

**EXAMINING STUDENTS' INTERACTION WITH TOURISTS AND THE
PERCEIVED IMPACT ON THEIR SPEAKING ABILITY**

THESIS

Submitted by:

NURUL MASYITHAH

Reg. No. 231 324 199

Student of Faculty of Education and Teacher Training

Department of English Language Education



FACULTY OF EDUCATION AND TEACHER TRAINING

AR-RANIRY STATE ISLAMIC UNIVERSITY

BANDA ACEH

2018 M/1439 H

THESIS

Submitted to The Faculty of Tarbiyah and Teacher Training of
Universitas Islam Negeri Ar-Raniry Banda Aceh as a Partial
Fulfillment
of the Requirement for Sarjana Degree (S-1)
on Teacher Education

By :

Nurul Masyithah
Student of Department of English Education
Faculty of Tarbiyah and Teacher Training
Reg. No.: 231324199

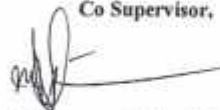
Approved by :

Main Supervisor,



(Habiburrahim, S.Ag, M.Com, MS, Ph.D)

Co Supervisor,



(Suherman, S.Ag, S.I.P, M.Ec)

It has been defended in Munaqasyah in front of council of Examiners for Working Paper and has been accepted in Partial Fulfillment of the Requirement for Sarjana Degree S-I on Teacher Education

On:
Friday, February 09th 2018
Jumadil Awal 23rd 1439 H

Darussalam-Banda Aceh

Chairperson,


Habiburrahim, S.Ag., M.Com., MS., Ph.D


Secretary,


Yuliar Masnu, S.Pd.L., M. TESOL

Member,


Suherman, S.Ag., S.I.P., M.Ec

Member,


Dr. phil. Saiful Akmal, S.Pd.L., M.A

Certified by:

The Dean of Education and Teacher Training Faculty
Ar-Raniry State Islamic University



Dr. Mujiburrahman, M.Ag
NIP-197109082001121001

SURAT PERNYATAAN

Yang bertanda tangan dibawah ini, saya:

Nama : Nurul Masyithah
NIM : 231324199
Tempat/Tgl. Lahir : Sabang, 15 November 1995
Alamat : Jl. Tgk. Meulagu Lr.I No.11, Kec. Syiah Kuala, Tibang-Banda Aceh

Menyatakan bahwa sesungguhnya Skripsi yang berjudul: **Examining Students' Interaction with Tourists and the Perceived Impact on Their Speaking Ability** adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya.

Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 29 Januari 2018

Saya yang membuat pernyataan


(Nurul Masyithah)

ACKNOWLEDGEMENT



In the start of the acknowledgement, praise be to Allah SWT, this work would never be accomplished without the strength and ability that Allah Almighty has given, even it never be sufficiently enough to thank Him in day and night. Peace and blessing be upon the beloved Prophet Muhammad PBUH and His companions who have guided mankind from ignorance to the right path, and have showed Islam as the way of life.

The writer sincere gratitude expressed toward supervisors, Mr. Habiburrahim, S.Ag, M.Com, MS, Ph.D and Mr. Suherman, S.Ag, S.I.P, M.Ec since their patience and encouragement in supervising and advice in completing this thesis entitled: **“Examining Students’ Interaction with Tourists and the Perceived Impact on Their Speaking Ability.”** The meaning and the purpose of the written thesis is to fulfill the pre-requirement to achieve fresh graduate degree of Department of English Language Education, Faculty of Tarbiyah and Teacher Training UIN Ar-Raniry.

Moreover, the writer is deeply indebted to shining diamonds, her beloved Father, Abdul Wahab, the ones who gave birth and sacrificed for the writer’s happiness, to the person who filled her up with love and hope who continuously provided unconditional love and pure reassurance as the reason why the writer writing this thesis. Thanks also regarded to the writer’s sisters and brothers who have given lots of support and great attention, material, moral contribution from the beginning to the end of the study.

Furthermore, the deepest thanks also addressed to the headmaster, staff administration and the students of SMP 07 Sabang, all staffs of Department of English Language Education, all of the lecturers, the staff of Faculty of Tarbiyah

Tarbiyah and Teacher Training UIN Ar-Raniry, who helpfully assist the writer in

this research.

Also, the writer would love to express the highest recognitions to colleagues and friends, Syarifah Rahmi Mulyana, Ayu Gemasih, Nia Zahara and Ms. Yupi Arrizki S.Pd.I, who help the writer in completing the research process of the thesis.

The writer's greatest appreciation also goes to a bunch of wonderful friend, Rosmini Yanti who is always there whenever the writer needed her support, to shed up the tears and to share the laughter together.

Last but not least, the writer would love to yield the best appreciation to Gengdots, a group of people, who helped the writer deal with either TOEFL or TOEFL and the unsupportive things that support the writer to finish this thesis and also equally important, to those who involved in this study which cannot be mentioned one by one.

However, this study is way far from perfection. Yet, it is expected will be useful not only for the writer, but also the readers in the future who will choose the related study. In accordance with these reasons, constructive thoughtful, suggestions and critics are warmly welcomed.

TABLE OF CONTENT

DECLARATION OF ORIGINALITY	
ACKNOWLEDGEMENT	i
TABLE OF CONTENT	iii
LIST OF APPENDICES	v
ABSTRACT	vi
CHAPTER I	: INTRODUCTION	
	1.1 Background of Study.....	1
	1.2 Research Question	4
	1.3 Research Purpose	4
	1.4 The Benefit of Research.....	4
	1.5 Terminology	5
CHAPTER II	: LITERATURE REVIEW	
	2.1 The Definition of Speaking	8
	2.2 Component of Speaking.....	12
	2.3 The Function of Speaking	16
	2.4 Speaking Ability	17
	2.5 Students' Interaction	22
	2.6 Tourists.....	24
	2.7 Previous Study	25
CHAPTER III	: RESEARCH METHODOLOGY	
	3.1 Brief Description of Research Location	28
	3.2 Research Design	29
	3.3 Participant.....	30
	3.4 Techniques of Data Collection.....	30
	3.5 Technique Data Analysis	33

CHAPTER IV	: FINDING AND DICUSSION	
4.1 Finding		34
4.2 Interview Analysis		35
4.3 Observation Analysis		41
4.4 Discussion		42
CHAPTER V	: CONCLUSIONS AND SUGGESTIONS	
5.1 Conclusions		44
5.2 Suggestions		44
REFERENCES		46
APPENDICES		
AUTOBIOGRAPHY		

LIST OF APPENDICES

- I. Letter of Supervisor Appointment
- II. Letter of Recommendation Conducting Research from Tarbiyah Faculty
- III. Confirmation Letter of Conducting Research from SMPN 07 SABANG
- IV. Interview Protocol
- V. Observation Checklist
- VI. Transcript of the Interview
- VII. Autobiography of the Writer

ABSTRACT

Speaking as one of the important aspect of communication. Speaking includes some components. They are: pronunciation, grammar, fluency, vocabulary and comprehension which influence the process of transferring certain information (descriptive text) to the listener. This study examines the impact and advantages of the interaction between students and tourists on student's speaking ability. To discover the impact of the interaction, two research questions were set to lead the study (1) what are the impact of tourists-student interaction toward student speaking ability(2) what are the most frequent conversation occur between tourists and students. To obtain the data, the writer utilized qualitative research which applied two instruments; interview and direct observation. The writer interviewed the participants by asking ten questions regarding to their comprehension in English, increasing vocabulary, fluency and pronunciation during the interaction with tourists. Participants involved in this study were ten students of SMP 07 Sabang, which is located in Iboih. The research method used for this piece of work was purely descriptive which explains the importance of interaction between students and tourists in improving student's speaking ability. The result show that students-tourists interaction is an effective way in helping students accustomed to speaking English.

Keywords: *Students-Tourists Interaction, Speaking Ability, Impact of Tourist.*

CHAPTER I

INTRODUCTION

1.1 Background of Study

“Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information” (Brown, 1994; Burns & Joyce, 1997 as cited in Florez, 1999, p. 17). Speaking enables students to receive information from people through their conversation, after which they should understand the information and respond to it or communicate their understanding of the information and mastering English for the students is very important since the skill can be the key to study other knowledge, but sometimes the teacher finds difficulties in transferring the skill since there are many aspects involved. One of the difficulties is related to mastering speaking skills, since English is not a daily life language, even it is in formal schools.

According to Bygate (1987, p. 4), the term oral expression involves making the correct choices when using language forms, following the right order, sounding in a way that is similar to that of native speakers, and producing the right meanings that can be understood by listeners. According to Bygate, speaking is a skill that all people use when they are interacting among each other; therefore, speaking is regarded as the most important skill that learners require in order to be able to speak fluently in the classroom situation (Bygate, 1987).

Generally speaking, interaction is the collaborative exchange of thoughts, feelings or ideas, between two or more people and interaction is an important

concept for English language teachers as well. Therefore, the writer realizes that successful language learning depends heavily on the type of interaction that takes place in the classroom.

Studies such as Gass, Mackey (2007) and McDonough (2004) show the interaction processes is like negotiation of meaning, provision of feedback, and production of modified output that would promote L2 development. The development and success of a speaking ability depends on a greater extent to the interaction between the foreigner and students (Gass, Mackey, 2007 and McDonough, 2004, p. 24).

However, speaking is sometimes difficult to be mastered by students. It was found that most students were difficult to involve in speaking activity. Many of the students in a speaking class are reluctant speakers. The problem lies in students' apprehension about making mistakes, having no idea, and using inappropriate grammar in their speaking. So it is, a lot of students who have good understanding in grammar are also difficult to speak well. The reason is they think a lot of grammar rules which obstruct their fluency. In addition, the difficulty of mastering speaking skill is also influenced by the technique or how the teacher teaches in their classroom. Therefore, the teachers should be quite creative in arranging the learning process, by carrying out interesting and active activities in the classroom.

A number of studies in recent years have examined host residents' perception of the impact of tourists on their community, and it continues to be an important issue. Mutual social and cultural interaction between students and

tourists is inevitable, since the tourist movements contribute to encountering different societies and areas, with an increasingly altering level of their differences. Thus, the quality of interaction between tourists and students contributes to both tourists experience and perception of the visited destination and acceptance and tolerance of tourist by students. Many elements of national cultures (values, norms or rules) have a considerable impact on tourists' behavior, their holiday expectations, satisfactions and consequently repeated visits (Reisinger, Turner, 2003).

Additionally, the acceptance and tolerance of tourists by residents or students has been acknowledged as being vital for a successful tourism destination (Thyne, Lawson, Todd, 2006). Depending on the students' socialization, who always interact with foreigner are expected to have better English language proficiency, especially their oral communication. The condition gives the writer challenge to look for ways to overcome the problem. Seeing the condition, it can simply be said the main problem is about communication and the writer is interested in doing this research because of her own experience. As the writer's experience, when the writer was in elementary school, her friend that lived in Iboih often communicating in English with the foreigners who came to his parents' restaurant. So, writer wants to examine more about how the process of the interaction between tourists and students, so that they are able to speak in a foreign language with the tourists and teacher in all schools, this is good for the development of their speaking ability.

Based on the above explanation, the writer wants to identify whether the social interactions with tourists effectively improve the students' speaking ability. Therefore, the writer compiled a thesis entitled "**Examining Students' Interaction with Tourists and the Perceived Impact on Their Speaking Ability**"

1.2 Research Question

Based on the previous explanation, this research focuses on two research questions:

- a. What are the impact of tourists-student interaction toward student speaking ability?
- b. What are the most frequent type of conversation occur between tourists and students?

1.3 Research Purpose

The aims of this research are:

- a. To figure out the interaction between tourists and student affect student's fluency in English speaking ability.
- b. To find out the advantages of student's interaction with tourists for student speaking ability.

1.4 The Benefit of Research

Everyone has their own reason for learning a language, leaning a foreign language can benefit us in real and measurable ways. This study is expected to support students in learning English speaking and practice the language with foreigner around them.

This study is also hoped that teachers should try to give the students the chance to practice their speaking with foreigner. It's very useful for developing their speaking ability.

1.5 Terminology

There are some terms used in this thesis which need further description in order to avoid the readers' confusion.

a. Student Interaction in Speaking

Allwright (1984, p. 10) said that, it is important to keep learners active in the classroom, which means reducing the amount of teachers talk in classroom and increasing the learner's talk time. Naturally, they will talk to each other through pairs or groups where each learner gets his time to talk. Teachers usually seek to move on from getting learners talking to each other to the more complex problems of getting them communicating, and that is the result of what is called the communicative approach. Teachers and learners then should distinguish between interaction and communication; they should not consider them as synonyms. In spite of

the fact that many of them consider that communication refers only to people interacting with each other.

The communicative process involves interaction between at least two people who share a list of signs and semiotic rules. The concept of interaction is defined as Wagner, (1994, p. 8) “reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another”. Therefore, interactions do not occur only from one side, there must be mutual influence through giving and receiving messages in order to achieve communication. In this case, the interaction means the student's interaction with the teacher, other students and his environment in speaking English. Interactions such as daily conversation or simply greeting to practice their English. Such interactions lead to conversations that will develop vocabulary and fluency of students in speaking English.

b. The Perceived Impact

The purpose of perceived impact here is the impact given by the tourists on the ability of English speaking students. The impact resulting from the interaction between students with the tourists about the daily conversation or just greeted, and students can understand when interacting with tourists in a simple discussion. Through the interaction also students can train and practice his ability in English that he has learned in school to add vocabulary or fluency in saying a few words in English. The impact

intended here is simply focusing on students' progress in learning English and they are able to interact with foreigners in simple terms.

c. Speaking Ability

Brown (2004, p. 14) defines speaking as a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. From those statements above, the writer can conclude that speaking is an activity involving 2 or more people in which the participants are both the listeners and the speakers having to act what they listen and make their contribution at high speed.

In addition, related to speaking ability, Tarigan (1981, p. 34) states, "Speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an idea and a message". Lado (1961) points out that speaking ability is described as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently. It can be concluded that speaking ability is a skill, which is communicating the speech sound for expressing and conveying a messages or ideas.

CHAPTER II

LITERATURE REVIEW

This chapter will explain a brief overview about some important theories of the research. Based on need of the research, this theoretical review covers five main aspects: Speaking, component of speaking, function of speaking, speaking ability, student interaction, and tourists.

2.1 The Definition of Speaking

Speaking is one of the skills that has to be mastered by students in learning English. Some experts have various definitions about speaking. According to Louma (2009, p. 10), speaking is a process of person who uses their voice to speech

meaningfully. In the same point, Chaney (1998, p. 13) in Kayi (2006) states that speaking is the process of building, sharing meaning, expressing ideas through the use of verbal and non-verbal symbols, in a variety of contexts. In line with the statement above, Thornbury (2005, p. 2) asserts that the first point to underline is that speech production takes place in real time.

According to Brown and Yule (1989) in Nunan (1989, p. 26), spoken language consists of short, often fragmentally utterances in a range of pronunciation. It is related to an ability to express meaning through words pronounced by a speaker. In addition, this is a skill which generally has to be learned and practiced. There are two functions in speaking, transactional and interpersonal function. According to Thornbury (2005, p. 13), the purpose of a

transactional function is to deliver certain information and to facilitate the exchange of goods or services. The 9 example of the transactional function is handling a traveler in travel agency. Additionally, the purpose of an interpersonal function is to establish and to maintain social relation.

As a speaker, consciously or unconsciously, people use their speech to create an image of themselves to others. According to Louma (2009, p. 10), the speakers create a texture for their talk that supports and enhances what they are saying. They use speed and pausing, and variations in pitch, volume, and intonation, when they are saying.

The above explanation is strengthened by Nunan (1989, p. 32) who indicates ten components which build in successful communication. They are the ability to articulate phonological features of the comprehensibly, mastery of stress, rhythm, intonation pattern, an acceptable degree of fluency, transactional and interpersonal skills, skills in taking short and long speaking terms, skills in management of interaction, skills in negotiating meaning, conversational listening skills (successful conversation acquire good listener as well as good speakers), skills in knowing about and negotiating purpose of conversation, using appropriate conversational formulae and fillers. Those are important components that should be mastered by a communicator to make successful communication.

Based on the experts above, the students can use a language for communicating. The students can share their opinion with others. Furthermore, they can communicate both verbal and non-verbal communication for making 10

their image in the social relationship. Therefore, the students should be mastered some components to make successful communication

In this regard, Brown (2004, p. 142) divides sixteen skills of speaking. The skills are divided into two kinds of categories, microskills and macroskills. They are mentioned as follows:

Microskills:

- a. Produce differences among English phonemes and allophonic variants.
- b. Produce chunks of language of different lengths.
- c. Produce English stress patterns, words in stressed and unstressed position, rhythmic structure and intonation contours.
- d. Produce reduced forms of words and phrases.
- e. Use an adequate number of lexical words.
- f. Produce fluent speech at different rates of delivery.
- g. Monitor one's own oral production and use various communication strategic like pauses, fillers, self-correction, backtracking – to enhance the clarity of the message.
- h. Use appropriate speech acts (nouns, verbs, etc.), systems (e.g. tense, agreement, pluralization), word order, patterns, rules and reduced forms.
- i. Produce speech in natural combination – in appropriate phrases, pause groups, breath groups and sentences.
- j. Express a particular meaning in different grammatical forms.

- k. Use cohesive devices in spoken discourse.

Macroskills:

- a. Use the functional expressions appropriately according to situations, participants and goals.
- b. Use appropriate words choice based on the situation and the participants in face-to-face conversations.
- c. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feeling, new information and given information, generalization and exemplifications.
- d. Use facial feature, kinesics, body language and other nonverbal cues along with verbal language.
- e. Develop and use speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help and accurately assessing how well you interlocutor is understanding you.

In addition, Spratt, Pulverness and Spare (2005, p. 34) state that when people are speaking, they usually use a different aspect of speaking. There are two main aspects of speaking, fluency and accuracy. Fluency means being able to communicate with a language easily and well. In addition, accuracy in speaking is the ability to produce correct sentences using correct grammar, vocabulary and

pronunciation. The macro and micro skills above show that the students need to learn the forms of language as well as the functions of language. In the teaching of speaking, they are introduced to the pieces of language to see the whole part of it. It is expected that showing the macro and micro skills of speaking to them could help them convey and negotiate meanings of language.

2.2 Component of Speaking

In the speaking process, some features are present while people are involved in interaction, Riggenbach, (1998, cited in Itkonen, 2010, p. 20) states that pronunciation, vocabulary, grammar, accuracy and fluency are commonly thought as the principal components of speaking; however, Itkonen (2010) mentions other relevant features as proficiency and coherence. Equally, Louma (2003) includes components of speaking as pronunciation, and spoken grammar. Harris (1994) asserts that there are five component in speaking ability (pronunciation, grammar, vocabulary, fluency, and comprehension). For this reason, the writer explain each of items one by one.

1. Pronunciation

In oral production, the term pronunciation is defined as the way that the sentence is spoken (Harmer, 2009). It also involves several components as pitch and intonation. Dalton and Seidlhofer (2001) define pronunciation as the production of significant sounds in two senses; the first one is that pronunciation is the production and reception of sounds of

speech, and the second one is that it means acts of speaking depending on the way and contexts in which sounds are produced. For Louma (2003, p. 11), pronunciation is the sound of speech that “can refer to many features of the speech stream, such as individual sounds, pitch, volume, speed, pausing, stress and intonation”. According to Harmer, intonation refers to the way that the voice goes up and down at the moment that people talk; it involves the pitch of the voices, which is based on the high or low level at which speaking is done. Furthermore, Chafe, (1994, cited in Itkonen, 2010, p. 23) states that spoken language is produced by means of intonation units, and that these units are changes in pitch or voice quality.

Hornby (1995) explain that pronunciation is the way in which a language is spoken, the way in which a word is pronounced or the way a person speak the words of language. Therefore, in this pronunciation determine how sound vary and pattern in a language and this component also refers to the way of person in speaking a word that is pronounced. Harmer (2001) emphasizes that if intelligibility is then goal then it suggests that some pronunciation features are more important than others.

2. Grammar

A conversation will be good-look when the speaker using grammar in those situation. Norton (2004) cites grammar is the set of formal pattern in which the words of language are arranged in order to convey a large meaning. The meantime, Harmer (2001) points out that grammar of a

language is the description of the way in which words can change their forms and can be combined into sentences in that language. From the statement above, it can be summed up that by having good grammar, the speaker can convey/produce the words or sharing information correctly.

3. Vocabulary

Vocabulary is an important aspect in learning a language. According to Diamond and Gutlohn (2006), vocabulary is the knowledge of words and word meanings. A language learner cannot communicate or express his or her ideas either in spoken or written form if he or she does not have sufficient vocabulary. Having limited vocabulary is also a barrier that precludes learners from learning a language. In other side, having a large vocabulary to call upon will help our verbal communication flow and allow us to start eliminating noises such as, “umm” and “uhh”. Furthermore, vocabulary is a group of words to make sentence structure in conveying idea or message to the listener. What word means is often defined by its relationship to other words. For example, we explain the meaning of fully by saying that is the opposite of empty; we understand that cheap is the opposite of expensive (Harmer, 2001). Finally, vocabulary is a group of words to make use to describe concepts/ideas to purpose convey our ideas either in spoken or written form.

4. Fluency

Richards (2006) defines fluency as the natural language use, which despite limitations in the communicative competence, the speaker engaged in an interaction maintains an understandable and current communication. For Crystal (1977), Bryne (1986), & Nation (1991, cited in Lan, 1994) fluency means the capacity to communicate without vacillation and pauses that makes fail comprehensible interaction. Similarly, the CEFRL (2001) defines fluency as the ability to articulate, and keep communication going. Lambardo (1984) define fluency as the way of someone speaks with normal speed like the native speaker or the man who own the language because the one who own the language can dispose the language well. Fluency can be define as the ability to speak fluently, accurately, smoothly and readily. It is one of the main elements of speaking ability in order to make interlocutor understand well about ideas or message which want deliver by speaker.

According to Richards (2009, p.14) mentioned brave definition about fluency, “natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence”. The definition of fluency has the Latin origin meaning as “flow”. It can be the same as other language define about fluency as flow or fluidity as stated by Kopponen and Riggerbach (2000, in Jamatlou, F.: 2011). And nowadays, the definition of fluency itself closer to simple

definition of the term in applied linguistics also seem to share at least one feature resembling “fluidity”

The more present study about fluency adopting Lennon’s (Jamatlou: 2011: p.11) that is fluency might be rapid, smooth, accurate, lucid, and efficient translation of thought or communicative intention into language under the temporal constraints of on-line processing. This earlier concept of fluency was acceptable by most of the teachers and researchers since they have to realize that fluency is different in nature

5. Comprehension

Comprehension is the ability to understand completely and be familiar with a situation or facts. Meanwhile, Hornby (1995) claims that comprehension is the power of understand and an exercise aimed at improving or testing one’s understanding of a language (written or spoken). Moreover, comprehension can also means the capacity of the main to perceive and understand; power to grasp the ideas; ability to know. In short, comprehension is important to avoid misunderstanding between a speaker and a listener.

2.3 The Function of Speaking

Speaking skill is very important and has multifunction to everyone, because speaking is an instrument to express opinion, feeling or share knowledge of social interaction. To speak well, right and fluently, it needs more courses

practice. Actually, since a normal infant was born he or she had a potency of speaking skill, it can be seen when the infant started to make sound.

Speaking skill is different from the other three (listening, reading and writing) because speaking is the most basic means of human communication and this skill need practice for mastering. Celse and Murcia (2001) argues that for most people the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication.

Besides, Ur (2000) believes also that: Of all the four skill (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as, speaker' of the language, as if speaking included all other kinds of knowing. In addition, Baker and Westrup (2003) assert that a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion. Moreover, speaking English will also help students to get up-to-date information of all fields such as: in politics, economics, social, entertainment, education and so on forth in this world which in English using as an international or global language nowadays.

Finally, the functions of speaking helps learner express their personal feeling, opinions or ideas; tell stories; inform or explain; request; converse and discuss that is through speaking.

2.4 Speaking Ability

Some of the learner centered factors affecting students' speaking skills are discussed here with. (Latha, Madhavi et al. (2012: 2) as follows:

- a. Learner inhibition the most common problem encountered by the learner in the language acquisition process is learner inhibition. They may also be worried about making mistakes, being criticized or losing face in front of the rest of the class. This results in their performance where either they make a lot of mistakes.
- b. Lack of motivation Lower motivation levels or lack of motivation is another reason for hindering the learners from active participation in speaking activities.
- c. Lack of proper vocabulary this is because of lack of exposure to a variety of vocabulary. This also leads to failing in communicating fluently in English Language, which again leads to losing confidence and lack of motivation to speak.
- d. Lack of confidence a constant practice and patience are necessary to learn English Language. Learners believe that it is not possible to achieve fluency or master the language. This lack of confidence prevents them from learning the speaking skills.
- e. Poor non-verbal communication Lack of knowledge of the nonverbal communication system of the target language usually results in the inability to pick up nonverbal cues by the ESL learners, which often results in misunderstanding.
- f. Lack of proper orientation they must understand how words are segmented into various sounds, how sentences are stressed in particular ways.

Grammatical competence enables speakers to use and understand the structure of English-language accurately and unhesitatingly, which contributes to their fluency. According to Mary Spratt, Alan Pulverness and Melanie Williams: “We can develop learners speaking skills by focusing regularly on particular aspects of speaking e.g.-fluency, pronunciation, grammatical accuracy, body language.

g. Building confidence this will encourage the slow learners to participate in the activity and boost their morale. Instead of correcting the mistakes, the teacher can go for peer correction which would encourage them to come out of inhibition. The teacher should be a guide, mentor and facilitator.

Brown (2004: 140) defines speaking as a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker’s listening skill, which necessarily compromises the reliability and validity of an oral production test. From those statements above, the writer can conclude that speaking is an activity involving 2 or more people in which the participants are both the listeners and the speakers having to act what they listen and make their contribution at high speed.

In addition, related to speaking ability, Tarigan (1981:15) states that speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an idea and a message. Lado (1961: 240) points out that speaking ability is described as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently. It can be concluded that speaking ability is a skill, which is communicating the speech sound for expressing and conveying a messages or ideas.

Lado (1989: 66) says that: language teaching successfully may be examined by analyzing a series of lesson plans over a period of time which can tell us the procedures of presentation, the predominance of skills and the frequency of reviews, how much by the method, what the teacher has omitted or added to text aim, include a lesson plan. Lado (1977:200) says also that either four or five components are generally recognized in analysis of speech process. They are: a) Pronunciation (Including the segmental features-vowels and consonant and the stress and intonation/ pattern), b) Grammar, c) Vocabulary, d) Fluency (the case and the speech of the flow of speech), and e) Comprehension.

Speaking is the production skill that is included in two main categories: accuracy and fluency. Accuracy consists of using vocabulary, grammar and pronunciation through some activities, fluency take into account “the ability to keep going when speaking spontaneously” (Gower, Philips, & Walter, 1995). Bygate (1987) identified two elements: production skill and interaction skill. In production skill, speaking ability take place without time limit environment and in interaction skill, there is a negotiation between learners. Both skills help learners to improve their speaking ability easier. Stuart (1989) proposed that learners should plan and adjust their talk; and effective speakers should be proficient by practicing. It shows that speaking is high risking activity that creates anxiety and causes learners worry about losing face.

For most people, the ability to speak a foreign language is synonymous with knowing that language because speech is for them the basic means of human communication. English learners no longer expect the traditional approach of their

teachers based on developing mainly the grammatical competence and using methodology popular in the past. Today, teachers are expected to provide their students with useful active knowledge of the foreign language, not just theory about the language.

Nevertheless, speaking in a foreign language has often been viewed as the most demanding of the four skills. “While listening and reading involve the ability to correctly receive messages and are therefore referred to as receptive skills, speaking and writing, on the other hand, involve language production and are referred to as productive skills.” (Harmer 1995, 16). Producing spoken language has often meant a difficulty and an obstacle for English learners. There might arise a question why. The answer is obvious. In the natural spoken language students are required to be aware of characteristics of fluent speech, such as reduced forms, use of slang or idioms, fixed phrases, collocations and most importantly the pace of speech. All of these have to be taken into consideration while practising conversation in class. Without these, our spoken language would sound bookish and unnatural. To avoid this, it is essential to introduce and practise “real” communication with our students within the learning process. If it is neglected, it may be a reason why students are often shocked and disappointed when using a foreign language for the first time whilst interacting in foreign environment. They have not been prepared for spontaneous communication and could not cope with all of its simultaneous demands.

The embarrassment is usually caused by students’ inability to adjust to native speakers’ speech. This is natural and adjures patience while learning to

speak or communicate in a foreign language. As I already mentioned, native speakers are a great support and the opportunity to communicate with them means even greater encouragement for our students. Although it is quite demanding for students to keep up in conversation with them, they take it as an advantage in their studies. Most English learners are actually familiar with the fact that the best way to advance their speaking skills is adjusting to it in an English speaking environment.

2.5 Student interaction

According to Hadfield and Hadfield, in their book *Introduction to Teaching*

English, the word interaction involves more than just putting a message together; it involves also responding to other people. This means choosing the language that is appropriate for the person you are talking to (interlocutor); it means also, responding to what others say, taking turns in a conversation, encouraging people to speak, expressing interests, changing the topic, asking people to repeat or explain what they say and so on; in order to facilitate communication among them (2008, p. 105). In this sense, Nunan (1991) states that “learning to speak in a second or foreign language will be facilitated when learners actively engaged in attempting to communicate” (p. 51). In addition to the previous definitions of interaction, Allwright (1984) has defined interaction as: “the fundamental fact of pedagogy” and that “successful pedagogy involves the successful management of classroom interaction” (p.156) (As quoted in Ellis, 1997, p. 173). From that

quotation, we can notice that classroom interaction is one of the primary ways in which learners obtain data.

Generally speaking, interaction is the collaborative exchange of thoughts, feelings or ideas, between two or more people. According to Liu and Zhao (2010), the interaction between teachers and students plays a significant role in all classroom activities because through the interaction with teachers, students can increase their language store and use all languages they possess. Through the interaction, students have opportunities to understand and use the language that was once incomprehensible. Additionally, they could get more input and more opportunities for output.

To speak means to interact with others. It is an activity involving two or more people in which hearers and speakers have to react what they speak (Johnson and Morrow, 1981:70). Spoken language usually has two functions: interactional and transactional. The essential goal of the former is to keep social relationships, but that of the latter is to pass information and ideas because much of our daily communication is interactional, being able to interact is imperative. Thus, language instructors should facilitate learners' with meaningful communicative situations about proper topics by applying learner-learner interaction as the key to teach communicative language (Richards & Renandya, 2002). Communication drives essentially from interaction (Rivers, 1987, p. 30). Nunan (1989) expounds that in order to design activities; teachers need to take into consideration the integration of four language skills as they interact with each

other in natural behavior, because in real life situations as in the classroom, most tasks of any complexity involve more than one macro skill.

2.6 Tourists

According to Williams (1998), each arrival of foreign tourists in to a local community inevitably provokes positive and negative influences. The main positive influence refers to the increased knowledge and understanding of hosts societies and cultures, which refers to positive interaction (Allport, 1954; Cook, 1962; Bochner, 1982) etc. The relationship between residents and foreign tourists is created by the ratio between the behavior of foreign tourists in the tourist destination and the way local people perceive this behavior. How the local people perceive the behavior of foreign tourists, and evaluate it as positive or negative, is determined primarily by cultural and moral norms of the population of a certain destination. The quality of interaction between tourists and residents contributes to both tourists experience and perception of the visited destination and acceptance and tolerance of tourist by residents.

Tourists go through various stages, each with different communication needs and a potential tourist is an information seeker. That means, they expect communication to be full of relevant information, say, on attractions, accessibility, and amenities available as part of a vacation. Thus it is crucial to offer all the relevant information but at the same time do not exaggerate with the amount of given information. Most tourists are busy individuals in their routine lives and do not have the time or resources to swim through an ocean of information. Given

the international nature of the industry, especially if you are dealing with international tourists, it is imperative to employ foreign languages for communication.

In the Cambridge dictionary, the word “tourist” means “a person who is visiting a place for pleasure and interest, especially when they are on holiday”. Tourists are individuals who want to escape from routine. They want to experience ‘the other’ aspect of their selves not allowed to be expressed in their ordinary life, Such a conceptualization of the tourism phenomenon suggests the type of communication that will be appreciated by tourists. Leisure tourists, especially, would not want formalities of any sort. Hierarchically structured, grammatically proof, and elitist communication are not popular among tourists. While such features may be somewhat acceptable among business tourists, even they want a pleasant air of informality. So, the key to success in communication with tourists is to exhibit by means of verbal and non-verbal communication a relaxed attitude.

2.7 Previous Study

In this chapter will be described several studies related to the theory about the effect of interaction between students and tourists toward student’s speaking ability that became the references, ideas and reading material used by the writer in completing this study.

First study is about the research about *The Importance of Teaching English in the Field of Tourism in Universities* written by Minodora Otilia

Simion, Ph.D (2012). In this research, the researcher focused on English language has played an important role in the development of tourism and in that field. According to Minodora, English is indisputably the primary language of global trade and commerce and tourism since in many countries, most tourism authorities and other officials in contact with the public speak English to interact and engage with tourists and immigrants.

In this research, the use of English is to develop the tourism and the reasons for its increasing relevance is due to the fact that English has changed from simply being another foreign language into having become a universal form of communication in all walks of life

Second study is *Importance of English Language in the Development of Tourism Management* written by Dr. Nawar Al-Saadi (2015). Dr. Nawar states that language has great importance in the dialogue and understanding between tourists and tourist facilities. The English today is international language, and most of the tourist establishments require employees to speak English in addition the local language of the country because the English now has become the familiar language for almost all human beings.

Third study is about *The Students and Real-World Interaction, Observation, and Reflection* written by Brenda Ferreira (2003), she wants to provide students with communication strategies for interactions with native English speakers and to impart to them an understanding of how culture colors their interactions. While students need to function to some extent in an ESL

environment, they can be encouraged to take advantage of their surroundings to improve their communication and language skills. They practice communication strategies and discuss topics largely of their own choosing in a multi-cultural context. They then go out into the community to make cultural and communicative observations, and interact with native and non-native speakers of English.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Brief Description of Research Location

This research is conducted in SMPN 7 Sabang. The school was established on August 23th in 2007. It is located in Jl. K.M. Nol Gampong Iboih, Sabang. The school is headed by Ruslan, S.Pd. Normally there are approximately 14 students in each class. The school is equipped with some school facilities such as classroom, library, computer laboratory and basketball court. The school starts at 7.45 a.m. and finished at 13.45 p.m. daily. The English subject allocated for two meeting per week. The researcher chosen the school to conduct the study because there were many students of school who can speak English and have some interaction with tourist in Iboih. Thus, the researcher hoped that the interaction with tourists can develop the student's speaking ability in school but in this research the researcher only saw the effect of interaction between student and tourists toward students speaking ability.

The school had good facilities to support teaching learning in school. All facilities in the school is in a good condition and flexible to be used, such as classroom, library, and language lab others. It can be stated that the facilities which strongly provided the students' learning process as expected. It proved by many books were available in library especially English book. Classroom, language lab and multimedia room were also proofs that this school paid more attention in language learning.

In order to support the teaching and learning process, the school had some facilities that can be seen as follow:

Table 3.1 The facilities of SMPN 7 Sabang

No	Facility	Quantity
1.	Classroom	3
2.	Headmaster Room	1
3.	Teacher Room	1
4.	Science Laboratory	1
5.	Multimedia Room	1
6.	Library	1
7.	Court	1
8.	Volleyball Court	1
9.	Badminton Court	1
10.	Takas Court	1
11.	Table Tennis	2
12.	Toilet	4
13.	Kitchen	1
14.	Computer Laboratory	1

Source: Archieve of SMP 07 Sabang

3.2 Research Design

This is a qualitative research. The techniques of data collection used are observation and interview. Qualitative research is a generic term for investigative,

methodologies described as ethnographic, naturalistic, anthropological, field, or participant observer research. It emphasizes the importance of looking at variables in the natural setting in which they are found (Key, 1997). Briefly, qualitative research refers to the meanings, concepts, definitions, characteristics, symbols, and descriptions of things. In this research, the role of the writer is as observer and interviewer to find out how the interaction between tourists and students can improve student's fluency in English speaking ability.

3.3 Participants

The participants of study are the students who stay around the tourists place. In this thesis, there are several of sampling techniques, clustering sampling, random sampling, probability sampling and purposive sampling. In selecting participants, the writer use purposive sample technique by choosing 10 students who has an age range 11 to 16 years old who lived around the tourist's destination. Purposive sampling is a technique widely used in qualitative research to identify and select the information rich cases for the most effective use of limited resources (Patton, 2002). The writer choose this sample because the students who lived around the tourist destination has direct interaction with the tourists.

3.4 Technique of Data Collection

In collecting the data, the measurement instrument is needed which refers to various methods through researcher obtaining data from respondents for

research work. The term of data refers to all forms of information that previous researchers obtained from participants of the study which asserts data refers to any fact, observation or facts relating to the subject of the study. There are different types of measurement instruments that can be used by previous researchers for their studies. It depends on the nature of research that is to be carried out (Adedokun, 2003, p. 57).

As mentioned in chapter one, the writer would obtain the data by doing observation and interview. The procedure would be discussed as follow:

1. *Observation*

Observation is one of the techniques that help the writer to gain the data in qualitative method research. This technique was used in order to get information directly about the behavior, situation, or attribute of the population. Moreover, the writer also uses the observation checklist as the guideline in observing the students.

In this research the writer use direct observation. The writer go to the observation place to collect the data and will conduct the observation when the students having an interaction with tourist. In this direct observation, the writer involved herself in the mid of the object being studied.

First, the writer will explain the aims of doing the interview to participants. The writer will ask some questions to participants related to the research question. The writer records the interview activity using smartphone recorder to get the data. Next, from the audio record of

interview, the data will be transcribed the audio into text form and the final stage is described the research finding based on the data.

2. *Interview*

Interview is particularly useful for getting the story behind a participant's experiences (Shrivastava, 2015). For this reason, interview is needed to investigate whether the interaction with foreigner can increase student in speaking ability. The advantage of interview is the writer could find some depth information about activity done by students. Their opinion and facts are needed to make the data more detailed and stronger than what the writer already had in the observation. The writer interviewed 10 students in this research. This technique provide the same opportunity or probably to all of the population member to be the chosen sample (Sukardi, 2009). The purpose of interviewing the students was to get information about students toward interaction with tourists whether it influences and increases the students' speaking ability. The writer addressed some questions about the process how they interact with tourists and how it influences and increase their speaking ability.

In addition, in collecting the data, the writer use interview to know the result of the research. "There are five types of interview; they are structured interview, semi-structured interview, unstructured interview, informal interview, and focus group" (Warren & Karner, 2005, p. 312). In this research, the writer use semi-structured interview which interviewers are free to answer the questions with student who have interaction with

tourists. This way to get the detail information about the way they think and develop their practices in daily conversation.

3.4 Technique of Data Analysis

Data analysis techniques are carried out as follows: First, the writer will listen to the audio that has been recorded. Second, the recording will be transcribed. Third, the writer will read the transcripts of interview. Fourth, the transcript and the audio will be re-listening and re-reading by the writer repeatedly to get a good data. Fifth, the identified data will be calculated by the writer to answer the second question. Finally, the writer will discuss the result based on the data finding. In short, both the findings of interview and observation were analyzed qualitatively.

The writer explained the answer from each participant descriptively into some paragraphs. The interview and observation were analyzed to answer the first research question and the second research question; (1) what the effect of tourists-student interaction toward student speaking ability are (2) what the most frequent conversation occur between tourists and students are.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the results of the study. As mentioned in Chapter I, the goals of this study are to figure out the effect of tourists interaction toward student's speaking ability and to find out the most frequent conversation occur between tourists and students. The data analysis was performed based on the method described in Chapter III.

Moreover, this chapter describes the results of research through two main sections. They are findings and discussions. In the findings section, the data obtained through observation and interview will be presented. Then, in the discussion section, the findings will be explained descriptively.

4.1 FINDINGS

There were several interconnected steps used in the process of analyzing data. The first step was to arrange and prepare the data for analysis. This involved interviewing the participants, making the transcript of interviews, observing the tourists place, filling the observation checklist, sorting and arranging the important data depended on the purposes of this study.

The interview section had been done by interviewing ten participants. The writer recorded interviewees' answers and opinions with an audio recorder. In addition, the writer transcribed them into the transcript. Each interviewee spent more than 3 minutes to response the questions from the interviewer. Every

participant got the same questions that should be answered. Furthermore, to seek the information deeply, some additional questions were asked based on the interviewee's answer in agreement with the topic. During the interview, the writer asked the participants about their vocabulary improvement, pronunciation improvement, conversational improvement about English, and their confidence level. As the result, the analysis was done per each questions and written thematically.

4.2 Interview Analysis

The writer interviewed ten students through face to face questioning between the interviewer and interviewee, with or without using of an interview guide after observing the tourists place. The question was consisted ten questions related to student's opinions toward their interaction with tourists for speaking ability improvement. Furthermore, the analysis of the interview was focused on three topics. First, how students learn to speak English? Second, what are the effect of tourist's interaction toward students speaking ability? And third, how the students start the interaction with tourist and what are the common questions asked by tourists?.

1. Students learn to speak English

There are several sources that which influenced the students become proficient using English, such as school, online game and the tourism environment. The English subject that they learned in school directly affected their English speaking ability. The online games increased student's vocabularies and the tourism environment lead the students learned English from the interaction occurred between tourists and students.

According to Student 1 (Raisya):

- Writer : Have you ever talked to tourist in Iboih?
 Student : Yes, I have
 Writer : Besides studying in school, how do you learn English?
 Student : I usually listen to tourists speaking
 Writer : Have you ever talked to tourists? And how do you talk to tourists?
 Student : Yes, they usually greeted me by “Hallo, good morning, what’s your name”

According to the student 2 (Khairul):

- Writer : Have you ever talked to tourists?
 Student : Yes, I have
 Writer : When did the first time you having interaction with tourists and understand English language?
 Student : Since I was in elementary school
 Writer : Where did you learn English?
 Student : I learn English at school
 Writer : Besides studying in school, how do you learn English?
 Student : I used to practice with the tourists

According to the above conversation, the writer can conclude that the students learned to speak English by learning English at the school and after going home from school.

2. The effect of tourist’s interaction toward students speaking ability.

Based on the students 3 (Tommy):

- your
- Writer : Do you think are there many improvements in speaking ability after interacting with tourists?
- Student : Yes, I do
- Writer : In what aspect it improved especially?
- Student : If I often speak to tourists, I can improve fluency
- in
- my English speaking ability
- Writer : Beside the fluency improvement, is there any other improvement?
- Student : I feel more confident
- Writer : You learned English at school and moreover you interacted with tourists after returning home from school. What are the component of speaking help you to learn English at school?
- Student : Vocabularies
- Writer : Is there anything else except vocabularies?
- Student : Pronunciation
- Writer : In conclusion, interacting with tourist help you much in school?
- Student : Yes, absolutely

According to the student 4 (Riskan):

- Writer : What is the interaction with tourists' part helps you understand the learning English process in classroom?
- Student : Increase my vocabularies and the way to pronounce the words
- Writer : After interacting with tourist, has your English speaking ability improved?
- Student : Yes, it has improved
- Writer : When the teacher was teaching English in the classroom, what have you already known about English?
- Student : Vocabularies
- Writer : Is there anything else?
- Student : The way to pronounce the word

All the interviewee agreed that fluency is important part in speaking English, particularly after communicating with tourists. They also believe that it can increase their vocabulary, speaking ability and their awareness toward English. Moreover, all interviewees agreed that they faced no difficulty in interacting in English.

3. Students start the interaction with tourists and common question ask by tourists

According to the student 5 (Gilang):

Writer : When you are talking to tourists, what is the common questions asked by tourists?
 Student : Like “what should you say?”
 Writer : Pardon?
 Student : “What should you say?”
 Writer : “What should you say”, any else?)
 Student : “What is your name?”
 Writer : Anything else?
 Student : “Where are you from?”
 Writer : Then?
 Student : “Good morning”

According to the student 6 (Taufiq):

Writer : So do you often talk to tourists here?
 Student : Yes, I do
 Writer : Who start the interaction?
 Student : The tourists, they usually greet me
 Writer : So, when you talk to tourists, what is common questions asked by them?

Student : “How are you, how old are you”
 Writer : So, is there any other questions?
 Student : “Good morning”
 Writer : So do you understand what are they talking about?
 Student : Yes, I do
 Writer : What is your answer when they greet you by saying “good morning”?
 Student : “Good morning”
 Writer : When they asked you by “how old are you?”
 Student : Eleven years old
 Writer : Ok, so you are eleven, right?
 Student : Yes
 Writer : If they ask you about how are you? What is your answer
 Student : I am fine

As the writer asked the student 5 and 6 “How do you start the interaction with tourist? and what are the common questions asked by tourists?” Both of students answered they were greeted by tourists by simple questions like, “good morning”, “how are you?”, and “how old are you? So, the interaction was started by tourists.

4.3 Observation Analysis

The writer observed ten students during the interview process and observe the activities taking place in Iboih. Prior to the exercise, observation checklist was prepared as a guide in collecting data. After gathering data from the observation, the writer analyzed the data gathered. The result of the data observation was interpreted narratively by the writer. From the result of the observation checklist, the data shows that the interaction between students and tourists has many positive impact, especially for

student's speaking ability. The speaking ability also influence by pamphlet and information sign in English around their environment.

4.4 Discussion

In this study, there were two research questions. The explanation of both questions are as followed: the first one is, "What are the impact of tourists-students interaction toward students' speaking ability?" To answer this question, interview and direct observation was applied. It can be explained based on data above, based on students' answer that the interaction between them and tourists influence their English speaking ability. The second research question is, "What are the most frequent conversation occur between tourists and students?" Based on the students' answer, they usually greeted by tourists in a simple conversation, such as "good morning, how old are you, and where are you from. So, from the simple greeted, the students feel more confident to talk or just greet the tourists in their environment.

Generally, based on the result of interview that the writer conducted, most of the participants considered that their interaction with tourist helped them in learning English, comprehending English, and adding fluency in speaking English. The students of SMPN 7 Iboih perceived that speaking with tourist is important part in improving their speaking skill. They felt that it was easier to learn English from their environment, specifically the interaction with tourists, moreover, the street sign and pamphlet within their surroundings also took important role as supporting tools.

To identify the result of this study, the writer asked 10 questions regarding to the effect of interaction with tourists toward students' speaking ability analyzed the data interview through the interview answer. The writer listened to the audio recorders several times to obtain valid information from participants' statements. Then, the writer read and looked at another sources as supporting information to reveal the best result such as pamphlet in English and street sign in English. The final step in analyzing the data concluded the interpretations to answer two research questions in this study.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented conclusions and suggestions of this study along with practical suggestions to the teacher, local residents and further researcher who are interested in investigate the same issue in a broader scope.

5.1 Conclusions

Based on the result discussed on previous chapter the writer concludes that:

The interaction with tourists affects the improvement of students' English ability which can be perceived from the participants' answers during the interview. The tourism environment support the process of students' learning English and develop their speaking ability. There are many advantages in interacting with tourists for speaking ability such as comprehending English, adding more fluency in English, increase their vocabulary, speaking ability and their awareness toward English.

5.2 Suggestions

Based on the research findings, the writer present some practical suggestions for teacher, local resident and further researcher, they are:

1. According to the findings, the writer may suggest that the teacher should take the students to make many practice with foreigner for improving their speaking ability.

2. As the educator for the children, it's better for the local resident to support their children to develop their speaking ability by practicing it with tourist, it is really useful for development of the students and the place itself.

3. This study has the lack of previous studies that conducting the research similar to this study. Most of the previous study discuss about the tourism of particular area not the positive impact of tourists on student's process in learning English. It may be better for further researcher to involve tourists as the educator for the students to gain the best result for the study.

REFERENCES

- Ahmadi, L.-M. L. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill.
- Alqahtani, M. (2015). The Importance of Vocabulary in Language Learning and How to be Taught. *International Journal of Teaching and Education*, 3.
- Bastidas, A. J. (2014, December). Using The Jigsaw Activity to Develop Speaking In A Public High School In Pasto.
- Breuer, E. O. (2014). First Language versus Foreign Language (Fluency, Errors and Revision Processes in Foreign Language Academic Writing).
- Crystal, D. (2003). English As A Global Language. Retrieved from www.cambridge.org
- Endang Kusriani, S. M. (2010). Improving English Pronunciation Through Children Songs.
- Febriyanti, E. R. (2006). Teaching Seaking of English as a Foreign Language: Problems and Solutions.
- Gilakjani, A. P. (2011, February). A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction. 2.
- Hornby, A. (n.d.). *Oxford Advance Learner's Dictionary* (International Students' Edition ed.). Oxford University Press.
- Hosni, S. A. (2014, Juny). Speaking Difficulties Encountered by Young EFL Learners. 2(6).
- Iman, J. N. (2017, july 16). Debate Instruction in EFL Classroom: Impacts on the Critical Thinking and Speaking Skill . *International Journal of Instruction*.
- Itkonen, T. (2010, April). Spoken Language Proficiency Assessment.
- Kirmantoro, D. H. (2015). Improving Students' Speaking Skill Through the Use of Alternative Rock Songs of the XI Grade at SMA Negeri 1 Pleret. 9.
- Ko-Yin Sung, H.-M. T. (2014). Exploring Student Errors, Teachers' Corrective Feedback, Learner Uptake and Repair, and Learners' Preferences of Corrective Feedback . *The Journal of Language Teaching and Learning*, 33.
- Kusmaryati, S. E. (2018). Improving English Speaking Ability Through Classroom Discussion for Students of MA NU Banat Kudus. 4.

- Liliana Marcela Usma Trejos, C. G. (2013). Teaching Speaking and Speaking Skill Assessment in a 10th Grade of a Public High School From Pepeira.
- Luoma, S. (2003). Assessing Speaking.
- Mackey, A. (2000). How Do Learner Perceive Interactional Feedback.
- Paulista, G. a. (2004, May). The Application of Communicative Language Teaching: A Particular Case in a Polish Primary School.
- Pejovic, L. (2011). Interaction Between Tourists and Residents: Influence in Tourism Development. 7.
- Quenan, T. M. (2014, December). The Incidence of Classroom Interaction on the Development of the Speaking Skill in EFL Settings.
- Rini, N. S. (2016, April). Improving the Students' Mastery in Pronouncing Consonants /f/ and /v/. *Journal of English Language Teaching*. Retrieved from <http://journal.unnes.ac.id/sju/index.php/elt>
- Riyanto, H. A. (2015, August 22). Improving Speaking Skill Through Small Group Discussion.
- Sallak, N. M. (2011, January). Assessing Oral Production Skills of Fourth Year Students.
- Simbolon, M. (2015, September). An Analysis of Grammatical Errors on Speaking Activities. *Journal on English as a Foreign Language*, 5.
- Smith, P. (2013, May). An Examination of Veridicality in Verbal Protocols of Language Learners. *Theory and Practice in Language Studies*, 3.
- Susilo, B. K. (2014, January 27). Improving Students' English Speaking Skill. 8.
- Taous, B. (2012). The Role of Classroom Interaction in Improving the Students' Speaking Skill. 4-5.
- Torky, S. A. (2006). The Effectiveness of a Task- Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Students. 14.
- Tuti, M. (2007, Juny). Correlation Among the Components.
- Vaarala, T. (2013, February). Oral competence in upper secondary school teaching:.
- Vijay K Bhatia, W. C.-B. (2009). Language for Professional Communication: Research, Practice & Training.
- Wang, L. (2011). Foreign English Teachers in the Chinese Classroom: Focus on Teacher-Student Interaction. 8, 75.

- Wang, L. (2011). Foreign English Teachers in the Chinese Classroom: Focus on Teacher-Student Interaction. *8*, 75.
- Wati, F. C. (2014). The Implementation of Collaborative Learning to Improve Speaking Skill of the Eighth Grade Students of SMPN 2 Kuta. *7*.
- Zakic, L. (2009). Interaction of Foreign Visitors of the EXIT Music Festival with Domestic Visitors and Local Population. *13*(3), 97.

SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-6046/UN.08/FTK/KP.07.6/07/2017
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** :
- a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqayah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
 - b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** :
1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 1 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
 7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
 10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
 11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Mempertimbangkan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 13 Juli 2017

MEMUTUSKAN

- Menetapkan** :
- PERTAMA** :
- Memunjuk Saudara:
- | | |
|--|----------------------------|
| 1. Habiburrahim, S.Ag, M.Com, MS, Ph.D | Sebagai Pembimbing Pertama |
| 2. Suhernan S.Ag., S.I.P., M.Ec | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- | | |
|---------------|--|
| Nama | : Nurul Masyithah |
| NIM | : 231324199 |
| Program Studi | : Pendidikan Bahasa Inggris |
| Judul Skripsi | : Examining Students' Interaction with Tourists and The Perceived Impact on Their Speaking Ability |
- KEDUA** : Pembayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
 Pada Tanggal: 18 Juli 2017

Ab. Toektor
 Dekan

 Habiburrahim

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Kepala Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN
 Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
 Telp: (0651) 7551423 - Fax: (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B-11867/Un.08/TU-FTK/ TL.00/12/2017

22 Desember 2017

Lamp : -

Hal : Mohon izin Untuk Mengumpul Data
 Menyusun Skripsi

Kepada Yth.

Di -
 Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Nunul Masythah
N I M	: 231 324 199
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jl. Tgk. Meulgu.Lr.I. No.11 Tibang Banda Aceh

Untuk mengumpulkan data pada:

SMPN 7 Sabang

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Examining Students' Interactions With Tourists and The Perceived Impact on Their Speaking Ability

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan
 Kepala Bagian Tata Usaha,

 M. Sidi Farziah Ali

BAGIAN TATA USAHA

Kode 0033



PEMERINTAH KOTA SABANG
DINAS PENDIDIKAN PEMUDA DAN OLAAHRAGA
SMP NEGERI 7 SABANG

Jalan Kilometer Nol Gumpang Iboih Kecamatan Sakakarya

No : 421.3 / 008 / 2018 Sabang, 09 Januari 2018
 Lum : -
 Hal : Telah selesai mengadakan penelitian

Kepada
 Yth. Prodi Pendidikan Bahasa Inggris
 UIN Ar-Raniry Banda Aceh
 Di -
 Banda Aceh

Assalamualaikum wr. Wb

Sehubungan dengan surat Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh Nomor : B-11867/Un. 08-TU-FTK-TL.00/12/2017 Tanggal 02 Januari 2018 perihal melakukan izin penelitian dengan ini kami menerangkan bahwa :

Nama : Nurul Masyidah
 NIM : 231324199
 Prodi : Pendidikan Bahasa Inggris
 Semester : 9 (Sembilan)
 Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam
 Alamat : Jalan Tgk. Meulagu Lr. I, No.11 Tibang-Banda Aceh

Benar yang tersebut namanya diatas telah melakukan penelitian di SMP Negeri 7 Sabang pada tanggal 02-09 Januari 2018 dengan judul penelitian Examining Students' Interaction With Tourists and The Perceived Impact on Their Speaking Ability. Demikian surat ini kami keluarkan, atas perhatian dan kerjasama kami ucapkan terima kasih.



INTERVIEW LIST

1. When did the first time you can speak English?
2. How do you learn to speak English?
3. How to start the interaction with tourist?
4. What are the common question ask by tourists?
5. Did you mix the language while doing the interaction?
6. How did you understand what the tourist said during interaction?
7. Do you speak English during interaction?
8. During the interaction, did the tourists understand what you speak or they look confused?
9. What is the improvement in English after having interaction with tourist?
10. Did the pamphlet in English helps you in learning English?

Script 4.1:

- Writer : What's your name?
 Student : Tommy
 Writer : How old are you?
 Student : 14 years old
 Writer : So, when did the first time you can speak English?
 Student : When I was 8
 Writer : *Ketika Tomi berinteraksi dengan turis, meningkat
 gak kemampuan dalam berbahasa inggrisnya?*
 (Do you think are there many improvement in your speaking ability after interacting with tourists?)
 Student : *Iya*
 (Yes, I do)
 Writer : *Contohnya, meningkat dalam hal apa?*
 (In what aspect it improved especially?)
 Student : *Kalau sering bicara bisa lebih bagus Bahasa Inggrisnya*
 (If I often speak to tourists, it improve fluency in my English speaking ability)
 Writer : *Selain bagus Bahasa inggrisnya, meningkatnya di apa*
lagi?
 (In addition, is there any other improvement?)
 Student : *Confident nya*
 (I feel more confident)
 Writer : *Kan ini sering berbahasa inggris dan di sekolah juga belajar bahasa Inggris. Apa hal yang membantu ketika berinteraksi sama turis disini dan yang membantu pelajaran bahasa Inggris di sekolah?*
 (You learn English at school and moreover you interacted with tourists after returning home from school. What are te component of speaking helps you to learn English at school?)
 Student : *Vocabularies*
 Writer : *Selain vocabulary apa lagi?*
 (Is there anything else except vocabulary?)
 Student : *Pronunciation*
 Writer : *Berarti berinteraksi sama turis ini banyak membantu di sekolah*

(In conclusion, interacting with tourist help you so much in school)

- Student : *Iya*
(Yes)
- Writer : *Apa komentar guru disekolah tentang kemampuan Tommy bisa Bahasa inggris?*
(What is the teacher's comment in school about Tommy's ability in speaking English?)
- Student : *Bisa lebih bagus*
(I can be better in English)

Script 4.2:

- Writer : *Assalamualaikum warahmatullah.wabarakatuhu*
- Student : *Waalaiikumsalam warahmatullah wabarakatuhu*
- Writer : *Siapa namanya?*
(What is your name)
- Student : *Raisya*
- Writer : *Kelas berapa?*
(Which grade are you?)
- Student : *1 SMP*
(Class 1 junior high school)
- Writer : *Oke, pernah ngomong sama turis/bule disini?*
(Ok, have you ever talked to tourist in Iboih?)
- Student : *Pernah*
(Yes, I have)
- Writer : *Emm.. Bisa bahasa Inggris itu sejak kapan?*
(When do you start speaking english?)
- Student : *Sejak SD*
(Since elementary school)
- Writer : *Selain belajar di sekolah, gimana belajar Bahasa Inggrisnya?*
(Besides studying in school, how do you learn English?)
- Student : *Dengar bule-bule berbicara*
(I usually listen to tourist conversation)
- Writer : *Pernah gak kamu ngomong sama bule? Waktu ngomong sama bule gimana caranya?*
(Have you ever talked to tourists? How do you talk to tourists?)
- Student : *Hallo, good morning, what's your name*
- Writer : *Satu lagi, apa pertanyaan yang sering ditanyakan sama bule itu, misalnya waktu ketemu dijalan mereka sering nanya apa?*
(One more, what kind of questions are they asked,

- ask
for example when meeting on the street, they often
about what?
- Student : *Siapa nama kamu* “what’s your name?”
(What is your name)
- Writer : *Selain nama?*
(Anything else?)
- Student : *Umurnya berapa dan selamat pagi* “good
morning”
(How old I am and good morning)
- Writer : *Ini kan udah belajar bahasa Inggris di sekolah,*
habis
itu juga ada ngomong sama bule. Waktu di sekolah
itu
ada gak hal-hal yang adek rasakan ada yang
meningkat, adek udah bisa pelajaran di sekolah,
ada
gak seperti apa?
(So, you've learned English in school, and then you
also talk
with tourists help
to tourists. Did you feel that getting conversation
your performance in school?)
- Student : *Sedikit sedikit*
(Just a little)
- Writer : *Misalnya kayak apa?*
(For example?)
- Student : *Seperti mempelajari bahasa Inggris, seperti* “good
morning” *dan kami udah tau duluan sebelum*
dipelajari di sekolah
(In learning English, such as "good morning" and
we
already knew before it was being studied in
school)
- Writer : *Oke, misalnya disuruh sama gurunya untuk maju*
kedepan untuk nulis bisa gak?
(Oke, if the teacher asked you to come in front of
the class to write
something in English, can you write it?)
- Student : *Bisa*
(Yes, I can)
- Writer : *Berarti bisa ngomong dan juga bisa nulis ya. Oh*
iya
satu lagi, kata-kata disini kan ada tu pamplet
kayak

tulisan "Snorkeling, diving" itu adek tau gak artinya ?

(It means that you can talk and can also write in English, right? One more question, the words in pamphlets like "Snorkeling, diving" do you know what it means?)

Student : *Tau*
(I knew)

Script 4.3:

Writer : *Assalamualaikum*

Student : *Walaikumsalam*

Writer : *Oke, siapa namanya?*
(What is your name?)

Student : *Khairul*

Writer : *Kharul, kelas berapa?*
(Which grade are you)

Student : *Kelas 1 SMP*

Writer : *Sekolah dimana?*
(Where is your school?)

Student : *Di SMP 07*
(At SMP 07)

Writer : *Ini kakak mau tanya tentang bahasa Inggris sama interaksi sama bule. Adek pernah gak ngomong sama*

bule?
(Have you ever talked to tourists?)

Student : *Pernah*
(Yes, I have)

Writer : *Kapan pertama kali adek berinteraksi atau ngomong sama bule, atau lebih spesifiknya adek mengerti bicara bahasa Inggris*

(When did the first time you interact or talk with tourists, or more specifically you understand to speak English?)

Student : *Sejak SD*
(Since I was in elementary school)

Writer : *Yang kedua, dimana adek belajar Bahasa Inggris*
(Second, where did you learn English?)

Student : *Di sekolah*
(I learn English at school)

Writer : *Habis belajar di sekolah?*
(What did you do after learning in school?)

Student : *Mempraktekkannya dengan warga asing*

- Writer : (I used to practice English with the tourists)
 : *Yang ketiga, gimana adek berinteraksi sama bule itu?*
- Student : (Third, how did you interact with tourists?)
 : *Seperti good morning, how are you (Like “good morning, how are you”)*
- Writer : How are you?
- Student : I am fine, thank you
- Writer : *Oke, satu lagi, kan ini sudah berinteraksi sama bule.*
Apa hal yang adek rasakan setelah berinteraksi sama bule, khususnya waktu berbicara bahasa Inggris, kan di sekolah sudah belajar bahasa Inggris juga sering berinteraksi sama bule, waktu disekolah rasa gak ada perubahan dalam bahasa Inggrisnya?
 (Okay, one more, what did you feel after interacting with tourists, especially when speaking English. You have learned English in school and also often interacted with tourists, did you feel that helped you in learning English in school?)
- Student : *Tambah kosa kata (Increasing the vocabulary)*
- Writer : *Yang lainnya apa? (There is anything else?)*
- Student : *Lebih lancar ngomong (More fluent in English)*
- Writer : *Khususnya dalam bahasa Inggris ya? (Especially in English?)*
- Student : *Iya (Yes)*
- Writer : *Kalau misalnya adek ngomong sama bule, campur gak bahasanya? (If you talk to tourists, did you mix the language?)*
- Student : *Iya (Yes)*
- Writer : *Berarti bahasa Indonesia sama bahasa Inggris?*

(Means that you mix Indonesian with English, right?)

Student : *Iya*

Writer : *Oke, udah, itu aja mungkin dek untuk pertanyaannya, makasih dek ya, Assalamualaikum*
(Oke, Maybe that's just the question for you, thank you, Assalamualaikum)

Student : *Walaikumsalam*

Script 4.4:

Writer : *Siapa namanya?*
(What is your name?)

Student : *Gilang*

Writer : *Kelas berapa Gilang?*
(Which grade are you, Gilang?)

Student : *Kelas 2 SMP*
(Class 2 Junior High School)

Writer : *Pernah ngomong sama turis?*
(Did you ever talk with tourists?)

Student : *Pernah*
(Yes, ever)

Writer : *Tinggalnya emang di Iboih?*
(Do you lived in Iboih?)

Student : *Iya*
(Yes)

Writer : *Di sekolah ada belajar bahasa Inggris?*
(Did you learn English at school?)

Student : *Ada*
(Yes)

Writer : *Selain di sekolah belajar bahasa Inggrisnya lewat apa?*

(In addition to school, how do you learn English?)
Student : *Lewat pamplet-pamplet, dengar bule bicara, lewat*

game

(Through the pamphlets, listening to tourists' conversation and by playing the game)

Writer : *Waktu ngomong sama bule, bule itu sering tanya apa aja?*

(When you are talking to tourists, what is common question asked)

- by tourists?
- Student : *Kayak* “what should you say”
(Like “what should you say?”)
- Writer : *Apa?*
(What?)
- Student : “What should you say”
- Writer : “What should you say”, *selain itu?*
(“What should you say”, any else?)
- Student : “What’s your name?”
- Writer : *Habis itu apalagi?*
(Is there any other question?)
- Student : “Where you from?”
- Writer : *Terus?*
(Then?)
- Student : “Good morning”
- Writer : *Oke, kalau adek lihat di Iboih ini kan banyak pamplet*
- itu, pamplet yang adek tau artinya apa, bisa gak disebutin?*
(Okay, if you are in Iboih, here's a lot of pamphlets, pamphlets that you know what that means, can you mention it?)
- Student : *Bisa*
(Yes, I can)
- Writer : *Apa?*
(What is that?)
- Student : *Kayak misalnya rental motor bike, itu sewa kereta kayak itu, kalau di tulis di pamplet go green, ayo hijau*
(Like a “rental motor bike”, it is like “to rent the transportation”, if it's written in pamphlet go green, it’s mean “ayo hijau”)
- Writer : *Apalagi?*
(Any else?)
- Student : Home, *rumah kayak itu*, welcome to, *kayak* “tree” *pohon*, snorkeling, diver
(Home, in Indonesia means “*rumah*”, welcome to, like “tree” means is “*pohon*”, snorkeling, diver)
- Writer : *Kalau menyelam?*
(How about diving?)
- Student : Diver *bahasa Inggrisnya*
If in English called a diver
- Writer : Diver *orangnya*
(Diver is a person)

- Student : *Oh diving*
 Writer : *Selain itu apalagi?*
 (Is there any more?)
- Student : *Kalau kosa kata kayak "tree" kayak itu, pohon*
 (If a vocabulary like, "tree" and a tree means
 "pohon")
- Writer : *Kalau misalnya bule itu tanya laut tau gak*
jawabnya, laut apa
bahasa inggrisnya?
 (For example, the tourist asked you the English of
 "laut", do you know how to answer it? what is
 "Laut"
 in English?)
- Student : *Sea*
 Writer : *Kalau pantai*
 (How about "pantai"?)
- Student : *Beach*
 Writer : *Kalau pulau*
 (How about "pulau"?)
- Student : *Island*
 Writer : *Kan itu udah banyak kosa kata yang udah di*
kuasain,
waktu di Sekolah bisa gak buat satu kalimat dalam
bahasa inggris?
 (You have mastered many vocabulary, can you
 make
 a sentence in English when studying in school?)
- Student : *Bisa*
 (Yes, I can)
- Writer : *Coba buat satu kalimat tentang kosa kata yang*
tadi, "sea, beach,
island".
 Tell me the sentences you have mention before,
 "sea, beach,
 island"
- Student : *Go home to island*
 Writer : *Apa?*
 (What?)
- Student : *Go home to island*
 Writer : *Selain itu?*
 (Is there any more?)
- Student : *I live in Iboih*
 Writer : *Oke, makasih ya*
 (Oke, Thank you)

Scrip 4.5:

- Writer : *Siapa namanya?*
(What is your name?)
- Student : *Taufiq Hidayatullah*
- Writer : *Kelas berapa?*
(Which grade are you?)
- Student : *Kelas 2 SMP*
(Class 2 SMP)
- Writer : *Adek pernah gak berinteraksi sama bule disini?*
(Did you ever talk to tourists?)
- Student : *Pernah*
(Yes I did)
- Writer : *Adek pertama kali ngomong atau bisa bahasa Inggris sejak kapan?*
(When did you start or can speak English?)
- Student : *Sejak SD*
(Since I was in elementary school)
- Writer : *Gimana waktu belajar bahasa Inggris?*
(How do you learn English?)
- Student : *Belajar di sekolah*
(Learning in School)
- Writer : *Selain belajar di sekolah?*
(Any other except it?)
- Student : *Ngomong sama bule*
(Talking to tourists)
- Writer : *Berarti sering ya ngomong sama bule disini?*
(So do you often talk to tourists here?)
- Student : *Sering*
(Yes, I do)
- Writer : *Berarti waktu ngomong sama bule, bule itu sering tanya apa?*
(So, when you talk to tourists, what is the common questions asked by them?)
- Student : *“How are you, how old are you?”*
- Writer : *Habis itu, selain itu apalagi?*
(So, is there any other questions?)
- Student : *“Good morning”*
- Writer : *Berarti ngerti waktu bule itu ngomong?*
(So do you understand what are they talking about?)
- Student : *Ngerti*
(Yes, I do)
- Writer : *Waktu bule itu tanya good morning adek jawabnya*

- apa?*
(What is your answer when they greet you by saying “good morning”?)
- Student : “Good morning”
- Writer : *Waktu ditanya* how old are you?
(When they asked you “how old are you?”)
- Student : Eleven years old
- Writer : *Oke, berarti umur adek 11 ya?*
(Oke, so you are eleven years old, right?)
- Student : *Iya*
(Yes)
- Writer : *Kalau bule itu tanya* how are you?
(If they asked you, “how are you?” What is your answer?)
- Student : “I am fine”
- Writer : *Satu lagi, kalau waktu berinteraksi sama bule itu, kan sudah bisa tu bahasa inggris dan di sekolah juga udah belajar bahasa Inggris, apa..kira-kira setelah ngomong sama bule, waktu belajar Bahasa Inggris lebih dapat apa?*
(During the interaction with tourists then you already can speak English and you studied English in the school, what are the impact or improvement you get from them?)
- Student : *Berani ngomong sama bule*
(I am confident to talk to tourists)
- Writer : *Selain berani ngomong sama bule?*
(Any else?)
- Student : *Berani bicara dikelas*
(I become braver to speak in the class)
- Writer : *Selain itu?*
(Any else?)
- Student : *Mengerti ketika disapa oleh bule*
(I understood when the tourists greeted me)
- Writer : *Berarti waktu misalnya, sehari-hari bule itu sapa Good Morning udah bisa jawab kan?*
(So, when the tourists greeted you “Good Morning”, you are able to answer, don’t you?)
- Student : *Bisa*
(yes)

Script 4.6:

- Writer : *Siapa namanya ?*
(What is your name?)
- Student : *Afdal*
- Writer : *Kelas berapa?*
(Which grade are you?)
- Student : *Kelas 2 SMP*
(Class 2 junior high school)
- Writer : *Umurnya?*
(How old are you?)
- Student : *12*
- Writer : *Pernah ngomong sama bule?*
(Have you ever talked to tourists?)
- Student : *Pernah*
(Absolutely)
- Writer : *Sejak kapan?*
(When did the first time you interact with
tourists?)
- Student : *Sejak SD*
(Since I was in elementary school)
- Writer : *Waktu ngomong sama bule, bule nya ngomong
apa?*
(What are the common topics the tourist talk with
you?)
- Student : *Welcome*
(Welcome means the tourists greet them after
arriving in Iboih)
- Writer : *Welcome, selain welcome?*
(Welcome, is there any other words?)
- Student : *How are you?*
- Writer : *Habis itu, kalau misalnya pamflet di Iboih ini
ngerti
gak tulisan-tulisannya?*
(If you see the pamphlet in Iboih, did you
understand about it?)
- Student : *Ngerti*
(Understood)
- Writer : *Contohnya kayak apa?*
(Can you give an example?)
- Student : *Rental motor bike, (the student pronounce it by
“bik”)*
- Writer : *Motor bike bacanya, itu artinya apa?*
(The right pronounce is “motor baik”, what does it
mean?)
- Student : *Sewa motor bike, eh sewa Honda*

- (To rent of motorcycle)
- Writer : *Kalau udah belajar di Sekolah habis itu ada interaksi sama turis/sama bulenya, di Sekolah waktu belajar merasa ada perubahan dimana, ada peningkatan dimana?*
(You have learned English in school and also often interacted with tourists, did you feel that it helped you in learning English in school?)
- Student : *Kosa kata*
(Increasing my vocabulary)
- Writer : *Selain di kosa kata?*
(Is there any other except vocabulary?)
- Student : *Lebih paham*
(more understand)
- Writer : *Lebih paham apanya?*
(What did you understand about?)
- Student : *Bahasa Inggris*
(About the English language)
- Writer : *Selain itu apa lagi?*
(Is there any improvement?)
- Student : *Berani ngomong di kelas*
(I dare to speak in front of the classroom)
- Writer : *Oke udah, makasih ya*
Oke, done. Thank you
- Student : *Iya*
Yes, you are welcome

Script 4.7:

- Writer : *Oke, siapa namanya dek?*
(What is your name?)
- Student : *Bila Umami*
- Writer : *Kelas berapa?*
(Which grade are you?)
- Student : *Kelas 1 smp*
(Class 1 junior high school)
- Writer : *Umurnya berapa*
(How old are you?)
- Student : *12 tahun*
(12th Years old)
- Writer : *Adek bisa bahasa Inggris gak?*
(Can you speak English?)
- Student : *Bisa sedikit*

- (Can, just a bit)
- Writer : *Kapan adek pertama kali bisa bahasa Inggris ?*
(When did the first time you can speak English?)
- Student : *Sejak kelas 5 SD*
(Since I was in class 5 of elementary school)
- Writer : *Gimana adek itu belajar bahasa Inggris selain di sekolah?*
(Besides you learn in school, how did you learn English?)
- Student : *Pernah dengar bule ngomong-ngomong*
(I've heard tourists talking)
- Writer : *Berarti pernah ngomong sama bule ni?*
(So you ever talked to tourists?)
- Student : *Iya*
(Yes)
- Writer : *Waktu udah ngomong sama bule, gimana aja cara ngomongnya ?*
(When you've been talking to a tourist, how the way you interact?)
- Student : *Disapa*
(Greeted)
- Writer : *Disapa sama bule?*
(Greeted by tourist?)
- Student : *Iya*
(Yes)
- Writer : *Biasanya bule itu waktu nyapa dia bilang apa aja?*
(Usually what does the tourist say?)
- Student : *Hello*
- Writer : *Selain hello?*
- Student : *Good morning*
- Writer : *Habis itu lain?*
(After that?)
- Student : *How are you*
- Writer : *Misalnya bule itu nyapa kayak gitu, adek bisa gak jawab ?*
(If tourists say hello like that, can you answer it?)
- Student : *Bisa*
(Sure)
- Writer : *Kalau ditanya how are you?*
(If they ask you by "how are you?")
- Student : *Iam fine*
- Writer : *Ini kan udah belajar bahasa Inggris di sekolah, udah ngomong sama bule juga. Di sekolah semakin.. ada gak terasa bahasa*

- Inggrisnya itu semakin meningkat?*
(You have learned English in school and have talked to tourists too. Do you feel if your English language is increasing?)
- Student : *Ada*
- Writer : *Misalnya kayak apa?*
(Like what?)
- Student : *Bisa sapa guru*
(I can greet the teachers)
- Writer : *Sapa guru pakai bahasa apa?*
(What language do you use to greet the teachers?)
- Student : *Bahasa Inggris*
- Writer : *Selain udah berani menyapa guru pakai bahasa Inggris,*
ada penambahan di apa lagi?
(Besides it, is there any improvement?)
- Student : *Kosa kata*
(In my vocabulary)
- Writer : *Kosa kata bahasa Inggrisnya ya?*
(In English vocabulary?)
- Student : *Iya*
(yes)
- Writer : *Disini kan banyak tu tulisan-tulisan bahasa Inggris,*
Adek ngerti gak tulisan itu?
(Here is a lot of English writings, do you understand the writing?)
- Student : *Ngerti*
(yes, absolutely)
- Writer : *Contohnya kayak apa?*
(Like what?)
- Student : *Diving, snorkeling*
- Writer : *Oke, makasih dek ya...*
(oke, thank you)

Script 4.8:

- Writer : *Siapa namanya?*
(What is your name?)
- Student : *Irfan Maulidin*
- Writer : *Umurnya berapa?*
(Which grade are you?)
- Student : *Twelve years old*
- Writer : *Oh, udah bisa bahasa Inggris? Jadi, sudah sejak*

- kapan ngomong bahasa Inggris*
(Oh, you already can speak English, don't you?)
So, when did you
start to speak English?)
- Student : *Sejak SD*
(Since I was in elementary school)
- Writer : *Pernah gak ngomong sama bule?*
(Did you ever talk to tourists?)
- Student : *Pernah*
(Sure)
- Writer : *Gimana adek belajar bahasa Inggris biasanya?*
(How do you usually learn English?)
- Student : *Di sekolah, dirumah, waktu bule-bule bertanya*
(In the school, in my home and when the
interacting with tourists)
- Writer : *Habis itu, sering berinteraksi sama bule, biasanya bule itu ngomong sama adek duluan gimana?*
(How did the tourists having interaction with you?)
- Student : Good morning, good afternoon, good night, how are you
- Writer : *Bisa ya, jadi kalau misalnya bule-bule tanya kayak gitu, adek bisa jawab?*
(Can you answer the question or greeting from the tourists?)
- Student : *Bisa*
(Yes, I can)
- Writer : *Misalnya bule itu tanya how are you, jawabnya?*
(What is your answer if they ask you by "how are you?")
- Student : Twelve years old
- Writer : How are you!
- Student : Oh, I am fine
- Writer : *Beda dia ya, how are you sama how old are you. Kalau misalnya ditanya how old are you ?*
It's different between "how are you" and "how old are you".
What is the answer if they ask you about "how old are you?"
- Student : Twelve years old
- Writer : *Kalau bule itu juga sapa, misalnya pagi, dia sapa "good morning!"*
(If the tourists greet you in the morning by saying "good morning", what will you answer?)
- Student : Good morning

- Writer : *Berarti udah bisa kalau disapa-sapa sama bule udah bisa jawab kan?*
(So you can answer all of the question and respond to their greeting in English, right?)
- Student : *Iya*
(Yes)
- Writer : *Kalau misalnya udah belajar disekolah dan udah ngomong sama bule, disekolah merasa gak ada peningkatan waktu ngomong sama bule tu, waktu disekolah ada peningkatan?*
(You have learned English in school and also have talked to tourists. Do you feel if your English language is increasing?)
- Student : *Ada*
(Yes, there is any improvement)
- Writer : *Contohnya kayak?*
(Can you give an example?)
- Student : *Berani berbicara didalam kelas*
(I am being brave to speak English in the class)
- Writer : *Selain berani, apalagi peningkatannya?*
(Is there any other improvement?)
- Student : *Tambah kosa kata*
(Increasing my vocabulary)
- Writer : *Misalnya kayak yang good morning tadi ya?*
(Like the example you have mention before?)
- Student : *Iya*
(Yes)
- Writer : *Selain itu apalagi? Selain peningkatan dalam kosa kata dan berani ngomong dikelas?*
(Is there any other improvement after having an interaction with tourist?)
- Student : *Waktu ngomong sama bule ngerti.*
(I understand while speaking with tourists)

Script 4.9

- Writer : *Assalamualaikum*
- Student : *Walaikumsalam*
- Writer : *Siapa namanya dek?*
(What is your name?)
- Student : *Nazabila*

- Writer : *Kelas berapa?*
(Which grade are you?)
- Student : *Kelas 1 SMP*
(Class 1 junior high school)
- Writer : *Umurnya berapa?*
(How old are you?)
- Student : *13 tahun*
(Thirteenth)
- Writer : *Bisa bahasa Inggris?*
(Can you speak English?)
- Student : *Sikit-sikit*
(Just a little)
- Writer : *Kapan pertama kali adek bisa bahasa Inggris?*
(When did the first time you speak English?)
- Student : *Waktu kelas 1 SMP*
(When I was in class 1 junior high school)
- Writer : *Gimana adek belajar bahasa Inggris selain di sekolah?*
(How do you learn English in school?)
- Student : *Dengar-dengar bule bicara*
(Listen to tourists' conversation)
- Writer : *Waktu ngomong sama bule gimana caranya?*
(How do you start the conversation with tourists?)
- Student : *Sering disapa*
(They frequently greeted me)
- Writer : *Sering disapa sama bule ya..*
(So you often greeted by tourists, right?)
- Student : *Iya*
(Yes)
- Writer : *Habis itu apa yang... pertanyaan-pertanyaan atau sapaan yang bule biasanya ajukan ke adek?*
(What are the common questions that asked by tourist for you?)
- Student : How are you, how old are you, good morning
- Writer : *Berarti waktu disapa kayak gitu bisa gak adek jawabnya?*
Misalnya disapa good morning bisa jawab?
(Could you answer their greeting? For example if they greet you by "good morning")
- Student : *Bisa*
(Of course)
- Writer : *Jawabnya gimana kalau good morning?*
(How you answer if they greet you by "good morning"?)
- Student : Good morning

- Writer : *Kan ini udah belajar bahasa Inggris di sekolah*
habis
- gak
itu juga ngomong sama bule juga, kan banyak itu kata-kata yang udah adek tau. Jadi di sekolah ada
- ngerti
adek rasa kalau.. waktu belajar di sekolah, “oh ini kami udah tau, ini kami udah tau maksudnya”
- gak?
 (You have learned English in school and also have talked to tourists. It means that you already got many vocabulary. Do you ever felt that during English lesson, you have known some vocabulary because you have interacted with tourists?)
- Student : *Ngerti*
 (Understand)
- Writer : *Contohnya misalnya kayak apa?*
 (Could you give an example?)
- Student : *Good Morning, hello, hi*
- Writer : *Oke, berarti udah tau ya waktu dipelajari di*
sekolah
- greeting topic that
tentang sapa-menyapa itu adek udah tau?
 (Oke, so you have already known about the discussed in the school?)
- Student : *Udah*
 (Yes, I had already known)
- Writer : *Satu lagi, kan disini banyak tu pamplet-pamplet*
yang
- bertuliskan kayak bahasa Inggris kayak
“Snorkeling, diving apalagi itu resraurant-restaurant” itu adek udah tau gak artinya apa?
 (Here is a lot of pamphlets written in English like “snorkeling, diving and in another restaurant”. Did you know its meaning?)
- Student : *Udah tau*
 (Yes I knew)
- Writer : *Jadi juga disini kalau misalnya bilang menyelam bukan nyelam lagi kan, langsung diving.*
 (So when you say about “menyelam” you already said “diving”)

right?
 Student : *Iya*
 (Yes)
 Writer : *Makasih dek ya*
 (Thank you)

Script 4.10

Writer : *Siapa namanya?*
 (What is your name?)
 Student : *Riskan*
 Writer : *Kelas berapa?*
 (Which grade are you?)
 Student : *Kelas 2 SMP*
 (Class 2 junior high school)
 Writer : *Pernah ngomong sama bule?*
 (Did you ever talk to tourists?)
 Student : *Pernah*
 (Yes, I am)
 Writer : *Ngomong apa aja?*
 (What are you talking about?)
 Student : *Ngomong what's your name, good afternoon*
 (Talk about "what is your name, good afternoon")
 Writer : *Selain itu?*
 (Anything else?)
 Student : *Welcome to Iboih*
 Writer : *Selain di sekolah belajar bahasa Inggris lewat apa*
aja?
 (How do you learn English outside school?)
 Student : *Lewat papan pamplet di Iboih ini*
 (Through the information board in Iboih)
 Writer : *Contohnya kayak apa?*
 (Could you give an example?)
 Student : *Welcome to Iboih, Rental motor bike*
 Writer : *Rental motor bike itu apa?*
 (What does the motor bike means?)
 Student : *Sewa honda*
 (Renting the motorcycle)
 Writer : *Menambah kosa-kata dan pengucapan kata dalam*
 bahasa Inggris
 What is the interaction with tourists part helps you
 understand
 the learning English process in classroom?)
 Student : *Increase my vocabularies and the way to*
 pronounce
 the words

- Writer : *Setelah berinteraksi dengan turis, apakah kemampuan dalam bahasa Inggrismu meningkat?*
(After interacting with tourists, has your English speaking ability improved?)
- Student : *Bisa*
(Yes, it has improved)
- Writer : *Ketika guru sedang mengajar in dalam kelas, apa yang telah kamu ketahui tentang bahasa Inggris?*
(When the teacher was teaching in the classroom, what have you already known about English?)
- Student : *Kosa katanya*
(Vocabularies)
- Writer : *Selain kosa katanya?*
(Any else?)
- Student : *emm, bicara sama bule*
(Talking to tourists)
- Writer : *Selain itu?*
(Anything else?)
- Student : *Cara ucapannya*
(The way to pronounce the words)
- Writer : *Berarti ngomong sama bule dan juga baca pamplet pamplet disini bisa ya?*
(So you can speak English with tourists and also can read the pamphlet written in English?)
- Student : *Iya*
(Yes)

“OBSERVATION CHECKLIST”

Date : 02-09 January 2018

Location : SMPN 07 Teupin Layeu, Iboih-Sabang

NO		YES	NO
1	Speaking to the tourist makes the student able to improve the pronunciation.	✓	
2	Speaking to the tourist makes the student able to learn their intonation when they pronoun the words.	✓	
3	Speaking to the tourist makes the student able to apply his simple word in the conversation.	✓	
4	Speaking to the tourist makes the student able to increase the confident in speaking English.	✓	
5	Speaking to the tourist makes the student able to apply his vocabulary in the conversation.	✓	
6	Speaking to the tourist makes the student able to find some new vocabularies.	✓	
7	Lack of the vocabularies limits the student talk to the tourist.	✓	
8	Speaking to the tourist makes the students able to increase their fluency in speaking English.	✓	
9	Speaking to the tourist make the student able to apply the vocabularies accurately.	✓	
10	Speaking to the tourist able to makse the student understand the foreign language.	✓	
11	The pamphlet in the area increase the student's vocabularies	✓	
12	The tourists often greet the students by a simple word	✓	
13	The students usually talk in English	✓	

AUTOBIOGRAPHY

1. Name : Nurul Masyithah
2. Place/ Date of birth : Sabang/ November 15th, 1995
3. Religion : Islam
4. Sex : Female
5. Nationality/ Ethnicity : Indonesian/Acehnese
6. Marital Status : Single
7. Occupation : Student
8. Address : Jl. Tgk. Meulagu, Lr. Meulagu I-Tibang, No. 11
Kec. Syiah Kuala-Banda Aceh
9. E-mail : nurul.masyithah232@gmail.com
10. Parents' name
 - a. Father : Abdul Wahab
Occupation : Retired
 - b. Mother : Nur Hayati
Occupation : Almarhumah
11. Address : Jl. Jurong Blang Garot, Desa Cot Damar, Kec.
Suka Karya-Sabang
12. Education background
 - a. Elementary School : SDN.19 Sabang, graduated year: 2007
 - b. Junior High School : MTsS Almujaaddid, graduated year: 2010
 - c. Senior High School : MAS Oemar Diyan, graduated year: 2013
 - d. University : UIN Ar-Raniry 2013-2018

Banda Aceh, January 29th 2018

The Writer



Nurul Masyithah