

**COMMUNICATION STRATEGIES USED BY TOURIST GUIDES AT
BUKIT LAWANG**

SKRIPSI

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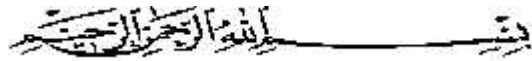
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ABSTRACT

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This study deals with the communication strategies used by tourist guides at Bukit Lawang. It was aimed to investigate types of communication strategies and to investigate the way of communication strategies used by tourist guides at Bukit Lawang. This study was conducted by applying a qualitative research design. The sources of the data were the selected three tourist guides in Bukit Lawang. The instrument in this study were observation sheet, filed notes, and interview. Data were analyzed using descriptive analysis technique, by describing types of communication strategies and the process communication strategies used by tourist guides at Bukit Lawang. Based on the analysis of data, there were 37 utterances which contained communication strategies. There were 5 (13.5%) for avoidance or reduction strategies, 19 (51.3%) achievement or compensatory strategies, 2 (5.5%) stalling or time-gaining strategies, 5 (13.5%) self-monitoring strategies, 6 (16.2%) interactional strategies. The process communication strategies used by tourist guide occur during the communication with foreign tourist. In the conversation did not always go as smoothly as we think. In fact communication strategies had been applied by tourist guides eventhough they did not know about the theory behind it.

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CHAPTER I

INTRODUCTION

A. The Background of Study

Language has a big role in the communication among people. When language is used in such situation, it can be known that language is the key of communication containing messages. The important idea is that the recipient gets the correct detail of what the speaker intends to inform (Brown, 2000). In Garce's journal (2013), Windle and Warren mention the use of language in order to communicate and to connect with other people. Nevertheless, the act of communicating may pose linguistic and social barriers which can hinder communication. Windle and Warren also acknowledge the existence of three essential components of communication: verbal (the words we choose), nonverbal (how we say the words) and paraverbal (our body language). They state that they are needed in order to send clear and concise messages and to receive and correctly understand messages sent to us.

English language plays a very crucial role as the predominant tool for communication in the global community. Some people whose native language is not English use the language in their daily lives. Most of these people live in countries where English is required for external purposes: to communicate and do business with people in other countries, and to catch up with the advances in the field of business. In addition, English is used as a means to transfer thoughts and cultures and to create good relationships between people in different countries. As a result, English has become an international language and is widely used as a

medium for understanding and exchanging ideas among people all over the world (Prachanant: 2012).

Nowadays, the mastery of English becomes very important for those people who are involved in Indonesia's tourism since English serves to bridge the difference of native language owned by the tour guides and the tourist from abroad. Nevertheless, there will be communication problems in the interaction between those foreign tourists and their tour guides which have difference knowledge of culture and language. Sometimes it is difficult for the tourist guides to tell some unfamiliar terminologies which are totally new for the foreigners who do not share the same belief and culture. The guides need to define or describe those terminologies so that they are able to understand. One way that the guides and the tourists use to overcome their communication problems is called communication strategies.

Communication strategies are the realization of the strategic competence which is one of five components of communicative competence. Canale as quoted in Celce Murcia (1995) defines communicative competence as the underlying systems of knowledge and skill required for communication. In addition, Troike (1986) states that communicative competence extends to knowledge and expectation of who may or may not speak in certain setting, when to speak and when to remain silent, whom one may speak to, how one may talk to person of different statuses and roles in various context. Cross-cultural differences can and do produce conflict or inhabitation communication. In communication strategies has typically highlighted three functions of strategy use from three

different perspectives: Psycholinguistic perspective, Interactional perspective, and communication / maintain perspective.

Furthermore, the skill of mastering English should be accompanied by the skill of mastering the communication strategies because this problem does not only happen to the speakers of English as a foreign language, but even the native speakers also face it. Communication strategies would help these speakers who have different point of view in the culture in understanding each other and also in expressing what each speaker has in his or her mind verbally in the target language. By using these strategies, the communication goal would be achieved effectively.

Actually, many tourism places in North Sumatra where a lot of foreign tourists like to visit. After all, there is one special and jungle Sumatra tour and trek. It is Bukit Lawang which location in Bahorok. This place is a jungle place in Leuser where has wildlife of animal and it makes foreign tourists encourage this place and like it. Besides, the accommodation is very cheap and enjoyable to gather with family is one of the reasons why this place is visited by many people around the world. Some of them visit it merely to enjoy jungle place, while others intend to holiday.. Those foreign tourists are usually accompanied by Indonesian tour guide and will explain all things related to Bukit Lawang. Needless to say, there will be some unfamiliar terminologies found in the conversation between the tourists and their tour guide. Thus, communication strategies are really necessary for the speakers who take parts to cope with the problems during communication.

Therefore, the purpose of this research was to investigate how the communication strategies are used in the interaction between tourist guides and foreign tourists which has difference native language and culture. So, from the phenomenon above, the researcher interested in conducting a research entitled **“Communication Strategies Used by Tourist Guides at Bukit Lawang”**.

B. The Identification of Problem

In relation to the background of the study, the problem were identified as follows:

1. Some people can not communicate in english well
2. Many communication problem in interaction with foreign tourists which have different knowledge of culture and language.
3. There are some people have difficulties to tell some unfamiliar terminologies.
4. Some people have difficult in speaking especially in communicating to foreign tourists.

C. The Scope and Limitation of the Study

Communication has many fields to discuss such as pattern of communication, speech community, communication strategies and communication function. So, the scope of this research was communication strategies by Celce Murcia which divided into five strategies, namely avoidance (reduction strategies), achievement (compensatory strategies), stalling (time-

gaining strategies), self-monitoring strategies, and interactional strategies. And was limited of this research is Bukit Lawang in Bahorok, North Sumatera.

D. The Formulation of Problem

In relation to the background of study, the problems were formulated as follows :

1. What types of communication strategies used by tourist guides at Bukit lawang?
2. How communication strategies used by tourist guides at Bukit Lawang?

E. The Objective of Study

In relation to the problems of study, the aimed of the research were as follows:

1. To investigate types of communication strategies used by tourist guides at Bukit lawang.
2. To investigate the way of communication strategies used by tourist guides at Bukit Lawang.

F. The Significance of the Study

Findings of the study were expected theoretically and practically to give much contribution in the world of guide and foreign research.

1. Theoretically, this study became the basic of the further research for researcher who also interested in investigating the same area with different focus and object.
2. Practically, findings of this study became some sort of guidelines for the guides, teacher, and particularly linguists who directly touch this area, in order to be able to guide their communication in speaking especially in English.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Communicative Competence

Communicative competence involves knowing not only the language code, but also what to say to whom, and how to say it appropriately in any given situation. Since communication strategies are the realization of strategic competence which is the part of communicative competence, it is necessary to explain what communicative competence is. Celce-Murcia elaborated that communicative competence is a terminology that is initiated by anthropological linguist Dell Hymes. He supported the theory of Noam Chomsky mentioning that the social factor does not deal with the domain of linguistic. Linguistic merely focuses in language competence. Thus, however the social condition of a speaker is, it will not give effects in the process of linguistic.

The concept of communicative competence must be embedded in the notion of cultural competence as supported by Brown (2000) notes, “Communicative competence is the aspects of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific context”. In line with this theory, Celce-Murcia et al (1995) also gives the definition of communicative competence as “competence in conveying and understanding communicative intent by performing and interpreting speech acts and speech act sets”. Encyclopedia Dictionary of Applied Linguistics defines communicative competence as “the knowledge which enables someone uses a

language effectively and their ability actually to use this knowledge for communication”. Various models of communicative competence are proposed by some linguists. These differences related to the development of communicative strategies itself.

Based on Canale and Swain (1983) frameworks as cited in Brown (2000), there are four components of communicative competence. They are linguistic, discourse, sociolinguistic, and strategic competence. In addition, Brown (2000) states, “First two subcategories reflect the use of language system itself while the last two define the functional aspects of communication”. The first component is grammatical competence. It is the aspect of communicative competence that covers knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics, and phonology. This competence concerns with someone’s knowledge to be able to understand and express literal meaning appropriately. The second component is discourse competence. It is the ability to connect sentences to construct a discourse and to form a meaningful series of utterances. While grammatical competence focused on sentence-level grammar, discourse competence is concerned with inferential relationship. Third component is sociolinguistic competence. This type of competence requires an understanding of the social context in which language is used such as the roles of the participants, the information they share, and the function of the interaction. The last one is strategic competence.

2. Communication Strategies

Communication strategies are the realization of the strategic competence which is one of five components of communicative competence. Canale as quoted in Murcia (1995) defines “communicative competence as the underlying systems of knowledge and skill required for communication”. Therefore, the skill of mastering English should be accompanied by the skill of mastering the communication strategies because this problem does not only happen to the speakers of English as a foreign language, but even the native speakers also face it. Communication strategies would help these speakers who have different point of view in the culture in understanding each other and also in expressing what each speaker has in his or her mind verbally in the target language. By using these strategies, the communication goal would be achieved effectively.

Conceptualize strategic competence as knowledge of communication strategies and how to use them. This conceptualization has identified several other types of strategies relevant to language learning, language processing, and language production. Communication strategies has typically highlighted three functions of strategy use from three different perspectives:

- a. Psycholinguistic perspective: Communication strategies are verbal plans used by speakers to overcome problems in the planning and execution stages of reaching a communicative goal; e.g., avoiding trouble spots or compensating for not knowing a vocabulary item.
- b. Interactional perspective: Communication strategies involve appeals for help as well as other cooperative problem-solving behaviors which occur after some

problem has surfaced during the course of communication, that is, various types of negotiation of meaning and repair mechanisms.

- c. Communication continuity maintenance perspective: Communication strategies are means of keeping the communication channel open in the face of communication difficulties, and playing for time to think and to make (alternative) speech plans.

It is important to note that all the above functions are related to communication problems and difficulties, following traditional conceptualizations which posited problem-orientedness as a central feature of communication strategies. It is possible, however, to conceptualize communication strategies in a broader sense by also including attempts to "enhance the effectiveness of communication". However, cognitive strategies falling under this latter category have received less attention in past research and will not be discussed in this paper.

Based on the three functions above, our description of communication strategies consists of five types (Celce Murcia, 1995):

- a. Avoidance or reduction strategies involve tailoring one's message to one's resources by either replacing messages, avoiding topics, or, as an extreme case, abandoning one's message altogether.

For examples:

1. *A long time ago people building center is give for the pesek is the like orang utan.*
2. *This is for the male or orang utan is good life for them.*

- b. Achievement or compensatory strategies involve manipulating available language to reach a communicative goal and this may entail compensating for linguistic deficiencies. These strategies have been the traditional concern of communication strategy research.

For examples:

1. *And then mina not just bite guide or assitant guide also turis.*
2. *In other orang utan get a pregnant same like a human also nine months ten days.*

- c. Stalling or time-gaining strategies include fillers, hesitation devices and gambits as well as repetitions (e.g., repeating what the other has said while thinking). We should note here that several authors draw attention to the danger of L2 learners using taught fillers/gambits inappropriately if the presentation has been superficial and not adequately contextualized.

For examples:

1. *You know mugly ? so I'm brother mugly. So I'm strong.*
2. *This is like a village. This is like a resort national.*

- d. Self-monitoring strategies involve correcting or changing something in one's own speech (seV-repair) as well as rephrasing (and often over-elaborating) one's message to further ensure that it gets through.

For examples:

1. *Balik lagi the population of orang utan it's not much.*
2. *Because why the life orang utan only just 3 or 4 baby not more.*

e. Interactional strategies, highlights the cooperative aspects of strategy use. Appeals for help are similar to achievement strategies in function but through using them the learner exploits his/her interlocutor's knowledge rather than manipulating his/her own language resources. Meaning negotiation strategies are of various system, we have divided them into ways of indicating a problem, responding to such an indication, and making comprehension checks.

For examples:

1. *That's meaning of orang utan people of the jungle*
2. *Come the cutting of the rubber*

3. Speaking

Speaking skill is an ability to orally express opinion, thought, and feeling to other people both directly and indirectly. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Speaking is the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. So, as teachers, we have a responsibility to prepare the students as much as possible to be able to speak in English in the real world outside the classroom (Hornby 1995). Speaking is the competence to express explain and convey thinking, feeling, and idea. Speaking ability means the ability to think. So it is very important because language is primarily speech. Oral communication is seen as a basic skill so it is needed. Not

only serious treatment is needed in teaching but also a great effort in order to be able to master the skill.

To most people, mastering the art of speaking is the single most important aspect of learning a second or a foreign language, and success is measured in terms of the ability to carry out conversation in the language. In addition, she asserts that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot (Harmer, 2001). Among the elements necessary for spoken production, are the following:

- a. Connected speech: effective speakers of English need to be able not only to produce the individual phonemes of English. In connected speech sounds are modified (assimilation), omitted (elision), added (linking), or weakened (through constructions and stress patterning).
- b. Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interactions).
- c. Lexis and grammar: spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions.

- d. Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talk

4. Interaction

Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. Theories of communicative competence emphasize the importance of interaction as human beings use language in various contexts to negotiate meaning, or simply stated to get an idea out of one person's head and into the head of another person and vice versa. In interaction, there are principles. There are five principles in interaction in the language, namely:

- a. Automaticity: true human interaction is best accomplished when focal attention is on meaning and messages and not on grammar and other linguistic forms. Learners are thus freed from keeping language in a controlled mode and can more easily proceed to automatic modes of processing.
- b. Communicative competence: all of the elements of communicative competence are involved in human interaction. All aspects must work together for successful communication to take place.
- c. Interlanguages: the complexity of interaction entails a long developmental process. Acquisition of numerous errors in production and comprehension will be a part of this development.

- d. The language- culture connection: the cultural loading of interactive speech as well as writing requires that interlocutors be thoroughly versed in the cultural nuances of language.
- e. Risk-taking: interaction requires the risk of falling to produced of failing to interpret intended maening of being laughing at, of being shunned or rejected.

5. Culture and Language

The instrinsic relationship of language and culture is widely recognized, but the ways in which the pattering of communicative behavior and that of other cultural systems interelate is of interest both to the development of general theories of communication, and to the description and analysis of communication within specific speech communities. Virtually any ethnographic model must take language into account, although many relegate it to a separate section and do not adequately consider its extensive role in society. The very concept of the evolution of culture is dependent on the capacity of humans to use language for purposes of organizing social cooperation.

There are still questions regarding the extent to which language is shaping and controlling the thinking of its speakers by the perceptual requirements it makes of them, or the extent to which it is merely reflecting their world view, and whether the relationship (whatever it is) is universal or language-specific. There is no doubt, however, that there is a correlation between the form and content of a language and the beliefs, values, and needs present in the culture of its speakers. The vocabulary of a language provides us with a catalogue of things of import to

the society, an index to the of past contacts and cultural borrowings; the grammar may reveal the way time segmented and organized, beliefs about animacy and the relative power of beings, and salient social categories in the culture (cf. Whorf 1940; Wither-spoon 1977)

Hymes suggest a second type of linguistic relativity which sees in grammar evidence not only of static social categories, but also of the speakers' social assumptions about the dynamics of role-relationships, and about what rights and responsibilities are perceived in society. While the first type of linguistic relativity claims that cultural reality in part results from linguistics factors. Hymes contends:

people who enact different cultures do to some extent experiences distinct communicative systems, not merely the same natural communicative condition with different customs affixed. Cultural values and beliefs are in part constitutive of linguistic relativity.

Although language is unquestionably an integral part of culture, to assume specific cultural experiences and rules of behavior as invariable coordinates of specific linguistic skills is a naive oversimplification of the relationship of language and culture. The issue of their relationship is one which pervades the whole of the ethnography of communication (Troike, 1986).

6. Bukit Lawang

Bukit Lawang is a small tourist village, located at the Bohorok River and 86 km north-west of Medan, Northern Sumatera, Indonesia. The small village is

located nearby the jungle so you have great views and always see the rainforest. The name Bukit Lawang means "door to the hill" which matches perfect to its main meaning. Bukit Lawang is one of the most popular tourist destinations on Sumatra as it is the main access point to enter Gunung Leuser National Park from the east side-one of only two remaining natural habitats for the sumatran orangutan. Furtherway Bukit Lawang is mostly known for the Bohorok Orangutan Sanctuary of the sumatran orangutan,the largest one.

The Bukit Lawang rehabilitation center for orangutans was founded in 1973.The main purpose is to preserve the decreasing number of orangutan population due to hunting, trading and deforestation. In the first years after the center was set up, more and more tourists found their way to Bukit Lawang and so Bukit Lawang became to one of the most popular tourist destinations on Sumatra. Many tourist come to Bukit Lawang to observe the sumatran orangutan in his natural, wild habitat.

A flash flood hit Bukit Lawang on 2 November 2003. The disaster destroyed the local tourist resorts and had a devastating impact to the local tourism industry in the area. 239 people were killed and around 1,400 locals lost their homes. Local authorities and an environmental NGO attributed it to illegal logging. After about 8 months of rebuilding, Bukit Lawang was reopened again in July 2014. But there are much more things to do and to see in and around Bukit Lawang can swimming in the river, relaxing in one of many cafes, restaurants, guesthouses or warungs (typical indonesian cafe) close to the river and enjoying the fantastic jungle view and watching monkeys, swinging in hammocks, tubing

down the fresh river, taking a sun bath, walking around in the village and meeting the lovely locals, visiting the bat caves, traditional Friday food market, making a barbecue close to the river ,joining traditional weddings,listening to live music and local guys playing guitar and singing in jungle surroundings. The spirit in Bukit Lawang is just relaxing and many visitors stayed longer than planned or came back.

7. The Reason Foreign Tourist to Bukit Lawang

There are some reasons why foreign tourists like and come to Bukit Lawang, namely:

a. The Wildlife

Bukit Lawang is located next to a national park which is one of the last remaining habitats for wild orangutans. Local guides put you right in front of a variety of animals, including monitor lizards, wild peacocks, and a variety of primate species, including the ginger-haired gentle giants themselves. A few days in Bukit Lawang with kids means close encounters with lizards, butterflies, tropical birds and monkeys — both the nice kinds and the other kind. The area inspires lots of great conversations related to the ecosystem, sustainability, photosynthesis, and environmental topics such as the effects of tourism and the encroachment of palm oil plantations.

b. The River

Bukit Lawang has a great spot for swimming (rain/water levels permitting), and an even better spot for rafting. The local rafting method is not

with a raft at all, but with a number of large inner-tubes tied together. The hike up the river and subsequent ride down are easily achieved with children elementary-school age and up, but if that doesn't interest you, then you could just spend an entire afternoon jumping in and out of the current.

c. The Caves

This is a great place to explore. There are bats and sparrows, and the entire area isn't too deep or closed-off — sunlight was always visible. Like the treks, there are some spots that are steep, slippery or otherwise tricky to navigate, but with a guide and some careful, deliberate steps, even our then-7-year-old managed the most treacherous bits. Like I mentioned here, we thought it might just be a 5-minute walk on a paved path, so we hesitated to pay the “guide,” who was just some dude hanging out near the front of the caves, but the interior was much more challenging and involved than we expected (over two hours in and out of holes in the ground) and we were extremely grateful to have the guide with us.

d. Cheap Food and Accommodation

There are few — if any — posh places to stay (perhaps the Eco Lodge qualifies), but we don't mind low-end, and found a number of options within our range. The area is starting to build up, so that may change, but a family of three or more can stay here pretty cheaply. Many places have family rooms, or can drag an old mattress into a double room for a little extra. More on costs in another post.

There isn't that much variety in the food and drinks available in Bukit Lawang. A few curries and variations of rice and noodle dishes, mostly, with plenty of fresh juice and cold Bintang beer cost less than USD \$15. We can eat a full meal with juice, a few brews for Dad and plates of delicious fresh fruit — pineapple, papaya, watermelon, passion fruit, etc — for dessert.

e. Relaxed, Kid-Friendly Atmosphere

Bukit Lawang remains a sleepy little outpost in the rainforest, where the locals smile, say hello and then possibly. There's only one path through town, as aside from the occasional scooter or steep road incline, it's safe for kids to run ahead. The sounds of the river and acoustic guitars still dominate the area, but as more tourists, infrastructure and dependable electricity arrive, this could change.

Our kids were welcomed everywhere, and while I saw a few party-hardy backpacker types (and noticed the smell of ganja here and there), Bukit Lawang remains free of the frat-party excesses that ruin places like Vang Vieng for families.

B. Previous Study

There are some previous studies which related to this research, namely:

Prachanant (2012) *Need Analysis on English Language Use in Tourism Industry*. Needs analysis plays a vital role in developing English for specific purposes curriculum. This study surveyed the needs, functions and problems of English language use by 40 tourism employees. A questionnaire was used and

data were analyzed by frequency, percentage, mean and standard deviation. Findings revealed that speaking is most important, then listening, reading and writing. The three most relevant functions in using English language were giving information, followed by providing services, and offering help. English use problems included; inability to understand foreigner's accents, inappropriate words and expressions, inadequate vocabulary, and lack of grammar knowledge.

Garces and Olivera (2013) *Communication Strategies Used by Pre-Service English Teachers of Different Proficiency Levels*. This paper reports on the findings of a research study carried out in the Bachelor of Arts in English program of study at a Colombian university. It aims at identifying the communication strategies used by four pre-service English teachers with A2 and B2 levels of language proficiency and, also, at examining how these communication strategies facilitate or hinder the development of communicative skills. Data collection instruments included audio recordings of three tasks: (1) open-ended questionnaire, (2) sentence translation, and (3) picture description. The participants' speech was transcribed and categorized allowing us to identify and examine the role played by communication strategies which varied depending on the choice the participants made of using either avoidance or compensatory strategies.

C. Conceptual Framework

Language has a big role in the communication among people. When language is used in such situation, it can be known that language is the key of

communication containing messages. The important idea is that the recipient gets the correct detail of what the speaker intends to inform. Language in order to communicate and to connect with other people. Nevertheless, the act of communicating may pose linguistic and social barriers which can hinder communication. Windle and Warren also acknowledge the existence of three essential components of communication: verbal (the words we choose), nonverbal (how we say the words) and paraverbal (our body language). They state that they are needed in order to send clear and concise messages and to receive and correctly understand messages sent to us.

Speaking of the use of English in Indonesia, it goes without saying that English is applied in some aspects of life for Indonesians. One of those aspects is the use of it in tourism. In fact, the mastery of English becomes very important for those people who are involved in Indonesia's tourism since English serves to bridge the difference of native language owned by the tour guides and the tourist from abroad. Nevertheless, there will be communication problems in the interaction between those foreign tourists and their tour guides. Sometimes it is difficult for the tour guides to tell some unfamiliar terminologies which are totally new for the foreigners who do not share the same belief and culture.

Communication strategies are the realization of the strategic competence which is one of five components of communicative competence. Canale (1983: 5) defines "communicative competence as the underlying systems of knowledge and skill required for communication". This communicative competence are divided into some elements as suggested by Celce- Murcia, Dornyei and Thurrell (1995)

that “communicative competence consists of linguistic competence, actional competence, discourse competence, sociocultural competence, and strategic competence”. Therefore, the skill of mastering English should be accompanied by the skill of mastering the communication strategies because this problem does not only happen to the speakers of English as a foreign language, but even the native speakers also face it.

The study of communication strategies has indeed been done by some people to investigate the use of it in some different situations. Mostly, the speakers being the subjects of the research have the same native language. In this research, I focus on the use the communication strategies in the interaction among people who have different native languages and cultures. I assume that by doing this research, I can achieve a new point of view of the application of communication strategies in English in the conversation among people who do not speak English as the first language. Interestingly, those people have different culture and background knowledge of language.

CHAPTER III

RESEARCH METHODOLOGY

A. Location of the Research

The location of this research was at Bukit Lawang, Bohorok, Kabupaten Langkat, North Sumatera. The reason of choosing this location was because this place is nearby town with Medan and besides, many foreign tourists which visit this location and it made the researcher easier to get the data.

B. Source of Data

According to Bogdan & Biklen (1992), data refers to rough materials researchers collect from the world they are studying; they are the particulars that form the basis of analysis. Data include materials that people doing the study actively record, such as interview transcripts and participant observation field notes.

The subjects of this study were three tourist guides in Bukit Lawang. The researcher used them as subjects because her purpose is to investigate how the communication strategies were used in interaction between the tourist guides and foreign tourist in Bukit Lawang.

C. Informant of Research

There were 3 informant research in this study in Bukit Lawang namely:

Biography research.

Informant I

Name : Erick Andria
Place/Date of birth : Desa Gotong Royong, 03 May 1989
Age : 28 tahun
Graduated : D-3
Experience : 3 tahun
Legal by card

Informant II

Name : Jimmy Nugraha
Place/Date of birth : Bukit Lawang, 08 April 1996
Age : 21 tahun
Graduated : SMA
Experience : 2 tahun
Legal by card

Informant III

Name : Joni Predi Siregar, SS
Place/Date of birth : Diski, 21 July 1992
Age : 25 tahun
Graduated : S1
Experience : 2 tahun
Legal by card

D. Research Design

This study was conducted by applying a qualitative research design. According to Denzini and Lincoln (2005) in Sharan B. Merriam describe qualitative research is a situated activity that locates to the observer in the world. Qualitative design attempts to describe what is going on and what data shows. In addition, Ary (2010), states that the research design is the researcher's plan how to proceed to gain an understanding of some group or phenomenon in its context. Design decisions are made throughout the study – at the end as well as the beginning. Further, a qualitative research has five features, namely having natural setting and making the researcher as the key instrument, using descriptive words, concerning with process rather than simply with products, analyzing data inductively and having meaning as the essential concern. So, based on this definition, the way in which this study conducted followed those items quoted.

So far, this study for more specifically used observational case study as one kind of qualitative research design. Bogdan and Biklen (1992) say that it refers to the study done to a subject, a setting or a depository of data. Further, it looks intensely at an individual or small participant pool, drawing conclusions only about that participant or group and only in that specific context. Therefore, based on the understanding above, it is suitable for this research used case study as the major data gathering technique since the researcher observed communication strategies between tourist guides and foreign tourist.

E. Instrument of Collecting Data

There are some instruments in collecting data, as follows:

a. Observation

In this case, observation will be done by investigating in the field of research. Here, the researcher will be observed about the condition in Bukit Lawang.

b. Field Notes

Field notes are information from other sources, including documents and interviews or they comprise the main research data. Field notes include photographs, audio, and video recording (Ary, 2010: 435). Here, the researcher will use video recording in collecting the data.

c. Interview

The interview is one of the most widely used and basic methods for obtaining qualitative data. Interviews were used to gather data from people about opinions, beliefs and the feelings about situations in their own words. They were used to help understand the experiences people have and the meaning they make of them rather than to test hypotheses. In this study, the researcher interviewed three tourist guides related to the topic about communication strategies.

F. The Technique of Collecting Data

The data of this research will be obtained by using the naturalistic method by observing, making a conversation by interview, recording, and taking notes. In collecting the data, the researcher takes an involvement with the subject's conversation whether as an active participant or only as an observer. The tool that

used in collecting the data are a pen, a book, a handphone, and a camera. These tools are used for documenting the interaction between the subjects with their teachers, and between the subjects and their peers. The observation will be done when the subjects are making a conversation with their teacher and their peers.

G. The Technique of Data Analysis

The data analysis of this research was analyzed based on Miles and Huberman (1984), there are three steps of data analysis namely data condensation, data display, and drawing and verification conclusion.

1. Data condensation

It refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. By condensing, we are making data stronger. Data condensation occurs continuously throughout the life of any qualitatively oriented project. Even before the data are actually collected, anticipatory data condensation is occurring as the researcher decides (often without full awareness) which conceptual framework, which cases, which research questions, and which data collection approaches to choose. As data collection proceeds, further episodes of data condensation occur: writing summaries, coding, developing themes, generating categories, and writing analytic memos. The data condensing/transforming process continues after the fieldwork is over, until a final report is completed.

2. Data Display

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that allows conclusion drawing and action. In daily life, displays vary from gasoline gauges to newspapers to Facebook status updates. Looking at displays helps us understand what is happening and to do something—either analyze further or take action—based on that understanding. The most frequent form of display for qualitative data in the past has been extended text. It is dispersed, sequential rather than simultaneous, poorly structured, and extremely bulky. Using only extended text, a researcher may find it easy to jump to hasty, partial, and unfounded conclusions. Humans are not very powerful as processors of large amounts of information. Extended text overloads our information-processing capabilities and preys on our tendencies to find simplifying patterns.

3. Drawing and Verifying Conclusions

The third stream of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative analyst interprets what things mean by noting patterns, explanations, causal flows, and propositions. The competent researcher holds these conclusions lightly, maintaining openness and skepticism, but the conclusions are still there, vague at first, then increasingly explicit and grounded. “Final” conclusions may not appear until data collection is over, depending on the size of the corpus of field notes; the coding, storage, and

retrieval methods used; the sophistication of the researcher; and any necessary deadlines to be met.

Conclusion drawing, in our view, is only half of a Gemini configuration. Conclusions are also *verified* as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst’s mind during writing, with a short excursion back to the field notes; or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop “intersubjective consensus” or with extensive efforts to replicate a finding in another data set. The meanings emerging from the data have to be tested for their plausibility, their sturdiness, their confirmability—that is, their validity. Otherwise, we are left with interesting stories about what happened but of unknown truth and utility.

These four streams can also be represented as shown in figure 1 below.

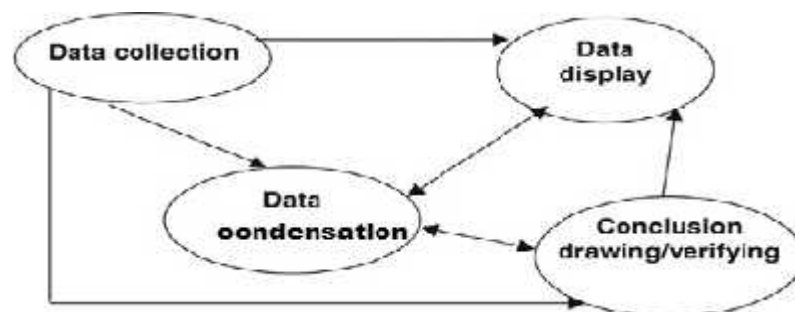


Figure 1: Components of Data Analysis: Interactive Model taken from Miles, Huberman, and Saldana (2014)

CHAPTER IV

DATA AND ANALYSIS

A. Data

The data of this study were taken from conversation between tourist guides and foreign tourists. It was obtained communication strategies collected from interview, observation and video recording. There were 37 data of communication strategies used by tourist guides at Bukit Lawang. This data analyzed by Celce Murcia theory which related communication strategies. After conducting analysis of communication strategies in all utterances that found in communication used by tourist guides, the findings were presented in table 4.1.

Table 4.1
Data of Communication Strategies Used by Tourist Guides

No.	Data	Types of Communication Strategies
1.	You have some any questions and there a jungle or and there so many orang utan (V1:00:01)	Achievement or Compensatory Strategies
2.	The meaning of orang utan, orang meaning people, utan meaning is jungle (V4:00:01)	Avoidance or Reduction Strategies
3.	Just the way I think the culture of orang utan similar like a human (V4:00:11)	Interactional Strategies
4.	In other orang utan get a pregnant same like a human also nine months ten days (V4:00:09)	Achievement or Compensatory Strategies
5.	Is from a platform (V6:00:17)	Achievement or Compensatory Strategies
6.	So that why is the name of orang utan the famous to see a people (V6:00:20)	Achievement or Compensatory Strategies
7.	A long time ago people building center is give for the pesek is the like orang utan (V6:00:27)	Avoidance or Reduction

		Strategies
8.	So it is learning it is easy for them and his remember because a some like us banana, milk, and everything (V6:00:34)	Interactional Strategies
9.	It sometimes he go to move the jungle but normally this is her area (V9:00:51)	Achievement or Compensatory Strategies
10.	That one her name pesek. This one of the some orang utan agresif (V6:01:06)	Achievement or Compensatory Strategies
11.	You can saw is the mina bite my finger (V6:01:17)	Self-Monitoring Strategies
12.	You just can pulling down (V6:02:00)	Interactional Strategies
13.	Possible but if you bring the stick is make you also agresif (V6:01:45)	Achievement or Compensatory Strategies
14.	You know mugly ? so I'm murder mugly. So I'm strong (V6:01:35)	Stalling or Time-Gaining Strategies
15.	I ever been bite from mina 7 years ago (V6:02:08)	Achievement or Compensatory Strategies
16.	And then mina not just bite guide or assitant guide also turis (V6:02:15)	Achievement or Compensatory Strategies
17.	So, be careful not make you scary, but just make take care yourself (V6:02:21)	Self-Monitoring Strategies
18.	Sometimes mina have bad mood sometimes mina good mood like playing, singing (V6:02:29)	Achievement or Compensatory Strategies
19.	Come the cutting of the rubber (V2:00:51)	Interactional Strategies
20.	The cutting little by little everyday (V2:00:56)	Interactional Strategies
21.	Because in here for one week holiday for one time week keep it the market in Friday (V2:01:03)	Self-Monitoring Strategies
22.	Every Friday the people collect all the rubber and put the some of the box and keep it to the market (V2:01:06)	Achievement or Compensatory Strategies
23.	But as a known the price of the rubber is cheaper is not so enough sell for the people work rubber the price of the rubber as a known 10.000 for one kilo (V2:01:16)	Achievement or Compensatory Strategies
24.	Not same 2 years ago the rubber is until 20.000 per	Achievement or

	kilo (V2:01:35)	Compensatory Strategies
25.	I don't know why the price (V2:01:41)	Avoidance or Reduction Strategies
26.	This is dark fruit and the open take inside and eat some red colours in teeth (V3:00:06)	Achievement or Compensatory Strategies
27.	But I know this one for medicine for help something stomachache and take the fruit and eat (V3:00:23)	Achievement or Compensatory Strategies
28.	Take inside and put in the glass for can some for water and wait for 3 minutes and drink, good for stomachache (V3:00:36)	Achievement or Compensatory Strategies
29.	That's meaning of orang utan people of the jungle (V4:00:06)	Interactional Strategies
30.	Balik lagi the population of orang utan it's not much (V4:00:26)	Self-Monitoring Strategies
31.	Because why the life orang utan only just 3 or 4 baby not more (V4:00:30)	Self-Monitoring Strategies
32.	Because the baby stay with her mother until 6 or 7 years in this place (V4:00:37)	Achievement or Compensatory Strategies
33.	Before the mother, mother never make not some more sex (V4:00:46)	Avoidance or Reduction Strategies
34.	This is for the male or orang utan is good life for them (V4:01:17)	Avoidance or Reduction Strategies
35.	And the female get pregnant get away find some other people is a good life (V4:01:19)	Achievement or Compensatory Strategies
36.	This is like a village. This is like a resort national park, so the orang utan home, that one the name is pesek. Is from a platform. You know platform ? is the building center, so that why is the name of orang utan the famous to see a people (V6:00:06)	Stalling or Time-Gaining Strategies
37.	It's a one month ago (V6:01:22)	Achievement or Compensatory Strategies

B. Data Analysis

In analyzing the data, the data analysis was done in line with Miles, Huberman, and Saldana (2014) who stated that there were three steps, namely: data condensation, data display and drawing conclusion and verification.

In data condensation, the first step was data selection. The data were selected from all utterances that uttered by tourist guides in Bukit Lawang because not all of the utterances are communication strategies. That's why, the researcher tried to select whether the utterances are communication strategies or not to get only communication strategies. After that, focused on types of communication strategies which contained communication strategies from the data that have been selected in order to make sure that it was really suitable as the data. In this process, the italic-typed was used as the sign of utterances related to the strategies. Next, simplified the types of communication strategies and the process of communication strategies of tourist guides were given some codes in order to make them easier to be classified in each category. The researcher placed them into table that presented in data analysis with each category by categorizing the utterances into types of communication strategies. Then, data analysis was abstracted by describing in tabulation and together with research findings in this research. The last transformed the data have been displayed in tables.

In data display, the data were organized. The organization was explored and described in detail description in order to be easier to draw the conclusion and also to let reader know why something in the way it. It is also aimed to sort the data into group or category. In this study, the researcher made the organization by

showing the data in the table to put the categorization of communication strategies utilized by tourist guides in Bukit Lawang. Then, concept made the data display into tables, some of the data were display and analyzed the detail description of the data that will be representative of each categories.

In drawing conclusion, the data were interpreted and drawn a meaning from the data display. In drawing conclusion, the data were interpreted and drawn a meaning from the data display. Data display and drawing conclusion step would be discussed deeply to answer the research problem. In this section, the first answer for the research problem about types of communication strategies and the second answer for the research problem about the process of communication strategies.

In analyzing the data, the data analysis can be seen as follows:

1. Types of communication Strategies used by tourist guides at Bukit Lawang

There were five concept of communication strategies, namely avoidance or reduction strategies, achievement or compensatory strategies, stalling or time-gaining strategies, self-monitoring strategies, and interactional strategies. For make it clear, it can be seen in table 4.2 below.

Table 4.2
Types of Communication Strategies

No.	Types of communication strategies	Amount	Percentage
1.	Avoidance or reduction strategies	5	13.5%
2.	Achievement or compensatory strategies	19	51.3%
3.	Stalling or time-gaining strategies	2	5.5%
4.	Self-monitoring strategies	5	13.5%
5.	Interactional strategies	6	16.2%

From table 4.2 above, it could be found that there were 5 (13.5%) for avoidance or reduction strategies, 19 (51.3%) achievement or compensatory strategies, 2 (5.5%) stalling or time-gaining strategies, 5 (13.5%) self-monitoring strategies, 6 (16.2%) interactional strategies. The most dominant types of communication strategies used by tourist guides at bukit lawang was achievement or compensatory strategies 19 (51.3%). It means that the most guides used achievement or compensatory strategies to reach a communicative goal. It can be seen in chart below:

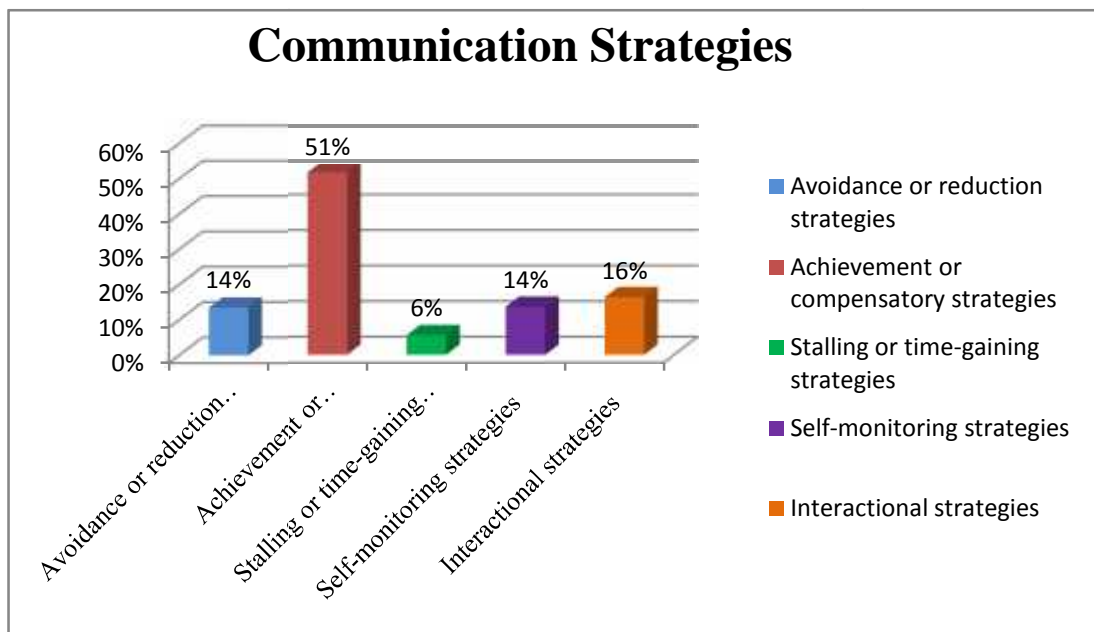


Chart 1 Types of Communication Strategies

2. The process of communication strategies used by tourist guides

Communication strategies used by tourist guides realized in conversation which described below.

a. Concept of avoidance or reduction strategies

This strategy includes topic avoidance, message replacement and message abandonment. In this concept, there were 5 utterances used by tourist guides in conversation between tourist guides and foreigners. The speaker or guides used this strategy to avoid talking about certain topic in the conversation. The reason of using this strategy is probably because of the lack of knowledge, idea, or vocabulary items about the topic area. The speakers might feel that it would be too difficult for them to talk about this certain topic as they would probably get stuck in the middle of the conversation due to their lack of linguistic competence. For example:

Foreign tourist: See use how to you put from the human?

Tour guide : *A long time ago people independent center is give for the pesek is the like orang utan.*

From the example above, this conversation showed a guide avoid talking about topic in the conversation where a guide might feel that it would be too difficult for him to talk about this certain topic as he would probably get stuck in the middle of conversation. That is why, guide avoid question from foreign that foreign asked something to guide but guide continue to other topic.

b. Concept of achievement or compensatory strategies

In this concept, there were 19 achievement or compensatory strategies used by tourist guide. In this strategy have been the traditional concern of communication strategy research. The guide used this strategy to compensate the

breakdowns in the middle of conversation. Instead of abandoning the message or avoiding certain topic of conversation because of their lack of linguistic skill, and the guide try to find a way to convey the message which want to said but keep communicative goal for example:

Tour guide : You have some any questions and there a jungle or and there so many orang utan

From the example above, the utterance *there a jungle or and there so many orang utan* showed that guide want to explain that many orang utans in the jungle. A guide used this strategy to reach goal in communication eventhough a guide knew the structure is not correct. In addition a guide used this strategy to share information which aim to satisfy foreigners.

c. Concept of stalling or time-gaining strategies

In this concept, there were 2 utterances stalling or time-gaining strategies used by tourist guide in the conversation. In this strategy, the speaker or guide employed to make use of the time while the guide are having difficulties in finding the correct term or constructing a sentence which want to said when the guide were faced in difficulties words, the guide used gambits in there conversation which aim to fill in the gap between the utterances while the guide where taking the time for example:

Foreign tourist : So why, orang utan stay close to the city ?

Tour guide : This is like a village. This is like a resort national park. The orang utan home, that one the name is pesek. Is from a park one.

You know park one ? so that why is the name of orang utan the famous to see a people.

From the example above, the guide was explaining about place of orang utan. In the middle of his explanation, the guide try to stalling time by using gambit *you know* and it was followed by giving circumlocution *so that why is the name of orang utan the famous to see a people*.

d. Concept of self-monitoring strategies

In this concept, there were 5 utterances self-monitoring strategies used by tourist guide in the conversation. In this strategy, the guide used to correct there own mistake during the conversation and have initiatif to correct it. The guide used self monitoring as the effort to make the speech clearly for example:

Tourist guide : That one her name pesek. This one of the some orang utan agresif.

We have a mina.

Foreign tourist : Mina is the most agresif

Tour guide : You know mina ?

Foreign tourist: Yeah, I saw the internet and jecky is the one of like mina.

Tour guide : You can saw is the mina bite my finger.

From the example above, a guide told about mina and he tried to elaborate *pesek, jecky, and mina*. A guide used some word to explain *mina* that mina is orang utan is the most agresif.

e. Concept of interactional strategies

In this concept, there were 6 utterances interactional strategies used by tourist guide in the conversation. In this strategy, the guide used interactional strategies in their conversation which aim helpful the guide to avoid misunderstanding in the communication. In addition, the guide used this strategy was the utterances is not clear enough for foreign so that the foreigners can not achieve what the guide mean for example:

Tourist guide : Just the way I think the culture of orang utan similar like a human.

Foreign tourist : Look a similar

Tourist guide : Ya, is similar

From the example above, *look a similar* the foreign asked for confirmation of the guide's utterance. The foreign repeated his sentence confirm whether what he hear are the same as what the guide's mean.

C. Research Finding

Having analysis the data, it can be concluded some of finding as follows:

1. There were 37 utterances which contained communication strategies used by tourist guides at Bukit Lawang. There were 5 (13.5%) for avoidance or reduction strategies, 19 (51.3%) achievement or compensatory strategies, 2 (5.5%) stalling or time-gaining strategies, 5 (13.5%) self-monitoring strategies, 6 (16.2%) interactional strategies. The most dominant types of communication strategies used by tourist guides at bukit lawang was achievement or

compensatory strategies 19 (51.3%). It means that the most guides used achievement or compensatory strategies to reach a communicative goal.

2. The process communication strategies used by tourist guide occur during the communication with foreign tourist. This strategies were very essential for the guide where they used avoidance, circumlocution to achieve communication, gambit of stalling or time gaining strategy, self initiated which belong to self monitoring strategy and interactional for helping to fill the word.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding, it was obtained some conclusion as follows:

1. There were 37 utterances which contained communication strategies used by tourist guides at Bukit Lawang. There were 5 (13.5%) for avoidance or reduction strategies, 19 (51.3%) achievement or compensatory strategies, 2 (5.5%) stalling or time-gaining strategies, 5 (13.5%) self-monitoring strategies, 6 (16.2%) interactional strategies. The most dominant types of communication strategies used by tourist guides at bukit lawang was achievement or compensatory strategies 19 (51.3%). It means that the most guides used achievement or compensatory strategies to reach a communicative goal.
2. The process communication strategies used by tourist guide occur during the communication with foreign tourist. In the conversation did not always go as smoothly as we think. In fact communication strategies had been applied by tourist guides eventhough they did not know about the theory behind it.

B. Suggestion

There are some points which suggested as follows:

1. For the guides it can help them to enrich their knowledge about communication strategies and can be guides for them in communication to the foreign tourist.
2. For the teacher it can be reference for them to teach speaking for the student.
3. For the linguist it is advisable to examine and explore matters related to the special linguistic in order to contribute to the development of the sains of language.

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APPENDIX I**OBSERVATION SHEET**

No.	Date/Time	Location	Activity
1.	27-01- 2017/09:00	Leuser Mountain	The tourist guide brought the foreigners to leuser
2.	30-01- 2017/10:15	Bukit Lawang Indah Cafe	The tourist guides served the foreigners in ordering the food
3.	11-02- 2017/16:00	Field	The tourist guides played football in spending their time
4.	12-02- 2017/08.00	Jungle	The tourist guides tracking to jungle and explained about orang utan to foreign tourist
5.	18-02- 2017/14:30	Garden Inn Cafe	The tourist guides talked and talked to foreign tourist
6.	24-02- 2017/11:05	-	The tourist guides went around with foreign tourist surrounding Bukit Lawang by bicycle

APPENDIX II

INTERVIEW

Tour Guide I

Researcher: Excuse me brother, may I ask you some question which related to my topic? because I need many information about communication which related to my study.

Researcher: What must be known by tourist guide as a guide?

Informant: Especially, to be a guide can speak english very well, have experience enough knowledge also and understand also this area.

Researcher: What other tasks can a tourist guide do other than his regular work?

Informant: I have one I go to farming in the next job.

Researcher: Explain what are the physical requirements of a tourist guide?

Informant: We have tidy, smiling, and polite.

Researcher: What are the benefits of tourist guide?

Informant: Just for money, experience, and a lot of friends.

Researcher: Be a tourist guide, is there a specific study to learn it?

Informant: Yes, we have knowledge about location everywhere our trip.

Researcher: In Bukit Lawang, is there committee of tourist guide which special carry foreign tourist?

Informant: Yes, we have association the name is HPI (Himpunan Pramuwisata Indonesia).

Researcher: Are there terms used tourist guide during conversation with foreign tourist?

Informant: Yes, sometimes we have follow them sometimes they follow us.

Researcher: As a tourist guide what are the career options?

Informant: I have a career, my career is farmer

Researcher: Explain how can you improve tourist guide skills?

Informant: I just learn by my self to practice like conversation with foreign tourist, listening and I have experience with them.

Researcher: What are the characteristics to be tourist guide?

Informant: To be polite, friendly, have experience and sometimes we have a jokes.

Researcher: Many foreign tourist which have different culture and language, how do you explain this place to them?

Informant: Yes, sometimes we have follow the tourist, but sometimes the foreign tourist follow us because we have also the culture religi is difference sometimes we have make a comfortable.

Researcher: What are the challenges you face during communication with foreign tourist?

Informant: Like a dialect speech is different intonation to high is very hard what they said so communication is very different

Researcher: What should a tourist guide do before the tour?

Informant: We must give information about this area and also to give all information safety like a bring eveything water before our trip.

Researcher: Ok thank you so much brother for your information

Tour Guide II

Researcher: Excuse me brother, may I ask you some question which related to my topic? because I need many information about communication which related to my study.

Researcher: What must be known by tourist guide as a guide?

Informant: Be good how you knowledge about jungle, experience of you like guiding jungle and other things.

Researcher: What other tasks can a tourist guide do other than his regular work?

Informant: Main job.

Researcher: Explain what are the physical requirements of a tourist guide?

Informant: Be fit and good looking.

Researcher: What are the benefits of tourist guide?

Informant: Speak with them, get knowledge.

Researcher: Be a tourist guide, is there a specific study to learn it?

Informant: I have been course english just for a month.

Researcher: In Bukit Lawang, is there committee of tourist guide which special carry foreign tourist?

Informant: Yes, a community is HPI.

Researcher: Are there terms used tourist guide during conversation with foreign tourist?

Informant: Yes, like a german, dutch doesn't really well english. Sometimes said say hello, good morning just for fun she good not to be close and give me touch.

Researcher: As a tourist guide what are the career options?

Informant: A part of them as a guide for local and another of them as a guide for foreign tourist.

Researcher: Explain how can you improve tourist guide skills?

Informant: I read a book and sometimes I watch a movie.

Researcher: What are the characteristics to be tourist guide?

Informant: Good attitude, be nice, keep polite.

Researcher: Many foreign tourist which have different culture and language, how do you explain this place to them?

Informant: How we talk as sometimes we talk as many people they using tips explain and we will come back to beginning as he said

Researcher: What are the challenges you face during communication with foreign tourist?

Informant: Yes, sometimes how to pronoun word sometimes is wrong as miss word.

Researcher: What should a tourist guide do before the tour?

Informant: Before the tour we do briefing, we talk about the condition actually we need energy he was said it's good or not like is really stomachache we can give the time to drink medicine in the beginning

Researcher: Ok thank you so much brother for your information

Tour Guide III

Researcher: Excuse me brother, may I ask you some question which related to my topic? because I need many information about communication which related to my study.

Researcher: What must be known by tourist guide as a guide?

Informant: Guide as a main, guide is to approach and try to explain about our jungle especially there are many things we can explain with the tourist from western or there are many benefits. I mean, one things every guide should do that's guide abroad explain our jungle.

Researcher: What other tasks can a tourist guide do other than his regular work?

Informant: Yes, of course. Besides a guide I am a teacher like a private teacher.

Researcher: Explain what are the physical requirements of a tourist guide?

Informant: Yes, of course. There are many steps tourists must do in our office.

Every tourist must have a good looking and have what view because we taught strangers they must be interested with guide.

Researcher: What are the benefits of a tourist guide?

Informant: Of course, we can get many cultures, many people we can get a tourist especially culture and different languages and we can improve our language for example there are German, French, and Holland.

Researcher: As a tourist guide, is there a specific study to learn it?

Informant: Of course, must learn because if someone doesn't understand English well it is difficult to talk with strangers every tourist must learn by reading much.

Researcher: In Bukit Lawang, is there a committee of a tourist guide which special carry foreign tourists?

Informant: Yes, the community is HPI

Researcher: Are there terms used by a tourist guide during conversation with foreign tourists?

Informant: Yes, one of them is French. Like talking with them but I like to speak French.

Researcher: As a tourist guide what are the career options?

Informant: I must be focused with my job. As a guide it's a very good job

Researcher: Explain how can you improve tourist guide skills?

Informant: Everyday I reading english book, and studying grammar and practice english with stranger and then I try to debate some tourist.

Researcher: What are the characteristics to be tourist guide?

Informant: We must be humble man and then we must be honest and have a great responsibility and royal.

Researcher: Many foreign tourist which have different culture and language, how do you explain this place to them?

Informant: Is really difference so far between western and eastern because really the eastern we can see many culture to comes our country. There are many tourist from another country different culture.

Researcher: What are the challenges you face during communication with foreign tourist?

Informant: Of course, learning is in my life. Sometimes I don't understand some people say. Of course, different pronunciation between american and british

Researcher: What should a tourist guide do before the tour?

Informant: As normal man I need to study I go to school, and then I back from school like a potter who man to carry the tourist from the jungle and some people called assistant guide. Before I become as a guide I try to be a potter and finally I be a guide

Researcher: Ok thank you so much brother for your information.

APPENDIX III

Transcript of Conversation Tour Guide and Foreign Tourist

Tour guide : You have some any questions and there a jungle or and there so many orang utan.

Tour Guide : You know this ?

Foreign Tourist : Yes, to make this. How to say in english ? the material ?

Tour Guide : Rubber, so the rubber should in the morning the people. Come the cutting of the rubber, the cutting little by little everyday. Because in here one time take the market here only in Friday. Every Friday the people collect all the rubber and put the some of the box and keep it to the market. But as a known the price of the rubber is cheaper is not so enough sell for the people work rubber the price of the rubber as a known 10.000 for one kilo. Not same 2 years ago the rubber is until 20.000 per kilo. I don't know why the price.

Tour guide : Going to the lake toba. This is dark fruit and the open take inside and eat some red colours in teeth. I think in India also. But I known this one for medicine for help something stomachache and take the fruit and eat. Take inside and put in the glass for can some for water and wait for 3 minutes and drink, good for stomachache.

Tour Guide : The meaning of orang utan, orang meaning people, utan meaning is jungle. That's meaning of orang utan people of the jungle. Just the way I think the culture of orang utan similar like a human.

Foreign tourist : Look a similar?

Tourist guide : Ya is similar, In other orang utan get a pregnant same like a human also nine months ten days. Balik lagi the population of orang utan it's not much, because why the life orang utan only just 3 or 4 baby not more. Because the baby stay with her mother until 6 or 7 years in this place. Before the mother, mother never make not some more sex.

Foreign Tourist : So, the male stay without humans house for long time ?

Tour guide : This is for the male or orang utan is good life for them and the female get pregnant get away find some other people is a good life.

Foreign tourist : So why, orang utan stay close to the city ?

Tour guide : This is like a village. This is like a resort national park. The orang utan home, that one the name is pesek. Is from a park one. You know park one ? so that why is the name of orang utan the famous to see a people.

Foreign tourist : See use how to you put from the human?

Tour guide : A long time ago people independent center is give for the pesek is the like orang utan. So it is learning it is easy for

them and his remember because a some like us banana, milk, and everything.

Foreign tourist : As why as like him for the food

Tour guide : It sometimes he go to move the jungle but normally this is her area. That one her name pesek. This one of the some orang utan agresif. We have a mina.

Foreign tourist : Mina is the most agresif

Tour guide : You know mina ?

Foreign tourist : Yeah, I saw the internet and jecky is the one of like mina.

Tour guide : You can saw is the mina bite my finger.

Foreign tourist : When ? is real ?

Tour guide : It's a one month ago

Foreign tourist : Hurt ?

Tour guide : You know mugly ? I murder mugly. So I'm strong
It's okey, possible but if you bring the stick is make you also agresif. Because is it drinking.

Foreign tourist : When the way school we like choose like this

Tour guide : You just can pulling down

Foreign tourist : You ever been bite by mina ?

Tour guide 1 : I ever been bite from mina 7 years ago

Tour guide 2 : And then mina not just bite guide or assitant guide also turis. So, be careful not make you scary, but just make take care yourself.

Tour guide : It's okey, sometimes mina have bad mood sometimes
mina good mood like playing, singing.

APPENDIX IV

BIOGRAPHY OF TOUR GUIDES

Tour guide I

Nama : Erick Andria
Tempat, Tgl/Lahir : Desa Gotong Royong, 03 Mei 1989
Umur : 28 tahun
Lulusan : D-3
Pengalaman : 3 tahun
Status Guide : Resmi

Tour guide II

Nama : Jimmy Nugraha
Tempat, Tgl/Lahir : Bukit Lawang, 08 April 1996
Umur : 21 tahun
Lulusan : SMA
Pengalaman : 2 tahun
Status Guide : Resmi

Tour guide III

Nama : Joni Predi Siregar, SS
Tempat, Tgl/Lahir : Diski, 21 Juli 1992
Umur : 25 tahun
Lulusan : S1
Pengalaman : 2 tahun
Status Guide : Resmi

Personal Detail

Name : Dynar Saniaty
Registered Number : 1302050118
Place / Date of Birth : Medan, 05 June 1995
Religion : Moeslem
Material Status : Single
Address : Jl. Paluh Nibung No. 5A Medan Marelan
E-mail Address : saniatydynar@yahoo.com
Father's Name : Kasdi, SH
Mother's Name : Arys Saniah
Brother's Name : Hadi Rysmawan

Education Background

- | | |
|---|-----------|
| 1. TK 'Aisyiyah Bustanul Athfal Belawan | 1999-2000 |
| 2. SD Muhammadiyah 04 Belawan | 2000-2006 |
| 3. SMP Negeri 20 Medan | 2006-2009 |
| 4. SMA Negeri 16 Medan | 2009-2012 |

Medan, 20 March 2017

Dynar Saniaty

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