

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher discusses some related theories of this report, they are about definition of perception, tour, tour guide, guiding technique skill, English in tourism, and public speaking skill.

2.1 Perception

Perception is an area in psychology which relates to the senses. According to Tolington (1998), “perceptions are formed information that is received from the environment through the five senses: sight, touch, smell, feel and taste”. The opinion is supported by Slameto (2010), he describes that *persepsi sebagai suatu proses masuknya informasi ke dalam otak manusia tentang lingkungan yang dilakukan melalui indera penglihatan, pendengaran, raba, rasa, dan penciuman*. It means that perception is a process that involves the entry of information from environment through the five senses; sight, hearing, touch, taste and smell. Based on the opinions above, both opinions agree that perception is the process of taking the information from people opinion about something of their senses.

2.2 Tour

A good perception is needed in a tour. Suyitno (2006) states that “*wisata adalah perjalanan seseorang atau sekelompok orang untuk sementara waktu dan tujuannya untuk menikmati objek dan atraksi di tempat tujuan*”. Tour is an activity of human to enjoy tourism destination for temporary. Furthermore, according to -Undang nomor 10 Tahun 2009 concerning Tourism Bab 1 Pasal 1, *wisata adalah kegiatan perjalanan yang dilakukan oleh seseorang atau sekelompok dengan mengunjungi tempat tertentu untuk berbagai tujuan dalam jangka waktu sementara*. Tour is travel activities of human for various purposes on a temporary basis.

From those definitions, the researcher concludes that tour is an activity of a person or group that aimed at getting happiness in other places that have tourism destination temporary. Thus, a good tour guide will give good perception for tourists.

2.3 Tour Guide

2.3.1 Tour Guide Definition

Yoeti (2000) states that *pemandu wisata adalah seseorang yang dibayar untuk menemani wisatawan mengunjungi tujuan wisata. Dari sudut pandang wisatawan, bertugas memberikan informasi selama perjalanan.* It means that a tour guide is someone who is paid to guide and provide information about a tourist attraction in a tour.

Meanwhile, Sampelan (2015) cites that *pemandu wisata adalah seseorang yang memiliki kesenangan bepergian, kemampuan bahasa asing yang baik, memberikan pelayanan prima kepada wisatawan.* A guide is a person who has pleasure of travelling and good foreign language skill. Based on the definitions above, the researcher concludes that tour guide is someone who is paid to guide and provide information about tourism destination in a tour and has knowledge of services, tourist destinations and foreign language skills with the main task of providing services to people or groups in a tour.

2.3.2 Tour Guide Criteria

A wonderful and unforgettable tour is only served by the best tour guide. Sampelan (2015) cites that *pemandu wisata harus memiliki kepribadian, penampilan, dan tata krama yang baik; berbicara dengan lancar; bertanggung jawab; dan bersikap tenang.* Tour guides need to have good personality, appearance, and manner, can speak fluently and honestly, responsible, and calm.

Meanwhile, Kurniawan (2012) also proposes that *"kriteria pemandu wisata yang baik yaitu; berpengalaman,; memiliki pengetahuan yang luas; dan*

bersikap ramah”. The criteria of tour guide are experience, have extensive knowledge, and friendly. From the explanations of the criteria of tour guide above, it can be concluded that those criteria that must be possessed by the tour guide are good personality, appearance, have extensive knowledge of tourist destinations, and additional skills that will be useful in a tour.

2.3.3 The Responsibilities of Tour Guide

Tour guides have some responsibilities in doing their job. According to SK. MENPARPOSTEL.NO.KM 82 / PW, 102 / MPPT 1988 DATED 17 (1998), *tanggung jawab pemandu wisata adalah; mengatur kebutuhan wisatawan; dan memberikan penjelasan rencana perjalanan*. The responsibilities of tour guides are managing tourist' necessary, and providing an explanation of destinations.

Those explanations are supported by Wardhani et al (2008) that states *tanggung jawab pemandu wisata adalah; memahami fasilitas; memberikan penjelasan tentang rencana dan tujuan perjalanan dan peraturan; dan menjamin kepuasan liburan*. It means that tour guide's responsibilities are; understand the facilities; provide an explanation of the plan and purpose of the trip and regulations; and guarantee vacation satisfaction. From those explanations, the researcher concludes that the responsibilities of the tour guide are providing information and services to tourists starting from the planned departure until the tourists return home.

2.4 Guiding Technique Skill

Tour guides are responsible for planning and organizing a tour. Moreover, it is important to possess the technique skill of guiding the tourist. Wardhani et al (2008) describe that *langkah-langkah dalam teknik pemanduan wisatawan adalah; memulai panduan di tempat yang strategis; melaksanakan pembinaan dengan berdiri; dan mengakhiri pembinaan di tempat nyaman*. It means that the steps in guiding technique are; start the guide in a strategic place; carry out coaching in a standing position; and end the coaching at a convenient place.

While, Napitupulu (2016) cites that *teknik membimbing wisatawan yaitu; jangan bicara cepat; sesuaikan nada suara; membangun hubungan dengan wisatawan; dengarkan semua keluhan dengan baik*. Techniques to guide tourists, namely; don't talk too fast; adjust the tone of voice; build relationship with tourists; listen all complaints properly. From explanations above, the guiding technique that states by Wardhani (2008) has three steps, starting, implementing, and finishing. While, Napitupulu (2016) explains the guiding technique by providing rules during the trip.

2.5 English in Tourism

Possessing English skill is important in tourism. In addition, English is as an instructional language (lingua-Franca) that commonly used in the transaction and communication both oral and written by the foreign tourists. English language proficiency is important for the people who live around local attractions in order to improve the quality of communications services for tourist. And, “mastering English for tourism, people around the tourist attractions could help in communicating with international tourist” (Asmin and Muhamad, 2017). The opinion is also supported by Al-Saadi (2015), he states that “English language has great importance in the dialogue and understanding between international tourists and tourist facilities”. Moreover, Barker (2008) states that “English language will be important to communicate within tourism organizations and for tourism management”. In brief, it can be concluded that English in tourism plays an important role as the language of instruction with international tourists to improve communication services.

2.6 Speaking

Speak is one of the responsibilities of tour guides to provide information about tourist destination. And, speaking is the way to provide information. According to Chaney and Burke (1998), “speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols”. In addition, Cameron (2001) states that “speaking is the active use of language to express

meanings”. Based on the opinion above, the researcher concludes that speaking is the process of conveying information using verbal and nonverbal communication.

2.6.1 The Purpose of Speaking

The main purpose of speaking is to communicate. Speaking is an important tool to communicate or to deliver mind things about what the speaker will be said with their society. Thus, speaking is very important for tour guides in doing their job. Moreover, Kingen (2000) combines both the transactional and interpersonal purposes of speaking into an extensive list of twelve categories; first, expressing; second, describing; third, creating; fourth, providing directions; Fifth, asking; sixth, expressing mental; seventh, exploring meanings; eighth, changing others’ opinions; ninth, explaining ideas.

While, Tarigan (2008) states that *empat tujuan penting berbicara; pertama untuk menginformasikan, kedua menghibur, ketiga membujuk, dan keempat diskusi*. Four important purposes of speaking; Informing, entertaining, persuading, and discussing. Based on the opinion above, it can be assumed that Kingen (2000) combines both the transactional and interpersonal purposes of speaking. While, Tarigan (2008) divides the speaking objectives into four; to inform, to entertain, to persuade, and to discuss.

2.6.2 Public Speaking

Public speaking is the process of communicating information to influence an audience. According to Girsang (2018), “*berbicara di depan umum terdiri dari kata public yang artinya kepada siapa akan berbicara, sedangkan speaking artinya bagaimana menyampaikannya*”. It means that public speaking is the way how to speak in front of people. Furthermore, this statement was supported by Lucas (2015) that states “public speaking as a way to make ideas public in the sense of sharing them with people others and influence others”. He also added “public speaking is a vital means of civic engagement. This is a way to express the ideas and have an impact on issues that matter in society”. Based on the statements above, the researcher concludes that public speaking can be defined as

a method of speaking to a group of people with the aim of providing information, influence, and entertain listeners.

2.6.3 Types of Public Peaking

There are some types of public speaking. According to Novakovic (2017), the types of public speaking are “call to action (CTA) is an invitation to do something; informative means to inform; speech of persuading in order to persuade; commemorative and apt speech which is usually done in certain events”. Meanwhile, Juanda (2007), states that *berdasarkan metode, penyampaian pidato dibagi menjadi empat jenis; impromptu tanpa persiapan; membaca naskah untuk menghindari kesalahan; menghafal naskah; extemporaneousness menuliskan poin utama*. Based on the method, speech delivery is divided into four types; impromptu without preparation; reading the script; memorize script; extemporaneousness write down the main points.

To sum up, Novakociv (2017) divides the types of public speaking according to purpose. Meanwhile, Juanda (2007) divides the types of speaking into four methods; impromptu, reading the script, memorization, and extemporaneousness.

2.6.4 Structure of public speaking

The structure in public speaking is divided into three sections: Introduction, main body, and conclusion. In addition, Somad and Indriani (2010) states that “*sistem atau struktur umum saat berbicara di depan umum adalah judul, salam pembuka, pendahuluan, isi, dan penutup*”. The structure of a public speaking is the title, opening greeting, introduction, content, and closing. The opinion is also supported by Anindyarini et al (2008) that states “*struktur sistematika public speaking terdiri dari (1) Pembukaan: salam, sapa, ungkapan terima kasih. (2) Isi pidato berisi uraian pokok suatu pidato. (3) Penutup mencakup harapan dan kesimpulan*”. It means that the systematic public speaking structure consisting of (1) Preamble: greetings, expressions of gratitude. (2) The content of the speech contains main description. (3) Closing includes hopes and.

From the explanations above, both opinions agree that public speaking structure must consist of opening, content, and closing.

2.6.5 The Components of Public Speaking

There are some components in public speaking. Suhandang (2009) states that *tiga komponen dalam berbicara di depan umum; pembicara yang berperan sebagai penyampaian informasi; pesan yang mengalir dari pembicara kepada pendengar; penonton yang yang mendengarkan informasi*. It means that three components of public speaking; speakers who convey information; messages that flow from speakers to listeners; audiences who listen to information. The element of public speaking UMC (2007) are; audience who will hear the speech; occasion or situation that occurs at a specific time and place; and purpose, example are share new information, or show how to do something

From the statements above, the researcher concludes that the complements of public speaking are; the speaker, audience, purpose or message, and the opportunity to convey it.

2.7 Public Speaking Skill

Public speaking is the ability to speak in public. Ahmad (1990) expresses his opinion about the nature of speaking skills. According to him, *“keterampilan berbicara di depan umum adalah kualifikasi yang diperoleh dari latihan dan digunakan untuk berkomunikasi dengan orang lain, kelompok atau komunitas”*. Public speaking skill is a qualification acquired from practice and used to communicate with peoples. Furthermore, Khoriroh (2018) defines that *“berbicara di depan umum lebih terarah dan dimaksudkan untuk tujuan perayaan, hiburan, mempengaruhi, atau informatif”*. Public speaking is more purposeful and meant for celebratory, entertainment, influencing, or informative purposes. From the definitions above, the researcher concludes that public speaking is the ability of conveying messages to others with various purposes.

2.7.1 The Benefits of Learning Public Speaking skill

Learning public speaking skill can give benefits for the daily life. In addition, Rao (2019) states the benefits of learning public speaking skill are; make living easier; get better employment opportunities; acquire more knowledge; do good international business; communicate effectively with others. In addition, Morgan (2015) cites that there are nine benefits of learning public speaking; succeed in studies; improve career; strengthen critical thinking skills; increase self-confidence; deliver information effectively; provide feedback to others; form a listener; attract the attention; guide as a leader.

Based on the opinions above, it can be concluded that learning public speaking is provide many benefits to each individual. These benefits is using for education, work, and environment.

2.7.2 Improve Public Speaking Skill

There are several ways to improve public speaking skills. Schneider (2016) states that attending seminars and join training about public speaking techniques and strategies can make people understand the way how to carry out public speaking well and confidently to many peoples. Furthermore, Nadia and Yansyah (2018) cite that *melatih keterampilan berbicara di depan umum dengan cara yang menyenangkan dapat berhasil membuat orang memiliki kemampuan berbicara yang lebih baik*. Training public speaking skill in a fun way can successfully made people have better speaking ability. From those opinion, it can be concluded that public speaking skill can be improved by attending seminars and join training.

2.8 Previous Related Studies

Some studies about English Public speaking skill of tour guide have been conducted by some experts in Indonesia. Gani and Damayant (2018) who focused on their study about the English language proficiency of the local tour guides at

the Aceh Tsunami Museum, Aceh, Indonesia, and the difficulties that they faced in communicating with foreign tourists in English. A quantitative and qualitative descriptive research design was utilized to collect data in which an English proficiency test and an interview were used as instruments. The research subjects were 13 local guides working in the Aceh Tsunami Museum. Based on the results from this research, it was found that virtually all the participating tour guides were in the categories of very good, good and average. However, they still experienced problems with several aspects of speaking EFL, such as expressing ideas verbally, poor collocations. For example, incorrect or inappropriate word choices, poor pronunciation, and lack of confidence when speaking English. It is expected that the results from this research will become a useful input for the management of English Education institutions for improving their instructional systems and for tour guides to continue learning and developing their communication skills, especially their oral English communication skills.

In 2017, Ratminingsih et al (2017) analyzed about the need of English for Specific Purposes (ESP) for local tour guides in two villages in Buleleng regency. This research is a descriptive qualitative study involving 56 tour guides, in which 30 were based in Ambengan village and 26 others were posted in Sambangan village. There were three instruments applied to obtain the research data such as observation sheet, questionnaire, and interview guide. Findings from the observation showed that the two villages had waterfalls and terraced rice fields as the main potencies. Additionally, the questionnaire specifying the target need showed that both groups had low speaking skill (56.05%) even the rest of them (43.95%) understood English, but was not able to speak English at all. Furthermore, they all required oral English, speaking (69%) and listening (24.5%). Seen from learning need, they demanded conversation (90.5%) as the most important learning experience. The results from interview proved that 92.5% local guides had no academic background in English. From those findings, it can be summed up that they need contextual-based English learning to accomplish their jobs in a more professional way through non formal education.

Damayanti (2020) had conducted a research on the influence of tour guide's experience toward English speaking skill used by local tour guide at Mangkunegaran palace. This research aimed to find out the influence of tour guide's experience toward their English speaking skill. This research used mix qualitative and quantitative method. The research was carried out in August until November 2020 at Mangkunegaran Palace. The subjects of this research were five tour guides in Mangkunegaran Palace. The data is acquired from questionnaire and interview. The researcher analyzed the data by using qualitative and quantitative research. The thrust worthiness of the research was methodological triangulation to get the valid data. Based on the achievement of questionnaire, the result of this research can be categorized into five categories. The first category including the tour guide's experience which respectively 14 answers of 80%, the second category including the tour guide's accuracy in speaking skill which respectively 25 answers of 100%, the third category including the tour guide's fluency in speaking skill which respectively 4 answers of 80%, the fourth category including the tour guide's comprehension in speaking skill which respectively 28 answers of 93%, and the fifth category including the tour guide's non-verbal communication in speaking skill which respectively 23 answers of 92%. All these components had already influenced to tour guide's experience toward their English speaking skill.

Suardhana (2013) describe the language skills of tour guides in terms of verbal and non-verbal communication in dealing with foreign tourists. This study is a descriptive analysis. Data was collected using, observation, interview questionnaire and documentation. The data consisted of twenty questionnaires completed by tourists from two travel agents. Jan's Tours and Travel Ltd, located in Denpasar and Destination Asia Travel, located in Padang galak, Sanur. These questionnaires examined the verbal and non-verbal communication skills of Balinese tour guides. A verbal recording of each tour guide was also obtained as supporting data. The results of this study revealed that in verbal communication, the accuracy of the information was ranked as "good" in 40 % of cases, the fluency of the communication was ranked "good" in 35% of cases and the

comprehension was ranked " good " in 35 % of cases. In terms of the non-verbal communication skills, body language was rated "good" in 25%, facial expression, 50%, eye contact, 60%, walking gesture, 55% and hand shaking 55% .

First previous study was research about English language proficiency of local tour guide at the Aceh Tsunami Museum. The research subjects were 13 local guides working in the Aceh Tsunami Museum. And an English proficiency test and an interview instruments to collect data. Second previous study discussed about the need of English for Specific Purposes (ESP) for local tour guides in two villages in Buleleng regency. The subject are 56 tour guides, in which 30 were based in Ambengan village and 26 others were posted in Sambangan village. Furthermore, observation sheet, questionnaire, and interview were the instruments. Then the third previous study was conducted a research on the influence of tour guide's experience toward English speaking skill used by local tour guide at Mangkunegaran palace. The subjects were five tour guides in Mangkunegaran Palace. The data is acquired from questionnaire and interview. Last previous study describes the language skills of tour guides in terms of verbal and non-verbal communication in dealing with foreign tourists. The subject is Balinese tour guides. And the data was collected using, observation, interview questionnaire and documentation. While, in this research the researcher would like to get the perception of Palembang tour guide association members on English public speaking skill in guiding technique skill. Moreover, the subject of this research is 30 members of Palembang tour guide association members. And questionnaire and interview were the instruments to collect the data.