) Conventional Learning Method / Lecture Method

One type of learning method that is often used is the lecture method. That is, this method is applied by lecturing or conveying information orally to children. This method is the most practical and economical method, it does not require many tools.

By using this method, local tour guides will find it easier to explain the materials. Even the learning process will run effectively.

2) Discussion Learning Method

The discussion method is a teaching method that is closely related to learning problem solving. This method is also usually done in groups or group discussions.

Discussion method is a learning method in the form of exchanging information, opinions and elements of experience on a regular basis with the aim of getting the same, clearer and more thorough understanding of something or to prepare and finalize joint decisions.

3) Question and Answer Learning Method

The Question and Answer method is a teaching method that allows direct communication that is two way traffic, because at the same time there is a dialogue between local tour guides and children.

Local tour guides ask children to answer or children ask local tour guides to answer. In this communication, it can be seen that there is a direct reciprocal relationship between local tour guides and children.

4) Discovery method

The discovery method is a modern teaching method that is carried out by developing children's ways of learning to be more active, independent, and have better understanding. Children look for answers to their own questions, so they can be remembered better. This strategy is called the discovery strategy. Children become more active in seeking, understanding, and finding answers or related materials. Children are also able to analyze the knowledge they have acquired and then transfer it to the community.

3. English material

English material is the dominant English language training in language skills training, namely how the language is used in speaking skills such as (speaking), listening skills such as (listening), namely the ability to pronounce sounds and identify sounds; so that it can be understood and understood vocabulary spoken by someone, so that reading skills (reading); namely understanding and understanding the messages conveyed by local tour guides through written texts and easy to understand by children on Rinca Island so that they can give the right response, both in terms of actions and the nature of writing, in writing skills, namely the ability of the guide. The tourist writes his message to be conveyed to the children on Rinca Island so that they can understand what the local tour guide is saying.

can be more absorbent and can be captured and understood by children. Thus, this process can form an automatic coordination between hearing with the stability of speech automatically.

Wood (1981) emphasized that learning English cannot be separated from context and situation; Sometimes an utterance gives rise to a new meaning which is called pragmatics. This context must also be understood and understood by children learning English. For this reason, real situations and contexts must also be an integral part of learning English. This is where local tour guides are required to have the inventiveness to design creative training materials, and can deliver the ability to communicate and interact with children on Rinca Island.

The strategies used by tour guides on Rinca Island include the following:

a. Textbook

Supriadi (2006) suggests that textbooks are important in improving the quality of education. While the Center for the Development of Educational Technology (2005) states that: "functions as

- (a) a guide for tour guides who will direct all their activities in the process of teaching and learning activities as well as a substance of competence that should be taught
- (b) guidelines for children who will mobilize all activities in the learning process as well as the substance of the competencies that should be mastered

so that the children there understand what is conveyed by the local tour guide in order to cause reactions and actions, as the communication skills of children on Rinca Island.

In the approach of teaching English, as stated by Davies and Elder (2006) that in designing practical English learning, students must be given real experience in the form of how to pronounce language sounds, and go directly in the field so that they can understand what has been explained and applied like sentences so that they can directly understand what has been explained and applied. master a number of general and specific vocabulary in a particular field. From the training process it will be stored in the minds of children on Rinca Island and a number of English language systems ranging from sounds to sentences delivered by local tour guides. It can be observed and understood by children on Rinca Island. This combination of approaches can be more effective in achieving the target of implementing practical English.

In this speaking approach, it aims to form the habits or skills of children on Rinca Island through communication techniques with friends or learning to speak on their own, namely this language learning which is an exercise in identifying understanding of speaking so that it can easily be understood what is conveyed by a local tour guide can well applied by children on Rinca Island, as well as on automatic understanding of what is conveyed by local tour guides. So that children's learning can easily master the vocabulary applied by local tour guides, so that children must be repeatedly followed by repeated pronunciation exercises, so that such habits

(c) an evaluation tool for achievement / mastery of learning outcomes.

Opinions from The National Standards for Teaching English Subject (NSTES) in (Niu-Cooper, R.2012); said that the new English textbooks meet local needs to help children on Rinca island gain better practical knowledge of the application of English in a local context and emphasize the interests of children on Rinca island, early experiences, and the development of children's English competence in context.

Lumpee and Beck (1996) also suggest that textbooks have an important role in the formation of teaching. Teaching materials, including textbooks, serve to motivate and generate all the potential of the learner. Teaching materials are very important for children and tour guides in learning English. (Belawati, 2006) Teaching materials are very decisive in the learning process as stated by the Book Center (2004) that teaching materials play a very decisive role in the process of improving the quality of learning, because textbooks are referred to by local tour guides in the learning process.

Gagne, Briggs, and Wager (Degeng, 1998), put forward several assumptions about the importance of the position of teaching materials in particular, and learning design in general, namely: (1) helping individual learning; (2) providing flexibility in the preparation of short-term or immediate and long-term learning;

(3) the systematic design of teaching materials has a great influence on the development of human resources; individually; (4) facilitate the management of the teaching and learning process with a systems approach; and (5) facilitate learning, because it is designed on the basis of knowledge about how humans learn, in addition, in the view of learning technology, learning resources are recognized as the most important component in learning.

The most important and functional books for children on Rinca Island are textbooks. Textbooks can provide motivation to learn for children on the island of Rinca in various subjects. Textbooks have textbook morphology. The morphological meaning here is the arrangement or parts. So the morphology of the textbook is the arrangement or parts of the textbook. Sitepu termed the morphology of textbooks with the anatomy of textbooks. According to Sitepu (2012: 160) "anatomically, textbooks consist of two main elements, namely the skin and the contents of the book".

Standards for writing textbooks are the basis for determining the quality of textbooks. The quality of textbooks can be seen based on aspects of content/material, presentation, graphics, and language/readability. This is in accordance with Government Regulation No. 19 of 2005 article 43 paragraph 5 "the feasibility of the content, language, presentation and graphics of textbooks is assessed by BSNP and determined by a Ministerial Regulation".

b. Authentic material

Authentic materials are materials in the context of language that are designed for social purposes in general and are not limited to teaching English which are not made for the intentional use of English. Using this content to teach English can make the learning process more interesting, imaginative and motivating for children.

The term authentic materials has been defined in different ways. Here are some general definitions of the term "authentic materials", from the author's point of view as follows:

Nunan (1988: 101) reveals "defines authentic materials as the materials 'which have been produced for purposes other than to teach language". Based on this opinion, it can be understood that these authentic materials are not always designed for language teaching purposes. Sometimes these authentic materials are arranged for other purposes such as for information media and publications in the wider community and not only used in academic circles.

Bacon and Finneman (1990: 35) reveal "Authentic materials are texts produced by native speakers for a non-pedagogical purpose". Based on this opinion, it can be understood that authentic materials are in the form of texts compiled by linguists for purposes other than learning. The purpose of preparing authentic materials in this case is for functions other than pedagogical functions such as social, economic or other fields. Carter & Nunan (2001: 68) reveal

"authentic materials are 'ordinary texts not produced specifically for language teaching purposes".

Based on this opinion, it can be understood that authentic materials are in the form of text materials that are not functioned specifically for learning purposes, especially language teaching. The texts are arranged for other functions such as sources of information that are not related to the learning system.

Based on the opinions of the figures above, it can be concluded that authentic materials are printed materials or texts whose purpose is not for pedagogical (learning) purposes, but for the general purpose of making them social. These authentic materials were chosen as one of the language teaching systems that are considered appropriate to use because they are actual and tested. It can be said that because it is compiled based on situations in the real world so that it is more easily accepted in the language learning process and its effectiveness has been tested from time to time:

C. Conceptual Framework

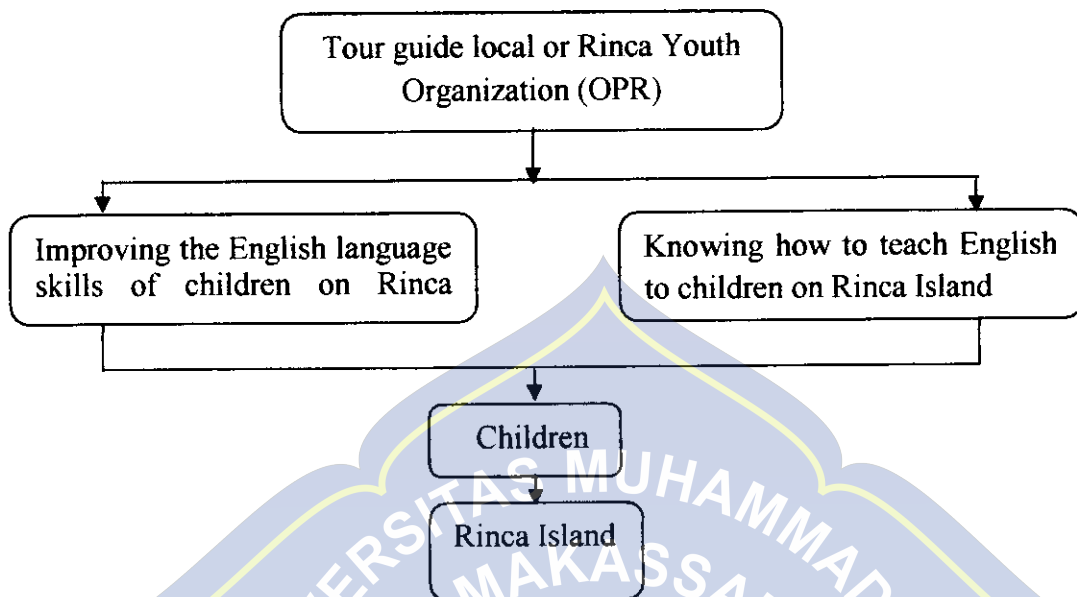
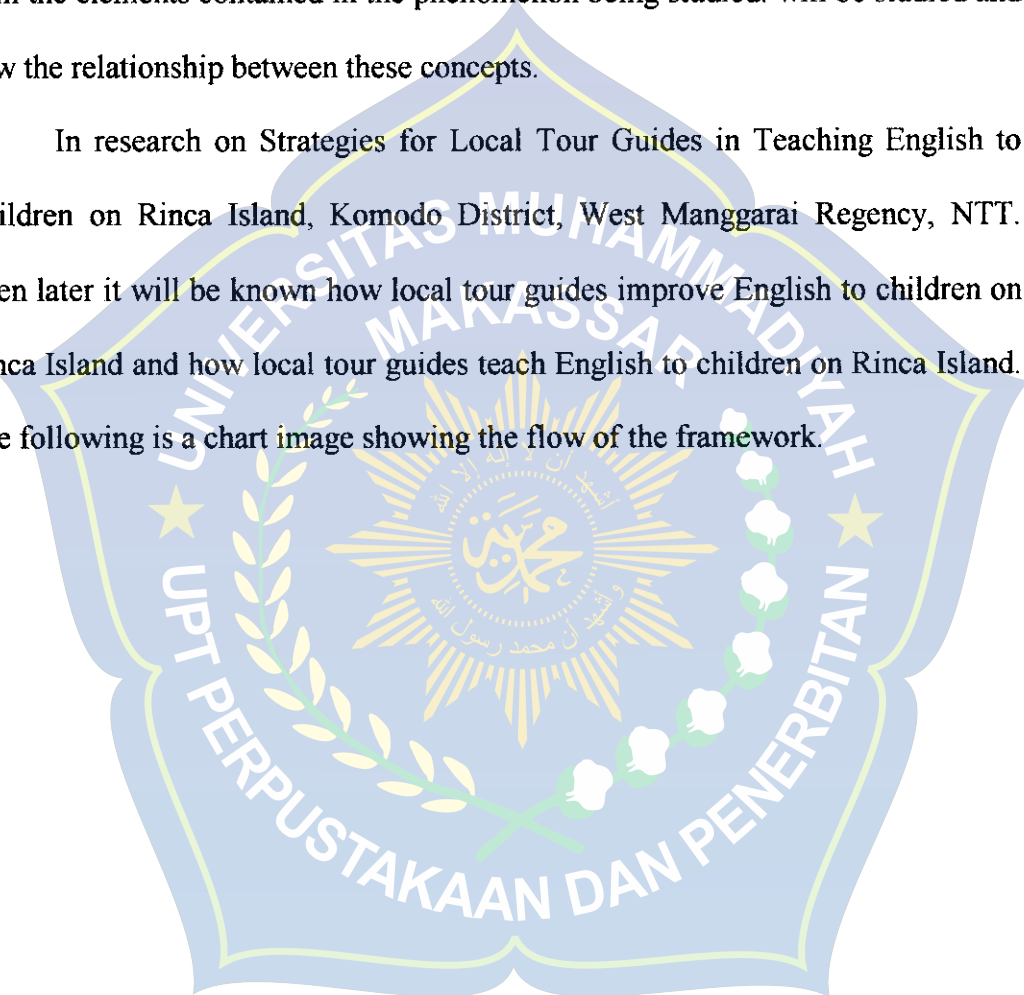


Figure 2.1 The Conceptual Framework

Based on the description above, the researcher develops a framework of thought or conceptual framework which is a description that explains the conceptual framework or conceptual framework is a description that explains what concepts are contained in the theoretical assumptions that will be used to term the elements contained in the phenomenon being studied. will be studied and how the relationship between these concepts.

In research on Strategies for Local Tour Guides in Teaching English to Children on Rinca Island, Komodo District, West Manggarai Regency, NTT. Then later it will be known how local tour guides improve English to children on Rinca Island and how local tour guides teach English to children on Rinca Island. The following is a chart image showing the flow of the framework.



CHAPTER III

RESEARCH METHOD

A. Research Design

The design of this study is to obtain data, the author uses a qualitative research type with a descriptive method. This study aims to provide an overview of a society or a certain group of people or a description of a symptom or relationship between two or more symptoms. Thus the data in this study about the strategy of local tour guides in teaching English to children on Rinca Island, Komodo District, West Manggarai Regency, East Nusa Tenggara (NTT) Province. In this study, there were 4 local tour guides who were involved in the teaching process of children on Rinca Island, while the children who participated in learning on Rinca Island were aged 10 to 17 years.

C. Research Subject

The subject of this research is a local tour guide consisting of 4 people who teach children on Rinca Island, namely:

1. M. Abdul muiz (as OPR representative, 26 years old)
2. Ihdar (as secretary of OPR, 25 years old)
3. Asmul farizi (OPR member, 24 years old)
4. Oji Iskandar (OPR member, 24 years old)

D. Instruments of the Research

The research instrument is the tool used in collecting data (Burhan Bungin, 2013:71). In this study, the main instrument is the researcher himself. In addition, to support the achievement of the research results, the researcher uses primary data and secondary data. As explained by (Moh.pabundu tika, 2005: 44) that primary data is data obtained directly from respondents or objects being studied, or has something to do with what is being studied, while secondary data is data that was previously collected and reported by person or entity outside the researcher himself, even though what is actually collected is the original data. Therefore, the data collection technique in this study was:

Observation is a method and technique of collecting data by systematically observing and recording symptoms or phenomena that exist in the object of research. this method is used to find data about the research area, including identification of physical conditions (accessibility, facilities and infrastructure as well as environmental conditions around.

Interview is a method of collecting data by means of question and answer which is carried out systematically and based on research objectives. This method is used to obtain information about the factors that can support the development of tourism. In this case, the interview aims to find information about learning English for children on Rinca Island

So in this study, researchers will observe how teaching activities are carried out by local tour guides to children on Rinca Island.

E. The Procedure of Data Collection

In this section, a description of the data management used will be carried out. In this study, data management will be carried out using the following methods: Observation or observation is the process of collecting data in this study where the/. research or observation looks at the research situation. This technique is used to observe closely in an effort to find and explore data through direct and in-depth observations of the object under study. There are two types of Observations, namely:

- a) Participant Observation, namely observation activities where the person who observes also plays the role of the person being observed.
- b) Non-Participant Observation, namely observation activities where the observer does not act as an observer but only as an observer.

The observation technique used in this study is non-participant observation, in non-participant observation the researcher is not involved and only as an independent observer. The researcher records, analyzes and then can make conclusions regarding the strategy of local tour guides in teaching English to children on Rinca Island, Pasir Panjang village, Komodo sub-district, West Manggarai Regency, East Nusa Tenggara Province (NTT).

F. The Technique Of Data Analysis

Bogdan (in Sugiyono, 2016: 244), data analysis is the process of systematically searching and compiling data obtained from observations by organizing

The data analysis technique used by the researcher is ongoing or flowing data analysis (flow model analysis). There are several steps taken in the data analysis technique, namely:

1. Data Reduction Stage

It is a form of analysis that sharpens, categorizes, directs, discards unnecessary and organizes data in such a way that final conclusions can be drawn and verified. The object to be reduced in this case is data obtained through observations regarding the Functionalization of the Use of English in Community Social Interaction in Tourism Areas on Rinca Island in Komodo District, West Manggarai Regency.

2. Data Presentation Stage

The second stage of the data analysis procedure is the presentation of data which is a collection of information that states the possibility of drawing conclusions and even taking action. The data presented at this stage are data obtained through observations on the Functionalization of the Use of English in Community Social Interaction in Tourism Areas on Rinca Island in Komodo District, West Manggarai Regency.

3. Draw Conclusions

The third analytical activity is drawing conclusions. Drawing conclusions is done after data reduction and data presentation. The conclusion is drawing conclusions based on the data obtained and the reduction and presentation of the research data on the Functionalization of the Use of English in Community Social Interaction in Tourism Areas on Rinca Island in Komodo District, West Manggarai Regency.



BAB IV

FINDINGS AND DISCUSSION

This chapter is divided into two parts, namely findings and discussion. It shows the results of the study and explains more about the findings. The findings of this study relate to the answers to research questions about how the strategies of local tour guides in teaching english to children on rinca island and how local tour guides improve english skills for children on rinca island.

And in the discussion section, further information is also provided by the researcher.

A. Research Findings

The findings of this study relate to observations and interviews. The results of this study are to find out how the strategy of local tour guides in teaching English to children on Rinca Island, How local tour guides improve English skills for children on Rinca Island. From this study, the children in Rinca Island are 10 years old and 10 years old, respectively. The aim of this study is to find out the limitations in understanding English and to improve the children's ability to speak English correctly and appropriately.

Data collection was carried out by observing the state of learning carried out by the tour guide on Rinca Island during the learning process in a very simple room, the English learning process used by the tour guide was an English book borrowed from the 'SMP Negeri' school on the island. rinca.dan English material taken from the internet and sample questions as learning media where the tour guide gives each child a piece of paper whose material has been prepared by the

tour guide as learning material for children on the island of Rinca. and tour guides distribute materials and questions to determine children's ability to learn English so that tour guides can find out the limitations of children's understanding in learning English being taught.

1. Strategy of local tour guides in teaching english to children on rinca island.

Strategy is a form of planning that integrates the main objectives, which is carried out based on the point of view of what researchers expect in the future according to Rahmawati, and Syamsiarna Nappu, & Prabawati Rum, E. . (2001) the use of randomized text strategy is effective in increasing understanding that focuses on the long term, which is accompanied by strategy formulation. means or means to achieve that goal. All forms of outlook on life, beliefs, understanding, and ethics become experience through. as for some explanations below regarding the methods and materials in the tour guide strategy.

a. Method

a method that is used as a reference for activities because in it there is an orderly sequence of steps so that the process of achieving goals becomes more efficient. and according to Gibran, A. & Qalby, N. (2021). Perception is the ability to see, hear, or be aware of something through the senses, in relation to scientific efforts, the method is a way of working to be able to understand the object that is the target of the science concerned. And teaching is knowledge of how to teach used by a tour guide. In other words, the method and the goal must be in the same direction. This means that the use

of teaching methods is intended so that lessons can be absorbed, understood, and utilized by children on Rinca Island properly. This makes it easier for children to learn English. As the tour guide knows that the ability of children is very limited in English, so the tour guide tries to help by using several kinds of strategies in learning English so that children more easily master the material provided, and children do not feel bored in study. Furthermore, Djamarah stated that the method can be interpreted as a tool to achieve the goal. To facilitate the ability to speak, below will be explained several ways or methods that are quite useful for children. Among others are:

- 1) Expand Vocabulary (vocabulary) Before the children on Rinca Island start the material provided by the tour guide and English grammar, the tour guide has prepared vocabulary that is used every day in conversation to be given to children so they can study it at home and even memorize it. Here the tour guides already know and master the vocabulary given to children to help and facilitate children's English learning so that they can apply it every day.

- 2) Speak English So that what has been taught by the tour guide to their children they can capture and master such as speaking to represent themselves, mastering the applied vocabulary and even speaking to a table mate using English so that children do

not feel embarrassed or awkward when asked to do so. speak in english.

- 3) Listening to english songs tour guides also suggest to children that they can listen to english songs so that the memory power of children listening to english songs can increase their vocabulary because listening to English songs is the easiest, fastest, and at the same time entertaining way to improve language skills english kids.

b. Material

English material is the dominant english language training in language skills training, namely how language is used in speaking skills and listening skills and pronouncing sounds, so that it can be understood and easily understood by children, so that the material provided by the tour guide can be understood capture and understand well by children through the action and nature of writing, so that it can cause very good reactions and actions from children as communication skills on rinca island.

In english teaching approach. As stated by Davies and Elder (2006) that in designing practical english learning, children must be given real experience in the form of how to pronounce english words, and go directly to the field so that children can understand what has been explained and applied. by a tour guide is like a sentence in mastering a number of general and specific

vocabulary in a particular field. From the training process, it will be stored in the minds of children on rinca island and a number of english language systems from sounds to sentences delivered by local tour guides. This can be observed and understood by children on rinca island. The combination of these approaches can be more effective in achieving the target of implementing practical english.

In this speaking approach, it aims to form habits or skills of children on rinca island through communication techniques with friends or learning to speak alone, namely learning this language which is an exercise in identifying speaking understanding so that it can be easily learned. As well as understanding what is conveyed by a local tour guide can be applied well by children on rinca island, as well as automatic understanding of what is conveyed by a local tour guide. so that children must be repeatedly followed by repeated pronunciation exercises, so that these habits can be more absorbed and captured and understood by children. Thus, this process can establish automatic coordination between hearing and speech stability automatically. even in learning, the tour guide also calls one of the children to repeat the material presented even though the child rereads the text distributed by the tour guide at least little by little the material being taught can be understood by the children.

2. The efforts of local tour guides to improve english language skills for children on rinca island

An effort made as a reference for activities because in it there is an orderly sequence of steps so that the process of achieving goals becomes more efficient. In relation to scientific efforts, the method is a way of working to be able to understand the object that is the target of the science concerned.

Teaching efforts are about teaching methods used by tour guides, according to Ramadhan H, M. And M. Abdul, Bte & Natsir, R. Y. (2021). on perceptions of learning strategies than other leading strategies. It is categorized that the English teaching strategy is effective to be applied, and it really helps the teaching and learning process in the classroom. Another definition is the presentation technique or the application of an effective context guidance strategy to improve reading comprehension according to Mutmainnah, AM, S.A., & Ardiana. (2021) which is controlled by a tour guide to teach or present lesson materials either individually or in groups. By using accurate methods, local tour guides will be able to achieve teaching goals. So it is interpreted as a lubricant in achieving goals. By using the right method, the goals that have been formulated will be easier to achieve. In other words, the method and the goal must be in the same direction. This means the use of teaching methods so that lessons can be absorbed, utilized, and utilized by children on Rinca Island properly. To facilitate children's ability to speak English, the tour guide's efforts are to improve good and correct English for children so that they can adapt to various things, such as the situation and conditions of ongoing teaching and learning activities, available facilities, and so on. customized. with learning objectives. to achieve.

B. Discussion

The strategy of local tour guides in teaching english to children on their rinca island uses discovery methods such as games, vocabulary, speaking english and listening.

As stated by Agustina (2015: 2), games are a way of learning by analyzing with a group of players or individually using rational strategies in order to create an understanding of the english language so that children can apply the game method so that children enjoy and not feel bored in learning english. And Samuel Henry, argues that Games are a form of entertainment that are often used as a mind refresher from fatigue caused by activities and routines. By using the right method, the goals that have been formulated will be easier to achieve so that the strategy of local tour guides in teaching languages english to children on rinca island. such as the games performed by tour guides to improve understanding in children's learning, namely the vocabulary games they do are similar to the Siomns games and observation and remember games. So this games can help children in learning english.

- 1) Simons Says Games is a game that can be used to learn English by providing simple games that are very easy for children to do. The way of the Simon Says game is where the children make a very large circle and one of the tour guides who becomes the instructor will be in the middle of the circle. The instructor's own function is to give orders by saying sample sentences in Indonesian, such as touching the left eye, touching the right cheek, how many fingers they have and raising their

hands, the children are asked to translate in English for children who cannot answer, then they are given a penalty. such as adding vocabulary so that children can easily and quickly master English.

- 2) Observation and remembering game In this game the children are divided into 6 groups where one group consists of 5 children so that each group representative comes forward and brings tools such as paper and pens to record the mistakes of group members, because in front of the tour guide has prepared some objects such as rulers, pens, books, markers, and erasers on the table, when the game has started members of each group are asked to come forward to observe the objects that are already available in front of the group leader who is on the table and each member who is sitting on the table. The forward must know the English language of several objects that have been placed on the table in front of their respective group leaders and each group leader is prohibited from telling his members about the English of these objects. So that each group that loses will get a punishment that is adding vocabulary. So that children can recognize and remember English from some of these objects to add insight into English vocabulary.

As is well known As children on rinca island who are just learning english, they must learn vocabulary. In order to be remembered continuously, Vocabulary is very important for children because learning vocabulary is the main capital to learn sentence structure and

other skills in english. Mastering a lot of vocabulary will make it easier for children on rinca island to read, write, listen and speak english. Speaking english is very important for children, aiming to form self-talk habits because tour guides every time they do their lessons provide practice opportunities for children. children to learn to speak even if it's just to introduce themselves, so that children can understand or remember. So that the tour guide develops the ability of children in terms of listening to English, because listening is still an obstacle for children to listen to learning english. Therefore, tour guides advise children to focus on what they have to say, even tour guides suggest that children can listen to english songs so that it is the easiest, fastest, and at the same time entertaining way for children to improve listening skills english. thus, this process can shape children in learning english.

3) Material

material related to local tour guide material is material that combines material from printed books and material from the internet along with sample questions. In order for tour guides to teach using english printed books borrowed from schools as a learning base to teach children, even sample questions given to children, tour guides take some sample questions from the internet so that they can find out the children's abilities. in learning english. examples of materials taught by tour guides to children are:

a) Introduction in English

in this introduction the tour guide has implemented that this introduction is very important to learn for children and therefore the tour guide has prepared materials and some questions to be studied with children so that they can easily understand and practice in front of friends

b) Expand Vocabulary (vocabulary)

Before the children on rinca island mastered english communication and grammar, the tour guide had prepared some very easy vocabulary so that local children could memorize and understand them very well.

c) Understand the name of the day and month in english

this is very important for children so that they can get used to easily pronouncing the names of days and months in english in their daily lives, even tour guides have prepared materials and questions about days and months in english so that children can apply them or learn them because of that. very important for children to know.

d) Apply greetings in english

tour guides also apply that greetings are very important for children to learn in english, so that children understand greetings

for day, night, and evening are very different denominators and here the tour guides when explaining greetings in english they have prepare materials and questions to be given to children so that they understand and apply every day in english as expected by tour guides.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions from this research. The conclusion from the conclusions of the study, suggestions provide some ideas and motivations that are aimed at further related to learning English tour guides to children on the island of Rinca.

A. CONCLUSION

In this case the data was obtained through observations related to children's english learning through local tour guide .

1. strategies in teaching english to children on rinca island.strategies used by tour guides such as games, vocabulary, speaking english and listening while the material strategies of their tour guides use material from the text book provided in the school / printed books from school and material on the internet So that tour guides teach using english books that borrowed from junior high schools and materials taken from the internet as materials taught by tour guides to children on the island of rinca.
2. The efforts of local tour guides to improve english language skills for children on rinca island are trying to make children comfortable and seem to enjoy learning the english that is taught. so that although there are some shortcomings in learning english, the children are never discouraged in learning english. English is a window of success for

children living on rinca island and the results obtained are very satisfying so they feel very interested and feel grateful for learning english.

B. SUGGESTIONS

The importance of learning among children so that they must be required to learn because learning is needed by children, especially children who are less able even those who are not educated at all. so that the idea arose for tour guides to do very simple learning and be able to guide children to learn english, especially in rinca island, they really need tour guides in the future, so tour guides really want to do english learning for children when they are adults. -Children get decent jobs especially children who are not educated at all. So that until now the children feel very grateful because of the english language learning held by the Rinca Youth Organization (OPR) which is carried out by local tour guides.

Based on the results of the research that has been done, the researchers provide suggestions to:

- 1) For further research, it is expected to be able to prepare some very simple tools such as books, bells, markers, and blackboards, because there are many limitations of the tools carried out by this research. In order to foster learning motivation in children during the learning process from a simple room because learning motivation does not only arise from

within a person but comes from outside and further research can motivate children to continue to be enthusiastic about learning

- 2) For children, to always be serious in participating in learning, both children who are in school and those who are not.
- 3) For further researchers, it is hoped that it can be used as a guide in conducting research and it is also hoped that the relationship between learning is very liked by children so that it can motivate children to learn english which is interrelated and fosters enthusiasm for learning during the learning process which is held in subsequent research.



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A

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OBSERVATION SHEET

Name : Santi yani

Date of Observation : November, 23th 2021

Time of Observation : 08-10 AM

Place : Kantor desa Pulau Rinca

| No | Activity | Notes | Researcher Observation |
|----|-----------|---|---|
| 1 | Metode | <p>The method used by the tour guide is the game method, which is the method so that children do not feel bored and bored when learning English taught by the tour guide.</p> <p>Where the tour guide has prepared material that is taught to children using sheets, in the sheet the tour guide has prepared English teaching materials and translations, as well as English questions that must be done by the children even the tour guides have translated the material This is so that children can easily learn the material provided.</p> <p>Learning English carried out by tour guides is very helpful for children, especially those who are not educated, in that learning is very useful and can motivate children so that they are very happy learning English used by tour guides</p> | <p>During the research, the tour guide taught the children by using a sheet in which there was already material in it, even the tour guide had translated the material that was distributed to the children so that they were not too bothered about working on the questions given the conclusion from the learning the children were very happy especially those who are uneducated and even the children's parents are very grateful to the tour guide for holding English language learning activities which are held every Sunday and Monday night</p> |
| 2 | Materials | <p>The material used by the local tour guide is English learning material, namely in the material there are several kinds, namely, INTRODUCTION, GREETING, VOCABULARY and NAME OF THE MONTH and DAY in English.</p> | <p>Using a sheet that they have printed because of the limited books owned by the tour guide.</p> |

Example of material

INTRODUCTION

Dalam bahasa Indonesia introduction artinya perkenalan. Arti secara luasnya, introduction adalah ungkapan memperkenalkan diri atau memperkenalkan diri untuk memperkenalkan orang lain seperti (Teman, Keluarga dan kolega). Kepada seseorang yang kita ajak bicara yang berguna untuk membangun komunikasi pada saat kita berhadapan dengan situasi baru dan orang baru, di dalam introduction, kita bisa mendapat informasi pribadi, mengenai nama, hobi, pendidikan, pekerjaan, kegiatan sehari-hari, kebiasaan dan aktivitas lainnya seperti contoh dibawah ini:

Kalimat introduction(perkenalan) ada 4 untuk memperkenalkan diri sendiri

- My name is? Nama saya adalah
- Let me introduce myself? Perkenalkan saya memperkenalkan diri saya
- Allow me introduce myself? Ijinkan saya memperkenalkan diri saya
- I would like introduce myself? Saya ingin memperkenalkan diri.

Contoh kalimat perkenalan diri sendiri dan orang lain serta menanyakan alamat dan hobi

- I was my born? Saya lahir pada
- I am from? Saya berasal dari
- What do you from? Dari mana kamu berasal?
- What is your name? Apa nama kamu
- My hobby is? Hobi ku adalah
- Do you like reading book? Apakah kamu suka membaca buku
- My old 10 years? Umurku 10 tahun
- This is my friend? Ini adalah temanku
- This my family? Ini adalah keluargaku
- I would like to be friend with all of you? Saya ingin menjadi teman dengan kalian semua

Contoh kalimat memperkenalkan diri di depan teman-teman

Hi friends, let me introduce myself, my name is Hira, I am from rince island, my Old 10 years and my hobby reading book. Nice to meet you my friends.

Hai teman-teman saya ingin perkenalkan diri, nama saya Hira saya dari pulau rince, umur saya 10 tahun dan hobi saya membaca buku. senang bertemu dengan kalian teman-teman

1. Name is ?
 (a) My
 (b) Is
 (c) It

2. What you from ?
 a. This
 b. My
 (c) do

3. do you swimming ?
 a. Tiara
 (b) like
 c. are

4. This my Boyfriend ?
 (a) Is
 b. That
 c. from

5. Old 10 years ?
 (a) That
 b. Is
 c. my

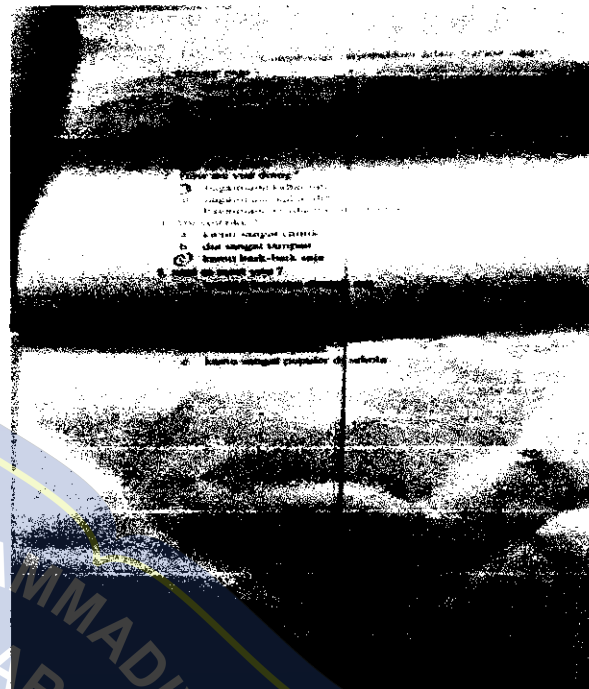
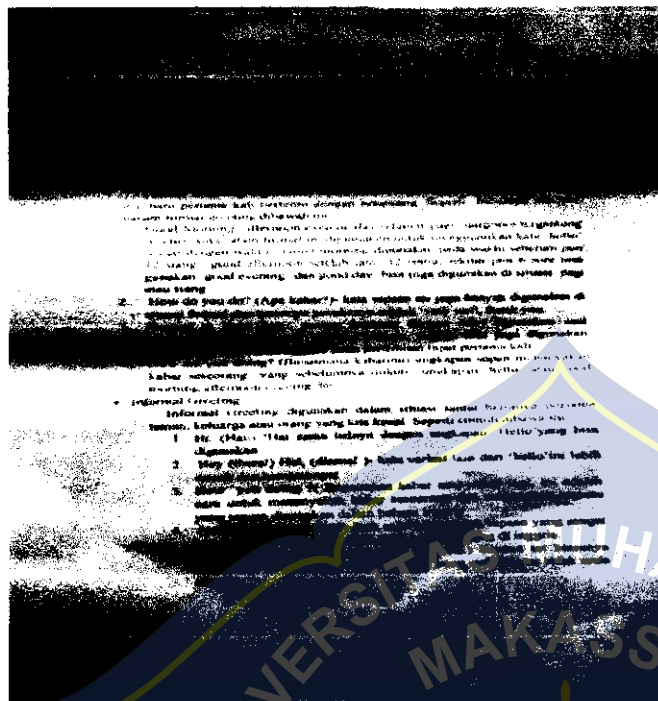
6. What do you from ?
 a. umur mu berapa
 b. kamu sekolah dimana
 (c) dari mana kamu berasal

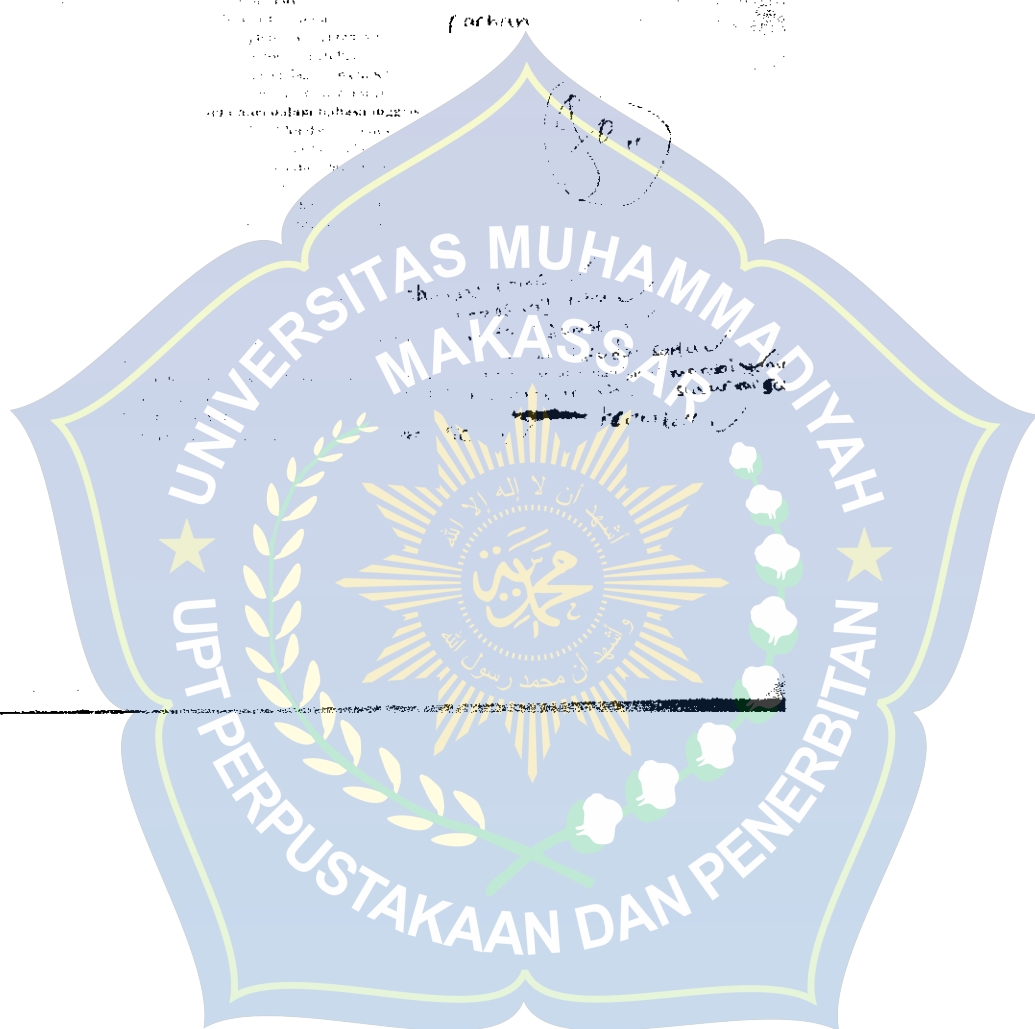
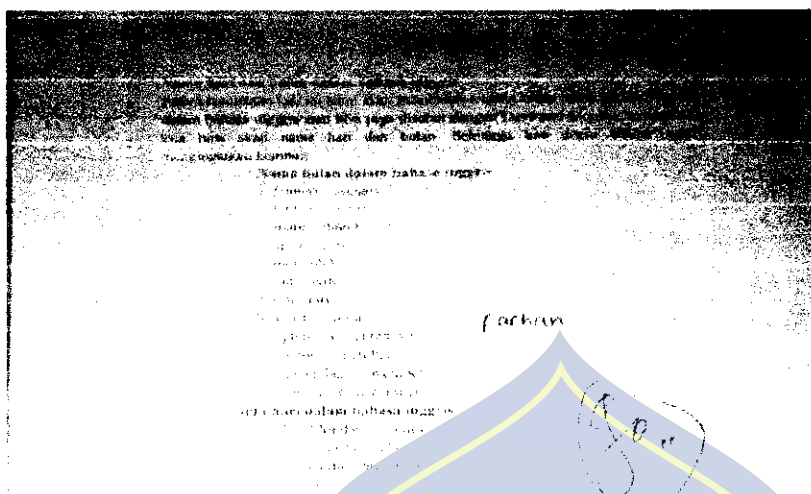
7. do you like reading book ?
 a. apakah kamu suka menulis buku
 b. apakah kamu suka menggambar di buku
 (c) apakah kamu suka membaca buku

8. Nice to meet you ?
 a. saya sangat senang menyukai mu
 b. saya berharap kita bisa kesana
 (c) senang bertemu dengan mu

9. see you next time ?
 a. selamat tinggal
 b. sampai jumpa di lain waktu
 (c) sampai jumpa di rumah mu

10. how are you ?
 (a) bagaimana kabar mu
 b. bagaimana kabar dia disana
 c. bagaimana dia sekarang





DOCUMENTATION









**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN**

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

**UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:**

Nama : Santi Yani
NIM : 105351107317
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

| No | Bab | Nilai | Ambang Batas |
|----|-------|-------|--------------|
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| 2 | Bab 2 | 12 % | 25 % |
| 3 | Bab 3 | 10 % | 10 % |
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Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 8 Juni 2022

Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,

Nurwah, S.Hum, M.LP
NBM. 964 591

Kepada Yth.
Bapak / Ibu Dosen / Pengajar
Cq. Ka. Badan Kepeg. Politik & Lintas
di -
Nusa Tenggara Timur

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 9699/FKIP/A.4-Π/Π/1443/2021 tanggal 21 Januari 2022, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : SANTI YANI
No. Stambuk : 10535 1107317
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul

"Strategies For Local Tour Guides In Teaching English to Children On Rinca Island, Pasir Panjang Village, Kecamatan Komodo Kabupaten Manggarai Barat Nusa Tenggara Timur"

Yang akan dilaksanakan dari tanggal 22 Februari 2022 s.d 22 April 2022

Sehubungan dengan ini, di sisi lain, siswa Mahasiswa tersebut, diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku

Demikian atas perhatian dan kerjasamanya mengucapkan Jazakumullahu khairan katziraa.

وَالْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ

Ketua LP3M

Dr. Ir. Abubakar Idhan, MP.
NBM 101 7716

PROPOSAL

STRATEGIES FOR LOCAL TOUR GUIDES IN TEACHING
ENGLISH TO CHILDREN RINCA ISLAND, PASIR PANJANG
VILLAGE, KOMODO DISTRICT, WEST MAHAKAM
REGENCY, EAST NUSA TENGGARA PROVINCE (NTT)

Tanggal Ujian Proposal : 29 OKTOBER 2021

Tempat/Lokasi Penelitian : PULAU RINCA DESA PASIR PANJANG

| No | Hari/tanggal | Kegiatan/ Penelitian | Nama Pemanda/terkait | Paraf pemanda/terkait |
|----|--------------------|-------------------------------------|----------------------|-----------------------|
| 1 | Senin, 28-03-2022 | Mengamati awal penelitian ke lokasi | H. MUHTAR | |
| 2 | | Desa | | |
| 3 | Selasa, 08-03-2022 | Melakukan observasi | Abdul Muhsin | |
| 4 | Rabu, 10-03-2022 | Mengamati cara pemanda mengajarkan | Aswadi | |
| 5 | | Pengetahuan bahasa anak-anak | Chi Iskandar | |
| 6 | Kamis, 20-03-2022 | Pengambilan data awal | ACHMAD | |
| 7 | | penelitian | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |

Ketua Jurusan

Dr. Emmit Khacattysam, S.Pd, M.Pd
NPM. 977 40

Pulau Rinca, 08 Mei 2022
Sekelompok Desa Pasir Panjang

ACHMAD

KEMENTERIAN KEMAHAMADIAN
KEMENTERIAN KEMAHAMADIAN
DESA PASIR PANJANG

BUKTI KETERANGAN TELAH MENYELESAIKAN PENELITIAN
 Nomor : Pem. 040 / DPP / 121 / V / 2022

Yang bertanda tangan di bawah ini :

Nama : **ACHMAD**

Jabatan : **Sekretaris Desa Pasir Panjang**

Alamat : **Pulau Rince, Desa Pasir Panjang Kec. Komodo Kab. Manggarai Barat**

Menerangkan dengan sesungguhnya :

Nama : **SANTI YANI**

No. Stambuk : **10535 1107317**

Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan : **Pendidikan Bahasa Inggris**

Pekerjaan : **Mahasiswa**

Adalah Benar-benar telah melakukan/melaksanakan penelitian/pengumpulan data di Desa Pasir Panjang, kecamatan Komodo, Kabupaten Manggarai Barat Provinsi NTT, dalam rangka menyelesaikan Tugas akhir (Skripsi) dan telah menyelesaikan Penelitian/pengumpulan data tersebut dengan baik sesuai dengan waktu yang telah ditargetkan yaitu pada tanggal 22 Feb 22 April 2022

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya

Pada Tanggal 08 Mei 2022
 Sekretaris Desa Pasir Panjang
ACHMAD



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UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
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**LETTER OF ACCEPTANCE
0530/BG-FKIP/LOA/B/VII/1443/2022**

Dear **SANTI YANI**

It is our pleasure to inform you that, after review your paper:
**STRATEGIES FOR LOCAL TOUR GUIDES IN TEACHING ENGLISH TO
CHILDREN RINCA ISLAND, PASIR PANJANG VILLAGE, KOMODO
DISTRICT, WEST MANGGARAI REGENCY, EAST NUSA TENGGARA
PROVINCENCE (NTT)**

The manuscript ID: 150

Detail checklist:

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|---|-----|----|
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| the author has submitted the manuscript through the open journal system (OJS) | ✓ | |
| The manuscript according to the limitations or description of the journal | ✓ | |
| LoCT has been submitted by the author | ✓ | |
| The manuscript has followed the existing templates | ✓ | |
| The article processing charge (APC) has been submitted by the author | ✓ | |

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Makassar, 11 July 2022 M
12 Dzulhijjah 1443 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Umami Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



Terakreditasi Institusi

CURRICULUM VITAE



The author with the full name Santi Yani was born on Rinca Island on May 10, 1998. The author is the second of four children, from Mr. Muchsin and Mrs. Halima. The author took his initial education at the Rinca Island Elementary School. Next, the author continued to the Madrasah TSanawiyah (MTS) level and continued his upper-level education at the State Madrasah Aliyah (MAN), until finally he was able to study at a university, namely the Muhammadiyah University of Makassar, majoring in English Education at the Faculty Teacher training and education science. The author carried out research in March-April 2022 on Rinca Island with the title

"Strategies For Local Tour Guides in Teaching English to Children on Rinca Island, Pasir Panjang Village, Komodo District, West Manggarai Regency, East Nusa Tenggara Timur (NTT).

